Operating Plans for Northwest Territories Education Bodies for the 2025-2026 School Year Ending June 30, 2026

Plans de fonctionnement des conseils scolaires de division et des administrations scolaires de district des Territoires du Nord-Ouest pour l'année scolaire se terminant le 30 juin 2026

Volume 1 of 2

The Operating Plans for the current 2025-2026 school year were prepared by nine of the ten NWT education bodies in compliance with the *Financial Administration Act's* "Planning and Accountability Framework," which requires NWT education bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

Included in this document is one Operating Plan for each of the following education bodies: Beaufort-Delta Divisional Education Council; Commission scolaire francophone Territoires du Nord-Ouest; Dettah District Education Authority; Ndılǫ District Education Authority; Sahtú Divisional Education Council; South Slave Divisional Education Council; Tłı̨chǫ Community Services Agency; Yellowknife Catholic Schools; and Yellowknife Education District No. 1.

The Dehcho Divisional Education Council operating plan is not included in this document and is expected to be tabled at the earliest available opportunity once it has been received by the GNWT.

Des plans de fonctionnement pour l'année scolaire 2025-2026 ont été préparés par neuf des dix organismes scolaires des TNO conformément au « Cadre de planification et de reddition de compte » de la *Loi sur la gestion des finances publiques*. Ce cadre stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en oeuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le présent document contient un plan de fonctionnement pour chacun des organismes scolaires suivants : Conseil scolaire de division de Beaufort-Delta; Commission scolaire francophone des Territoires du Nord-Ouest; Administration scolaire de district de Dettah; Administration scolaire de district de Ndılǫ; Conseil scolaire de division du Sahtú ; Conseil scolaire de division du Slave Sud; Agence de services communautaires Tłı̨chǫ; Écoles catholiques de Yellowknife; et Administration scolaire de district no 1 de Yellowknife.

Le plan de fonctionnement du Conseil scolaire de division du Dehcho n'est pas inclus dans le présent document et devrait être déposé dès que possible après sa réception par le GTNO.

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For the 2025-26 School Year

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Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's Operating Plan for the 2025-2026 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 Beaufort Delta Divisional Education Council's priorities for the upcoming school year.

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

The District Education Council chose to target student achievement as the priority, given existing results in Literacy, Numeracy, ILE and the importance of reading, mathematics (numeracy) and language growth (ILE) for success in school and in later life. Social responsibility is the other Council priority that overlaps these initiatives.The design of this strategic plan & vision complements the Council's foundational policies, namely BDDEC policy A 02 Vision & Mission Specific academic indicators in Literacy, Indigenous Languages & Culture (ILE), Numeracy and Social Responsibility were indicated over the several years in 2026-27 to measure the success of the vision and the inquiry initiatives. Vision Targets 2027-28 Increase programming, i.e. Trades & Wellness Increase graduation rate & reduce the bottleneck Increase the percentage of students on regular programming Increase student Voice, Choice, & Agency Increase students performing at the Canadian norm on CAT-5 Increase the percentage of students participating in cultural activities/events 100% of BDDEC schools will follow cultural calendars. 85% of students speak 16 of the traditional greetings of their home community. 35% of students speak at the Emergent level 25% of students speak at the Beginner Level 7% of students speak at the Intermediate level. 85% of students participate in at least five cultural activities with at least one cross-curricular lesson attached to EACH experience. 70% of parents discuss their child's language levels.

Annual Report - Executive Summary

The Beaufort Delta Divisional Education Council's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

EXECUTIVE COMMITTEES / DEA CHAIRPERSONS	NAME
Chairperson	Mina McLeod (Acting)
Vice-Chairperson	Gilbert Thrasher
Member-at-Large	Annie Goose
Gwich'in Tribal Council - EM	Janna Wolki (Appointed)
Inuvialuit Regional Corporation - EM	Evelyn Storr (Appointed)
Fort McPherson	Rebecca Blake (2025-2027)
Inuvik	Kylik Taylor (2025-2027)
Aklavik	Mina McLeod (2025-2027)
Paulatuk	Gilbert Thrasher Sr. (2025-2027)
Tuktoyaktuk	Rosemary Lundrigan (2024-2026)
Sachs Harbour	Andrea Keogak
Ulukhaktok	Annie Goose
Tsiigehtchic	TBD

The Beaufort Delta Divisional Education Council is the most Northern education body in the Northwest Territories. All eight communities and nine schools are located north of the Arctic

Circle. BDDEC serves 1476 regional students and is responsible for 328 administrators, teachers and support staff.

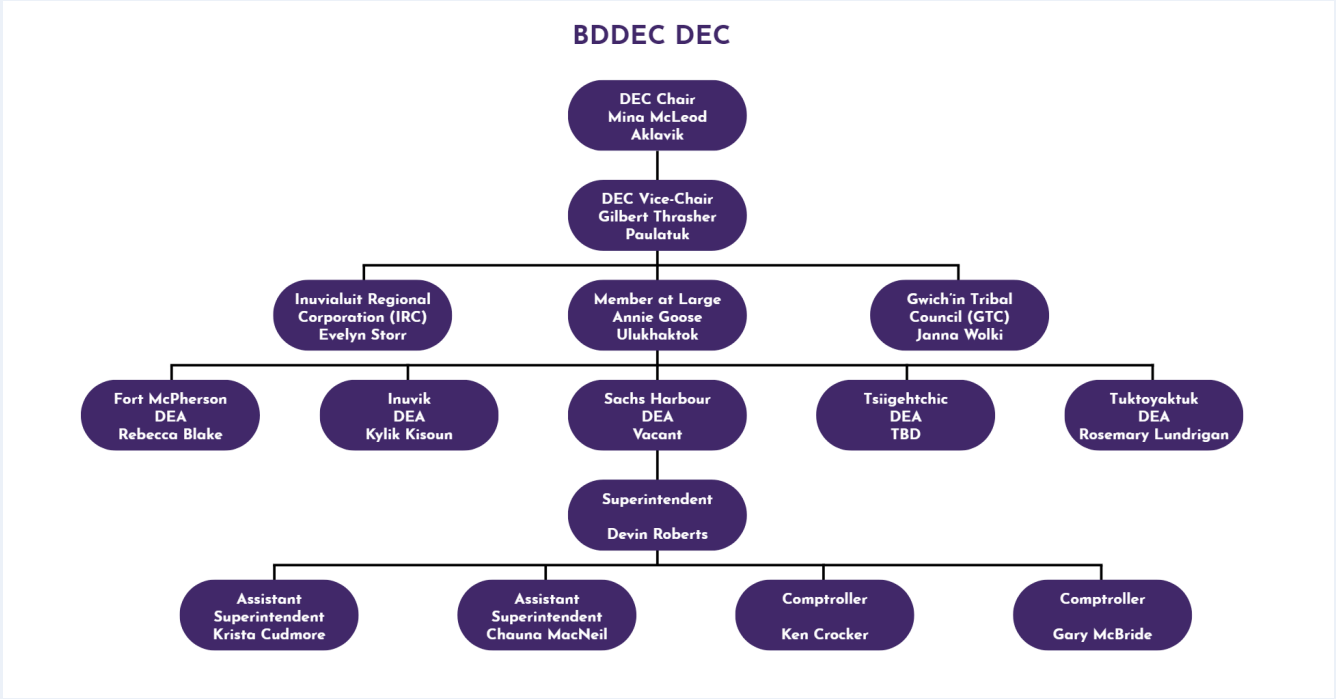
BDDEC is governed by a board of elected members. Each District Education Authority (DEA) within the BDDEC elects one representative, normally their chair, to sit on the District Education Council (DEC) board. The DEC elects a Chair (2-year term), Vice-Chair (every year), and Member at large (every year).

The Inuvialuit Regional Corporation and the Gwich'in Tribal Council appoint one voting member (each) to the BDDEC board. DEAs meet monthly. The DEC meets three times per year, including two via videoconference and one face-to-face meeting in February.

BDDEC has a strategic plan focused on improving Literacy, indigenous languages, Numeracy, and Social Responsibility. The plan was co-created with the DEC and Senior Admin Team. BDDEC is developing a long-term vision to ensure long-term sustainable growth for the students of the Beaufort Delta.

B. Functional Organizational Chart

The following table details the functional organization of the education body:



C. School Profiles

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

Total Number of Schools in District	**9**	**Total Anticipated Student Head Count**	**1428**

School Name	Community	Grades Offered	Programming Highlights
Angik	Paulatuk	JK-12	Multi-grade, Northern Distance Learning
Chief Julius	Fort McPherson	JK-12	Multi-grade, Northern Distance Learning
Chief Paul Niditchie	Tsiigehtchic	JK-12	Multi-grade, Northern Distance Learning
East Three Elementary	Inuvik	JK-6	Multi-grade French Immersion, Single-grade English programming
East Three Secondary	Inuvik	7-12	Multi-grade French Immersion, Single-grade English programming
Helen Kalvak	Ulukhaktok	JK-12	Multi-grade, Northern Distance Learning
Inualthuyak	Sachs Harbour	JK-12	Multi-grade
Mangilaluk	Tuktoyaktuk	JK-12	Single-grade, Northern Distance Learning
Moose Kerr	Aklavik	JK-12	Multi-grade, Northern Distance Learning

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs									
Type of Policy or Bylaw	**BDDEC DEC**	**Aklavik DEA**	**Fort McPherson DEA**	**Inuvik DEA**	**Paultuk DEA**	**Tsiigehtchic DEA**	**Tuktoyaktuk DEA**	**Ulukhaktok DEA**	**Sachs Harbour DEA**
Code of Conduct	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010	A.05 12-09-2010 C.16 12-09-2010
School Attendance	D. 27 10-24-2006 C. 19 12-0	D. 27 10-24-2006 C. 19 12-09-	D. 27 10-24-2006 C. 19 12-09-	D. 27 10-24-2006 C. 19 12-09-	D. 27 10-24-2006 C. 19 12-09-2	D. 27 10-24-2006 C. 19 12-09-	D. 27 10-24-2006 C. 19 12-09-	D. 27 10-24-2006 C. 19 12-09-	D. 27 10-24-2006 C. 19 12-09-

	9-20 10	2010	2010	2010	010	2010	2010	2010	2010
Safe Schools	I.01 02-2 4-20 11	I.01 02-24- 2011	I.01 02-24- 2011	I.01 02-24- 2011	I.01 02-24-2 011	I.01 02-24- 2011	I.01 02-24- 2011	I.01 02-24- 2011	I.01 02-24- 2011
Transportat ion of Students	D. 18 10-2 4-20 06	D. 18 10-24- 2006	D. 18 10-24- 2006	D. 18 10-24- 2006	D. 18 10-24-2 006	D. 18 10-24- 2006	D. 18 10-24- 2006	D. 18 10-24- 2006	D. 18 10-24- 2006
Conduct of Business	A.07 12-0 9-20 10	A.07 12-09- 2010	A.07 12-09- 2010	A.07 12-09- 2010	A.07 12-09-2 010	A.07 12-09- 2010	A.07 12-09- 2010	A.07 12-09- 2010	A.07 12-09- 2010
Records Manageme nt	C. 19 12-0 9-20 10	C. 19 12-09- 2010	C. 19 12-09- 2010	C. 19 12-09- 2010	C. 19 12-09-2 010	C. 19 12-09- 2010	C. 19 12-09- 2010	C. 19 12-09- 2010	C. 19 12-09- 2010
Student Assessment	H. 08 06-2 4-20 19	H. 08 06-24- 2019	H. 08 06-24- 2019	H. 08 06-24- 2019	H. 08 06-24-2 019	H. 08 06-24- 2019	H. 08 06-24- 2019	H. 08 06-24- 2019	H. 08 06-24- 2019
Inclusive Schooling	D. 06 10-17 -2019	D. 06 10-17-2 019	D. 06 10-17-2 019	D. 06 10-17- 2019	D. 06 10-17-2 019	D. 06 10-17-2 019	D. 06 10-17-2 019	D. 06 10-17-2 019	D. 06 10-17-2 019
Community Senior Secondary Schooling	D. 04 10-2 4-20 06	D. 04 10-24- 2006	D. 04 10-24- 2006	D. 04 10-24- 2006	D. 04 10-24-2 006	D. 04 10-24- 2006	D. 04 10-24- 2006	D. 04 10-24- 2006	D. 04 10-24- 2006
Camera Use in Schools									
Recommended By-Laws for DECs and DEAs									

Type of Bylaw	BDDEC DEC	Aklavik DEA	Fort McPherson DEA	Inuvik DEA	Paultuk DEA	Tsiigehtchic DEA	Tuktoyaktuk DEA	Ulukhaktok DEA	Sachs Harbour DEA
Honorarium	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011	E 36 06-25-2011
Annual Report	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011	E. 02 06-25-2011
Borrowing Money	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011	E.28 06-25-2011

2. Territorial Schools

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

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

A. Education Body Strategic Planning

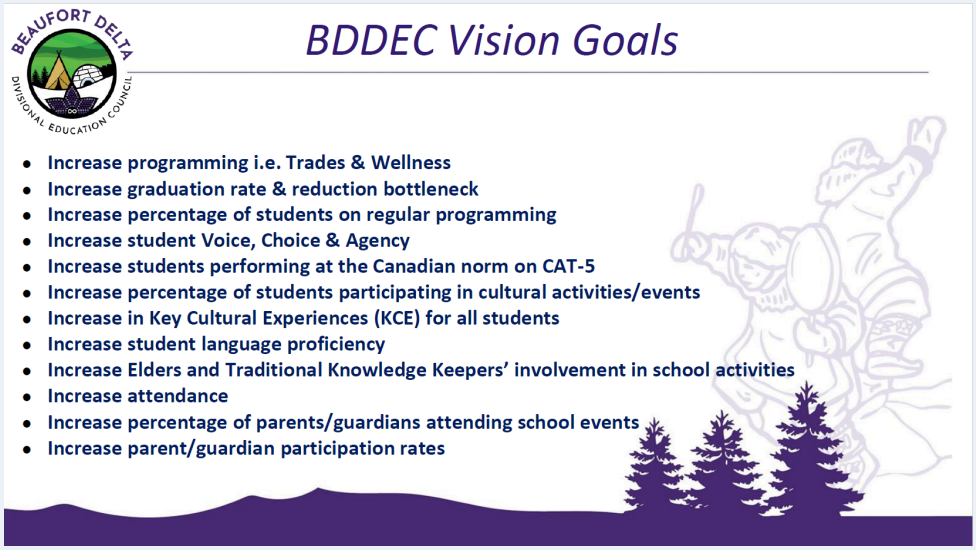
NWT education bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	BDDEC's regional priorities are created in consultation with working groups from the DEC, NWTSA and staff. BDDEC is also developing a Youth Forum to ensure students have more voice in developing regional priorities for 2023-24. BDDEC has a long-term education plan linked on the BDDEC website at https://schools.bd-dec.ca/vision27/. BDDEC hosted community engagement in 2022-23 to raise awareness and develop community input for the vision.



Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Increase programming, i.e. Trades & Wellness	2 TAP programs		
Increase graduation rate & reduction bottleneck	50%		
Increase percentage of students on regular programming	95%		
Increase student Voice, Choice & Agency	80%		
Increase percentage of students participating in cultural activities/events	85%		
100% of BDDEC schools will follow cultural calendars.	100%		
85% of students speak 16 of the traditional greetings of their home community.	85%		
35% of students speak at the Emergent level	35%		

25% of students speak at the Beginner Level	25%		
7% of students speak at the Intermediate level.	7%		
85% of students participate in at least five cultural activities with at least one cross-curricular lesson attached to EACH experience.	85%		
70% of parents discuss their child's language levels.	70%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	School Improvement Plans are set with the BDDEC Strategic Plan for 2023-24 based on regional priorities and goals set by the District Education Council (DEC). Baseline data from the 22-23 BDDEC strategic plan will be used and is part of the larger vision for the council. BDDEC long-term goals: **Vision Targets 2026-27** School improvement plans (SIPs) are submitted by school leadership teams to the central office. They are reviewed twice a year. In 2023-24, student councils will also share SIPs. School cycles: Moose Kerr School - 2024-25 Chief Julius School - 2023-24 (Completed) Helen Kalvak Elihakvik - 2024-25 East Three Elementary School - 2024-25

	East Three Secondary School 2023-24 (Completed) Angik School - 2023-24 (Completed) Inualthuyak School 2024-25 Chief Paul Niditchie School 2023-24 (Completed) Mangilaluk School 2024-25

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	All NWTTA staff will be evaluated in years 1, 2, 5, 10, 15, 20… of employment. Evaluations are created at the district office and shared with GNWT HR. Senior leadership models teacher evaluations for principals. E-performance support is provided to principals by senior leadership. All UNW staff will be evaluated using the E-performance process in SAM/HRIS (PeopleSoft).

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	43		
Number of principals and assistant principals formally evaluated in the school year.	12		
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	

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Regional training on the BDDEC Indigenized Inquiry instruction and assessment cycles, review of BC curriculum with implementing teachers, and regional and one-to-one school-based training for new trialling teachers on BC curriculum, focusing on competency-based programming and assessment. **Literacy -** Training on BDDEC early years literacy assessment. **Numeracy -** Training session on Inquiry-based math strategies in high school and Mathology training for grades JK-9. **Social Responsibility** - school implementation of WITS, LEADers, 4thR, HRPP+, training staff on GSA, 2SLGBQTIPA+, & SOGI **Student & Educator Wellness** - TAMI, ASIST, SIVA, Mind-Up Curriculum & Mental Health First Aid

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2.5		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	0.50	1.0			

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	All BDDEC schools provide a healthy foods program for students using a brown paper bag delivery for breakfast. A large number of students are coming to school hungry. So this program is essential to help meet the basic needs of students so that they can reach their academic potential. Healthy foods promote healthy living, which increases the potential for wellness and student achievement. The Canada Food Guide is a resource that ensures the appropriate food groups are used consistently and correctly.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*
Angik				
Chief Julius				
Chief Paul Niditchie				

East Three Elementary				
East Three Secondary				
Helen Kalvak				
Inualthuyak				
Mangilaluk				
Moose Kerr				

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

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədǝ́, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨cho)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Angik	Inuvialuktun	Core	JK-9		
Chief Julius	Gwich'in	Core	JK-9		
Chief Paul Niditchie	Gwich'in	Core	JK-9		
East Three Elementary	Inuvialuktun, Gwich'in, French	Core Core Immersion	JK-6 JK-6 K-6		
East Three Secondary	Inuvialuktun, Gwich'in, French	Core Core Immersion	7 - 9		
Helen Kalvak	Inuinnaqtun	Core	JK - 9		
Inualthuyak	Inuvialuktun	Core	JK-9		
Mangilaluk	Inuvialuktun	Core	JK - 9		
Moose Kerr	Inuvialuktun, Gwich'in	Core Core	JK - 9		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	
SSI Project Proposal Summary including purpose, key objectives and activities.	No new project for 2025-26

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)		
Facilitator Expenses (travel, per diem, accommodation, etc.)		
Teacher Release Time (Sub Costs)		
Teacher Travel (transportation, per diem, accommodation)		
Workshop Expenses		
Other (please specify)		
Total Budget		

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.			
Number of PD opportunities provided (in hours)			
Please include any additional performance indicators			
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

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

B. Program Support Teachers

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

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

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
Angik	1.0	1.0				
Chief Julius	1.17	1.0	Cannot staff 0.17			
Chief Paul Niditchie	1.0	1.0				
East Three Elementary	5.67	3.0				
East Three Secondary		2.67				
Helen Kalvak	1.00	1.0				
Inualthuyak	.50	.50	Principal serves as PST			
Mangilaluk	2.16	2.0	Cannot staff 0.16			
Moose Kerr	1.03	1.0	Cannot staff 0.03			
TOTAL	13.53	13.17	Difference of 0.36 not staffed due to logistics around staffing partially funded employees			

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Angik	1.16	0.80	Remaining 0.36 allocated to CJS.		
Chief Julius	2.17	2.40	Additional allocation from AS.		
Chief Paul Niditchie	0.51	0.80	Additional allocation from MS, E3SS and E3ES.		
East Three Elementary	10.50	5.60			
East Three Secondary		4.80			
Helen Kalvak	1.58	1.60	Additional allocation from E3ES.		
Inualthuyak	0.23	0.80	Additional allocation from MS		
Mangilaluk	4.01	4.0			
Moose Kerr	1.90	1.60			
TOTAL	22.07	22.40			

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$118,426	$118,426			

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?**
Role of The Program Support Teacher & Interventionist	Principals, Program Support Teachers, Interventionist	RISC	September 12 – Virtual		
Individual Education Planning	Program Support Teachers	RISC	September 12 - Virtual		
TBD	Interventionists	Contractor	September 16-18 – Inuvik		
Executive Functioning Educators Series - Session 1: Promoting	Program Support Teachers, Peer Support Workers,	Contractor	September 19 – Virtual		

Understanding of Executive Functioning	Select Support Assistants and Teachers				
Classroom Support Planning for Grade JK-3	Program Support Teachers, Principals	RISC	September 19 – Virtual		
Student Supporting Planning with Voice & Choice	Program Support Teachers, Principals	RISC	September 19 – Virtual		
TBD	Program Support Teachers	Contractor	September 23-25		
Executive Functioning Educators Series - Session 2: Promoting Self-Awareness	Program Support Teachers, Peer Support Workers, Select Support Assistants and Classroom Teachers	Contractor	October 3 – Virtual		
Collecting Evidence for Individual Education Plans	Program Support Teachers	RISC	October 10 – Virtual		
Executive Functioning Educators Series - Session 3: Promoting Cognitive Flexibility	Program Support Program Support Teachers, Peer Support Workers,	Contractor	October 17 – Virtual		

	Select Support Assistants and Classroom Teachers				
Report Cards for Individual Education Plan	Program Support Teachers	RISC	October 17 – Virtual		
TBD	Interventionist	RISC	October 24 – Virtual		
Executive Functioning Educators Series - Session 4: Promoting Planning and Prioritizing	Program Support Teachers, Peer Support Workers, Select Support Assistants and Classroom Teachers	Contractor	October 30 – Virtual		
Executive Functioning Educators Series - Session 5: Promoting Planning and Prioritizing	Program Support Teachers, Peer Support Workers, Select Support Assistants and Classroom Teachers	Contractor	November 6 – Virtual		
Workshop: Differentiation in the Classroom	Program Support Teachers, Principals, Select Support	Contractor	November 14 – Virtual		

	Assistants and Classroom Teachers				
Workshop: Differentiation in Assessment	Program Support Teachers, Principals, Select Support Assistants and Classroom Teachers	Contractor	November 21 – Virtual		
Professional Development Conference	Program Support Teachers	TBD	TBD – TBD		

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.*

E. Assistive Technology

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

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 students/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$153,669					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$230,420		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$709,854	$788,571	Amount allocated only covers five schools based on salary allocations for Peer Support Workers. BDDEC will be applying for third party funding. If successful will hire additional Peer Support Workers.		

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of

providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Angik	$141,275.00			
Chief Julius	$127,789.00			
Chief Paul Niditchie	$129,110.00			
East Three Elementary	$0	(0$ unless 3rd party funding received) Central Office Coordinator will provide support.		
East Three Secondary	$0	($0 unless 3rd party funding received) Central Office Coordinator will provide support.		
Helen Kalvak	$134,138.00			
Inualthuyak	$0	($0 unless 3rd party funding received) Central Office Coordinator will provide support.		
Mangilaluk	$127,464.00			
Moose Kerr	$128,795.00			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
Angik	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program and One-on-One student mentorship. Peer Support Worker Training: SIVA, VTRA, Suicide Prevention, Mental Health First Aid, Trauma-Informed Approaches, ASIST & Supporting 2SLGBTQ students.		
Chief Julius	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz.		

	Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program and One-on-One student mentorship. Peer Support Worker Training: SIVA, VTRA, Suicide Prevention, Mental Health First Aid, Trauma-Informed Approaches, ASIST & Supporting 2SLGBTQ students.		
Chief Paul Niditchie	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program and One-on-One student mentorship. Peer Support Worker Training: SIVA, VTRA, Suicide Prevention, Mental Health First Aid, Trauma-Informed Approaches, ASIST & Supporting 2SLGBTQ students.		
East Three Elementary	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up and Random Acts of Kindness Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program		
East Three Secondary	Level 1 Programs and Resources: Community of Learner, Mind-Up, Random Acts of Kindness, Fourth R, Healthy		

	Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program		
Helen Kalvak	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program and One-on-One student mentorship. Peer Support Worker Training: SIVA, VTRA, Suicide Prevention, Mental Health First Aid, Trauma-Informed Approaches, ASIST & Supporting 2SLGBTQ students.		
Inualthuyak	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program.		
Mangilaluk	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle		

	program and One-on-One student mentorship. Peer Support Worker Training: SIVA, VTRA, Suicide Prevention, Mental Health First Aid, Trauma-Informed Approaches, ASIST & Supporting 2SLGBTQ students.		
Moose Kerr	Level 1 Programs and Resources: Community of Learner, WITS/LEADS, Mind-Up, Random Acts of Kindness, Fourth R, Healthy Relationships + and WiseGuyz. Level 2 Programs and Resources: DBT in Schools, Girls Circle, Boys Council, Unity Circle program and One-on-One student mentorship. Peer Support Worker Training: SIVA, VTRA, Suicide Prevention, Mental Health First Aid, Trauma-Informed Approaches, ASIST & Supporting 2SLGBTQ students.		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	The BDDEC RISC will provide training for PSTs on creating and implementing SSPs, including reviews to ensure these are working documents that are not just a long list of good teaching practices but also reflect specific student needs. The BDDEC RISC, in collaboration with SSW staff, will provide training for PSTs on the new competency-based IEP. The BDDEC RISC will continue to provide support to PSTs with the creation and implementation of IEPs, including reviews to ensure they are implemented as per ECE directives.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	Principal and instructional coaches support teachers to create environments allowing students with varying needs to work in a more flexible learning environment. RISC will provide all school staff will with training on differentiated instruction and modification of program delivery via Google Meets and Zoom.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	School-based Support Team meetings are scheduled at all nine schools in the district. Classroom teachers can refer students for additional support to the SBSTs. Regular SBST meetings will occur in all schools with core members—the principal, PST, mental health person, relevant teacher (s), and occasional members such as parents as needed. SBST team meeting minutes are uploaded to the schools inclusive schooling drive which is reviewed by RISC and the Superintendent in charge of programming regularly.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	The BDDEC RISC and Assistant Superintendent will support PD for PSTs on SSPs and IEPs. SSPs/IEPs will be reviewed to ensure they are not just a long list of good teaching practices but are reflective of specific needs. PSTs and Principals will review SSPs a minimum of four times per year.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	All BDDEC PSTs in 2023-2024 will spend at least 60% of their time engaged in activities directly supporting classroom teachers. In addition to PST support, BDDEC Instructional Coaches focus on Tier I research-based best practices. The PST priorities are set at the beginning of the school year based on student needs and are reinforced by the administration.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.0	2.0	Due to the geographic region		

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Angik	• *Principal* • *PST* • *ILI* • *Support Assistant* • *One teacher*	*Once to twice a month*	
Chief Julius	• *Principal* • *PST* • *ILI* • *Support Assistant* • *Two teachers*	*Once to twice a month*	
Chief Paul Niditchie	• *Principal* • *PST* • *ILI* • *Support Assistant* • *One teacher*	*Once a month*	
East Three Elementary	• *Principal* • *PST* • *ILI* • *Support Assistant* • *Three teachers*	*Once to twice a month*	
East Three Secondary	• *Principal* • *PST* • *ILI* • *Support Assistant* • *Three teachers*	*Once to twice a month*	
Helen Kalvak	• *Principal* • *PST* • *ILI* • *Support Assistant* • *One teacher*	*Once to twice a month*	
Inualthuyak	• *Principal* • *ILI* • *One teacher*	*Once a month*	

Mangilaluk	● *Principal* ● *PST* ● *Two ILIs* ● *Support Assistant* ● *Two teachers*	*Once to twice a month*	
Moose Kerr	● *Principal* ● *PST* ● *Two ILIs* ● *Support Assistant* ● *One teacher*	*Once to twice a month*	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Angik	1	1.0			
Chief Julius	1.53	1.0	Funding used to support additional languages at other schools.		
Chief Paul Niditchie	0.75	1.0	Over allocation		
East 3 Secondary School	5.15	3.0	Over allocation		
East 3 Elementary School		3.0	Over allocation		
Helen Kalvak	1.23	1.0	Funding used to support additional		

			languages at other schools.		
Inualthuyak	0.50	1.0	Over allocation		
Mangilaluk	2.57	2.0	Funding used to support additional languages at other schools.		
Moose Kerr	1.37	2.0	Offer 2 languages		
TOTAL	14.1	15.0	Over allocation		

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 recruitment and retention planning for ILI instruction in the region. 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?	N/A - Our positions are fully staffed.
Plans to recruit and retain language teachers, if any?	N/A - Our positions are fully staffed. We will continue to participate in the ILIE Program
The # of anticipated New ILIs and which schools they are in.	0 - All of our ILEs are returning.
Challenges and/or barriers faced in the region	Aging staff members and limited speakers in our region.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - ***o*** Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	Allocated *($)*	Budgeted *($)*	Explanation for difference *(if applicable)*	Actual *($)*	Explanation for difference *(if applicable)*	3rd Party Funding *($)* / Source *(If applicable)*
Angik	$48,600	$48,600				
Chief Julius	$41,100	$41,100				
Chief Paul Niditchie	$35,250	$35,250				
East Three Elementary	$86,800	$96,800				
East Three Secondary						
Helen Kalvak	$48,600	$48,600				
Inualthuyak	$40,500	$20,250	$20,000 reallocated to E3S and MS			
Mangilaluk	$47,950	$57,950				
Moose Kerr	$41,100	$41,100				
TOTAL	$389,900	$389,900				

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

School	Elder in School *(Y/N)*	Cultural Support Worker (*Y/N)*	How are these positions funded?	If no to either of these positions, why not?
Angik	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding
Chief Julius	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding
Chief Paul Niditchie	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding
East Three Elementary	No	Yes	No confirmed funding	Elders are hired on short term basis using ILE Funding
East Three Secondary	No	Yes	No confirmed funding	Elders are hired on short term basis using ILE Funding
Helen Kalvak	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding
Inualthuyak	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding
Mangilaluk	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding
Moose Kerr	No	No	No confirmed funding	Elders are hired on short term basis using ILE Funding

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. A**ll school staff are required to participate in two days of <u>mandatory</u> cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
Angik	2 - School Based Days	100%		
Chief Julius	2 - School Based Days	100%		
Chief Paul Niditchie	2 - School Based Days	100%		
East Three Elementary	2 - School Based Days	100%		
East Three Secondary	2 - School Based Days	100%		
Helen Kalvak	2 - School Based Days	100%		
Inualthuyak	2 - School Based Days	100%		
Mangilaluk	2 - School Based Days	100%		
Moose Kerr	2 - School Based Days	100%		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Angik	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*
Chief Julius					
Chief Paul Niditchie					
East Three Elementary					
East Three Secondary					

Helen Kalvak					
Inualthuyak					
Mangilaluk					
Moose Kerr					

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	**Name of School-Based Key Cultural Experience** *(list two per school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used throughout?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Angik	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*
Chief Julius					
Chief Paul					

Niditchie					
East Three Elementary					
East Three Secondary					
Helen Kalvak					
Inualthuyak					
Mangilaluk					
Moose Kerr					

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
Angik	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*
Chief Julius		
Chief Paul Niditchie		
East Three Elementary		
East Three Secondary		
Helen Kalvak		
Inualthuyak		
Mangilaluk		
Moose Kerr		

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Angik	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*
Chief Julius		
Chief Paul Niditchie		
East Three Elementary		
East Three Secondary		
Helen Kalvak		
Inualthuyak		
Mangilaluk		
Moose Kerr		

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$173,311	$173,311			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$224,332	$224,332			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Aklavik, Ft. McPherson, Inuvik, Paulatuk, Sachs Harbour, Tsiigehtchic, Tuktoyaktuk, Ulukhaktok

The Beaufort Delta Divisional Education Council (BDDEC) is related, through common ownership, to all departments, agencies, and corporations created by the Government of the Northwest Territories (GNWT). BDDEC conducts transactions with these GNWT entities as part of its normal business operations.

BDDEC also receives various administrative services from the GNWT, which are not reflected in these budgeted financial schedules. These services include legal services provided by the Department of Justice; insurance coverage, payroll services, and internal audit services provided by the Department of Finance; as well as utilities and maintenance services provided by the Department of Infrastructure.

The deficit shown in the budget is due to uncertainty around funding from the federal government for Jordan's Principle / Children's First Initiative (JP/CFI) program. If the funding is not received, lay-offs will be needed to reduce staffing. The projected deficit shows the carrying costs associated with employing these staff members through the layoff process.

Department of Education, Culture & Employment
Council Approved 2025 - 2026 Budget

Beaufort Delta Divisional Education Council
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	35,500,774	31,780,855	34,111,035
Northern Distance Learning (Schedule 8)	1,082,000	1,212,883	1,491,401
Minority Language (Schedule 8)	205,000	188,000	205,000
Education Renewal Initiative (Schedule8)			
ECE Other Contribution	119,425	157,687	294,888
Sub-Total ECE	**36,907,199**	**33,339,425**	**36,102,324**
GNWT Other Contributions			
Total GNWT	**36,907,199**	**33,339,425**	**36,102,324**
Federal Government - Jordans Principle JP (Schedule	**5,324,808**	**14,106,974**	**9,972,415**
Federal Government - Children First Initiative CFI (Schedule 8) Note 1	**9,343,886**		
Federal Government	**0**	**0**	**0**
Property Tax Requisitioned			
Other Education Bodies			
Education Authority Generated Funds			
Rentals			
School Fees			
Investment Income	360,000	360,000	657,059
Donations			
Other	249,905	249,905	395,606
Total Generated Funds	**15,278,599**	**14,716,879**	**11,025,080**
TOTAL REVENUES	**52,185,798**	**48,056,304**	**47,127,404**
EXPENSES			
Administration (Schedule 2)	**4,265,177**	**3,304,374**	**3,900,991**
School Programs (Schedule 2)	**22,837,881**	**20,979,774**	**22,167,507**
Operations and maintenance (Schedule 2)			**1,952,644**
Inclusive Schooling (schedules 2 & 3)	**6,548,300**	**5,990,171**	**6,416,793**
Indigeneous Languages and Education (Schedule 2 & 4)	**3,297,154**	**2,955,750**	**3,495,526**
Student / Staff Accomodations (Schedule 2)			**0**
Jordans Principle (Schedule 2)	**14,668,694**	**14,106,974**	**9,972,415**
Debt Services			
Other			
Sub-Total Expenses Before Amortization	**51,617,206**	**47,337,043**	**47,905,876**
Amortization	**0**	**0**	**0**
TOTAL EXPENSES	**51,617,206**	**47,337,043**	**47,905,876**
ANNUAL OPERATING SURPLUS (DEFICIT)	**568,592**	**719,262**	**(778,472)**
ACCUMULATED SURPLUS (DEFICIT) OPEN	**(202,454)**	**576,019**	**576,018**
ACCUMULATED SURPLUS (DEFICIT) CLOSE	**366,138**	**1,295,280**	**(202,454)**

Note 1: Children First Initative Applications (CFI) pending approval, currently not approved

Accumulated Surplus as Percentage of Revenue	0.7%	2.7%	-0.4%

Department of Education, Culture & Employment
Council Approved 2025 - 2026 Budget

Beaufort Delta Divisional Education Council
Consolidated Expenses - (Schedule 2)
Annual Budget

	Admin	School Programs	Operations & Maintenance	Inclusive Language / Cultural Programs	Indigenous Languages and Education	Student / Staff Accomodation	Jordan's Principle	TOTAL
SALARIES								
Teachers' Salaries		13,355,192					13,935,259	**27,290,451**
Regional Coordinators		481,179		145,790	160,393			**787,362**
Program Support Teachers				1,797,369				**1,797,369**
Support Assistants				1,953,816				**1,953,816**
SBMHW Positions				608,420				**608,420**
Healthy Choices Init & Youth Contrib Programs								
Indigenous Language Instruction					1,655,730			**1,655,730**
Cultural Resource Staff					0			**0**
Elders in Schools					219,832			**219,832**
Non Instructional Staff	1,744,197	1,944,432						**3,688,629**
Board/Trustee Honoraria	22,125							**22,125**
Sub-Total	1,766,322	15,780,803	0	4,505,395	2,035,955	0	13,935,259	**38,023,734**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	1,133,914	5,328,499		1,716,997	693,488			**8,872,897**
Leave And Termination Benefits	600,000	220,000						**820,000**
Sub-Total	1,733,914	5,548,499	0	1,716,997	693,488	0	0	**9,692,897**
STAFF DEVELOPMENT (Including Travel)	0	54,225		146,603	0			**200,828**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	61,000	0		0	4,000			**65,000**
Postage/Communication	31,575	5,425						**37,000**
Utilities		0						**0**
Travel	17,617	5,450		7,236	61,000			**91,303**
Student Transportation (Busing)		252,992		0				**252,992**
Advertising/Printing/Publishing	0				0			**0**
Maintenance/Repair		24,500						**24,500**
Rentals/Leases	335,500	92,528			48,500	0		**476,528**
Other Contracted Services	3,500	478,135		18,400	179,500		733,435	**1,412,970**
Sub-Total	449,192	913,255	0	172,239	293,000	0	733,435	**2,561,121**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				153,669				**153,669**
Materials	291,250	526,324		0	270,711			**1,088,285**
Freight	24,500	69,000		0	4,000			**97,500**
Sub-Total	315,750	595,324	0	153,669	274,711	0	0	**1,339,454**
DEBT SERVICE								**0**
SUB-TOTAL OF EXPENSES BEFORE AMOR	4,265,177	22,837,881	0	6,548,300	3,297,154	0	14,668,694	**51,617,206**
AMORTIZATION								**0**
TOTAL	**4,265,177**	**22,837,881**	**0**	**6,548,300**	**3,297,154**	**0**	**14,668,694**	**51,617,206**

Department of Education, Culture & Employment
Council Approved 2025 - 2026 Budget

Beaufort Delta Divisional Education Council
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facilities	Total
SALARIES						
Regional Coordinator	145,790					**145,790**
Magnet Facility Teachers						**0**
Program Support Teachers	1,797,369					**1,797,369**
Support Assistants	1,953,816					**1,953,816**
SBMHW Positions		608,420				**608,420**
Helthy Choices Initative & Youth						**0**
Sub-Total	3,896,975	608,420	0	0	0	4,505,395
EMPLOYEE BENEFITS						
Employee Benefits/Allowances	1,433,380	283,617				**1,716,997**
STAFF DEVELOPMENT (Including Travel)						
	146,603					**146,603**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	0					**0**
Travel	0	7,236				**7,236**
Student Transportation	0					**0**
Other Contracted Services	0	18,400				**18,400**
Sub-Total	0	25,636	0	0	0	25,636
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology	153,669					**153,669**
Materials	0	0				**0**
Freight	0					**0**
Sub-Total	153,669	0	0	0	0	153,669
TOTAL	**5,630,627**	**917,673**	**0**	**0**	**0**	**6,548,300**

Department of Education, Culture & Employment
Council Approved 2025 - 2026 Budget

Beaufort Delta Divisional Education Council
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional Coordinator	160,393			**160,393**
Language Instruction	1,655,730			**1,655,730**
Cultural Resource Staff	0		0	**0**
Elders in Schools	158,000	9,832	52,000	**219,832**
Sub-Total	1,974,123	9,832	52,000	**2,035,955**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	693,488			**693,488**
STAFF DEVELOPMENT (Including Travel)				
	0			**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	4,000			**4,000**
Travel	28,000	9,000	24000	**61,000**
Student Transportation (Busing)				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases	20,500		28,000	**48,500**
Other Contracted Services	27,000	150,000	2,500	**179,500**
Sub-Total	79,500	159,000	54,500	**293,000**
MATERIALS/SUPPLIES/FREIGHT				
Materials	152,400	51,500	66,811	**270,711**
Freight	0	4,000		**4,000**
Sub-Total	152,400	55,500	66,811	**274,711**
TOTAL	**2,899,511**	**224,332**	**173,311**	**3,297,154**

Department of Education, Culture & Employment
Council Approved 2025 - 2026 Budget

Beaufort Delta Divisional Education Council
Approved Person Years - (Schedule 5)
Annual Budget

	2025-2026 Person Years	2024-2025 Person Years
Administration Staff	9.80	6.30
Other - IT	3.00	1.50
Territorial Schools		
Teachers	88.00	93.00
Teachers - NDL	5.00	5.00
Consultants	4.50	1.50
Secretaries	7.88	6.10
Custodians	16.69	14.65
IT - NDL	0.00	0.00
Inclusive Schooling:		
Regional Coordinators	2.00	1.00
Program Support Teachers	12.84	12.00
SBMHW Positions	7.00	0.00
Support Assistants	22.40	15.20
Healthy Choices Initiative & Youth Contribution	0.00	0.00
Magnet Positions	0.00	0.00
Assistive Technology	0.00	0.50
Indigenous Languages and Education		
Regional Coordinator	1.00	2.00
Indigenous Languages Instruction Staff	15.00	17.00
Total Person Years	195.11	175.75

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Beaufort Delta Divisional Education Council
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	(202,454)	**-202454**
Opening Balance Investment in Tangible Capital Assets		
Less : Amortization (enter negative)		
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**366,138**
		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**366,138**	**366,138**
Opening Balance Operating Surplus	**(202,454)**	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	**568,592**	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	0	
Plus : Transfer from (to) Decentralized Accumulated Surplus		
Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
Plus : Transfer from (to) Capital Fund Reserve		
Plus : Transfer from (to) LED Reserve		
Closing Balance Operating Surplus	**366,138**	**366,138**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-2026 **Schedule 7**

School year July 2025 to June 2026

Beaufort Delta Divisional Education Council

#	Revenue	Amount $
1.1	Contributions from GNWT	
	Name of Department	
	a) ECE	36,907,199
	b)	
	c)	
1.2	Contributions from Related party Entities	
	a) DEA's	249,905
	b)	
	c)	
1.3	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	14,668,694
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	360,000
5.1	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5.2	Other income (general) - other sources*	
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes	
	From Related Party Entities:	
	a)	
	b)	
	c)	
7.1	Other taxes - other sources*	
8	General	
	From Related Party Entities:	
	a)	
	b)	
	c)	
8.1	General - other sources*	
9	Income from portfolio investments****	
10	Sales	
	To Related Party Entities:	
	a)	
	b)	
	c)	
10.1	Sales - Other sources*	

11	Recoveries	
	From Related Party Entities:	
	a)	
	b)	
	c)	
11.1	Recoveries - other sources*	
12	Recoveries of prior years' expenses	
		52,185,798

Expenses

1.1	Grants	
	To Related Party Entities:	
	a)	
	b)	
	c)	
1.2	Grants - to others*****	
2.1	Contributions	
	To Related Party Entities:	
	a)	
	b)	
	c)	
2.2	Contributions -to others*****	
3	Compensation and benefits	47,716,631
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6.1	Other expenses	
	Charged to Related Party Entities:	
	a)	
	b)	
	c)	
6.2	Other expenses - to others*****	3,900,575
		51,617,206
	Annual operating surplus (deficit)	568,592

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

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 8

Beaufort Delta Divisional Education Council

Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)

Annual Budget

	Revenues and Expenses Included In Schedule 1						
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	SSI (Base Amounts)	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)	1,082,000	205,000		54,225	14,668,694	0	**16,009,919**
EXPENSES							
Salaries	1,536,660	708,400			13,935,259	0	**16,180,319**
Operating & Maintenance							**0**
Project Based (Minority Language)							**0**
Other	242,000	38,000		54,225	733,435	0	**1,067,660**
TOTAL EXPENSES	**1,778,660**	**746,400**	**0**	**54,225**	**14,668,694**	**0**	**17,247,979**
SURPLUS (DEFICIT)	**-696,660**	**-541,400**	**0**	**0**	**0**	**0**	**-1,238,060**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Beaufort Delta Divisional Education Council

Education Body 2025 - 2026 Vehicle Replacement Proposal and Capital Budget - (Schedule 9)

Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2023-24 Restricted Operating Reserve	Proposal Description (Economic Justification)
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

**NOTES:

1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement

2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Department of Education, Culture & Employment
Council Approved 2025 - 2026 Budget

Beaufort Delta Divisional Education Council
Jordans Principle
Annual Budget

For period year ending	June 30, 2025	June 30, 2024
Revenue		
Government of Canada - First Nations and Inuit Health Branch (JP)	5,324,808	36,102,324
Government of Canada - First Nations and Inuit Health Branch (CFI) Note 1	9,343,886	9,972,415
Carry Forward from Previous Year	0	0
Total Revenue	14,668,694	9,972,415
Expenditures		
Administration	733,435	498,621
Personnel	13,935,259	9,473,794
Transportation		
Materials and Supplies		
Rent and Utilities		
Evaluation		
Other		
Total Expenditures	14,668,694	9,972,415
TOTAL	**0**	**0**

Note 1: Children First Initative Applications (CFI) pending approval, currently not approved

Approvals

Operating Plan



Education Body Chair

Krista Cudmore For Devin Roberts

Superintendent

June 30, 2025

Date

June 24, 2025

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Education Accountability Framework

Commission scolaire francophone TNO

For the 2025-26 School Year

Commission scolaire francophone
Territoires du Nord-Ouest

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Operating Plan - Executive Summary

The Commission scolaire francophone des TNO's Operating Plan for the 2025-2026 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 Commission scolaire francophone TNO's priorities for the upcoming school year.

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

The Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) is proud to have achieved its highest enrolment since its creation in 2000, with 255.5 students. At École Allain St-Cyr (ÉASC), the number of students exceeded the school's capacity, with enrolment of 202 students for a capacity of 199. At École Boréale (ÉB), we are proud to have maintained the expected number of students (53.5) despite the lack of real equivalence with the English-language schools in our two communities.

In 2025-2026, we plan to increase the number of students in each of our schools. According to Statistics Canada census data for 2021, hundreds of French-speaking students who could be attending our schools are attending English-language schools with better facilities, specialized programs and playgrounds.

Our priority areas of action are as follows:

School infrastructure

1) Negotiate an agreement with the Government of the Northwest Territories (GNWT) for the expansion of École Boréale in Hay River. The school was built in 2005 and has never been completed. Following an interlocutory injunction in 2009, the GNWT installed portable classrooms where the high school is currently housed. This was to be a temporary addition during completion of the school and addition of a gymnasium, high school classrooms and specialized rooms. In addition, we are requesting the addition of a space for a French-speaking daycare centre. We have been waiting 20 years for real equality.
2) Negotiate the construction of a new campus-style French-language school in Yellowknife, including a daycare centre, elementary school, high school and space for a community centre. The current ÉASC does not meet the needs of high school students, the minimal playing field does not promote play among elementary students, and the field does not belong to us, so any improvements must be requested from Yellowknife Education

District 1. When the new school year begins, we are expecting 232 students, and we are already running out of classrooms. A solution must be found quickly.

French-speaking daycare centres

1) Set up an efficient stewardship structure and high-quality daycare service for children aged 0 to 11.
2) In addition to the new French-language daycare (house under renovation) in Yellowknife, develop a daycare project in Hay River. Ensure the inclusion of daycare spaces in school infrastructures in Hay River and Yellowknife. The continued development of schools depends on a quality childcare program, and the school setting is the most logical location.

Admission regulations

1) Following the unanimous decision of the Supreme Court of Canada on December 8, 2023, ensure that changes are made to the limits in categories 2 and 4 of the *Regulations* and the limit related to school capacity. In addition, simplify the reports that the superintendent must submit to the Department of Education in November and June.
2) Ensure that Ministers of Education use their discretion and keep in mind the purpose of Section 23 when making decisions that will have an impact on French-language minority schools.

Fort Smith

1) Continue to support Fort Smith parents who are requesting a French first language educational program.
2) Develop a daycare project in Fort Smith.

Transition and passing the torch to the new superintendent:

1) Ensure a complete transition worthy of the CSFTNO to the person who will lead the CSFTNO.

Attendance at the two CSFTNO schools:

1) École Boréale – Increase enrolment to 60 students by September 30, 2025.
2) École Allain St-Cyr – Increase enrolment to 235 students by September 30, 2025.

Transition to the new Northwest Territories adapted curricula:

1) Add Grade 11 curricula.
2) Add Grades 1 to 3 curricula.
3) Add literacy and numeracy assessments in Grade 7.

4) Pursue the training plan for teacher skills development and development of assessment tools.

<u>Academic: School Improvement Plan</u>

(Further details can be found in the relevant sections)

1) **Literacy**:

Targeted performance result: Students communicate clear, structured messages using rich language.

2) **Numeracy**:

Targeted performance result: Students develop their problem-solving skills in a variety of contexts.

3) **Wellness**:

Targeted performance result: Students show pride in belonging to their school community and to the Francophone community.

Finally, the CSFTNO will continue to stand out for its high attendance, graduation and reading rates.

Francophone schools, the ultimate advantage.

Annual Report - Executive Summary

The Commission scolaire francophone des TNO's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

The NWT *Education Act* defines the powers and obligations of the Minister, education bodies, educational staff, students and parents. It also establishes provisions governing access, records, dispute resolution and appeal mechanisms, cultural diversity, language of instruction, governance and financial matters.

While the Department does not serve students directly, it must ensure that they have equitable access to educational programs and services. By law, this is the responsibility of the education bodies. They are made up of elected and/or appointed individuals who represent the interests of their communities in the planning and delivery of educational programs for their schools.

The CSFTNO is made up of six elected members, three from Yellowknife and three from Hay River. The last election took place in October 2024, and the next will be held in October 2027. Directors may stand for a second term. Each December, a new chair and vice-chair are elected, along with the committee chairs and committee members.

The education bodies each have a chair who represents their region at the education leaders forum with the Minister. Education body leaders don't just represent their regions and communities. They also work collaboratively to achieve the common goals and priorities of the Northwest Territories school system.

The Board chair liaises with the Minister of Education. The chair ensures the smooth running of the Board. The chair also represents the Board and acts as its spokesperson. There are six elected members, including three directors from Yellowknife (Jean de Dieu Tuyishime, Chair; Simon Cloutier and Flora Camuzet) and three from Hay River (Jessica King, Vice-Chair; Michael St-Amour and Nicolette Kelly).

The CSFTNO education body meets monthly, except in July and August. Board meetings are held regularly throughout the school year. CSFTNO also organizes two 2-day retreats: one in the fall and one in the spring. The superintendent is the sole employee of the Board of Directors.

The superintendent is the education body's chief manager. The superintendent's main functions are to supervise and organize the delivery of education programs, in compliance with the *Education Act*, regulations, ministerial directives and policies. The superintendent provides advice to the Board of Directors in areas within his or her jurisdiction and encourages education stakeholders to work together to establish learning goals for Francophone students in the NWT.

The superintendent works closely with the Department of Education, Culture and Employment. The superintendent also evaluates the delivery of education programs, as required by the *Education Act*.

B. Functional Organizational Chart

- The following table details the functional organization of the education body:

Organizational Chart - CSFTNO						
Board of Trustees Yellowknife (3) Hay River (3)						
			Superintendent			
Headquarters				**Schools**		
Comptroller – UNWT (excluded)			**École Boréale** Hay River		**École Allain St-Cyr** Yellowknife	
Administrative Coordinator – UNW (excluded)			NWTTA: 10 UNW: 4		NWTTA: 17 UNW: 4	
Inclusive Schooling Coordinator - NWTTA						
Educational Coach - NWTTA						
IT Coordinator - NWTTA						
Comptroller - UNW (excluded)						
Day Care Manager - UNW						
	Day Care Supervisor - UNW	Afterschool Program Supervisor - UNW				

C. School Profiles

The following table details the total number of schools in the district, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion

programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	**2**	**Total Anticipated Student Head Count**	**290**

School Name	Community	Grades Offered	Programming Highlights
École Boréale	Hay River	Pre-K to Grade 12	**French as a first language** **<u>Linked classes</u>:** Pre-K/K Grade 1/2 Grade 3/4 Grade 5/6 For some subjects, three levels will be linked (1/2/3 and 4/5/6) to meet the needs of school organization (physical education, for example). • Francization program. The Grade 8 group will be linked with the Grade 9 group. The Grade 10 group will sometimes be linked with the Grade 12s and sometimes with the Grade 9s. Grade 12 students will take certain Grade 11 courses (according to our high school course offering cycle). **High school electives:** Media and Joinery Students can choose to participate in work experience programs based on their

			interests, abilities and needs (Grades 10 to 12). Students in Grades 3 to 12 follow the English as a First Language program.
École Allain St-Cyr	Yellowknife	Pre-K to Grade 12	**French as a first language** **Linked primary classes:** • Pre-kindergarten • Kindergarten • Grade 1 • Grade 2/3 • Grade 2/3 • Grade 4 • Grade 5 • Grade 5/6 • Grade 7 • Grade 8 **Secondary:** • Grade 9 students will sometimes be linked with Grade 10 students. • Grade 10 students will sometimes be linked with Grades 11 and 12 students (physical education, for example). **Programming details** • **Elective courses:** drama, cooking, journalism and financial literacy. • **Francization program** offered to students who need it. • **Arts-Sports program** for students in Grades 7 to 9.

			• **Nature class** for all primary school pupils. .

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs						
Type of Policy or Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Code of Conduct	20/02/2023	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*
School Attendance	12/09/2018					
Safe Schools	29/10/2019					
Transportation of Students	X					
Conduct of Business	S.O.					
Records Management	En dév.					
Student Assessment	26/08/2019					
Inclusive Schooling	22/09/2018					

Community Senior Secondary Schooling	X X					
Camera Use in Schools	25/04/2025					
Recommended By-Laws for DECs and DEAs						
Type of Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Honorarium	18/09/2017	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*
Annual Report	X					
Borrowing Money	S.O.					

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	**ÉASC - Student success:** • **Literacy** • **Numeracy** **Wellness** • **Identity culture**

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*

<u>École Boréale</u> **Literacy:** That our students communicate clear, structured messages using rich language. ● That students use precise and varied language in French, both inside and outside the classroom. ● That students understand and respect the basic sentence structure, both orally and in writing. ● That students make judgments about the quality of their oral and written communication.	**Francisation (pre-kindergarten and kindergarten)** By June 2026, 75% of pre-kindergarten students will have achieved 47% or more in sentence structure (7/15). By June 2026, 75% of kindergarten pupils will have achieved 70% or more in sentence structure (11/15). **TMNCÉ** June 2026, 65% of students in Grades 1 to 9 will obtain a proficiency level of Met or Exceeded expectations on the TMNCÉ or end-of-year writing assessment. **B.C. Literacy Foundation Skills Assessment (FSA). Grade 4** By June 2026, 85% of Grade 4 students in the regular program will obtain a proficiency level of Met expectations in the		

	Foundation Skills Assessment. **Grade 10 Literacy Assessment – French as a first language** June 2026, 85% of Grade 10 students in the regular program will obtain a proficiency level of Met expectations on the Grade 10 literacy assessment. **Oral Communication Skills Assessment** June 2026, 70% of students in Grades 1 to 6 in the regular program will achieve a level of proficiency that is satisfactory for their grade level (Appréciation de l'oral spontané, DSFM**)** **Diploma examinations** In January and June 2026, 100% of students will obtain a passing grade or better in the written portion of the diploma exams (English and French) **Test of operations and basic facts**		

Numeracy: That École Boréale students improve their mathematical results and achieve the curricular objectives for their level, particularly in problem-solving contexts. ● That students use mathematical vocabulary (pure and synonymous). ● That students are able to question, analyze and evaluate what is asked of them throughout the learning process. ● That students name the strategies they use when solving mathematical problems. ● That students communicate their approach in a clear, structured way.	June 2026, 75% of students in Grades 2 to 6 will score 80% or better on the CSFTNO basic facts tests. **Report card results for Grades 1-9** June 2026, 85% of students in Grades 1 to 9 in the regular program will obtain a proficiency level of Met or Exceeded expectations on their report card in *Mathematics - Number: Concepts and Operations.* **Grade 4 Numeracy Foundation Skills Assessment** By June 2026, 100% of Grade 4 students in the regular program will obtain a proficiency level of Met expectations on the Grade 4 Numeracy Foundation Skills Assessment. **Grade 10 Numeracy Assessment** June 2025, 90% of Grade 10 students in the regular program will obtain a		

	proficiency level of Met expectations on the Grade 10 Numeracy Assessment. **Student success rate in diploma examinations** In January and June 2026, 100% of students will obtain a passing grade (50%) or better in the mathematics diploma exams.		
Language and culture: **ÉB:** **Students are exposed to the Dene language on a daily basis.** **Students can use Dene language in certain contexts.** **Students participate in Indigenous cultural activities at school or in the community.**	100% of students are exposed to the Dene language when listening to daily messages. 100% of students in Grades 5 and 6 use the Dene language when reading daily messages. 100% of the school's pupils are exposed to the Dene words posted around the school. 100% of students participate in at least one Indigenous cultural activity during the school year. • By June 2026, 90% of Grade 10		

ÉASC Literacy Vision: We want our students to be able to communicate clear, structured messages, using language that is precise, varied and adapted to the context. Areas for Development: ● *To be considered: the development or adoption of an oral skills assessment tool (to be confirmed).* ● Students understand and master basic sentence structure in oral and written form, including possible syntactic variations depending on context. ● Students develop their critical thinking skills by making informed judgments about the quality of written communication, whether their own or that of others. **Numeracy** ● Vision: That all students at École Allain St-Cyr improve their math results	students will demonstrate a level of proficiency of MET EXPECTATIONS on literacy assessments. • By June 2026, 90% of Grade 4 students will achieve OT (On Track) or EXT (Extending) proficiency on the Grade 7 literacy assessment. • By June 2026, 90% of Grade 7 students will achieve OT or EXT proficiency on the Grade 4 literacy assessment. • In June 2026, 100% of students will demonstrate a level of proficiency of MET EXPECTATIONS or ADVANCED in Communicating and creating in French. • In June 2026, 100% of Grade 12 students will pass the written portion of the diploma exam. • By June 2026, 90% of Grade 10 students will demonstrate a level of proficiency of MET EXPECTATIONS on numeracy assessments. • By June 2026, 90% of Grade 4 students will achieve OT (On Track)		

and meet the curriculum expectations for their grade. ● Areas for Development: ● Use of precise and appropriate mathematical vocabulary. ● Representation of mathematical concepts in a variety of ways: concrete materials, diagrams, visual representations, oral or written explanations. ● Transfer of learning to a variety of meaningful contexts, demonstrating cognitive flexibility. ● Development of a long-term understanding of mathematical concepts. ● Reinforcement of critical thinking: students are encouraged to question and reflect throughout the solving process. ● Mastery of basic facts (addition, subtraction, multiplication, division) to ensure computational fluency. **Student wellness:** That all students at École Allain St-Cyr develop a positive sense of belonging to their school and cultural identity and that they thrive in a caring, inclusive and safe environment. • **Belonging to the school** Foster a positive school climate that strengthens students' sense	or EXT (Extending) proficiency on the Grade 7 literacy assessment. By June 2026, 90% of Grade 7 students will achieve OT or EXT proficiency on the Grade 4 literacy assessment. In June 2026, 100% of students will demonstrate a level of proficiency of MET EXPECTATIONS or ADVANCED in Communicating and creating in French. In June 2026, 100% of Grade 12 students will pass the written portion of the diploma exam. • In June 2026, 80% of our Grade 9 students will choose École Allain St-Cyr to continue their secondary 10 to 12. • By 2026, 90% of our Grades 5 and 7		

of belonging to their school and community. • **Francophone and cultural identity** Encourage students' linguistic and cultural pride by promoting the French-speaking world in all its dimensions. • **Mental health and emotional wellness** Put in place practices and resources to support students' emotion regulation, resilience and mental health. • **Safe, caring environment** Ensure healthy relationships with peers and adults, as well as clear, consistent guidance that fosters personal development. • **Student engagement** Create authentic opportunities for students to become actively involved in school life and for them to feel they are valued and heard.	students will express a medium or high sense of belonging on the MDI assessment.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	CSFTNO uses a collaborative approach to create the School Improvement Plan (SIP). Throughout the school year, the school administration reiterates the priorities and objectives. Each cycle team determines which activities will be targeted in each curriculum priority, i.e. literacy, numeracy and wellness. Collaborative STIP hours provide time for sharing and reflecting on activities, successes and failures. Data collection is part of the SIP assessment. Creation of the SIP for the year begins in early May of the previous year. In addition to the Improvement Plan development cycles, each school makes a plan to improve the operation of school procedures.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	At the start of the school year, each school administrator draws up a list of employees to be evaluated. They determine who will be evaluated and follow the CSFTNO evaluation guide. **ÉB:** 4 first-year evaluations - NWTTA 2 second-year evaluations - NWTTA 1 first-year principal evaluation 4 evaluations - UNW - PeopleSoft **ÉASC:** 5 first-year evaluations - NWTTA 2 second-year evaluations - NWTTA 5 evaluations - UNW - PeopleSoft

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	ÉB: 7 ÉASC: 8		
Number of principals and assistant principals formally evaluated in the school year.	ÉB: 1 ÉASC: 1		

Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	RISC: 1 Literacy: 1		
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			

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Transition to new NWT curricula The teacher's role in equity, diversity and inclusion.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2.0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	0.50	1.0			

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	All students who arrive at school hungry are entitled to a breakfast service. Healthy snacks are available to all students at all times. ÉB: • Milk program in collaboration with Co-op; • Cooking classes as part of health courses; • More diversified range of snacks (fruit, vegetables); • Snacks provided at sporting and cultural events; • Purchase of various kitchen tools to carry out activities more efficiently. **ÉASC:** In practical terms, this means integrating hands-on cooking workshops into health classes, enabling students to acquire basic culinary skills while exploring the principles of a balanced diet. At the same time, the school regularly offers healthy snacks, including fresh fruit, cut-up vegetables and chewy bars, accessible to all students to meet their nutritional needs during the school day. To support these activities, various kitchen tools and equipment have been acquired, not only enhancing the quality of the workshops offered, but also increasing their scope and effectiveness. Together, these initiatives aim to create a school culture focused on wellness, encourage the adoption of healthy eating habits from an early age, and develop food literacy in a concrete, inclusive and sustainable approach.

Areas of Strength for the region	

Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*
ÉB	Snacks	58	All are welcome	
ÉB	Emergency breakfast	2-10	All are welcome	
ÉB	Emergency breakfast	1-5	All are welcome	
ÉASC	Snacks	232	All are welcome	
ÉASC	Emergency breakfast	5 - 20	All are welcome	
ÉASC	Emergency breakfast	5 - 10	All are 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.*

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədá, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
École Boréale	English	Regular program	3 to 12		
École Allain St-Cyr	English	Regular program	3 to 12		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**Teaching and assessment practices in line with the new programs**
SSI Project Proposal Summary, including purpose, key objectives and activities.	As part of the implementation of the new curricula next year, teachers need to review their teaching and assessment practices to ensure that they respect the principles of competency-based learning and assessment, and that they adequately represent students' prior learning. The SSI project will be led by the teaching coach and will take the form of collaborative work sessions for the teachers involved. In addition to providing an opportunity for the teachers concerned to reflect on and improve their practices, the products of these meetings will be teaching units and assessment tools (grids, assessment activities and transdisciplinary projects) The planning of activities includes a total of six collaborative days during the year with teachers, and release time for individual work with the support of the coach to meet more occasional needs. The budget also includes funds to allow the teaching coach to travel to École Boréale to work with the teachers.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)		
Facilitator Expenses (travel, per diem, accommodation, etc.)	3000	
Teacher Release Time (Sub Costs)	8000	

Teacher Travel (transportation, per diem, accommodation)	5000	
Workshop Expenses		
Other (please specify)		
Total Budget	16000	

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.	100%		
Number of PD opportunities provided (in hours)	110h		
Please include any additional performance indicators	Development of teaching units Development of assessment tools		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	0 %		

B. Program Support Teachers

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

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

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Boreale	1.00	1.00				
École Allain St-Cyr	1.70	1.50	Addition of a PTS at 0.50 and 0.20 to cover excess costs associated with assistants			
TOTAL	2.70	2.50				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Boreale	0.73	1.0	Unable to hire part-time		
École Allain St. Cyr	3.14	7.5	Jordan's Principle (4.0) Our needs far exceed our funding for these positions.		
TOTAL	3.88	8.5	In addition, the NWTTA collective agreement for teachers' lunch hours between 11 a.m. and 2 p.m. requires us to hire more assistants.		

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$17,161	$17,161			

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?**
Inclusion training on various topics	PSTs & support assistants	Learning disabilities institute	Continuous, every Thursday (ÉASC), Friday (ÉB)		
Language development in early childhood	PSTs, teachers & support assistants	Speech therapists and speech therapy trainees	Throughout the year		
Supporting Inclusion - RISC visit to École Boréale	All staff members as required	RISC	Throughout the year		
Inclusion training in NWT, specifically for PSTs	PSTs	RISC	Throughout the year		

Autism spectrum disorder training	School teachers who work with this type of clientele	Autism expertise centre	If required		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$30,567					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$36,629		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$163,206	$163,206			

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
ÉB	$63,206			
ÉASC	$100,000			
TOTAL	$163,206			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
ÉB	Level 1 Level 2		
ÉASC	Level 1 Level 2		
TOTAL			

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	CSFTNO schools are made up of cohorts that do not change much over time. This gives us an advantage in aligning support and monitoring adaptations. We continue to use processes that ensure that the support offered to our students corresponds to the objectives set out in support plans and IEPs. PSTs are committed to reviewing all plans at the end of the year and preparing them for September so that they are ready for the start of the new school year. When the school year begins. Each teacher receives the plans used in the previous year. These plans contain important information about winning strategies that have been used with students in previous years. Teachers then have a month or more to get to know their students. Meanwhile, we ask teachers to use the plans as working documents. They can add, delete or suggest new strategies/adaptations that should be added to the plans and with which they are comfortable. Once this is done, the PSTs meet with the teachers individually and review all plans collaboratively. The PSTs then proofread all the plans before they are printed, signed and sent to the families. PSTs then follow up with teachers to collect the signed plans and place them in students' files. Throughout the year, PSTs are responsible for attaching in PowerSchool the recommendations from specialist reports (speech therapy, occupational therapy, psychoeducational assessment, etc.). In some cases, they have to translate them, and where necessary, PSTs organize meetings with teachers to follow up on these recommendations.

	At CSFTNO, we are proud of our plans, which are living documents to which the entire school community contributes. It must be noted that some support plans are accompanied by "medical cards" to ensure the health and safety of students with significant medical conditions such as diabetes. These sheets detail the student's medical needs during the school day and specify the procedure to follow in the event of a medical emergency. We will also continue to work with our speech therapist on language development. We will also determine how we can continue our partnership with the Division of Speech-Language Pathology of Université Laurentienne, with their second-year master's students doing internships in our schools. These partnerships greatly help us to identify specific adaptations for students with special needs.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	The principals of our two schools work with the RISC to help teachers and support assistants organize time for professional development in flexible teaching strategies. We plan and allocate the necessary resources according to needs and direct staff development.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	Support team meetings are discussed at every PST/RISC meeting. • The RISC offers 30-minute meeting plan training for PSTs in August/September. • The RISC sets dates and attends first meetings with PSTs. • All meeting notes are saved in a Google Drive file shared with the RISC.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	All plans are created before the start of the school year in August, based on the previous year's registrations. In September, the PSTs meet with each teacher to review all plans for each class. Each teacher is responsible for following the "Support Plan and IEP Procedure – CSFTNO" in which specific dates and procedures are detailed. In October, each plan is sent home with a letter asking the parent to contact the teacher or PST if they feel any changes need to be made to the plan.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	We hold a face-to-face meeting at the beginning of the year with all PSTs on time-use expectations. We share the PST menu in *Exploring Inclusive Pedagogies* (Schnellert, L. February 2019, p.22) Time use and schedules are discussed at each PST/RISC meeting. PST schedules are shared with the RISC via Google Drive.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.25	0.25			

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
ÉB	• School administration • PSTs • Teacher • Secretary • Cultural coordinator	Monthly	
ÉASC	• School administration • 1 PST • Support program assistant • 2 teachers, primary and secondary • Cultural coordinator	Monthly	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
École Boréale	0	S.O.			
École Allain St-Cyr	0	S.O.			
TOTAL	0				

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

Some regions have indicated difficulty in filling ILI positions. The following table details the recruitment and retention planning for ILI instruction in the region. 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?	The CSFTNO will continue to hire Indigenous elders on an ad hoc basis to maintain the teaching of common Indigenous words and expressions in each school.
Plans to recruit and retain language teachers, if any?	The CSFTNO will try to find a mentor who is able and willing to accompany it in both communities; an elder who will accompany the committee in its holistic approach to the respective languages in each school.
The # of anticipated New ILIs and which schools they are in.	0
Challenges and/or barriers faced in the region	Limited number of speakers available on a regular basis.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
École Boréale	$27,000	*$27,000*	Activities To pay for substitute teachers to attend professional development camps			
École Allain St-Cyr	$30,900	$30,900	Activities To pay for substitute teachers to attend professional development camps			
TOTAL	$57,900	$57,900				

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

School	Elder in School *(Y/N)*	Cultural Support Worker *(Y/N)*	How are these positions funded?	If no to either of these positions, why not?
ÉB	N	N		Elders hired on an ad hoc basis for specific activities (Shirley Morin, Anthony Beck, Dorothy Buckley, Jennifer Buckley, Shawn Buckley, Renée Preston).
ÉASC	N	N		Elders hired on an ad hoc basis for specific activities (Margaret Bouvier).

E. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential 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.

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. A**ll school staff are required to participate in two days of <u>mandatory</u> cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
ÉB	August 28, 2025: Nature outing with Anthony Beck. Fish filleting, group activity (how to build a fire and boil water on the fire to make tea, trapping session, course on how to make Bannock). September 26: Invitation to an elder for storytelling and legends, introduction to the Zhatıé language (a.m.), Planning for September 29 (Truth and Reconciliation), May 5 (Red Dress Day) and June 21 (National	100		

	Indigenous Peoples Day) (p.m.).			
ÉASC	August 22, 2025: Half-day introduction to beading and half-day planning session for September 29 (Truth and Reconciliation), May 5 (Red Dress Day) and June 21 (National Indigenous Peoples Day). November 10, 2025: Cover exercise and presentation of documents by the ILE team.	100		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*
ÉB					
ÉASC					

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural Experience *(list two per school)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used throughout? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
Example: ILESHS	*Drum Making*	*15 (Males in Grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*
ÉB					
ÉASC					

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*
ÉB		
ÉASC		

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*
ÉB		
ÉASC		

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$28,865	$28,865			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$23,399	$23,399			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*
ÉB				
ÉASC				

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*
ÉB			
ÉASC			

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*
ÉB		
ÉASC		

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	5,981,999	5,266,886	6,115,198
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	1,684,665	1,503,673	1,684,646
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	218,600	107,240	257,940
Sub-Total ECE	**7,885,264**	**6,877,799**	**8,057,784**
GNWT Other Contributions	25,000	73,770	
Total GNWT	**7,910,264**	**6,951,569**	**8,057,784**
Federal Government Jordan's Principle (Schedule 8)	0	180,574	310,178
Federal Government Other (Schedule 8)	270,247	85,250	130,141
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees (Out-of-School Care Program)	300,000	0	328,433
Investment Income	60,000	60,000	79,429
Donations			
Other	135,251	155,000	35,000
Total Generated Funds	**495,251**	**215,000**	**442,862**
TOTAL REVENUES	**8,675,762**	**7,432,393**	**8,940,965**
EXPENSES			
Administration (see Schedule 2)	1,253,553	975,383	1,251,617
School Programs (see Schedule 2)	5,823,223	4,916,143	5,739,005
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	1,460,942	1,214,834	1,396,061
Indigenous Languages and Education (see Schedules 2 & 4)	137,103	137,843	116,261
Student/Staff Accomodations (see Schedule 2)			
Jordan's Principle (see Schedule 2)		180,574	310,178
Debt Service			
Other			54,963
Sub-Total Expenses Before Amortization	**8,674,820**	**7,424,777**	**8,868,085**
Amortization (see Schedule 2 & 6)			
TOTAL EXPENSES**	**8,674,820**	**7,424,777**	**8,868,085**
ANNUAL OPERATING SURPLUS (DEFICIT)	**942**	**7,616**	**72,879**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**117,232**	**44,353**	**44,353**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**118,174**	**51,969**	**117,232**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	118,174	51,969	117,232
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	-1,269,573	-1,269,573	-1,269,573
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**-1,151,399**	**-1,217,604**	**-1,152,341**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
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		4,459,933			33,439			4,493,372
Regional Coordinators (RISC/RILE)				168,430				168,430
Program Support Teachers				496,115				496,115
Support Assistants				563,751				563,751
SBMHW Positions				172,928				172,928
Healthy Choices Initiative & Youth Contributions Programs Positions								0
Indigenous Language Instruction								0
Cultural Resource Staff								0
Elders in Schools								0
Non Instructional Staff	544,866	705,045		0				1,249,912
Board/Trustee Honoraria	32,000				45,500			77,500
Sub-Total	**576,866**	**5,164,978**	**0**	**1,401,224**	**78,939**	**0**	**0**	7,222,007
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	90,000							90,000
Leave And Termination Benefits	50,000							50,000
Sub-Total	140,000	0	0	0	0	0	0	140,000
STAFF DEVELOPMENT (Including Travel)	6,000	34,955		17,161				58,116
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	256,500	65,870		7,000				329,370
Postage/Communication	12,859	15,588		0				28,447
Utilities	0	0		0				0
Heating	0	0		0				0
Electricity	0	0		0				0
Water/Sewage	0	0		0				0
Travel	22,168	18,000		4,423	5,900			50,491
Student Transportation (Busing)	0	64,792		0				64,792
Advertising/Printing/Publishing	129,325	0		0				129,325
Maintenance/Repair	1,018	46,054		0				47,072
Rentals/Leases	2,994	30,120		0				33,115
Other Contracted Services	39,100	73,750		16,728				129,578
Sub-Total	**463,964**	**314,175**	**0**	**28,151**	**5,900**	**0**	**0**	812,190
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology								0
Materials	66,722	309,115		14,406	52,264			442,507
Freight								0
Sub-Total	**66,722**	**309,115**	**0**	**14,406**	**52,264**	**0**	**0**	442,507
DEBT SERVICE	0							0
OTHER								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	**1,253,553**	**5,823,223**	**0**	**1,460,942**	**137,103**	**0**	**0**	8,674,820
AMORTIZATION								0
TOTAL	**1,253,553**	**5,823,223**	**0**	**1,460,942**	**137,103**	**0**	**0**	8,674,820

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	168,430					168,430
Magnet Facility Teachers						0
Program Support Teachers	496,115					496,115
Support Assistants	563,751					563,751
SBMHW Positions		172,928				172,928
Healthy Choices Initiative & Youth Contributions Programs Positions						0
Sub-Total	1,228,296	172,928	0	0	0	1,401,224
EMPLOYEE BENEFITS						
Employee Benefits/Allowances						0
STAFF DEVELOPMENT (Including Travel)	17,161					17,161
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	7,000					7,000
Student Transportation (Busing)*						0
Other Contracted Services	21,151					21,151
Sub-Total	28,151	0	0	0	0	28,151
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology						0
Materials	14,406					14,406
Freight						0
Sub-Total	14,406	0	0	0	0	14,406
TOTAL	1,288,014	172,928	0	0	0	1,460,942

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	33,439			**33,439**
Indigenous Language Instruction				**0**
Cultural Resource Staff	16,635			**16,635**
Elders in Schools			28,865	**28,865**
Sub-Total	50,074	0	28,865	**78,939**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				**0**
Travel				**0**
Student Transportation (Busing)*	5,900			**5,900**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services				**0**
Sub-Total	5,900	0	0	**5,900**
MATERIALS/SUPPLIES/FREIGHT				
Materials	32,264	20,000		**52,264**
Freight				**0**
Sub-Total	32,264	20,000	0	**52,264**
TOTAL	**88,238**	**20,000**	**28,865**	**137,103**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	6.00
Territorial Schools:	
Teachers	20.55
Consultants	2.00
Classroom Assistants	
Secretaries	1.00
Custodians	2.30
Other - Specify (Librarian, Cultural Facilitators and Educator, Out of School Care)	4.26
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.93
Support Assistants	5.50
SBMHW Positions	1.63
Healthy Choices Initiative & Youth Contributions Programs Positions	
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.13
Indigenous Languages Instruction Staff	
Other - Specify	
Jordan's Principle	
Total Person Years	47.30

Department of Education, Culture & Employment	INPUT	YK1
Council/District Approved 2025-2026 Budget	CALCULATED	YCS
	FORMAT	BOTH

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

Reconciled Accumulated Surplus - (Schedule 6)

Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	44,353	**44,353**
Opening Balance Investment in Tangible Capital Assets		
Less : Amortization (enter negative)		
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**45,295**

			REPRESENTED BY:
	ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**45,295**	**45,295**
	Opening Balance Operating Surplus	**44,353**	
	Plus : Annual Surplus (enter positive) or	**942**	
	Less : Annual Deficit (enter negative)		
	Amortization	0	
	Capital acquisitions	0	
	Debenture principal repayment	0	
	Plus : Transfer from Investment In Capital Assets	0	
	Plus : Transfer from (to) Decentralized Accumulated Surplus		
	Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
	Plus : Transfer from (to) Capital Fund Reserve		
	Plus : Transfer from (to) LED Reserve		
	Closing Balance Operating Surplus	**45,295**	**45,295**
	Opening Balance Decentralized Surplus	**0**	
	Transfer from (to) operating fund surplus	0	
	Closing Balance Decentralized Surplus	**0**	**0**

	BUDGET 2025-26	**Schedule 7**
	School year July 2025 to June 2026	
	COMMISSION SCOLAIRE FRANCOPHONE DES TNO	
		Amount
#	**Revenue**	**$**
1	Contributions from GNWT	
	Name of Department	
	a) ECE	6,004,999
	b) MACA	30,600
	c) ELCS	30,000
1	Contributions from Related party Entities	
	a) ECE - Canadian Heritage (Library Project)	131,700
	b)	
	c)	
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	1,954,912
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	60,000
5	Other income (general)	435,251
	From Related Party Entities:	
	a) COLLABORATION ON THE LAND (BUSHKIDS)	8,800
	b)	
	c)	
5	Other income (general) - other sources*	19,500
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes	

	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	
		8,675,762.00

	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	
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a)	
	b)	
	c)	
6	Other expenses - to others*****	8,674,820
		8,674,820.36
	Annual operating surplus (deficit)******	942

Department of Education, Culture & Employment **Schedule 8**
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)		1,684,665			270,247	**1,954,912**
EXPENSES						
Salaries		1,368,710			111,902	**1,480,612**
Operating & Maintenance						**0**
Project Based (Minority Language)						**0**
Other		315,955			158,345	**474,300**
TOTAL EXPENSES	**0**	**1,684,665**	**0**	**0**	**270,247**	**1,954,912**
SURPLUS (DEFICIT)	**0**	**0**	**0**	**0**	**0**	**0**

Department of Education, Culture & Employment **Schedule 9**
Council Approved 2025-2026 Budget

Action Colour Key:
DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

Approvals

Operating Plan

_____	_____
Education Body Chair	Superintendent
_____	_____
Date	Date

Annual Report

_____	_____
Education Body Chair	Superintendent
_____	_____
Date	Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

Commission scolaire francophone TNO

For the 2025-26 School Year

Commission scolaire francophone
Territoires du Nord-Ouest

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Operating Plan - Executive Summary

The Commission scolaire francophone TNO's Operating Plan for the 2025-2026 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 Commission scolaire francophone TNO's priorities for the upcoming school year.

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

La Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO) est fière d'avoir atteint le plus grand nombre d'effectifs scolaire depuis sa création en 2000, 255.5 élèves. À l'École Allain St-Cyr (ÉASC), le nombre d'élèves a dépassé la capacité de l'école – 202 élèves pour une capacité de 199. À l'École Boréale (ÉB), nous sommes fiers d'avoir maintenu le nombre d'élèves attendu – 53.5, et ceci, malgré le manque d'équivalence réelle avec les écoles anglophones dans ses deux communautés.

En 2025-2026, nous comptons augmenter le nombre d'élèves dans chacune de nos écoles. Si on se fie aux données du recensement de Statistiques Canada de 2021, des centaines d'élèves francophones qui pourraient fréquenter nos écoles fréquentent les écoles anglophones mieux garnies d'installations, de programmes spécialisés et de terrains de jeux adéquats. Le

Nos champs d'action prioritaires seront les suivants :

Infrastructures scolaires

1) Négocier une entente avec le Gouvernement des Territoires du Nord-Ouest (GTNO) pour l'agrandissement de l'École Boréale de Hay River. Cette école fut construite en 2005 et est incomplète depuis. Par suite d'une injonction interlocutoire en 2009, le GTNO a installé dans salles de classe portatives où loge actuellement le secondaire. Cet ajout devait être temporaire le temps de compléter l'école et d'y ajouter un gymnase, des salles de classe pour le secondaire et des salles spécialisées. En plus, nous demandons l'ajout d'un espace pour une garderie francophone. Depuis 20 ans, nous attendons l'égalité réelle.
2) Négocier la construction d'une nouvelle école francophone à Yellowknife dans le style d'un campus incluant une garderie, une école élémentaire, une école secondaire et de l'espace pour la construction d'un centre communautaire. L'ÉASC actuelle ne répond pas aux besoins des élèves du secondaire et le terrain de jeu minime ne valorise pas le jeu chez les élèves du primaire, même que le terrain ne nous appartient pas, donc toute

amélioration doit être demandée à Yellowknife Education District 1. À la rentrée scolaire, nous attendons 232 élèves et nous sommes déjà à court de salles de classe. Une solution rapide est essentielle.

Garderies francophones

1) Mettre en place une structure efficace de gérance et un service de garde de grande qualité pour les enfants de 0 à 11 ans.
2) En plus de la nouvelle garderie francophone (maison en rénovation) à Yellowknife, développer un projet de garderie à Hay River. S'assurer d'inclure des espaces pour des garderies dans les infrastructures scolaires à Hay River et à Yellowknife. Le développement continue des écoles dépend d'un programme de service de garde de qualité et c'est dans le cadre scolaire qu'il est le plus logique de les placer.

Règlement sur les admissions

1) Par suite de la décision unanime de la Cour suprême du Canada le 8 décembre 2023, assurer que des modifications sur les limites dans les catégories 2 et 4 du *Règlement* et la limite en lien avec la capacité des écoles soient modifiées. Par ailleurs, simplifier les rapports que la direction générale doit soumettre au ministère de l'Éducation en novembre et en juin.
2) S'assurer que tout ministre de l'Éducation utilise sa discrétion et tienne à l'esprit l'objet de l'article 23 lors de la prise de décisions qui auront un impact sur les écoles de la communauté francophone en contexte minoritaire.

Fort Smith

1) Continuer à soutenir les parents de Fort Smith qui demandent un programme éducatif en français langue première.
2) Développer un projet de garderie à Fort Smith.

Transition et passation du flambeau à la personne au poste de direction générale :

1) Assurer une transition complète et digne de la CSFTNO à la personne qui dirigera la CSFTNO.

Fréquentation dans les deux écoles de la CSFTNO :

1) École Boréale – Augmenter le nombre d'effectifs à 60 élèves au 30 septembre 2025.
2) École Allain St-Cyr – Augmenter le nombre d'effectifs à 235 élèves au 30 septembre 2025.

Transition aux nouveaux programmes d'étude adaptés des Territoires du Nord-Ouest :

1) Ajouter les programmes d'étude de la 11ème année.

2) Ajouter les programmes d'étude de la 1re à la 3ème année.
3) Ajouter les évaluations en littératie et en numératie en 7ème année.
4) Poursuivre le plan de formation sur le développement des compétences des enseignants et le développement d'outils d'évaluation.

Académique : Plan d'amélioration des écoles

(Les précisions se trouveront dans les sections afférentes.)

1) **Littératie** :

Résultat de performance visé : Les élèves communiquent des messages clairs et structurés en utilisant un langage riche.

2) **Numératie** :

Résultat de performance visé : Les élèves développent leur compétence à résoudre des problèmes dans une multitude de contextes.

3) **Bien-être** :

Résultat de performance visé : Les élèves démontrent une fierté d'appartenir à leur communauté scolaire et à la communauté francophone.

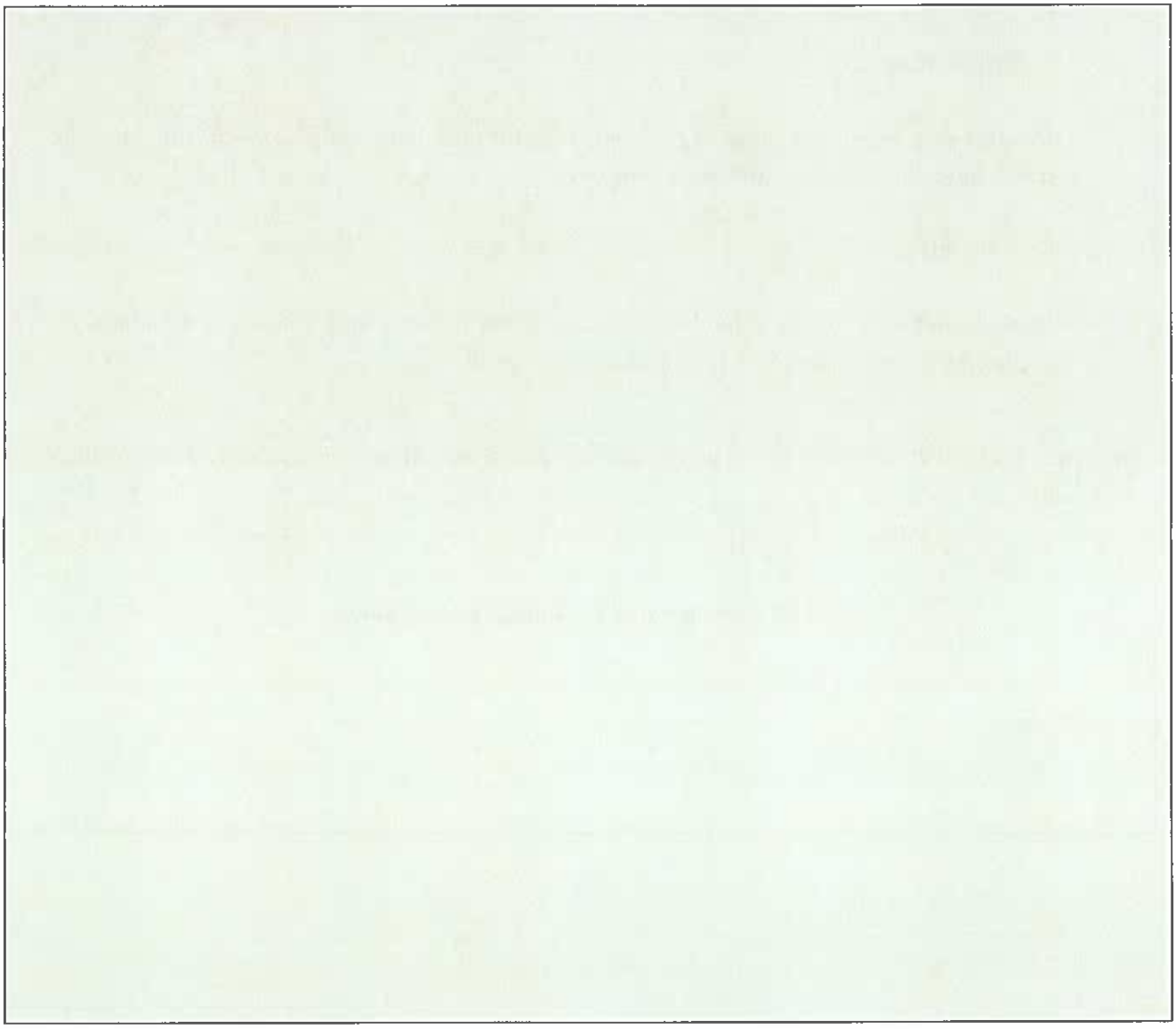
Finalement, la CSFTNO continuera à se démarquer par son haut taux d'assiduité, de diplomation et en lecture.

L'école francophone, l'avantage par excellence.

Annual Report - Executive Summary

The Commission scolaire francophone TNO's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

La *Loi sur l'éducation* des TNO définit les pouvoirs et les obligations du ministre, des organismes scolaires, du personnel éducatif, des élèves et des parents. Il établit également des dispositions régissant l'accès, les dossiers, les mécanismes de règlement des différends et d'appel, la diversité culturelle, la langue d'enseignement, la gouvernance et les questions financières.

Même si le Ministère ne dessert pas directement les élèves, il doit s'assurer qu'ils ont un accès équitable aux programmes et services éducatifs. En vertu de la loi, cette obligation incombe aux organismes scolaires. Ils sont composés de personnes élues et/ou nommées qui représentent les intérêts de leurs communautés dans la planification et la prestation de programmes éducatifs pour leurs écoles.

La CSFTNO est composée de six membres élus, dont trois de Yellowknife et trois de Hay River. La dernière élection a eu lieu en octobre 2024, la prochaine aura lieu en octobre 2027. Les administrateurs peuvent briguer un second mandat. Chaque mois de décembre, un nouveau président et un nouveau vice-président sont élus, ainsi que les présidents des comités et leurs membres.

Les organismes scolaires ont chacun un président qui représente leur région au forum des leaders en éducation avec le ministre. Les responsables des organismes scolaires ne représentent pas seulement leurs régions et leurs communautés. Leurs tâches consistent également à travailler en collaboration pour atteindre les objectifs et les priorités communs du système scolaire des Territoires du Nord-Ouest.

Le président du Conseil d'administration est en liaison avec le ministre de l'Éducation. Le président voit au bon fonctionnement du conseil. Le président représente également le Conseil et en est le porte-parole. Il y a six membres élus, dont trois administrateurs de Yellowknife (Jean de Dieu Tuyishime, président ; Simon Cloutier et Flora Camuzet) et trois de Hay River (Jessica King, vice-présidente ; Michael St-Amour et Nicolette Kelly).

L'organisme scolaire de la CSFTNO se réunit mensuellement, sauf en juillet et en août. Les réunions du conseil d'administration ont lieu régulièrement tout au long de l'année scolaire. La CSFTNO organise également deux retraites de deux jours, une à l'automne et une au printemps. La direction générale est la seule employée du conseil d'administration.

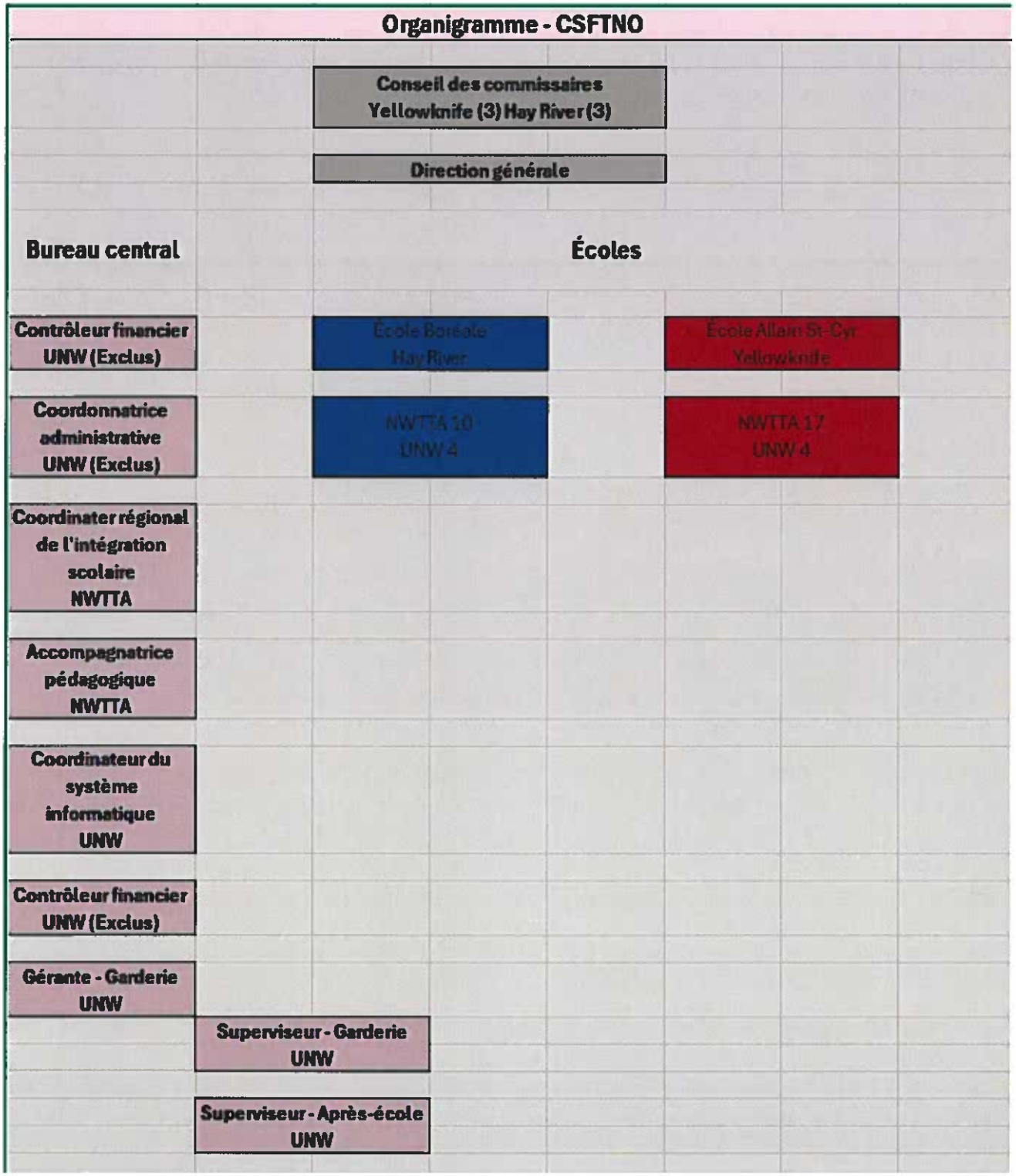
La direction générale est le gestionnaire en chef de l'organisme scolaire. Les principales fonctions de la direction générale sont de superviser et d'organiser la prestation des programmes d'éducation, conformément à la Loi sur l'éducation, aux règlements, aux directives ministérielles et aux politiques. La direction générale fournit des conseils au conseil d'administration dans les

domaines qui relèvent de sa compétence et encourage les intervenants en éducation à travailler ensemble pour établir des objectifs d'apprentissage pour les élèves francophones des TNO.

La direction générale travaille en étroite collaboration avec le ministère de l'Éducation, de la Culture et de la Formation. La direction générale évalue également la prestation des programmes d'éducation, comme l'exige la *Loi sur l'éducation*.

B. Functional Organizational Chart

- nouThe following table details the functional organization of the education body:



C. School Profiles

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

Total Number of Schools in District	**2**	**Total Anticipated Student Head Count**	**290**

School Name	Community	Grades Offered	Programming Highlights
École Boréale	Hay River	PM à la 12ème année	**Français langue première** **<u>Classes jumelées</u> :** PM/M 1re/2e 3e/4e 5e/6e Pour certaines matières, trois niveaux seront jumelés (1re/2e/3e et 4e/5e/6e) pour les besoins de l'organisation scolaire (Éducation physique, par exemple). • Programme de francisation. Le groupe de 8e année sera jumelé avec le groupe de 9e année. Le groupe de 10e année sera parfois jumelé avec les 12e et parfois avec les 9e année.

			L'élève de 12e suivra certains cours de 11e année (selon notre cycle d'offre des cours au secondaire). **Cours optionnels au secondaire :** Média et Menuiserie Les élèves peuvent choisir de participer à des programmes d'expériences au travail selon leurs intérêts, leurs capacités et leurs besoins (10e à 12e). Les élèves de la 3e à la 12e année suivent la programmation du cours d'anglais langue première.
École Allain St-Cyr	Yellowknife	PM à la 12ème année	**Français langue première** **Classes jumelées au primaire :** • Prématernelle • Maternelle • 1re année • 2e / 3e année • 2e / 3e année • 4e année • 5e année • 5e / 6e année • 7e année • 8e année **Secondaire :** • Les élèves de 9e année seront parfois jumelés avec ceux de 10e année. • Les élèves de 10e année seront parfois jumelés avec ceux des 11e et 12e années (ex. : éducation physique).

			Précisions sur la programmation • **Cours optionnels :** théâtre, cuisine, journalisme et littératie financière. • **Programme de francisation** offert aux élèves qui en ont besoin. • **Programme Arts-Sports** pour les élèves de la 7e à la 9e année. • **Classe-nature** pour tous les élèves du primaire.

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs						
Type of Policy or Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Code of Conduct	20/02/2023	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*
School Attendance	12/09/2018					
Safe Schools	29/10/2019					
Transportation of Students	X					
Conduct of Business	S.O.					
Records Management	En dév.					
Student Assessment	26/08/2019					
Inclusive Schooling	22/09/2018					

Community Senior Secondary Schooling	X X					
Camera Use in Schools	25/04/2025					
Recommended By-Laws for DECs and DEAs						
Type of Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Honorarium	18/09/2017	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*
Annual Report	X					
Borrowing Money	S.O.					

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	**EASC - Réussite des élèves :** • **Littératie** • **Numératie** **Bien-être** • **Culture identitaire**

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*

<u>École Boréale</u> **Littératie :** Que nos élèves communiquent des messages clairs et structurés en utilisant un langage riche. • Que les élèves utilisent un langage précis et varié en français, tant dans la classe que dans des contextes à l'extérieur de la classe. • Que les élèves comprennent et respectent la structure de la phrase de base à l'oral et à l'écrit. • Que les élèves portent un jugement sur la qualité de leur communication orale et écrite	**Francisation (prématernelle et maternelle)** En juin 2026, 75%des élèves de prématernelle auront atteint 47% ou plus au niveau de la structure de la phrase (7/15). En juin 2026, 75% des élèves de maternelle auront atteint 70% ou plus au niveau de la structure de la phrase (11/15). **TMNCÉ** En juin 2026, 65% des élèves de la 1re à la 9e année obtiendront un niveau de compétence acquise ou mieux lors des TMNCÉ ou de l'évaluation d'écriture de fin d'année. **Évaluation des habiletés de base en littératie de la C-B. (ÉHB). 4e** En juin 2026, 85 % des élèves de la 4e année suivant le programme régulier obtiendront un niveau de compétence acquis dans l'évaluation des habiletés de base.		

	Évaluation de littératie de la 10e année – Français langue première En juin 2026, 85% des élèves de 10e année suivant le programme régulier obtiendront un niveau de compétence acquis dans l'évaluation de littératie de 10e année. **Évaluation des compétence en Communication orale** En juin 2026, 70% des élèves de la 1re à la 6e année suivant le programme régulier atteindront un niveau de compétence satisfaisant pour leur niveau scolaire (Appréciation de l'oral spontané, DSFM) **Examens de diplôme** En janvier et juin 2026, 100% des élèves obtiendront la note de passage ou mieux lors de la partie écrite des examens de diplôme (anglais et français) **Test d'opérations et faits de base** En juin 2026, 75% des élèves de la 2e à la 6e obtiendront une note		

Numératie : Que les élèves de l'école Boréale améliorent leurs résultats en mathématiques et atteignent les objectifs curriculaires de leur niveau, particulièrement dans des contextes de résolution de problème. • Que les élèves utilisent le vocabulaire mathématique (pure et synonyme) • Que les élèves soient capables de se questionner, d'analyser et d'évaluer ce qui leur est demandé tout au long du processus d'apprentissage. • Que les élèves nomment les stratégies qu'ils utilisent lors de la résolution de problèmes en mathématiques. • Que les élèves communiquent leur démarche d'une façon claire et structurée.	de 80% ou mieux sur les tests sur les faits de base de la CSFTNO. **Résultats du bulletin pour la 1re à 9e année** En juin 2026, 85% des élèves de la 1re à la 9e année suivant le programme régulier obtiendront un niveau de compétence acquis ou mieux sur leur bulletin scolaire à la section *Mathématiques - le nombre : concepts et opérations.* **Évaluation des habiletés de base en numératie de 4e année** En juin 2026, 100% des élèves de 4e année suivant le programme régulier obtiendront un niveau de compétence acquis dans l'évaluation des habiletés de base en numératie de 4e année. **Évaluation de numératie de la 10e année** En juin 2025, 90% des élèves de 10e année suivant le programme régulier obtiendront un niveau de compétence acquis		

	dans l'évaluation de numératie de 10e année. **Taux de réussite des élèves aux examens de diplôme** En janvier et juin 2026, 100% des élèves obtiendront la note de passage (50%) ou mieux lors des examens de diplôme en mathématiques.		
Langue et culture : **ÉB :** **Les élèves sont exposés de façon quotidienne à la langue Dénée** **Les élèves peuvent utiliser la langue Dénée dans certains contextes** **Les élèves participent à des activités culturelles autochtones à l'école ou dans la communauté.**	100% des élèves sont exposés à la langue Dénée lors de l'écoute des messages quotidiens. 100% des élèves de 5e et 6e année utilisent la langue Dénée lors de la lecture des messages quotidiens. 100% des élèves de l'école sont exposés aux mots Déné affichés dans l'école. 100% des élèves participent à au moins une activité culturelle autochtone pendant l'année scolaire. • En juin 2026, 90 % des élèves de 10e année démontrent un		

ÉASC Littératie Vision : Nous souhaitons que nos élèves soient capables de communiquer des messages clairs et structurés, en utilisant un langage précis, varié et adapté au contexte. Axes de développement : • Les élèves utilisent un langage précis et varié, tant à l'oral qu'à l'écrit.*À envisager : l'élaboration ou l'adoption d'un outil d'évaluation des compétences orales (à confirmer).* • Les élèves comprennent et maîtrisent la structure de base de la phrase, à l'oral comme à l'écrit, incluant les variations syntaxiques possibles selon le contexte. • Les élèves développent leur pensée critique en portant un jugement éclairé sur la qualité de la communication écrite, que ce soit la leur ou celle des autres. **Numératie** • Vision : Que tous les élèves de l'école Allain St-Cyr améliorent leurs	niveau de compétence ACQUIS lors des évaluations de littératie. • En juin 2026, 90 % des élèves de 4e année atteignent un niveau de compétence OT (en voie de transfert) ou EXT (approfondi) à l'évaluation de littératie de 7e année. • En juin 2026, 90 % des élèves de 7e année atteignent un niveau de compétence OT ou EXT à l'évaluation de littératie de 4e année. • En juin 2026, 100 % des élèves démontrent un niveau de compétence ACQUIS ou APPROFONDI pour la compétence Communiquer et créer en français. • En juin 2026, 100 % des élèves de 12e année réussissent la partie écrite de l'examen de diplôme. En juin 2026, 90 % des élèves de 10e année démontrent un niveau de compétence ACQUIS lors des évaluations de numératie.		

résultats en mathématiques et atteignent les attentes du programme d'études de leur niveau. • Axes de développement : • Utilisation d'un vocabulaire mathématique précis et approprié. • Représentation des concepts mathématiques de multiples façons : matériel concret, schémas, représentations visuelles, explications orales ou écrites. • Transfert des apprentissages dans des contextes variés et signifiants, témoignant de flexibilité cognitive. • Développement d'une compréhension à long terme des concepts mathématiques. • Renforcement de la pensée critique : les élèves sont encouragés à se questionner et à réfléchir tout au long du processus de résolution. • Maîtrise des faits de base (additions, soustractions, multiplications, divisions) pour assurer la fluidité des calculs.	En juin 2026, 90 % des élèves de 4e année atteignent un niveau de compétence OT (en voie de transfert) ou EXT (approfondi) à l'évaluation de littératie de 7e année. En juin 2026, 90 % des élèves de 7e année atteignent un niveau de compétence OT ou EXT à l'évaluation de littératie de 4e année. En juin 2026, 100 % des élèves démontrent un niveau de compétence ACQUIS ou APPROFONDI pour la compétence *Communiquer et créer en français*. En juin 2026, 100 % des élèves de 12e année réussissent la partie écrite de l'examen de diplôme.		
Bien-être des élèves : Que tous les élèves de l'École Allain St-Cyr développent un sentiment positif d'appartenance à leur école et à leur identité culturelle, et qu'ils	• En juin 2026, 80% de nos élèves de 9e choisirons l'école Allain St-Cyr pour poursuivre leur secondaire 10 à 12.		

s'épanouissent dans un milieu bienveillant, inclusif et sécuritaire. • **Appartenance scolaire** Favoriser un climat scolaire positif qui renforce le sentiment d'appartenance des élèves à leur école et à leur communauté. • **Identité francophone et culturelle** Encourager la fierté linguistique et culturelle des élèves en valorisant la francophonie dans toutes ses dimensions. • **Santé mentale et bien-être émotionnel** Mettre en place des pratiques et des ressources pour soutenir la régulation des émotions, la résilience et la santé mentale des élèves. • **Climat bienveillant et sécuritaire** Assurer des relations saines entre pairs et avec les adultes, ainsi qu'un encadrement clair et constant, propice au développement personnel. • **Engagement des élèves** Créer des occasions authentiques pour que les élèves s'impliquent activement dans la vie de l'école, se sentent valorisés et écoutés.	• En 2026, 90% de nos élèves de 4e et 7e année exprimeront un sentiment d'appartenance moyen ou élevé lors de l'évaluation MDI.		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	La CSFTNO utilise une approche collaborative pour la création du plan d'amélioration de l'école (PAÉ). Tout au long de l'année scolaire, la direction de l'école rappelle les priorités fixées et objectifs visés. Chaque équipe de cycle détermine quelles activités seront ciblées dans chaque priorité selon les programmes d'études, c'est-à-dire la littératie, la numératie et le bien-être. Les heures STIP collaboratives permettent du temps de partage et de réflexion sur les activités; les réussites et les échecs. La collecte de données fait partie de l'évaluation du PAÉ. La création du PAÉ pour l'année suivante débute au début mai de l'année précédente. Autre que les cycles de développement des Plans d'amélioration, chaque école fait un plan pour améliorer le fonctionnement des procédures d'école.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	Au début de l'année scolaire, chaque gérant d'établissement scolaire s'assure de dresser la liste des employés à évaluer. Ils déterminent qui sera évalué et suivront le guide d'évaluation de la CSFTNO. **ÉB :** 4 évaluations de première année - NWTTA 2 évaluations de deuxième année - NWTTA 1 évaluation de 1re année de direction d'école 4 evaluations - UNW - PeopleSoft **ÉASC :** 5 évaluations de première année – NWTTA 2 évaluations de deuxième année - NWTTA 5 évaluations - UNW - PeopleSoft

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	ÉB : 7 ÉASC : 8		
Number of principals and assistant principals formally evaluated in the school year.	ÉB : 1 ÉASC : 1		

Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	RISC : 1 Literacy : 1		
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			

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Transition aux nouveaux programmes d'étude des TNO Le rôle de l'enseignant dans l'équité, la diversité et l'inclusion.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2,0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	0.50	1.0			

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	Tous les élèves qui arrivent à l'école et qui ont faim ont droit à un service de déjeuner. Des collations santés sont disponibles en tout temps pour tous les élèves. **ÉB** : • Programme du lait en collaboration avec Co-op • Cours de cuisine dans le cadre des cours de santé • Offre de collations plus diversifiées (fruits, légumes). • Collations fournies lors des événements sportifs et culturels • Achat de divers outils de cuisine pour réaliser les activités plus efficacement. **ÉASC :** Cela se traduit concrètement par l'intégration d'ateliers de cuisine pratiques dans les cours de santé, permettant aux élèves d'acquérir des compétences culinaires de base tout en explorant les principes d'une alimentation équilibrée. En parallèle, l'école offre régulièrement des collations santé, incluant des fruits frais, des légumes coupés et des barres tendres, accessibles à tous les élèves afin de répondre à leurs besoins nutritionnels durant la journée scolaire. Pour soutenir ces activités, divers outils et équipements de cuisine ont été acquis, ce qui permet non seulement de bonifier la qualité des ateliers offerts, mais aussi d'en augmenter la portée et l'efficacité. L'ensemble de ces initiatives vise à instaurer une culture scolaire axée sur le bien-être, à encourager l'adoption de saines habitudes alimentaires dès le jeune âge et à développer la littératie

	alimentaire dans une approche concrète, inclusive et durable.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*
ÉB	Collation	58	Tous sont les bienvenus	
ÉB	Déjeuner d'urgence	2-10	Tous sont les bienvenus	
ÉB	Petit déjeuner d'urgence	1-5	Tous sont les bienvenus	
ÉASC	Collation	232	Tous sont les bienvenus	
ÉASC	Déjeuner d'urgence	5 - 20	Tous sont les bienvenus	
ÉASC	Déjeuner d'urgence	5 - 10	Tous sont les bienvenus	

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

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədə́, Dëne Sųłıné́, Dene Zhatıé́, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
École Boréale	Anglais	Programme régulier	3e à la 12e		
École Allain St-Cyr	Anglais	Programme régulier	3e à la 12e		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**Pratiques d'enseignement et d'évaluation en lien avec les nouveaux programmes**
SSI Project Proposal Summary including purpose, key objectives and activities.	Dans le cadre de la mise en œuvre des nouveaux programmes d'études l'an prochain, les enseignants doivent revoir leurs pratiques d'enseignement et leurs pratiques évaluatives pour qu'elles respectent les principes de l'apprentissage et de l'évaluation par compétence et qu'elles représentent adéquatement les acquis des élèves. Le projet SSI sera dirigé par l'accompagnatrice pédagogique et prendra la forme de sessions de travail collaboratives pour les enseignants concernés. En plus de fournir l'occasion aux enseignants concernés de réfléchir à leurs pratiques en vue de les améliorer, les produits de ces rencontres seront des unités d'enseignement et des outils d'évaluation (grilles, activités d'évaluations et projets transdisciplinaires) La planification des activités inclut un total de six journées collaboratives en cours d'année avec des enseignants et du temps de libération pour du travail individuel avec le soutien de l'accompagnatrice afin de répondre à des besoins plus ponctuels. Le budget inclut également un montant pour permettre à l'accompagnatrice pédagogique de se rendre sur place à l'école Boréale pour travailler avec les enseignants.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	Budget	Actual
Facilitator Contract(s)		
Facilitator Expenses (travel, per diem, accommodation, etc.)	3000	
Teacher Release Time (Sub Costs)	8000	
Teacher Travel (transportation, per diem, accommodation)	5000	
Workshop Expenses		
Other (please specify)		
Total Budget	16000	

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.	100%		
Number of PD opportunities provided (in hours)	110h		
Please include any additional performance indicators	Développement d'unités d'enseignement Developpement d'outils d'évaluation		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	0 %		

B. Program Support Teachers

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

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

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Boreale	1.00	1.00				
École Allain St-Cyr	1.70	1.50	Addition d'une ESP à 0.50 et 0.20 pour couvrir l'excédent des coûts associés aux adjoints			
TOTAL	2.70	2.50				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Boreale	0.73	1.0	Impossible d'embaucher à temps partiel		
École Allain St. Cyr	3.14	7.5	Principe de Jordan (4.0) Nous avons beaucoup plus de besoins que ce dont nous sommes financés pour ces postes.		
TOTAL	3.88	8.5	De plus, la convention collective NWTTA pour l'heure du dîner des enseignants entre 11h et 14h nous oblige à embaucher plus d'adjoints.		

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$17,161	$17,161			

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?**
Formation sur différents sujets en inclusion	ESP & adjoints en soutien	Institut des troubles de l'apprentissage	En continue, tous les jeudis (ÉASC), vendredis (ÉB)		
Développement du langage en petite enfance	ESP, enseignants & adjoints de soutien	Orthophoniste ainsi que les stagiaires en orthophonie	Tout au long de l'année		
Soutenir l'Inclusion - Visite du CRIS à l'école Boréale	Tous les membres du personnel selon les besoins	CRIS	Tout au long de l'année		

Formation en inclusion aux T. N.-O., spécifiquement pour les ESP	ESP	CRIS	Tout au long de l'année		
Formation sur le trouble du spectre de l'autisme	Intervenants scolaires qui travaillent avec ce type de clientèle	Centre d'expertise en autisme	Au besoin		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$30,567					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$36,629		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$163,206	$163,206			

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
ÉB	$63,206			
ÉASC	$100,000			
TOTAL	$163,206			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
ÉB	Niveau 1 Niveau 2		
ÉASC	Niveau 1 Niveau 2		
TOTAL			

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	Les écoles de la CSFTNO sont composées de cohortes qui évoluent peu dans le temps. Cette réalité nous donne un avantage dans l'alignement du soutien, et du suivi des adaptations. Nous continuons d'utiliser des processus qui garantissent que le soutien offert à nos élèves correspond aux objectifs énoncés dans les plans de soutien et les PEI. Les PST s'engagent à revoir tous les plans à la fin de l'année et à les préparer pour septembre pour qu'ils soient prêts pour la rentrée. Quand l'année scolaire commence. Chaque enseignant reçoit les plans qui ont été utilisés l'année précédente. Ces plans contiennent des informations importantes sur les stratégies gagnantes qui ont été utilisées avec les élèves dans les années précédentes. Les enseignants ont ensuite un mois ou plus pour connaître leurs élèves. Pendant ce temps, nous demandons aux enseignants d'utiliser les plans comme documents de travail. Ils peuvent ajouter, supprimer ou suggérer de nouvelles stratégies/adaptations qui devraient être ajoutées aux plans et avec lesquelles ils sont à l'aise. Une fois cela fait, les PST rencontrent les enseignants individuellement et examinent tous les plans en collaboration. Ensuite, les PST relisent tous les plans avant qu'ils soient imprimés, signés, et envoyés aux familles. Les PST font ensuite des suivis avec les enseignants pour récupérer les plans signés et les mettent dans les dossiers des élèves. Tout au long de l'année, les PST sont chargés d'y ajouter en pièce jointe, sur PowerSchool, les recommandations issues des rapports de spécialistes (orthophonie, ergothérapie, évaluation psycho-éducationnelle, etc...). Dans certains cas, elles doivent

	les traduire, et aux besoins les PST organisent des rencontres avec les enseignants pour faire des suivis concernant ces recommandations. À la CSFTNO, nous sommes fiers de nos plans, ce sont des documents vivants auxquels toute la communauté scolaire contribue. Il est essentiel de noter que certains plans de soutien sont accompagnés de "fiches médicales" qui permettent d'assurer la santé et la sécurité des élèves ayant des conditions médicales importantes telles que le diabète. Ces fiches permettent de détailler les besoins médicaux de l'élève au cours de la journée d'école et précise la procédure à suivre en cas d'urgence médicale. Nous continuerons aussi à travailler avec notre orthophoniste pour le développement du langage. Nous déterminerons également comment nous pouvons poursuivre notre partenariat avec la division d'orthophonie de l'Université Laurentienne, leurs étudiants de deuxième année à la maîtrise effectuant leurs stages dans nos écoles. Ces partenariats nous aident grandement à identifier des adaptations spécifiques pour les élèves ayant des besoins particuliers.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	Les directions de nos 2 écoles en collaboration avec le CRIS aident les enseignants et les assistants de soutien à organiser du temps pour le développement professionnel en ce qui a trait aux stratégies d'enseignement flexibles. Nous planifions et allouons les ressources nécessaires en fonction des besoins et dirigerons le développement du personnel.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	Les réunions de l'équipe de soutien sont abordées à chaque rencontre ESP/CRIS. • Le CRIS offre une formation aux ESP sur le plan de réunion de 30 minutes en août/septembre • Le CRIS fixe les dates et assiste aux premières réunions avec les PST • Toutes les notes de réunion sont enregistrées dans un fichier Google Drive partagé avec les CRIS

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	Tous les plans sont créés avant la rentrée scolaire en août à partir des enregistrements de l'année précédente. En septembre, les ESP rencontrent chaque enseignant pour passer en revue tous les plans de chaque classe. Chaque enseignant a la responsabilité de suivre la « Procédure des plans de soutien et PEI – CSFTNO » dans laquelle les dates et les procédures spécifiques sont détaillées. En octobre, chaque plan est envoyé à la maison avec une lettre demandant au parent de contacter l'enseignant ou l'ESP s'il estime que des changements doivent être apportés au plan.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.**	Nous tenons une réunion en personne en début d'année avec tous les ESP sur les attentes en matière d'utilisation du temps. Nous partageons le menu de l'ESP dans Exploring Inclusive Pedagogies (Schnellert, L. février 2019, p.22) L'utilisation du temps et les horaires sont discutés lors de chaque réunion ESP/CRIS. Les horaires des ESP sont partagés avec le CRIS via Google Drive.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.25	0.25			

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
ÉB	• Direction d'école • ESP • Enseignant • Secrétaire • Animatrice culturelle	Mensuellement	
ÉASC	• Direction d'école • 1 ESP • Adjointe au programme de soutien • 2 enseignants, primaire et secondaire • Animatrice culturelle	Mensuellement	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
École Boréale	0	S.O.			
École Allain St-Cyr	0	S.O.			
TOTAL	0				

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

Some regions have indicated difficulty in filling ILI positions. The following table details the recruitment and retention planning for ILI instruction in the region. 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?	La CSFTNO va continuer à embaucher de façon ponctuelle les aînés autochtones pour maintenir l'enseignement des mots et expressions courantes autochtones dans chaque école.
Plans to recruit and retain language teachers, if any?	La CSFTNO essaiera de trouver un mentor qui peut et veut l'accompagner dans les deux communautés ; une ou un aîné qui accompagnera le comité dans son approche holistique des langues respectives dans chaque école.
The # of anticipated New ILIs and which schools they are in.	0
Challenges and/or barriers faced in the region	Nombre limité de locuteurs disponibles régulièrement.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for difference** *(if applicable)*	**Actual** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
École Boréale	$27,000	*$27,000*	Activités Pour payer les suppléants pour les enseignants participants aux camps en guise de développement professionnel			
École Allain St-Cyr	$30,900	$30,900	Activités Pour payer les suppléants pour les enseignants participants aux camps en guise de développement professionnel			
TOTAL	$57,900	$57,900				

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

School	Elder in School *(Y/N)*	Cultural Support Worker *(Y/N)*	How are these positions funded?	If no to either of these positions, why not?
ÉB	N	N		Aînés embauchés ponctuellement pour des activités spécifiques (Shirley Morin, Anthony Beck, Dorothy Buckley, Jennifer Buckley, Shawn Buckley, Renée Preston)
ÉASC	N	N		Ainés embauchés ponctuellement pour des activités spécifiques (Margaret Bouvier).

E. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential 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.

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. **All school staff are required to participate in two days of mandatory cultural orientation.**

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
ÉB	28 août 2025 : Sortie en nature avec Anthony Beck. Filletage de poisson, activité de groupe (comment faire un feu et bouillir de l'eau sur le feu pour faire du thé, session sur le trappage, cours sur comment faire de la Bannock 26 septembre :Invitation d'un aîner pour conte et légende, initiation à la langue dene Zhathie (am) Planification des journées du 29 septembre (Vérité et réconciliation), 5 mai,	100		

	(Journée de la robe rouge) et 21 juin (Journée nationale des peuples autochtones) (p.m)			
ÉASC	22 août 2025 : Demi-journée d'initiation au perlage et demi-journée de planification des journées du 29 sept (Vérité et réconciliation), du 5 mai (Journée de la robe rouge) et du 21 juin (Journée nationale des peuples autochtones). 10 novembre 2025 : Exercice de la couverture et présentation des documents par l'équipe d'ILE.	100		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	Name of Land Based Key Cultural Experience *(list two wise practices from each school)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*
ÉB					
ÉASC					

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural	# of Participants	# of Cultural Resources	Was an Indigenous	Duration of Experience *(Days / hours / frequency)*

	Experience *(list two per school)*		**Experts / Elders Hired**	**language used throughout?** *(Y/N)*	
Example: ILESHS	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*
ÉB					
ÉASC					

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*
ÉB		
ÉASC		

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*
ÉB		
ÉASC		

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$28,865	$28,865			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$23,399	$23,399			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*
ÉB				
ÉASC				

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*
ÉB			
ÉASC			

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*
ÉB		
ÉASC		

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	5,981,999	5,266,886	6,115,198
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	1,684,665	1,503,673	1,684,646
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	218,600	107,240	257,940
Sub-Total ECE	7,885,264	6,877,799	8,057,784
GNWT Other Contributions	25,000	73,770	
Total GNWT	7,910,264	6,951,569	8,057,784
Federal Government Jordan's Principle (Schedule 8)	0	180,574	310,178
Federal Government Other (Schedule 8)	270,247	85,250	130,141
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees (Out-of-School Care Program)	300,000	0	328,433
Investment Income	60,000	60,000	79,429
Donations			
Other	135,251	155,000	35,000
Total Generated Funds	495,251	215,000	442,862
TOTAL REVENUES	8,675,762	7,432,393	8,940,965
EXPENSES			
Administration (see Schedule 2)	1,253,553	975,383	1,251,617
School Programs (see Schedule 2)	5,823,223	4,916,143	5,739,005
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	1,460,942	1,214,834	1,396,061
Indigenous Languages and Education (see Schedules 2 & 4)	137,103	137,843	116,261
Student/Staff Accomodations (see Schedule 2)			
Jordan's Principle (see Schedule 2)		180,574	310,178
Debt Service			
Other			54,963
Sub-Total Expenses Before Amortization	8,674,820	7,424,777	8,868,085
Amortization (see Schedule 2 & 6)			
TOTAL EXPENSES**	8,674,820	7,424,777	8,868,085
ANNUAL OPERATING SURPLUS (DEFICIT)	942	7,616	72,879
ACCUMULATED SURPLUS (DEFICIT) OPEN *	117,232	44,353	44,353
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	118,174	51,969	117,232
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	118,174	51,969	117,232
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	-1,269,573	-1,269,573	-1,269,573
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	-1,151,399	-1,217,604	-1,152,341

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
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		4,459,933			33,439			4,493,372
Regional Coordinators (FISC/FILE)				168,430				168,430
Program Support Teachers				496,115				496,115
Support Assistants				563,751				563,751
SBMHW Positions				172,928				172,928
Healthy Choices Initiative & Youth Contributions Programs Positions								0
Indigenous Language Instruction								0
Cultural Resource Staff								0
Elders in Schools								0
Non Instructional Staff	544,866	705,045		0				1,249,912
Board/Trustee Honoraria	32,000				45,500			77,500
Sub-Total	576,866	5,164,978	0	1,401,224	78,939	0	0	7,222,007
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	90,000							90,000
Leave And Termination Benefits	50,000							50,000
Sub-Total	140,000	0	0	0	0	0	0	140,000
STAFF DEVELOPMENT (Including Travel)	6,000	34,955		17,161				58,116
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	256,500	65,870		7,000				329,370
Postage/Communication	12,859	15,588		0				28,447
Utilities	0	0		0				0
Heating	0	0		0				0
Electricity	0	0		0				0
Water/Sewage	0	0		0				0
Travel	22,168	18,000		4,423	5,900			50,491
Student Transportation (Busing)	0	64,792		0				64,792
Advertising/Printing/Publishing	129,325	0		0				129,325
Maintenance/Repair	1,018	46,054		0				47,072
Rentals/Leases	2,994	30,120		0				33,115
Other Contracted Services	39,100	73,750		16,728				129,578
Sub-Total	463,964	314,175	0	28,151	5,900	0	0	812,190
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology								0
Materials	66,722	309,115		14,406	52,264			442,507
Freight								0
Sub-Total	66,722	309,115	0	14,406	52,264	0	0	442,507
DEBT SERVICE	0							0
OTHER								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,253,553	5,823,223	0	1,460,942	137,103	0	0	8,674,820
AMORTIZATION								0
TOTAL	1,253,553	5,823,223	0	1,460,942	137,103	0	0	8,674,820

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	168,430					168,430
Magnet Facility Teachers						0
Program Support Teachers	496,115					496,115
Support Assistants	563,751					563,751
SBMHW Positions		172,928				172,928
Healthy Choices Initiative & Youth Contributions Programs Positions						0
Sub-Total	1,228,296	172,928	0	0	0	1,401,224
EMPLOYEE BENEFITS						
Employee Benefits/Allowances						0
STAFF DEVELOPMENT (Including Travel)	17,161					17,161
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	7,000					7,000
Student Transportation (Busing)*						0
Other Contracted Services	21,151					21,151
Sub-Total	28,151	0	0	0	0	28,151
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology						0
Materials	14,406					14,406
Freight						0
Sub-Total	14,406	0	0	0	0	14,406
TOTAL	1,288,014	172,928	0	0	0	1,460,942

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	33,439			33,439
Indigenous Language Instruction				0
Cultural Resource Staff	16,635			16,635
Elders in Schools			28,865	28,865
Sub-Total	50,074	0	28,865	78,939
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				0
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				0
Travel				0
Student Transportation (Busing)*	5,900			5,900
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
Sub-Total	5,900	0	0	5,900
MATERIALS/SUPPLIES/FREIGHT				
Materials	32,264	20,000		52,264
Freight				0
Sub-Total	32,264	20,000	0	52,264
TOTAL	88,238	20,000	28,865	137,103

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

COMMISSION SCOLAIRE FRANCOPHONE DES TNO
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	6.00
Territorial Schools:	
Teachers	20.55
Consultants	2.00
Classroom Assistants	
Secretaries	1.00
Custodians	2.30
Other - Specify (Librarian, Cultural Facilitators and Educator, Out of School Care)	4.26
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.93
Support Assistants	5.50
SBMHW Positions	1.63
Healthy Choices Initiative & Youth Contributions Programs Positions	
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	0.13
Indigenous Languages Instruction Staff	
Other - Specify	
Jordan's Principle	
Total Person Years	47.30

Department of Education, Culture & Employment Council/District Approved 2025-2026 Budget	INPUT CALCULATED FORMAT	YK1 YCS BOTH

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	44,353	44,353
Opening Balance Investment in Tangible Capital Assets		
Less : Amortization (enter negative)		
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		45,295

			REPRESENTED BY:
	ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**45,295**	**45,295**
	Opening Balance Operating Surplus	**44,353**	
	Plus : Annual Surplus (enter positive) or	**942**	
	Less : Annual Deficit (enter negative)		
	Amortization	**0**	
	Capital acquisitions	**0**	
	Debenture principal repayment	**0**	
	Plus : Transfer from Investment In Capital Assets	**0**	
	Plus : Transfer from (to) Decentralized Accumulated Surplus		
	Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
	Plus : Transfer from (to) Capital Fund Reserve		
	Plus : Transfer from (to) LED Reserve		
	Closing Balance Operating Surplus	**45,295**	**45,295**
	Opening Balance Decentralized Surplus	**0**	
	Transfer from (to) operating fund surplus	**0**	
	Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-26 **Schedule 7**

School year July 2025 to June 2026

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

#	Revenue	Amount $
1	Contributions from GNWT	
	Name of Department	
	a) ECE	6,004,999
	b) MACA	30,600
	c) ELCS	30,000
1	Contributions from Related party Entities	
	a) ECE - Canadian Heritage (Library Project)	131,700
	b)	
	c)	
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	1,954,912
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	60,000
5	Other income (general)	435,251
	From Related Party Entities:	
	a) COLLABORATION ON THE LAND (BUSHKIDS)	8,800
	b)	
	c)	
5	Other income (general) - other sources*	19,500
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes	

	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	
		8,675,762.00

	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	
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a)	
	b)	
	c)	
6	Other expenses - to others*****	8,674,820
		8,674,820.36
	Annual operating surplus (deficit)******	942

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 8

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included in Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)		1,684,665			270,247	1,954,912
EXPENSES						
Salaries		1,368,710			111,902	1,480,612
Operating & Maintenance						0
Project Based (Minority Language)						0
Other		315,955			158,345	474,300
TOTAL EXPENSES	0	1,684,665	0	0	270,247	1,954,912
SURPLUS (DEFICIT)	0	0	0	0	0	0

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Action Colour Key:
DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)

Total Restricted Operating Reserve for Vehicle Replacement: $ -

Approvals

Operating Plan

Education Body Chair

Superintendent

2025/07/02
Date

Date

Annual Report

Education Body Chair

Superintendent

2025/07/02
Date

Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

Dettah District Education Authority

Operating Plan

For the 2025-26 School Year



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Operating Plan - Executive Summary

The Dettah District Education Authority's Operating Plan for the 2025-2026 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 Dettah District Education Authority's various accountability areas, all of which have been completed in accordance with the Dettah District Education Authority's priorities for the upcoming school year.

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

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities Early

Childhood Education & Family Support

- Continue to contract Speech Language and Occupational Therapy services through Continuum North
- Continuation of advocacy to Public Health for well-baby/ child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics
- Work in partnership with the YKDFN to begin a pre-school program at Kaw Tay Whee
- Continue to offer after school programing at Kaw Tay Whee in partnership with the YKDFN

Academic Achievement

- Continued focus on supporting families to understand the importance of regular, on-time attendance at school. Attendance rates have improved through the 2024 / 25 school year, and there are still issues with certain students that are causing academic difficulties and behaviour concerns in some cases
- Support students as they continue to transition to competency-based learning via the NWT Adapted Curriculum
- Increased opportunities for teachers to work in collaborative teams to plan and design units of study
- Continued focus on encouraging families and community members to read with babies and children at home
- Continue to encourage families and community members to communicate regularly with the school about student learning in a timely manner.
- Continued focus on literacy and numeracy instruction across the curriculum

Staff Wellness and Retention

- Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year
- Continue to provide contracted on-site counselling with trained professional critical incident debrief counsellors
- Provide staff with access to experiences and services to support their physical and mental health
- Inclusion of staff wellness on the school Mental Health Framework

Indigenous Languages and Education

Indigenous Language Revitalization

- Continuation of the development of a "Whole School Approach" to learning Wılìideh yatı
- Continuation of the development of take-home resources in the Wılìideh yatı language
- Staff will continue to work at developing more knowledge of Wılìideh yatı through the coming year

Indigenizing Education

- Continuation of localizing the internal school building with natural and cultural elements
- Increase of Wılìideh yatı signage throughout the building
- Grow the Indigenous literature content in the school and classroom libraries
- Continuation of lobbying YKDFN for permission to locate a school Smoke House and "backyard" culture camp on school property
- Continue the work started in the 2024 / 25 school year by working to take the learning out of the school an onto the land. This will be done through partnerships with B-Dene Adventures and Bushkids.

Inclusive Schooling & Student Supports

Whole Child and Wrap Around Support Services

- Continuation of the "Drugstore Cupboard" to support student and family wellness, hygiene, sexual health and safety supplies, such as Naloxone
- Continuation of supporting families before, during, and after medical appointments; including providing childcare and appointment reminders as possible
- Continuation of a 100% cost-free educational experience; eliminating financial barriers
- Offer both preschool and after school care through a partnership with the YKDFN.

Speech Language Development

- Seek a private Speech Consultant to better support our in-school interventions through Continuum North
- Continue to encourage families to self-refer to Stanton for Speech Language support.

Mental Health and Healthy Relationship Focus

- Applied Suicide Intervention Skills Training /Mental Health First Aid Training for any staff not already certified
- Utilize the school-based Mental Health and Wellness Framework and continue to support student, family, and staff mental health
- Continue to contract, trauma-informed, and culturally responsive supports for students with difficult behaviour
- Continue to try to with families to help access services through the medical system to support students and families with challenging and behaviours
- Hire a Mental Health and Wellness Lead

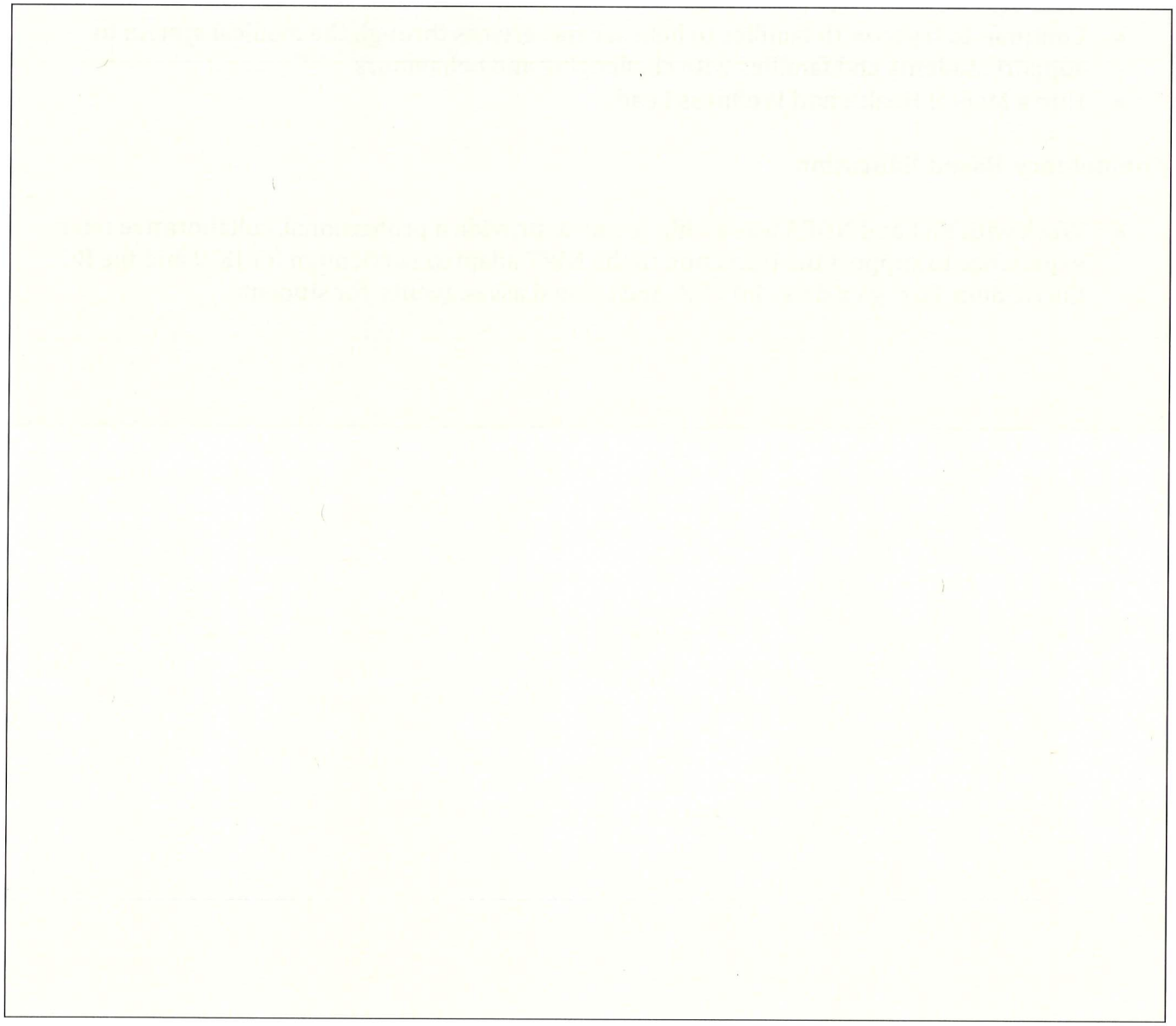
Competency Based Education

- Work with YK1 and NDEA leadership teams to provide a professional, collaborative team experience to support the transition to the NWT adapted curriculum for JK-9 and the BC Curriculum for grades 10-12 and related assessments for students

Annual Report - Executive Summary

The Dettah District Education Authority's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

Charlene Liske – Chairperson

Rebecca Plotner – Vice Chairperson

James Sanderson – Member

Alfred Liske – Member

Marilyn Colin – Member

Mary Adele Crapeau – Member

Jennifer Charlo – Member

Support for the DDEA Includes:

The Dettah District Education Authority is primarily responsible for Kaw Tay Whee School, the community school of Dettah. Enrolment at the school has varied from year to year. The main objective of the DDEA is to work carefully with school team members and parents & guardians or primary caregivers to ensure high quality educational opportunities are offered in the community from junior kindergarten to grade 8, and that students attending grades 9-12 in N'Dilo and Yellowknife also have their educational needs met.

This operating plan has been written to continue to support students and families in a safe, caring, and culturally responsive learning environment.

Travis Stewart – Principal, Regional Inclusive Schooling Coordinator (RISC) & Regional Indigenous Languages in Education Coordinator (RILE)

Chris Johnson – Program Support Teacher (PST)

Sally Ann Drygeese - School Support / Wiilideh Language Teacher

The DDEA contracts services from YKl, including the services of the Superintendent, Shirley Zouboules

The DDEA typically meets 6-10 times each year, with occasional extra meetings should an identified and specific need arise; for example, an unexpected issue with staffing, funding, or a serious event in the school or community requiring action or assistance on the part of the members. The DEA may also meet for Education Authority training or development at times.

In addition to meeting as a whole, the Dettah District Education Authority has two main committees, comprised of the hiring committee and the finance committee. Each committee

has two members, and the chairperson may attend committee meetings at her discretion.

A core value of the Dettah District Education Authority should be collaboration and partnership with the school administration and team. The committees meet on an as-needed basis, and conduct business in collaboration with school management / administration.

The member terms are as laid out in the Local Elections Authorities Act, and the DEA employs one person. All other staff are employed by Yellowknife Education District Number One. DEA members are required to be of legal voting age, and to live in Dettah for a period of one year prior to running for a position. Members follow a three-year term, and are able to run as many times as they would like; provided that they meet the criteria mentioned above. Members are required to attend all meetings; and if not able to attend must call with regrets.

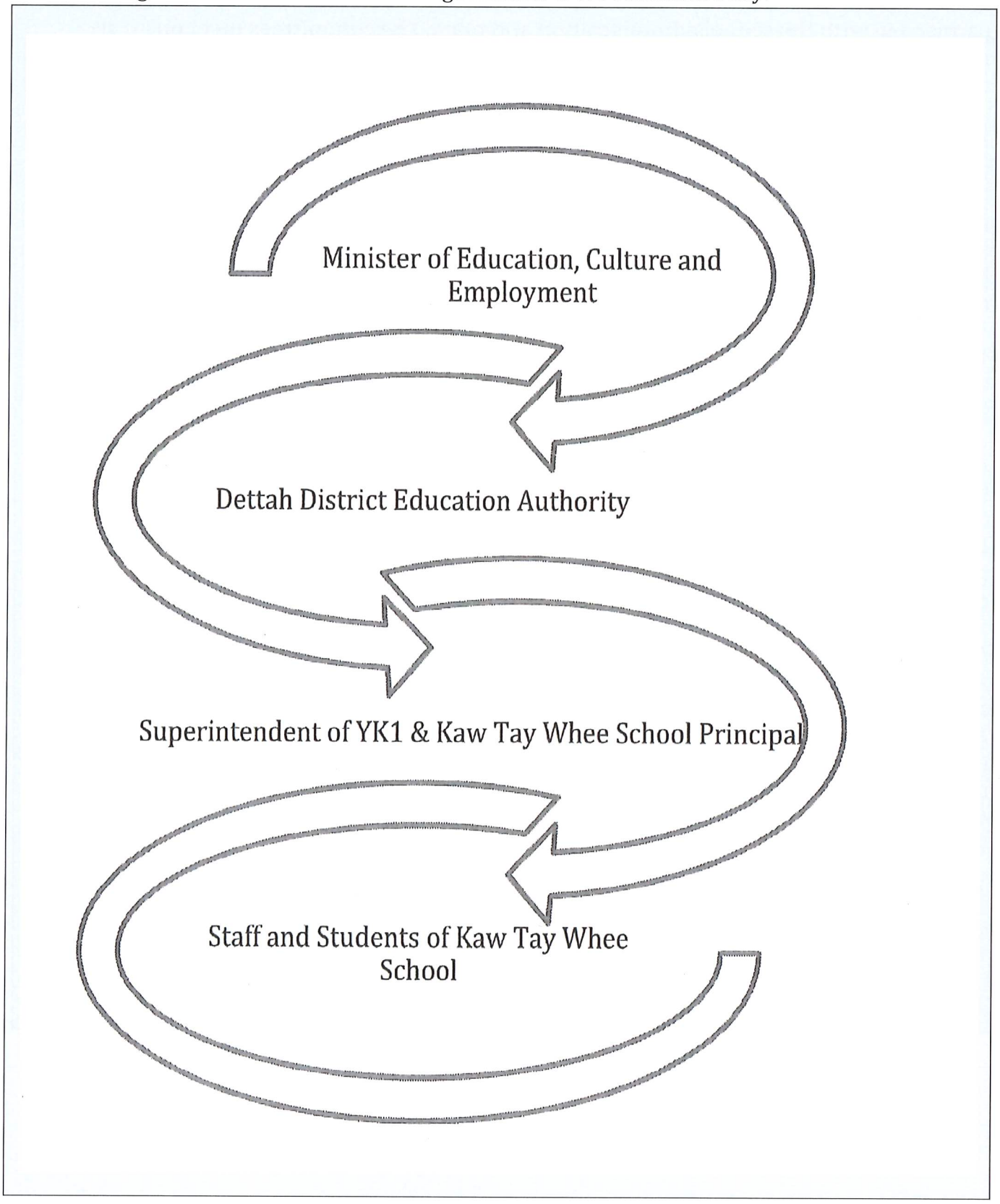
The DEA is very unique in that it does not employ maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, all DEA business and its general organization, management and growth.

As the DEA is site-based-managed for funding, much of this day-to-day responsibility also belongs to the principal; in consultation with the DEA. The building is owned by the Government of the Northwest Territories therefore requiring frequent interactions with other levels of government, contractors, etc. is a part of this role as well. The principal also takes day-to-day responsibility for the bus contract, and acts as a liaison with visiting professional and contractors.

As the DEA contracts only superintendency services from YK1, in many cases, the principal is responsible for direct correspondence on behalf of the DDEA; frequently completing reports and documents required by DECs. Examples include the Accountability Framework/Operating Plan, the annual report, all budgets and financial reporting, the annual Audit, the Safe Schools Plan, and is also responsible for ATIIP requests. This is important to note; as the principal is responsible for completing tasks that are undertaken by entire district offices in other parts of the territory.

B. Functional Organizational Chart

The following table details the functional organization of the education body:



C. School Profiles

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

Total Number of Schools in District	**1**	**Total Anticipated Student Head Count**	**15**

School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee	Dettah, NT	JK - 8	Multi age classrooms, daily Wılìideh yatı Language instruction, extensive outdoor education, arts, technology and inquiry- based programming.

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs	
Type of Policy or Bylaw	**DEC**
Code of Conduct	September 2022
School Attendance	August 2017
Safe Schools	April 2014, June 2014, September 2022
Transportation of Students	August 2017
Conduct of Business	October 2022
Records Management	August 2017 (As per Directive)
Student Assessment	August 2017 (on SAER Directive)
Inclusive Schooling	February 2018 (As per Directive)

Community Senior Secondary Schooling	February 2018 (following JK – 12 NWT Handbook)
Camera Use in Schools	August 2025
Recommended By-Laws for DECs and DEAs	
Type of Bylaw	**DEC**
Honorarium	Fall 2023, the DDEA gave themselves a raise in honoraria
Annual Report	August 2017 (Following the Education Act)
Borrowing Money	1996 Education Act

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	**Vision Statement** "To create a safe learning environment where students can develop both academic and traditional skills as they become community leaders." **Mission Statement** "We believe in working together to create a thriving community through education, culture and pride." **Regional Goals and Priorities with Alignment to Departmental Goals and Priorities** **Early Childhood Education & Family Support** • Continue work in partnership with YK1, the DDEA and YKDFN to support the families in Dettah. As a DEA we can provide wrap around services to support students who are attending the school and the community as a whole.

Academic Achievement, and Literacy and Numeracy Development

- The DDEA has worked to build a strong educational team at Kaw Tay Whee to support the students in their literacy and numeracy support. This has included additional educational assistants, mental health supports and a full complement of teachers.

Staff Wellness and Retention

- In the 2023 / 24 school year there was a full turnover of educational staff and administration. There has been a strong focus on staff wellness and retention in the 2024 / 25 school year to ensure a consistent staff so that Kaw Tay Whee School and Dettah feel supported.

Indigenous Languages and Education

Indigenous Language Revitalization

- As a DEA we are working on the continuation of the development of a "Whole School Approach" to learning Wılìideh yatı.
- All staff will be working on developing their language skills so the students feel supported in their learning.

Indigenizing Education

- At the request of the DDEA and community we have worked extensively to take the learning out of the school and onto the land. During the 2024 / 25 school year the school took a large step in this direction and this will continue to be our focus in 2025 / 26.

Inclusive Schooling & Student Supports

- **Whole Child and Wrap Around Support Services**
- **Speech Language Development**
- **Mental Health and Healthy Relationship Focus**
- **Competency Based Education**

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Acquisition of Speech Language and Occupational Therapy Supports through Continuum North, as they are no longer provided by GNWT	All students in need receiving access to services		
Increase accessible key cultural experience access for students in all seasons by: • Continuing to work to acquire permission from YKDFN to proceed with construction of cultural area near the school • Continue our work with B-Dene Adventures and Bushkids to increase the amount of learning that takes place out of the school and on the land.	All students receiving access to increased key cultural experiences		
Continue a successful transition to the competency-based BC Curriculum and assessments in ELA and Math for all students.	All teachers working with BC ELA and Math assessments.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	**Regional Approach to School Improvement** **Early Childhood Education & Family Support** • Continue to contract Speech Language and Occupational Therapy services through Continuum North • Continuation of advocacy to Public Health for well-baby/ child catch up visits and immunization clinics to be held at the school, in conjunction with HPV immunization clinics • Work in partnership with the YKDFN to begin a pre-school program at Kaw Tay Whee • Continue to offer after school programing at Kaw Tay Whee in partnership with the YKDFN **Academic Achievement, and Literacy and Numeracy Development**

	• Continued focus on supporting families to understand the importance of regular, on-time attendance at school. Attendance rates have improved through the 2024 / 25 school year, and there are still issues with certain students that are causing academic difficulties and behaviour concerns in some cases • Support students as they continue to transition to competency-based learning via the NWT adapted curriculum • Increased opportunities for teachers to work in collaborative teams to plan and design units of study • Continued focus on encouraging families and community members to read with babies and children at home • Continue to encourage families and community members to communicate regularly with the school about student learning in a timely manner. • Continued focus on literacy and numeracy instruction across the curriculum **Staff Wellness and Retention** • Ensure staff have access to EFAP and Starling Minds information and are reminded about access regularly throughout the year • Continue to provide contracted on-site counselling with trained professional critical incident debrief counsellors • Provide staff with access to experiences and services to support their physical and mental health • Inclusion of staff wellness on the school Mental Health Framework **Indigenous Languages and Education** **Indigenous Language Revitalization** • Continuation of the development of a "Whole School Approach" to learning Wıliìdeh yatı Continuation of the development of take-home resources in the Wıliìdeh yatı language • Increase the amount of Wıliìdeh yatı language spoken in the language classroom.

Indigenizing Education

- Continuation of localizing the internal school building with natural and cultural elements
- Increase of Wılìideh yatı signage throughout the building
- Grow the Indigenous literature content in the school and classroom libraries
- Continuation of lobbying YKDFN for permission to locate a school Smoke House and "backyard" culture camp on school property
- Continue the work started in the 2024 / 25 school year by working to take the learning out of the school an onto the land. This will be done through partnerships with B-Dene Adventures and Bushkids.

Inclusive Schooling & Student Supports

Whole Child and Wrap Around Support Services

- Continuation of the "Drugstore Cupboard" to support student and family wellness, hygiene, sexual health and safety supplies, such as Naloxone
- Continuation of supporting families before, during, and after medical appointments; including providing childcare and appointment reminders as possible
- Continuation of a 100% cost-free educational experience; eliminating financial barriers
- Offer both preschool and after school care through a partnership with the YKDFN

Speech Language Development

- Seek a private Speech Consultant to better support our in-school interventions through Continuum North
- Continue to encourage families to self-refer to Stanton for Speech Language support.

	Mental Health and Healthy Relationship Focus • ASIST /MHFA Training for any staff not already certified • Utilize the school Mental Health Framework and continue to support student, family, and staff mental health • Continue to contract, trauma-informed, and culturally responsive supports for students with difficult behaviour • Continue to try to with families to help access services through the medical system to support students and families with challenging and behaviours • Hire a Mental Health and Wellness Lead **Competency Based Education** • Work with YK1 and NDEA leadership teams to provide a professional, collaborative team experience to support the transition to the NWT adapted curriculum and related assessments for students

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	The principal is responsible for staff evaluations and adheres to the requirements set forth by the Department of Education, Culture and Employment. Due to staffing changes, most staff will require an evaluation.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	3		
Number of principals and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0		
Number of Superintendents formally evaluated in the school year.	0		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	• The training and in-service plan for Kaw Tay Whee School is required to be flexible and responsive to the needs of students and the community. Many of the staff at Kaw Tay Whee are new to the school and are still getting to know the school and community. • We would recommend for staff to continue to build strategies to support teaching and learning with an emphasis regular on-time attendance at school, trauma-informed approaches, re-building stamina to support academic growth and achievement in an inclusive and culturally responsive school environment. • School team members may also engage in personal professional development and coursework related to leadership, early childhood education, inclusive schooling, teaching and learning, and indigenizing education.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2.0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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)*
0.25	0.25	0.25	n/a		

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	Our universal, cost-free daily breakfast, snack, and hot lunch program is supported by teachers and education staff during school and on their own time: mostly including shopping. This is important to our school as ensuring universal cost-free reliable access to fresh, nutritious and balanced food is critical to student wellness and learning. The school also offers food packs for weekends, long weekends and school holidays for some students, as well as grocery cards. Our food program is accessed by all students, for multiple meals each day, without hesitation or stigma. We use as much traditional foods as we possibly can. The addition of the Federal School Food Program will ensure that we can support the needs of all our students as the cost of food has risen dramatically in the past year.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	Type of food program(s) offered *(Breakfast, Lunch, Snack, etc.)*	Average number of children / youths served daily	Criteria to participate *(Low income, fee, Everyone welcome, etc.)*	Non-GNWT Funding Received *($ Amount / Source)*
Kaw Tay Whee	Breakfast, snacks and lunch	all	none	Federal School Food program, $18,000

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

G. 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, and the grades in which the SL is taught.

School Name	Language of SL (Sahtu Dene Kədǝ́, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	Type of SL program *(core, immersion, intensive, post-intensive)*	Grades of SL program *(per program type)*	Was the SL program offered as planned? *(Y/N)*	If No, why not?
Kaw Tay Whee	Wılìideh yatı	Core	All		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	Purchasing of professional development / teaching resources to support Student Success.
SSI Project Proposal Summary including purpose, key objectives and activities.	Monique Thomas Consulting will be hired to work with staff on trauma informed practices and student self-regulation. Consultation will also be done with the Yellowknife Education District #1 staff and the DDEA.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)	$0	
Facilitator Expenses (travel, per diem, accommodation, etc.)	$0	
Teacher Release Time (Sub Costs)	$0	
Teacher Travel (transportation, per diem, accommodation)	$0	
Workshop Expenses	$7500	
Other (please specify)	$0	
Total Budget	$7500	

SSI Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of teaching staff from across the region who	100%		

participate in SSI PD activities.			
Number of PD opportunities provided (in hours)	1-3		
Please include any additional performance indicators	Greater understanding of trauma informed teaching practices.		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
0.5	0.5	n/a		

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

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.

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
Kaw Tay Whee	0.5	1.0	Anticipating a growth in student numbers.			
TOTAL	0.5	1.0				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Kaw Tay Whee	0.37	3.0	Anticipating a growth in student numbers and complex student needs.		
TOTAL	0.37	3.0			

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$3296	$3296	n/a		

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?**
Additional training / PD as required and as required for a new school team.	all	Training will be done in consultation with YK1 and the DDEA. We will be looking at contracting Monique Thomas to support our new SBHMW Lead.	Throughout the year.		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$13,893					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$11,783		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$65,289	$120,000	Hiring a F/T SBMHW Lead		

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	Budgeted *(PY)*	Explanation for Difference *(GNWT, Third Party, etc.)*	Actual *(PY)*	Explanation for Difference *(if applicable)*
Kaw Tay Whee	$120,000	Hiring a F/T SBMHW Lead		
TOTAL	$120,000			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	Programs and Services *(i.e. programs, resources, training)*	Programs and Services *(i.e. programs, resources, training)*	Successes / Challenges
Kaw Tay Whee	Mental Health and Wellness Promotion (School-based Services) Mental Health Prevention and Early Intervention (School-based Services)		

	Clinical Counselling until students can access other services. *** All work will be done by a SBMHW Lead we are hiring		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	• SBST Meetings TBST Support • RISC/PST Planning Meetings Collaboration with other RISCs Class Reviews • Teacher Supervision • Evaluations • Working with Stakeholders

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	Teachers will continue to spend STIP time and SBST time throughout the school year working to collaborate to build their skillset in the area of flexible instructional strategies.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	The SBST will continue to meet several times on an as-needed basis each term, and will include attendance from the PST, classroom teacher, RISC / Principal. Many additional meetings include informal brainstorming sessions as makes sense in a very small school environment. The school team will hole daily de-brief meetings after school to share, problem-solve, and celebrate.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	IEPs and SSPs are reviewed and updated (as needed) once each term; or more frequently as needed. These meetings are the most effective when completed in-person, families are invited to participate. We will continue to strive to make meetings meaningful and inclusive.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.**	The directive is used as a guide; the team strives to ensure that our school follows the 60:25:15 ratio required from ECE. School operational requirements may impact this guide as necessary.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.5	0.5	n/a		

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Kaw Tay Whee	Due to the nature of the school all staff is a member of the ILE Team	Each term; though included in daily de-brief sessions that guide everything we do in the school.	*N/A*

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Kaw Tay Whee	0.5	0.5	n/a		
TOTAL	0.5	0.5			

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 recruitment and retention planning for ILI instruction in the region. 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?	We have continued to build relationships with the community of Dettah and increased out school-based knowledge of the local language.
Plans to recruit and retain language teachers, if any?	Continued encouragement of new graduates from the community to consider learning their language and attending school to build their pedagogical skillset to return to the community to fill this role in future
The # of anticipated New ILIs and which schools they are in.	n/a
Challenges and/or barriers faced in the region	n/a

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	Allocated ($)	Budgeted ($)	Explanation for difference (if applicable)	Actual ($)	Explanation for difference (if applicable)	3rd Party Funding ($) / Source (If applicable)
Kaw Tay Whee	$26,750	$26,750	n/a			
TOTAL	$26,750	$26,750				

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

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How are these positions funded?	If no to either of these positions, why not?
Kaw Tay Whee	Yes	Yes	ILE funding	

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. **All school staff are required to participate in two days of mandatory cultural orientation.**

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference (if applicable)
Kaw Tay Whee	YKDFN History & Language Learning	100		
Kaw Tay Whee	On the land key cultural seasonal experiences	100		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Kaw Tay Whee	Monthly full days at B-Dene Adventures	Whole school	6 – 8	yes	6 – 7 hours a day each month (at least)
	Monthly full days at Bushkids	Whole school	1 – 3	yes	6 – 7 hours a day each month (at least)

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural Experience *(list two per school)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used throughout? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
Kaw Tay Whee	Daily language classes and usage	Whole school	1 – 2	Yes	Daily within the school.
	Traditional sewing and beading	Whole school	1 – 2	yes	Various times through the year.

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*
Kaw Tay Whee		

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*
Kaw Tay Whee		

H. Community Support

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

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

Allocated *($)*	Budgeted *($)*	Explanation for Difference *(if applicable)*	Actual *($)*	Explanation for Difference *(if applicable)*
$11,042	$11,042	n/a		

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$32,177	$32,177	n/a		

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

Dettah District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	1,904,693	2,213,092	2,462,973
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	15,000	15,000	
Sub-Total ECE	**1,919,693**	**2,228,092**	**2,462,973**
GNWT Other Contributions	6,950	1,300	
Total GNWT	**1,926,643**	**2,229,392**	**2,462,973**
Federal Government Jordan's Principle (Schedule 8)			
Federal Government Other (Schedule 8)			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	50,000	35,000	50,000
Donations			
Other	30,000	30,000	29,312
Total Generated Funds	**80,000**	**65,000**	**79,312**
TOTAL REVENUES	**2,006,643**	**2,294,392**	**2,542,285**
EXPENSES			
Administration (see Schedule 2)	542,174	325,000	159,618
School Programs (see Schedule 2)	1,759,152	1,537,000	1,187,937
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	776,616	640,000	415,000
Indigenous Languages and Education (see Schedules 2 & 4)	451,724	401,000	259,906
Student/Staff Accomodations (see Schedule 2)			
Jordan's Principle (see Schedule 2)			
Debt Service			
Other			
Sub-Total Expenses Before Amortization	**3,529,666**	**2,903,000**	**2,022,461**
Amortization (see Schedule 2 & 6)			
TOTAL EXPENSES**	**3,529,666**	**2,903,000**	**2,022,461**
ANNUAL OPERATING SURPLUS (DEFICIT)	**(1,523,023)**	**(608,608)**	**519,824**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**1,774,369**	**1,123,154**	**1,254,545**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**251,346**	**514,546**	**1,774,369**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	251,346	514,546	1,774,369
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**251,346**	**514,546**	**1,774,369**

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

Dettah District Education Authority
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		983,653						**983,653**
Regional Coordinators (RISC/RILE)								**0**
Program Support Teachers				133,511				**133,511**
Support Assistants				238,039				**238,039**
SBMHW Positions				125,289				**125,289**
Healthy Choices Initiative & Youth Contributions Programs Positions								**0**
Indigenous Language Instruction					162,755			**162,755**
Cultural Resource Staff								**0**
Elders in Schools					50,000			**50,000**
Non Instructional Staff	150,651							**150,651**
Board/Trustee Honoraria	50,000							**50,000**
Sub-Total	200,651	983,653	0	496,839	212,755	0	0	**1,893,898**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances								**0**
Leave And Termination Benefits		11,370						**11,370**
Sub-Total	0	11,370	0	0	0	0	0	**11,370**
STAFF DEVELOPMENT (Including Travel)	150,000	110,000		104,101				**364,101**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	40,746							**40,746**
Postage/Communication								**0**
Utilities								**0**
Heating								**0**
Electricity								**0**
Water/Sewage								**0**
Travel								**0**
Student Transportation (Busing)		91,820						**91,820**
Advertising/Printing/Publishing								**0**
Maintenance/Repair		114,947						**114,947**
Rentals/Leases								**0**
Other Contracted Services	69,277	197,162		11,783	106,792			**385,014**
Sub-Total	110,023	403,929	0	11,783	106,792	0	0	**632,527**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				163,893				**163,893**
Materials	81,500	250,200			132,177			**463,877**
Freight								**0**
Sub-Total	81,500	250,200	0	163,893	132,177	0	0	**627,770**
DEBT SERVICE								**0**
OTHER								**0**
SUB-TOTAL OF EXPENSES BEFORE AMORT	542,174	1,759,152	0	776,616	451,724	0	0	**3,529,666**
AMORTIZATION								**0**
TOTAL	**542,174**	**1,759,152**	**0**	**776,616**	**451,724**	**0**	**0**	**3,529,666**

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

Dettah District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators						**0**
Magnet Facility Teachers						**0**
Program Support Teachers	133,511					**133,511**
Support Assistants	238,039					**238,039**
SBMHW Positions		125,289				**125,289**
Healthy Choices Initiative & Youth Contributions Programs Positions						**0**
Sub-Total	371,550	125,289	0	0	0	**496,839**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances						**0**
STAFF DEVELOPMENT (Including Travel)	3,296	100,805				**104,101**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services						**0**
Student Transportation (Busing)*						**0**
Other Contracted Services	11,783					**11,783**
Sub-Total	11,783	0	0	0	0	**11,783**
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology	163,893					**163,893**
Materials						**0**
Freight						**0**
Sub-Total	163,893	0	0	0	0	**163,893**
TOTAL	**550,522**	**226,094**	**0**	**0**	**0**	**776,616**

Department of Education, Culture & Employment
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Dettah District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators				**0**
Indigenous Language Instruction	162,755			**162,755**
Cultural Resource Staff				**0**
Elders in Schools	50,000			**50,000**
Sub-Total	212,755	0	0	**212,755**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				**0**
Travel				**0**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services	40,000	25,750	41,042	**106,792**
Sub-Total	40,000	25,750	41,042	**106,792**
MATERIALS/SUPPLIES/FREIGHT				
Materials	100,000	32,177		**132,177**
Freight				**0**
Sub-Total	100,000	32,177	0	**132,177**
TOTAL	**352,755**	**57,927**	**41,042**	**451,724**

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

Dettah District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	1.00
Territorial Schools:	
Teachers	2.00
Consultants	
Classroom Assistants	3.00
Secretaries	
Custodians	1.00
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	
Program Support Teachers	1.00
Support Assistants	
SBMHW Positions	1.00
Healthy Choices Initiative & Youth Contributions	
Programs Positions	
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	
Indigenous Languages Instruction Staff	1.00
Other - Specify	
RISK	0.50
Jordan's Principle	
Total Person Years	10.50

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Dettah District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	1,774,369	**1,774,369**
Opening Balance Investment in Tangible Capital Assets		
Less : Amortization (enter negative)		
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**251,346**
		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**251,346**	**251,346**
Opening Balance Operating Surplus	**1,774,369**	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	**(1,523,023)**	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	0	
Plus : Transfer from (to) Decentralized Accumulated Surplus		
Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
Plus : Transfer from (to) Capital Fund Reserve		
Plus : Transfer from (to) LED Reserve		
Closing Balance Operating Surplus	**251,346**	**251,346**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-26 **Schedule 7**

School year July 2025 to June 2026

Dettah District Education Authority

#	Revenue	Amount $
1	Contributions from GNWT	
	Name of Department	
	a) ECE	1,904,693
	b) SSI	15,000
	c) HSS - Drop the Pop and MACA -AAS	6,950
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	50,000
5	Other income (general)	30,000
	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	
	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	
		2,006,643.00
	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	2,257,999
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	1,227,667
	Charged to Related Party Entities:	
	a)YK1 Superintendent	44,000
	b)	
	c)	
6	Other expenses - to others*****	
		3,529,666.00
	Annual operating surplus (deficit)******	(1,523,023.00)

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

RELATED PARTIES **SCHEDULE 7a**

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES	Subsidiary	Community
South Slave DEC		
	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fot Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
	Fort Simpson District Education Authority	Fort Simpson
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC		Sahtu
	Norman Wells District Education Authority	Norman Wells
	Tulita District Education Authority	Tulita
	K'asho Got'ine District Education Authority	Fort Good Hope
	Deline District Education Authority	Deline
	Colville Lake District Education Authority	Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA		Tlicho
	Behchoko District Education Authority	Behchoko
	Whati District Education Authority	Whati
	Gameti District Education Authority	Gameti
	Wekweeti District Education Authority	Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	**Subsidiary**	**Community**
NWT Business Development & Investment		
	Ulukhaktok Arts Centre	
	Fort McPherson Tent & Canvas	
	Acho Dene Native Crafts	
	Arctic Canada Trading Co ltd.	
	Dene Fur Clouds	
	6355 NWT Ltd	
NWT Housing Corp		

Aklavik Housing Association
Behchokö Kö Gha K'àodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

NT Hydro's two wholly–owned subsidia

Northwest Territories Power Corporation (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd. (NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

Schedule 8

Dettah District Education Authority
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)						0
EXPENSES						
Salaries						0
Operating & Maintenance						0
Project Based (Minority Language)						0
Other						0
TOTAL EXPENSES	0	0	0	0	0	0
SURPLUS (DEFICIT)	0	0	0	0	0	0

Department of Education, Culture & Employment
DDEA Approved 2025-2026 Budget

Schedule 9

Action Colour Key:

DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

Dettah District Education Authority

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

**NOTES:

1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement
2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Approvals

Operating Plan

Cleske

Education Body Chair

Shirley Zubkoski

Superintendent

June 19, 2025

Date

June 19, 2025

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

Ndılǫ District

Education Authority

Operating Plan

For the 2025-26 School Year



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Operating Plan - Executive Summary

The Ndılǫ District Education Authority's Operating Plan for the 2025-2026 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 Ndılǫ District Education Authority's priorities for the upcoming school year.

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

The Ndılǫ District Education Authority (NDEA) Operating Plan for the 2025–26 school year reaffirms our commitment to student success through a culturally grounded, inclusive, and strengths-based approach to education. Rooted in the vision of K'àlemì Dene School, our plan builds on foundational Dene knowledge systems, land-based learning, and the well-rounded development of each child.

This year's plan is guided by three central goals that reflect both community priorities and territorial education mandates:

1. **Students will have meaningful opportunities to strengthen their Dene identity, language, and culture.**
   Through expanded language instruction, Elder mentorship, and land-based programming, students will deepen their cultural pride and fluency in Wìlìdeh Yatìì. Classrooms will continue to reflect Dene Kede principles, creating spaces where identity and culture are visible, celebrated, and central to learning.

2. **Students will thrive in an education system that reflects who they are.**
   Teachers will receive ongoing professional development in strengths-based, differentiated, and culturally responsive pedagogy. Curriculum and assessment will be increasingly personalized, allowing students to demonstrate their learning through oral stories, visuals, projects, and land-based experiences that honor their ways of knowing and being.

3. **Students will continue their learning journey without fear, discouragement, or disengagement.**
   A focus on social-emotional well-being and trauma-informed practice will help nurture resilient, confident learners. Our School-Based Support Team (SBST), mental health supports, and inclusive staffing model ensure that no child is left behind, especially during times of challenge.

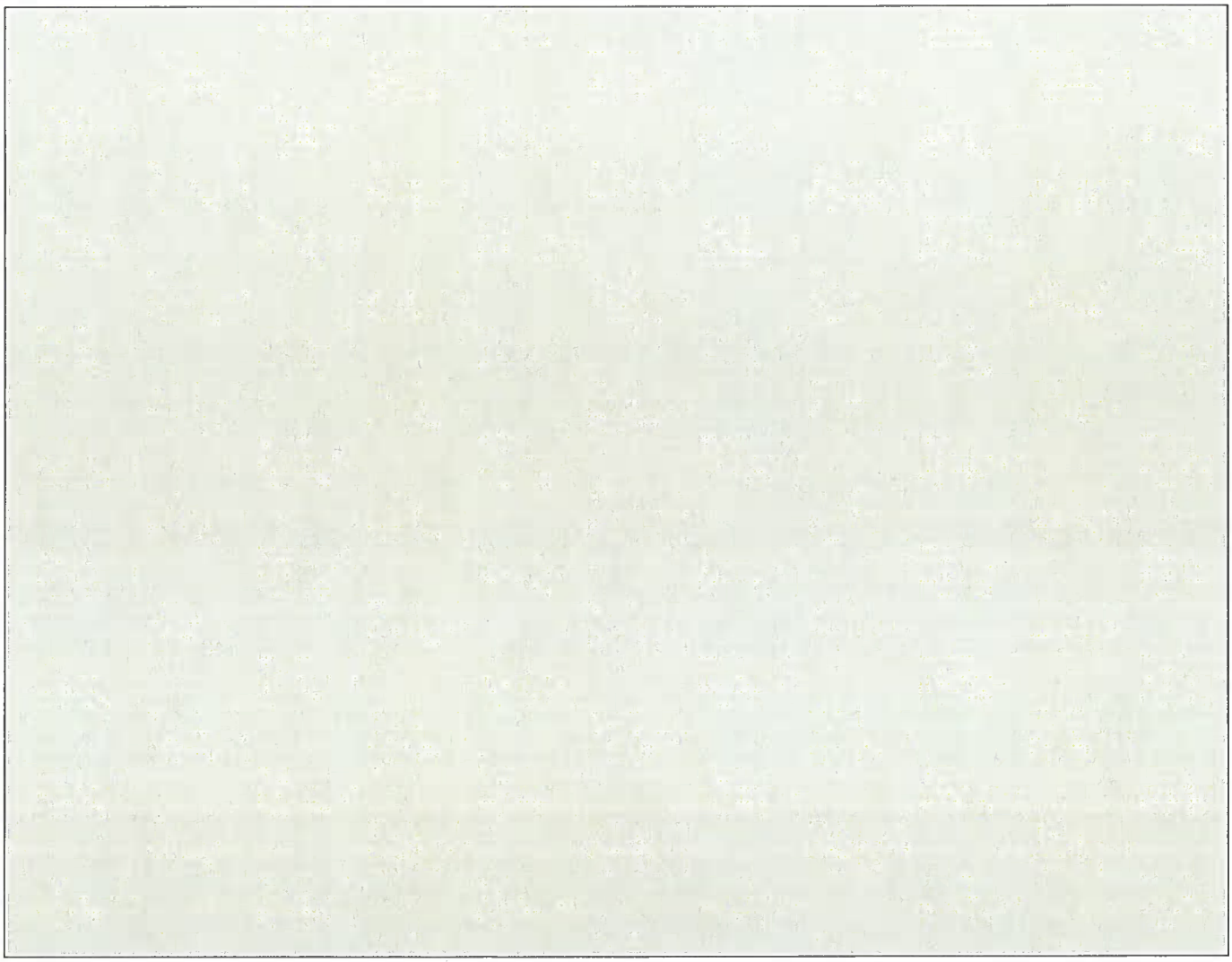
We acknowledge that the implementation and refinement of these goals may evolve due to two significant developments: the 2025 NDEA trustee election and the upcoming external school review of KDS. These processes represent critical opportunities to further strengthen our path forward by listening to community voice and responding with integrity and transparency.

Together, these goals reflect our commitment to a school system where students feel safe, proud, and inspired to learn—grounded in their culture, supported by their community, and empowered for the future.

Annual Report - Executive Summary

The Ndılǫ District Education Authority's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

The Ndılǫ District Education Authority (NDEA) was established on June 25, 2013 under the Education Act of the Northwest Territories by order of the Minister. Its purpose is to administer and maintain the standards of educational programs in Ndılǫ as defined under the Act. A full range of instructional programs are offered by the NDEA including junior kindergarten to grade 12.

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

- Superintendent – Shirley Zouboules
- Last Election – June 2025
- Members serve a three-year term. An election is called every 3rd May.
- Meetings occur monthly, but more often as required.
- The number of staff at the Ndılǫ District Education Authority is 1 (contracted superintendent services)
- The next election will happen in June 2028

Before the establishment of the NDEA, K'àlemì Dene School was guided by the Ndılǫ Education Committee (NEC) made up of Ndılǫ community members. This committee was established in 1998 when the school in Ndılǫ opened for its first year of operation. Over the years, the committee lobbied for a new building and then the creation of the District Education Authority. During this time, the Yellowknives Dene First Nation received funding from ECE for K'àlemì Dene School and, in partnership with NEC, contracted superintendent services from Yellowknife Education District Number One (YK1) to oversee the daily operations of the school.

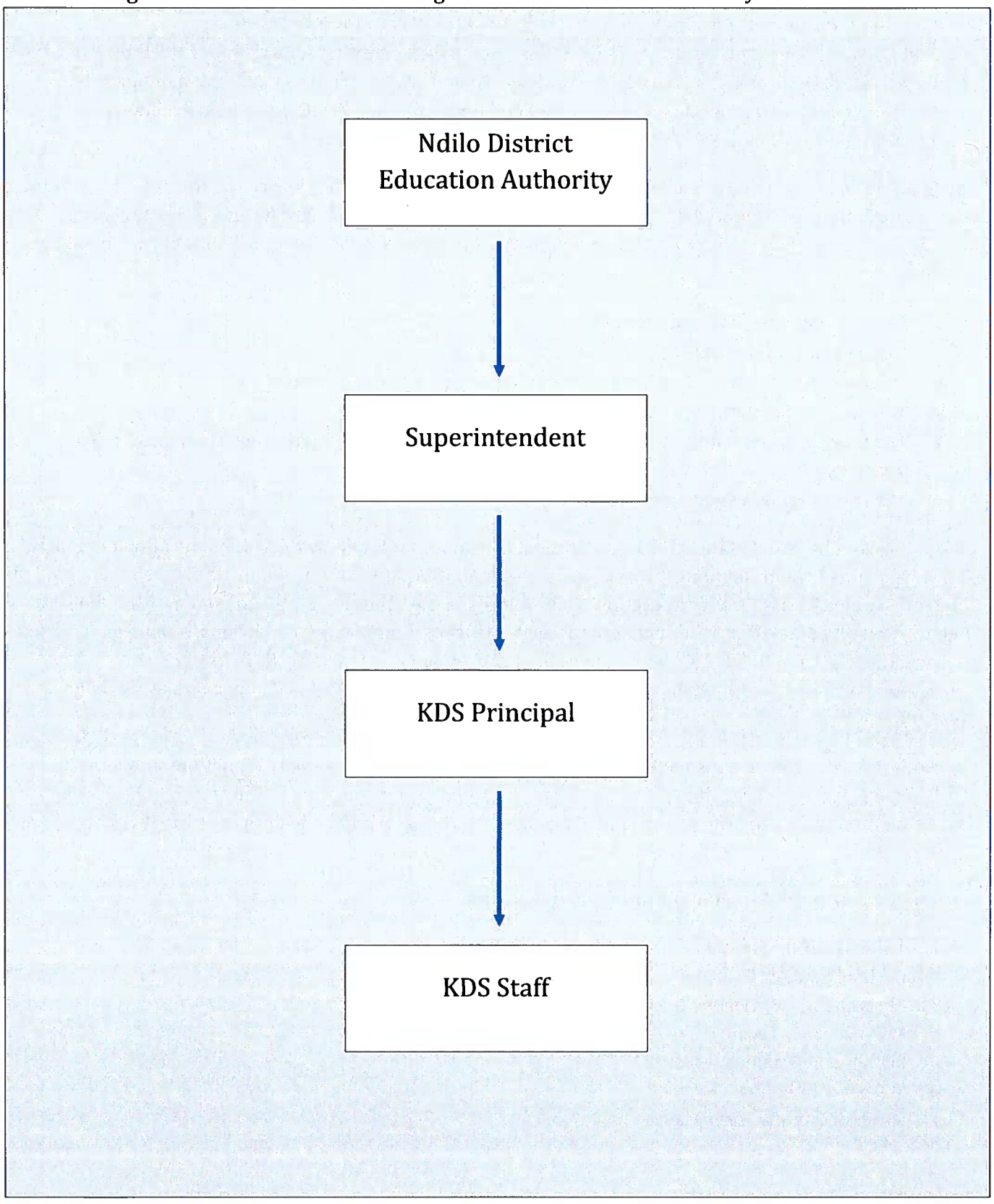
Currently, the NDEA is responsible for making strategic decisions that guide K'àlemì Dene School. The NDEA Chairperson is responsible for reporting to the Minister of Education, Culture, and Employment. The NDEA directs the Superintendent and Principal, who then work directly with the staff at K'àlemì Dene School.

Current Ndılǫ District Education Authority members are:

1. Theresa Black, Trustee
2. Cecilie Beaulieu, Trustee
3. Christine Black, Trustee
4. Myra Conrad, Trustee
5. Lila Fraser-Erasmus, Trustee
6. Margeret Erasmus, Trustee
7. Sarah Erasmus, Chairperson

B. Functional Organizational Chart

The following table details the functional organization of the education body:



C. School Profiles

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

Total Number of Schools in District	1	**Total Anticipated Student Head Count**	161

School Name	Community	Grades Offered	Programming Highlights
K'àlemį Dene School	Ndılǫ	JK-12	**Strong Emphasis on Wıìlıìdeh Yatı̀ and Dene Culture** integrated into daily routines, classroom instruction, and school-wide activities.
			Daily Wıìlıìdeh Yatı̀ Language Lessons for all students, with a focus on oral language, identity, and cultural teachings.
			Culturally Grounded Learning through regular on-the-land experiences, Elder involvement, and annual Culture Camps.
			Relationship-Focused Approach to teaching and learning, emphasizing belonging, safety, and connection.
			Biweekly On-the-Land Learning for Grades 1–9, spending a half day every other week immersed in seasonal, land-based activities.
			Academic Support Team that includes two Program Support Teachers (PSTs), a literacy support teacher, and a numeracy support teacher.
			Evidence-Informed Assessment Practices to support academic success and personalized learning.
			Speech and Language Pathology Services provided by a full-time SLP, ensuring early intervention and communication support.

			Mental Health and Well-Being Supports including a dedicated school-based Mental Health and Wellness Coordinator.
			Social-Emotional Learning Focus through classroom practices, small group support, and school-wide initiatives.
			Library and Portable Maker Space Lab to support literacy, inquiry-based learning, and creativity.
			Inclusive, School-Wide Food Program offering nutritious breakfast, snacks, and lunch daily, aligned with the Canada Food Guide and incorporating traditional foods when possible.
			Integrated Family Support Services to help remove barriers and ensure wraparound care for students and caregivers.
			Alternative High School Programming to support flexible, responsive pathways for success and graduation.

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs	
Type of Policy or Bylaw	**Ndılǫ District Education Authority** (Please note – when the NDEA was formed in 2013, it was decided to follow Yellowknife Education District No. 1's Policies and Procedures)
Code of Conduct	September 2022
School Attendance	Attendance 2017
Safe Schools	April 2014, June 2014, September 2022
Transportation of Students	August 2017
Conduct of Business	October 2022
Records Management	August 2017 (as per Directive)
Student Assessment	August 2017 (as per Directive)
Inclusive Schooling	February 2018 (as per Directive)
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT Handbook)
Camera Use in Schools	August 2017

Recommended By-Laws for DECs and DEAs	
Type of Bylaw	**Ndılǫ District Education Authority**
Honorarium	January 2021
Annual Report	August 2017 (as per *NWT Education Act*)
Borrowing Money	1996 *NWT Education Act*

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	K'àlemì Dene School, under the guidance of the Ndılǫ District Education Authority (NDEA), remains committed to nurturing students who are rooted in identity, confident in their gifts, and empowered to thrive. Guided by our mission and vision, we support learning that is deeply connected to Dene language, culture, and land-based ways of knowing. We continue to prioritize holistic student development through the core pillars of: • **Wiiliideh Language and Dene Culture** • **Academic Achievement and Responsive Assessment** • **Wellness, Dene Laws, and Relationships** • **Land-Based Learning and Physical Activity** Our 2025–26 goals aim to ensure that students can confidently embrace their Indigenous identity, thrive in an education system that reflects who they are, and continue their learning journey without fear, discouragement, or disengagement. These goals reflect the priorities of the NDEA and the school community, and align with the GNWT's five education priorities. As we move forward, we acknowledge that the direction and development of our goals may evolve as a result of the current NDEA trustee election and the upcoming KDS School Review. Both processes represent opportunities to deepen community voice and strengthen our educational path.

	Through these goals and collaborative efforts, we will continue to create a school environment where all students are supported, challenged, and celebrated.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
KDS will ensure that all students have meaningful opportunities to strengthen their Dene identity, language, and culture.	Student Voice Students use Wiiliideh phrases daily, describe the land with confidence, and share stories tied to place and family. Visible Culture Classrooms display Dene values, art, and land-based projects. Student learning journals include stories or drawings tied to culture. Community Involvement Elders, Knowledge Holders, and families participate in classroom experiences, culture camps, and celebrations. Teacher Confidence Teachers regularly use Dene Kede to frame planning; more integrated units connect culture and curriculum. Language Growth Increase in common Wiiliideh vocabulary used by students and staff. Opportunities for adult learning in Wiiliideh expand.		
KDS will support students' success through strengths-based, differentiated, and culturally relevant teaching, learning, and assessment.	Assessment Reflects Identity Rubrics, projects, and portfolios include land-based, oral, or art-based assessments tied to student experience and culture. Differentiated Instruction Students are grouped flexibly; activities offer options for reading levels, learning styles, and expression (draw, write, tell, build). Strengths-Based Practice Teachers start meetings by naming student strengths. Student reports and		

	files reflect what the child can do and who they are becoming. Student Voice in Learning Students reflect on learning goals, choose work to share, and participate in self-assessment with confidence and pride. Equity in Outcomes More students are engaged and completing work; vulnerable students receive targeted support that reflects their context, not deficits.		
KDS will foster a school culture where students feel safe, respected, and supported—especially when facing challenges—so they remain engaged and resilient in their learning journey.	Staff Confidence Staff feel more equipped to handle challenging behaviors with compassion and consistency. Increased Student Engagement Students are participating more regularly in class and completing more work over time. Visible Regulation Tools Calm spaces are well-used and respected; students self-advocate for breaks and support. Student Feedback & Voice Students report feeling heard, supported, and safe at school in surveys or reflections. Reduction in Escalations Fewer repeat behavior incidents and suspensions; increase in repaired relationships.		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	K'àlemì Dene School develops a yearly School Improvement Plan (SIP) in consultation with the NDEA and school staff. The NDEA has prioritized three goals to ensure that KDS staff can implement them in a meaningful way. When the SIP plan is completed, the finished document is shared through our school website. The goals of the school improvement plan are guided by the KDS mission and vision statement and align with the priorities and goals as indicated earlier. In addition, an external school review for K'àlemì Dene School will be completed by the end of June 2025. This document will also help guide the development of the school improvement plan.

Areas of Strength for the region	
Areas for Development for the region	

Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	K'àlemì Dene School implements an evaluation process aligned with the Department of Education, Culture and Employment (ECE) guidelines. This includes a cycle of three formal observations, each supported by pre- and post-observation conferences and culminating in a summative Teacher Evaluation Report. In addition, the school employs a formative "ten-minute observation" model to support ongoing professional growth, providing timely, strengths-based feedback through informal walkthroughs and reflective dialogue. Evaluations are conducted in accordance with the timelines and protocols established by Yellowknife Education District No. 1. KDS is transitioning to the updated teacher evaluation framework to ensure continued alignment with evolving best practices in instructional leadership.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	2		
Number of principals and assistant principals formally evaluated in the school year.	1		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0		
Number of Superintendents formally evaluated in the school year.	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Training and in-service activities at K'àlemì Dene School are guided by school priorities developed in collaboration with NDEA trustees and KDS staff. Once these priorities are identified and reflected in the School Improvement Plan, professional development is designed to align with them. Sessions focus on equipping staff with current educational strategies, culturally responsive practices, and effective tools for student engagement and differentiated instruction. This ensures our educators are supported in meeting diverse learning needs and continue to grow within an ever-evolving educational landscape.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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)*
0.25	0.75	0.25 + 0.75	1.0		

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	K'àlemì Dene School operates a daily food program that ensures all students have access to nutritious meals throughout the school day. Each morning, the school opens early to provide a healthy breakfast that may include cereal, yogurt, toast, pancakes, or egg bites. Students are offered fruit and granola bars for snacks, and lunch is served daily—featuring sandwiches with vegetables twice a week and hot, home-style meals three times a week. The program is guided by the Canadian Food Guide and emphasizes the use of fresh, locally sourced ingredients whenever possible, promoting both health and cultural connection. However, the sustainability of the food program has been increasingly challenged in recent years due to significant rises in food costs and student population, putting pressure on the school's ability to consistently meet students' nutritional needs. Despite these challenges, the program remains a vital part of KDS's commitment to student well-being and success.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*

K'àlemį Dene School				

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

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədǝ́, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
K'àlemį̀ Dene School	Wıìlıìdeh	Core	JK-1		
K'àlemį̀ Dene School	Wıìlıìdeh	Core	Grade 2-7		
K'àlemį̀ Dene School	Wıìlıìdeh	Core	Grade 8-12		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**Building Staff Capacity in Indigenous Education and Culturally-Responsive Practice**
SSI Project Proposal Summary including purpose, key objectives and activities.	This SSI project aims to enhance staff knowledge and confidence in Indigenous education by directly engaging with national Indigenous education leaders, frameworks, and practices. Four K'àlemì Dene School (KDS) staff members will attend the **Think Indigenous Education Conference** to deepen their understanding of Indigenous pedagogies, land-based learning, and decolonizing approaches to teaching and learning. The goals of the initiative are to: • Expose educators to national conversations and innovations in Indigenous education. • Inspire new ways to embed Dene Kede, land-based learning, and cultural knowledge into daily instruction. • Support professional learning that aligns with KDS's strategic goals around identity, engagement, and culturally relevant assessment. • Build internal leadership by having returning staff share key learning, tools, and resources with the full staff team through a structured presentation and guided reflection. Activities include attendance at the Think Indigenous Education Conference, followed by a collaborative debrief, and school-based sharing session for all KDS staff. This knowledge mobilization ensures that professional growth extends beyond the attendees and influences school-wide practice.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)		

Facilitator Expenses (travel, per diem, accommodation, etc.)		
Teacher Release Time (Sub Costs)	$4,000	
Teacher Travel (transportation, per diem, accommodation)	$7,000	
Workshop Expenses	$2,500	
Other (please specify)		
Total Budget	$13,500	

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.	100%		
Number of PD opportunities provided (in hours)	30 hours		
Please include any additional performance indicators			
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
0.50	0.50			

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	100%		

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.

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
K'àlemį Dene School	1.35	2.0	The funding formula does not take into account the number of grade levels or student support plans in place. A 1.35 position does not meet the needs of our students.			
TOTAL	1.35	2.0				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
K'àlemį Dene School	2.50	7	Additional support assistants are required to support classrooms and students. The extra funding comes from Territorial School funding and the NDEA surplus.		
TOTAL	2.50	7			

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$10,326	$10,326			

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?**
Mental Health Literacy & Trauma-Informed Classrooms	All staff	KDS Mental Health and Wellness Lead	August 2025 PD Day – KDS		
Differentiation & Inclusive Practices Focus: Strength-based planning and small group instruction	Educators, PSTs, Support Assistants	KDS PSTs	August 2025 PD Day – KDS		
Assessment for Learning Workshop Focus: Triangulated evidence and student-led reporting	Educators and PSTs	KDS PSTs	October 2025 Staff Meeting - KDS		

Digital Storytelling & Multimodal Presentation Tools Student Voice & Learning Journey	Educators (Grades 3–12)	Contractor	Feb-April 2025 Staff Meetings - KDS		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$22,610					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$20,219		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$130,565	$130,565			

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
K'àlemį Dene School	$107,000 1 PY Mental Health and Wellness Lead			
	$23,565 For resources			
TOTAL	$130,565			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
Ndılǫ/K'àlemį Dene School	1:1 Student Support - in class and through pull-outs ($10,000 - training and supplies)		
	Small pullout group activities based on teacher and student requests including DBT STEPS -A curriculum ($5,000 - supplies and guest speakers)		
	Whole class SEL activities addressing identified themes, challenges and strengths ($5,000 - supplies and guest speakers)		
	1:1 teacher support and participation in SBST meetings. ($2,500 - resources)		
	Training for staff - including on universal strategies for neurodivergence and brain-based differences. ($7,500 - guest speakers and workshop costs)		
TOTAL	$30,000		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	At K'àlemì Dene School (KDS), a structured and student-centered approach ensures that support strategies are aligned with each learner's strengths and areas for growth. Transition meetings are held in the spring to review Student Support Plans (SSPs), incorporating current assessment data and proven strategies, which supports continuity of learning in the fall. Each SSP undergoes a minimum of three formal reviews annually to ensure responsiveness to changing needs. Students are also invited to participate in goal-setting and reflection, encouraging agency in their learning journey. The School-Based Support Team (SBST) meets regularly to refine Individualized Education Plans (IEPs) and make necessary adjustments to SSPs. This process ensures that student supports remain evidence-informed, developmentally appropriate, and grounded in a holistic understanding of each child.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	Flexible instructional strategies at K'àlemì Dene School are grounded in the belief that all students deserve equitable access to competency-based learning alongside their same-age peers. These strategies are focused on improving classroom instruction by ensuring lessons are differentiated, inclusive, and aligned with individual strengths and needs. Teachers adapt content, processes, and products to create meaningful access points for every learner—promoting engagement, mastery, and a sense of belonging within the classroom community. This approach reflects our commitment to equity, inclusion, and student-centered learning.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	At K'àlemì Dene School, the School-Based Support Team (SBST) is well-established and operates under the leadership of the principal with co-leadership from the Program Support Teachers (PSTs). The SBST meets regularly—typically three to four times per month using a strengths-based and student-centered approach. These meetings focus on reviewing student profiles, collaboratively developing support strategies, coordinating services, and following up on previously identified needs. Teachers are encouraged to refer students to the SBST, alongside referrals from the principal, PST, and RISC. The team also convenes as needed to support the development of more complex Student Support Plans (SSPs) and Individualized Education Plans (IEPs). Detailed minutes are maintained to track discussions, actions, and follow-up. This structured and responsive approach ensures that support is timely, coordinated, and aligned with the Inclusive Schooling Directive.

Areas of Strength for the region	
Areas for Development for the region	

Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	K'àlemì Dene School follows a standardized and collaborative process for the development and review of Student Support Plans (SSPs) and Individualized Education Plans (IEPs). With guidance from the PST and principal, classroom teachers initiate the process by connecting with parents to gather their insights and ensure the plan reflects the child's needs and strengths. Once a draft is created, parents are given the opportunity to review and provide feedback prior to finalization, in alignment with the requirements of the NWT Education Act. SSPs and IEPs are formally reviewed by the PST and classroom teacher at each reporting term, with updates made as needed to reflect student progress and changing needs. When a student is referred to the School-Based Support Team (SBST), existing SSPs or IEPs are re-examined as part of the collaborative problem-solving process. Older students are also engaged in this process by reviewing their plans and offering input through a personalized "menu of supports" designed by the PST to encourage student agency and voice in their learning journey.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.**	At K'àlemì Dene School, we strive to align with the PST Priority Time-Use targets by embedding support activities into structured planning and collaboration opportunities. These include professional learning communities, class reviews, and assessment-to-instruction meetings that help determine how supports will be deployed across classrooms to meet student needs. PSTs manage their time through an annual planning process that aligns with school-wide priorities. While we recognize the value of the established time-use framework, it is important to note that these targets do not always reflect the complexity and realities of today's school environments—particularly in high-needs settings where Tier 3 student support demands can fluctuate. As such, we continue to prioritize flexibility, collaboration, and responsiveness in applying these guidelines to ensure students and teachers receive the support they require.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.50	0.5			

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Example: ILESHS	• *Principal* • *PST* • *ILI* • *Janitor* • *Cultural Support Worker* • *Homeroom teachers from grade 7, 9 and 11*	*Once a month*	*N/A*
K'àlemį̀ Dene School	• Principal/RILE • Indigenous Language and Culture Instructors • Staff volunteers	Once a month	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
K'àlemį Dene School	1.70	3	To deliver a well-rounded program that meets the needs of a JK-12 school, multiple staff members are required.		
TOTAL	1.70	3			

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 recruitment and retention planning for ILI instruction in the region. 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?	K'àlemì Dene School has prioritized the preservation and revitalization of Wìlìideh Yatìì by ensuring Indigenous language instruction remains rooted in community knowledge and practice. Our lead Indigenous Language Instructor is a fluent Wìlìideh speaker and respected Elder, who will enter her seventh year of instructional service at KDS in 2025-26. While she does not hold formal teacher education credentials, her linguistic expertise, cultural authority, and role as a Knowledge Holder are irreplaceable assets to our school community. To support the delivery of the Our Languages Curriculum, we have developed a collaborative teaching model that pairs the Elder with certified classroom teachers. This team-teaching approach strengthens student engagement, supports classroom management, and facilitates differentiated instruction during language lessons. This method aligns with best practices in Indigenous education, which emphasize the integration of Elders and fluent speakers as language authorities in educational settings. Additionally, since 2023–24 school year, our Elder has worked collaboratively with two Indigenous Language and Education Instructors. These individuals, though not holding Bachelor of Education degrees, bring considerable experience in school environments and possess deep traditional knowledge specific to Yellowknives Dene First Nation. They currently work under Letters of Authority issued by the Government of the Northwest Territories, which allow them to teach while supporting their ongoing professional development. We plan to retain one of these individuals for the 2025-26 school year to continue strengthening the language program. This multi-staff, relationship-based model of Indigenous language instruction represents a responsive and culturally grounded strategy for ensuring language vitality, while also building long-term instructional capacity within the community.
Plans to recruit and retain language teachers, if any?	K'àlemì Dene School recognizes that the recruitment and retention of Wìlìideh Yatìì instructors is essential to language revitalization and the cultural wellbeing of students. In alignment with best practices in Indigenous education our approach centres on community-rooted pathways, wraparound support, and sustainable mentorship. 1. Community-Rooted Pathways • Priority Hiring of Fluent Speakers from YKDFN: We actively seek out fluent Wìlìideh speakers and Knowledge Holders from the Yellowknives Dene community, valuing lived experience and traditional knowledge as core qualifications. • Letters of Authority and Role Flexibility: We use Letters of Authority to bring in fluent speakers who may not hold formal degrees, supporting them as they grow into their instructional roles. • School-Based Mentorship Models: Our Elder and certified teachers co-teach alongside Indigenous Language Instructors to build instructional confidence and curricular capacity through supported practice. 2. Training and Professional Development

	• KDS supports instructors' enrollment in the ILIEP or MAPs program to enhance their pedagogical and language transmission skills while maintaining cultural authenticity. • Customized In-Service Training: We provide ongoing in-service learning tailored to language instructors, including classroom management strategies, assessment for language learning, and curriculum planning within the Our Languages framework. Additionally the ILIs will take part in ECE's Indigenous Language Instructor Employment Plan program. 3. Intentional Retention Practices • Pathway to Permanent Positions: Instructors will be supported into a permanent role, providing job security and continuity for students. • Elder Mentorship: Continued pairing of instructors with Elders promotes cultural transmission, mentorship, and a sense of belonging. • Recognition and Celebration: Public recognition at school events, newsletters, and NDEA meetings helps honour the contributions of language staff and fosters a sense of pride and visibility. 4. Broader Community Recruitment • Language Revitalization Outreach: KDS leverages relationships with local organizations and band offices to identify potential instructors and promote language teaching as a valued career path. • Growing Resource People: Community members involved in cultural programming are seen as prospective language instructors and are invited to shadow or co-lead lessons.
The # of anticipated New ILIs and which schools they are in.	0
Challenges and/or barriers faced in the region	Despite a strong commitment to Indigenous language revitalization, the region continues to face several systemic and structural challenges that hinder consistent and effective delivery of Wìlìideh Yatìi instruction: • Shortage of Fluent Speakers: The most significant barrier is the limited number of fluent Wìlìideh Yatìi speakers. Many Elders who carry deep language knowledge are aging, and there are few young speakers who are both fluent and available for regular teaching roles. • Limited Availability of Certified or Trained Instructors: While some trained or semi-trained speakers exist in the region, many are already employed in other positions or are not currently interested in working within a formal school setting. This reflects broader challenges around the alignment between traditional knowledge systems and institutional structures. • High Regional Demand on a Small Pool of Experts: There is increasing pressure on a small number of fluent speakers to support language work across multiple schools, community organizations, and government projects. This competition often results in fragmented availability and burnout among existing instructors. • Barriers to Teacher Training Pathways: Existing certification routes (e.g., Bachelor of Education programs) are not always accessible or

	culturally aligned with the needs of prospective Indigenous Language Instructors. This can discourage fluent speakers from pursuing formal education roles. These challenges require a long-term, community-led strategy that focuses on mentorship, language revitalization in the home and community, and flexible pathways into teaching that honour and validate Indigenous knowledge systems. Without sustained investment and support, these barriers will continue to impact students' access to consistent and meaningful language instruction.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for difference** *(if applicable)*	**Actual** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
Example: ILESHS	*$40,000*	*$30,000*	*$10,000 will be used for sub costs/travel to support language professional development for ILIs*	*$30,000*	*N/A*	N/A
K'àlemį̀ Dene	$30,900	$30,900				
TOTAL	$30,900					

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

School	Elder in School *(Y/N)*	Cultural Support Worker *(Y/N)*	How are these positions funded?	If no to either of these positions, why not?
Example: ILESHS	*No*	*Yes*	*Jordan's Principle*	*Elders are hired on short term basis using ILE Funding*
K'àlemį Dene School	Yes	Yes	• Language Instructor PY • NDEA Surplus Funds	

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. **All school staff are required to participate in two days of mandatory cultural orientation.**

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
K'àlemį Dene School	Land-Based Education & Cultural Competency Workshop Focus: Integrating Dene identity and land into instruction	100%		
K'àlemį Dene School	Dene Kede Curriculum Deep Dive Focus: Embedding Dene values and ways of knowing	100%		
K'àlemį Dene School	Winter Travel/Culture Camp Etiquette	100%		
K'àlemį Dene School	Using Dene Knowledge in Student Engagement Land and identity-based resilience strategies	100%		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	Name of Land Based Key Cultural Experience *(list two wise practices from each school)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*
K'àlemį Dene School					

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural	# of Participants	# of Cultural Resources	Was an Indigenous	Duration of Experience *(Days / hours / frequency)*

	Experience *(list two per school)*		**Experts / Elders Hired**	**language used throughout?** *(Y/N)*	
Example: ILESHS	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*
K'àlemį Dene School					

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*
K'àlemį Dene School		

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*
K'àlemį̀ Dene School		

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$15,259	$15,259			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$33,501	$33,501			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Appendix B: Operating Plan - Operating Budget

See attached

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

Ndilǫ District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	3,600,000	3,428,206	3,500,000
Northern Distance Learning (Schedule 8)	0	7,500	0
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	150,000		
Sub-Total ECE	**3,750,000**	**3,435,706**	**3,500,000**
GNWT Other Contributions	15,000	27,600	27,600
Total GNWT	**3,765,000**	**3,463,306**	**3,527,600**
Federal Government Jordan's Principle (Schedule 8)	700,000	8,000	716,000
Federal Government Other (Schedule 8)			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	15,000	6,000	30,000
Donations			
Other	60,000	62,000	62,000
Total Generated Funds	**75,000**	**68,000**	**92,000**
TOTAL REVENUES	**4,540,000**	**3,539,306**	**4,335,600**
EXPENSES			
Administration (see Schedule 2)	365,000	365,000	365,000
School Programs (see Schedule 2)	2,182,500	2,715,000	2,600,000
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	1,174,000	998,000	975,000
Indigenous Languages and Education (see Schedules 2 & 4)	607,000	555,000	500,000
Student/Staff Accomodations (see Schedule 2)			
Jordan's Principle (see Schedule 2)	700,000		
Debt Service			
Other	125,000	8,500	125,000
Sub-Total Expenses Before Amortization	**5,153,500**	**4,641,500**	**4,565,000**
Amortization (see Schedule 2 & 6)	**5,000**		
TOTAL EXPENSES**	**5,158,500**	**4,641,500**	**4,565,000**
ANNUAL OPERATING SURPLUS (DEFICIT)	**(618,500)**	**(1,102,194)**	**(229,400)**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**955,495**	**1,561,415**	**1,184,895**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**336,995**	**459,221**	**955,495**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	336,995	459,221	955,495
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	110,000	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**446,995**	**459,221**	**955,495**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Ndilǫ District Education Authority
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		1,050,000						**1,050,000**
Regional Coordinators (RISC/RILE)				100,000	150,000			**250,000**
Program Support Teachers		225,000		290,000	255,000		500,000	**1,270,000**
Support Assistants				335,000				**335,000**
SBMHW Positions				125,000				**125,000**
Healthy Choices Initiative & Youth Contributions Programs Positions								**0**
Indigenous Language Instruction								**0**
Cultural Resource Staff								**0**
Elders in Schools					5,000			**5,000**
Non Instructional Staff	269,000	225,000						**494,000**
Board/Trustee Honoraria	20,000							**20,000**
Sub-Total	289,000	1,500,000	0	850,000	410,000	0	500,000	**3,549,000**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	0	237,500	0	149,000	40,000	0	87,500	**514,000**
Leave And Termination Benefits	1,000	150,000	0	50,000	10,000	0	12,500	**223,500**
Sub-Total	1,000	387,500	0	199,000	50,000	0	100,000	**737,500**
STAFF DEVELOPMENT (Including Travel)	75,000	50,000		75,000				**200,000**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services				20,000	60,000			**80,000**
Postage/Communication								**0**
Utilities		25,000						**25,000**
Heating								**0**
Electricity								**0**
Water/Sewage								**0**
Travel		40,000						**40,000**
Student Transportation (Busing)		110,000						**110,000**
Advertising/Printing/Publishing								**0**
Maintenance/Repair		35,000						**35,000**
Rentals/Leases		20,000						**20,000**
Other Contracted Services					35,000			**35,000**
Sub-Total	0	230,000	0	20,000	95,000	0	0	**345,000**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				20,000			50,000	**70,000**
Materials				10,000	52,000		50,000	**112,000**
Freight								**0**
Sub-Total	0	0	0	30,000	52,000	0	100,000	**182,000**
DEBT SERVICE								**0**
OTHER		15,000						**15,000**
SUB-TOTAL OF EXPENSES BEFORE AMORT	365,000	2,182,500	0	1,174,000	607,000	0	700,000	**5,028,500**
AMORTIZATION		5,000						**5,000**
TOTAL	**365,000**	**2,187,500**	**0**	**1,174,000**	**607,000**	**0**	**700,000**	**5,033,500**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Ndilǫ District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	100,000					**100,000**
Magnet Facility Teachers						**0**
Program Support Teachers	290,000					**290,000**
Support Assistants	335,000					**335,000**
SBMHW Positions		125,000				**125,000**
Healthy Choices Initiative & Youth Contributions Programs Positions						**0**
Sub-Total	725,000	125,000	0	0	0	**850,000**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances	216,500					**216,500**
STAFF DEVELOPMENT (Including Travel)	75,000					**75,000**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	20,000					**20,000**
Student Transportation (Busing)*						**0**
Other Contracted Services						**0**
Sub-Total	20,000	0	0	0	0	**20,000**
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology	20,000					**20,000**
Materials		10,000				**10,000**
Freight						**0**
Sub-Total	20,000	10,000	0	0	0	**30,000**
TOTAL	**1,056,500**	**135,000**	**0**	**0**	**0**	**1,191,500**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Ndilǫ District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators				**0**
Indigenous Language Instruction	150,000			**150,000**
Cultural Resource Staff	255,000			**255,000**
Elders in Schools			5,000	**5,000**
Sub-Total	405,000	0	5,000	**410,000**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	50,000			**50,000**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services			60,000	**60,000**
Travel				**0**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services	35,000			**35,000**
Sub-Total	35,000	0	60,000	**95,000**
MATERIALS/SUPPLIES/FREIGHT				
Materials	50,000	1,000	1,000	**52,000**
Freight				**0**
Sub-Total	50,000	1,000	1,000	**52,000**
TOTAL	**540,000**	**1,000**	**66,000**	**607,000**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Ndilǫ District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	1.50
Territorial Schools:	
Teachers	11.50
Consultants	0.25
Classroom Assistants	
Secretaries	0.50
Custodians	1.50
Other - Specify	
Cook	0.50
Bus Driver / Bus Monitor	1.00
Inclusive Schooling:	
Regional Coordinator	0.50
Program Support Teachers	2.00
Support Assistants	6.00
SBMHW Positions	1.00
Healthy Choices Initiative & Youth Contributions	
Programs Positions	
Magnet Positions	
Other - Specify	
Speech Language Pathologist	1.00
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	3.00
Other - Specify	
Jordan's Principle	
Total Person Years	31.25

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Ndilǫ District Education Authority
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	955,495	**955,495**
Opening Balance Investment in Tangible Capital Assets	115,000	
Less : Amortization (enter negative)	(5,000)	
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	110,000	
Opening Balance Decentralized Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**451,995**
		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**341,995**	**341,995**
Opening Balance Operating Surplus	**955,495**	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	**(618,500)**	
Amortization	5,000	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	5,000	
Plus : Transfer from (to) Decentralized Accumulated Surplus		
Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
Plus : Transfer from (to) Capital Fund Reserve		
Plus : Transfer from (to) LED Reserve		
Closing Balance Operating Surplus	**341,995**	**341,995**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-26 **Schedule 7**

School year July 2025 to June 2026

Ndılǫ District Education Authority

#	Revenue	Amount $
1	Contributions from GNWT	
	Name of Department	
	a) Education, Culture and Employment	3,600,000
	b) Environment and Natural Resources	8,000
	c) Municipal and Community Affairs	10,000
	d) Health and Social Services	2,000
	e) Dettah District Education Authority	150,000
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	8,000
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	25,000
5	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	62,000
	Taxation and general revenues	
6	Corporate and personal income taxes	
7	Other taxes	
	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	
		3,865,000.00
	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	3,432,500
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a)	
	b)	
	c)	
6	Other expenses - to others*****	
		3,432,500.00
	Annual operating surplus (deficit)******	432,500.00

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

RELATED PARTIES **SCHEDULE 7a**

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES	Subsidiary	Community
South Slave DEC		
	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fot Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
	Fort Simpson District Education Authority	Fort Simpson
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC		Sahtu
	Norman Wells District Education Authority	Norman Wells
	Tulita District Education Authority	Tulita
	K'asho Got'ine District Education Authority	Fort Good Hope
	Deline District Education Authority	Deline
	Colville Lake District Education Authority	Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA		Tlicho
	Behchoko District Education Authority	Behchoko
	Whati District Education Authority	Whati
	Gameti District Education Authority	Gameti
	Wekweeti District Education Authority	Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	**Subsidiary**	**Community**
NWT Business Development & Investment		
	Ulukhaktok Arts Centre	
	Fort McPherson Tent & Canvas	
	Acho Dene Native Crafts	
	Arctic Canada Trading Co ltd.	
	Dene Fur Clouds	
	6355 NWT Ltd	
NWT Housing Corp		

Aklavik Housing Association
Behchokö Kö Gha K'àodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

NT Hydro's two wholly–owned subsidia

Northwest Territories Power Corporation (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd. (NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Department of Education, Culture & Employment **Schedule 8**
Council Approved 2025-2026 Budget

Ndilǫ District Education Authority
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)				700,000		**700,000**
EXPENSES						
Salaries				600,000		**600,000**
Operating & Maintenance						**0**
Project Based (Minority Language)						**0**
Other				100,000		**100,000**
TOTAL EXPENSES	**0**	**0**	**0**	**700,000**	**0**	**700,000**
SURPLUS (DEFICIT)	**0**	**0**	**0**	**0**	**0**	**0**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Action Colour Key:

DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

Ndilǫ District Education Authority

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

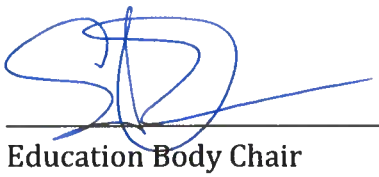
**NOTES:

1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement

2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Approvals

Operating Plan



Education Body Chair

Shirley Zoe Konkin

Superintendent

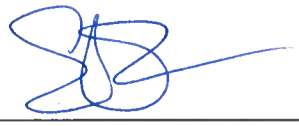
June 19, 2025

Date

June 19, 2025

Date

Annual Report



Education Body Chair

Shirley Zoe Konkin

Superintendent

June 19, 2025

Date

June 19, 2025

Date

Appendix C: Annual Report - Audited Financial Statements

Operating Plans for Northwest Territories Education Bodies for the 2025-2026 School Year Ending June 30, 2026

Plans de fonctionnement des conseils scolaires de division et des administrations scolaires de district des Territoires du Nord-Ouest pour l'année scolaire se terminant le 30 juin 2026

Volume 2 of 2

The Operating Plans for the current 2025-2026 school year were prepared by nine of the ten NWT education bodies in compliance with the *Financial Administration Act's* "Planning and Accountability Framework," which requires NWT education bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

Included in this document is one Operating Plan for each of the following education bodies: Beaufort-Delta Divisional Education Council; Commission scolaire francophone Territoires du Nord-Ouest; Dettah District Education Authority; Ndılǫ District Education Authority; Sahtú Divisional Education Council; South Slave Divisional Education Council; Tłı̨chǫ Community Services Agency; Yellowknife Catholic Schools; and Yellowknife Education District No. 1.

The Dehcho Divisional Education Council operating plan is not included in this document and is expected to be tabled at the earliest available opportunity once it has been received by the GNWT.

Des plans de fonctionnement pour l'année scolaire 2025-2026 ont été préparés par neuf des dix organismes scolaires des TNO conformément au « Cadre de planification et de reddition de compte » de la *Loi sur la gestion des finances publiques*. Ce cadre stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en oeuvre des activités et des initiatives qui s'inscrivent dans le mandat du GTNO et dans les orientations du ministre de l'Éducation.

Le présent document contient un plan de fonctionnement pour chacun des organismes scolaires suivants : Conseil scolaire de division de Beaufort-Delta; Commission scolaire francophone des Territoires du Nord-Ouest; Administration scolaire de district de Dettah; Administration scolaire de district de Ndılǫ; Conseil scolaire de division du Sahtú ; Conseil scolaire de division du Slave Sud; Agence de services communautaires Tłı̨chǫ; Écoles catholiques de Yellowknife; et Administration scolaire de district no 1 de Yellowknife.

Le plan de fonctionnement du Conseil scolaire de division du Dehcho n'est pas inclus dans le présent document et devrait être déposé dès que possible après sa réception par le GTNO.

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Yellowknife Catholic Schools

Yellowknife Education District No. 1

Education Accountability Framework

Sahtú Divisional Education Council

Operating Plan

For the 2025-26 School Year

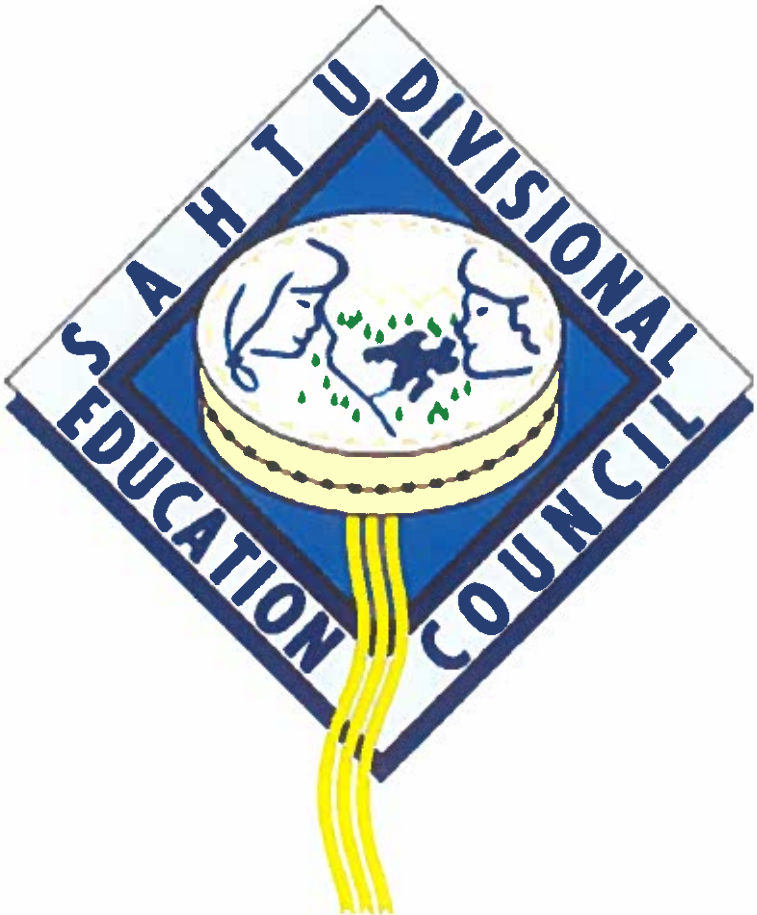


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Operating Plan - Executive Summary

The Sahtú Divisional Education Council's Operating Plan for the 2025-2026 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 Sahtú Divisional Education Council's priorities for the upcoming school year.

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

The Sahtu Divisional Education Council (SDEC) will focus the following five goals and targets in the 2025 – 2026 school year, building upon and extending from the five prior school years that have formed part of the SDEC Strategic Plan for Education, 2020 – 2025. Simultaneously in 2025 – 2026, the SDEC will embark on strategic visioning for education which will result in a new strategic vision for 2025 – 2030. Community engagement and policy development are an ongoing commitment in 2025 – 2030 and form part of the strategic vision for education.

A. Literacy and Numeracy
   Intervention and remediation, prioritized by the interruptions to learning brought on by COVID-19, remain foundational pillars in our current approach. A designated Numeracy and Literacy Interventionist Teacher at each school works closely with hired educational contractors / specialist consultants to target measurable academic growth in reading, writing, and mathematics in grades 1 – 9. On-going assessments in reading, writing and mathematics allow strategic and timely interventions where necessary to ameliorate gaps in student learning and to expedite growth and alignment with grade-level expectations and curricular outcomes and competencies. Regional assessments are captured three times in the school year (Fall, Winter, and Spring) in reading and writing, while informative assessments in mathematics are compiled throughout the school year to monitor academic growth and alignment with curricular outcomes / competencies. Challenges anticipated in 2025 – 2026 include budget constraints to fund educational contractors / specialist consultants. Similarly, uncertain funding from Jordan's Principle will jeopardize the positions of a designated Numeracy and Literacy Interventionist Teacher at each school.

B. Indigenous Language and Education
   Our Languages Curriculum (OLC) will drive instruction and learning in Dene Kede language in grades 1 – 9, with assessment and reporting aligned with the curriculum, and supported by the *Indigenous Language and Education* (ILE) *Handbook.* Implementation

gaps are targeted for 2025 – 2026 through a combination of training support and increased accountability. Accountability through increased principal-supported instructional planning and classroom observations are in place for 2025 – 2026, along with curriculum training and support throughout the school year for instructors. New Indigenous Language Instructors (including Immersion Instructors) will receive on-going training in OLC / assessment / reporting, classroom management, and inclusive schooling. Dene Kede Immersion will be available in JK / K where school District Education Authorities support the adoption and implementation. In 2025 – 2026, Immersion will continue to be implemented in Tulita and Deline. Locally developed land and culture credit courses in high school, accessible to grade 10 – 12 students, will continue to be offered: Naiʔeʔa 15, 25, 35 (to be renamed through the locally developed course process, aligned with BC curriculaum). The courses are prioritized in inter-disciplinary and competency-driven approaches, especially in grade 10, with the adoption of the new Northwest Territories Curriculum.

C. Inclusive Schooling
Training of support assistants in supporting students with neurodiversity and learning and behaviour challenges; mandatory teacher and support assistant weekly planning to optimize differentiation in teaching and learning; teacher and principal accountability in implementation of specialists' recommendations; and region-wide training in changes in student support plans aligned with the adoption of the new curriculum are target areas for improvement in 2025 – 2026.

D. Thinking Classrooms and Key Competencies
We are challenged to develop youth who know how to apply thinking to find solutions, rather than youth who simply recall content and skills (facts, figures, and procedures) taught in school. Competencies are about applying knowledge and skills as challenges arise. Innovation is about looking at challenges in new ways to find solutions. In support of our work in developing NWT Key Competencies and the change to a competency-driven curriculum, the Sahtu will focus the following objectives in JK-12:

- Cultivate an interdisciplinary, cross-curricular teaching and learning community.
- Students engage in experiential, problem-based learning.
- A teacher-driven and supported STEM program that is place-based and innovates based on northern challenges.
- A teacher-driven and supported STEM program that integrates northern identity and traditional knowledge into learning and where innovative thinking is key to addressing northern issues and finding northern solutions to current challenges.

- Enhanced social emotional learning through increased student collaboration and enhanced social responsibility through active student voice and active student collaboration and innovation.

- Sustainable culture of STEM maintains consistent teaching strategies despite teacher turnover. Two Innovators' Showcase events (December and May) allow students and teachers to celebrate progress and growth in STEM approaches to teaching and learning.

E. Student and Educator Wellness

Foundational to success and sustainability in teaching and learning is health and wellness, and holistic well-being. School-based mental health and wellness (SBMHW) priorities are:

- A school counsellor in each school to serve JK-12 students and to focus prevention, promotion, and intervention through education,
- The school counsellors will focus level 1 and level 2 interventions - with the focus on prevention, promotion, and intervention through education. The level 3 and 4 clinical interventions will remain NTHSSA responsibilities.
- Strong community partnerships between school counsellors and community health and wellness practitioners will offer wrap-around support to children and youth, and by extension to families.
- Anticipated challenges in the 2025 -2026 school year include uncertain Jordan's Principle funding that currently funds four of the five school counsellor positions in the Sahtu.

The Sahtu Education Body actively promotes a respectful and responsible learning and working environment. Teachers and school staff are required to complete the *Living Well Together* modules and workplaces adhere to the tenets of the GNWT *Harassment Free and Respectful Workplace Policy.* In addition, school principals are provided 1.5 days to complete *Introduction to Psychological Health and Safety in the Workplace,* along with other self-selected GNWT courses to promote healthy workplaces.

In summary, the Sahtu priorities for teaching and learning are aligned with shared priorities outlined by Education Leaders and ECE, and the Sahtu Strategic Plan for Education, 2020 – 2025.

In addition, 2025 – 2026 will focus the following:

- Sahtu Strategic Plan for Education 2025 – 2030. Through community engagement and consultation with education stakeholders, a Sahtu Strategic Plan for education will be developed to encompass 2025 – 2030. Meetings with principals, regional coordinators, and SDEC trustees will take place September 23 – 24 as a launch to community engagement in the Sahtu strategic plan for education.

Annual Report - Executive Summary

The Sahtú Divisional Education Council's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

The Sahtú Divisional Education Council (SDEC) was established in 1989. The mandate of the SDEC is to provide a quality junior kindergarten to grade 12 education to approximately 496 students in the communities of Délı̨nę, Tulit'a, Norman Wells, Fort Good Hope, and Colville Lake. The SDEC is composed of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected, acclaimed, or appointed by the community, and each DEA elects one of its members to represent them at the regional SDEC meetings.

The SDEC is responsible for the provision of publicly funded education within the jurisdiction according to all relevant statutes and regulations and using funds provided by the Government of the Northwest Territories. The SDEC provides facilities, transportation, programs and services and management of risk associated with the operations of the school division.

Governance Structure and Elections

2024-2027 Sahtu Divisional Education Council Membership

Community	Representative	Position on Board
	Heather Bourassa	Chairperson
Colville Lake	David Codzi	Trustee; Alternate Chairperson
Deline	Brenda Baptiste	Trustee
Fort Good Hope	Jacinta Grandjambe	Trustee
Norman Wells	Lynda MacCauley	Trustee
Tulita	Sally Horassi	Trustee

Sahtú governance elections are held on a three-year cycle. Community District Education Authorities (DEAs) can be either elected through a democratic voting process or acclaimed if insufficient candidates put forward their name during the election. DEA members can also be appointed to a membership position if a vacancy occurs during the term of the sitting DEA. The SDEC follows the elections procedures outlined in the NWT Elections Act and in accordance with Municipal and Community Affairs (MACA) policy and procedure.

The next scheduled elections for Sahtu Divisional Education Council Membership are in October 2027.

Governance Building Capacity

Effective school board governance results from the collective knowledge and skill of the trustees and their capacity or willingness to work together; to manage or resolve conflicting beliefs and

values about what constitutes the public interest and to balance the responsibilities of constituency representation with the best interests of the whole organization. The combined skill set and knowledge of trustees and their ability to function in a collaborative manner are crucial to the effective governance of the organization. As a result, training is viewed as an important tool to increase understanding of roles and responsibilities and effective board collaboration.

The October 2024 Sahtú elections resulted in a combination of newly elected and returning members to both the community DEAs and the subsequent appointment of trustees to the DEC. With many new members to the DEAs, training is an important tool to ensure members understand roles and responsibilities from a governance and operational perspective. A "DEA Orientation" workshop includes an overview of the function, foundation policies, and key priorities of the SDEC, and a clarification of DEA, member, and partner roles and responsibilities and will be provided at an in-person workshop in Norman Wells, scheduled for mid-January 2026.

In addition, the SDEC will support DEAs in policy development, through a series of workshops that began in January 2024 and will continue in 2025 – 2026 with assistance in policy-development at the community DEA level.

Each year, the DEC can attend a conference related to SDEC key priorities.

Key Senior Management Positions:

Superintendent of Schools – Lorraine Kuer

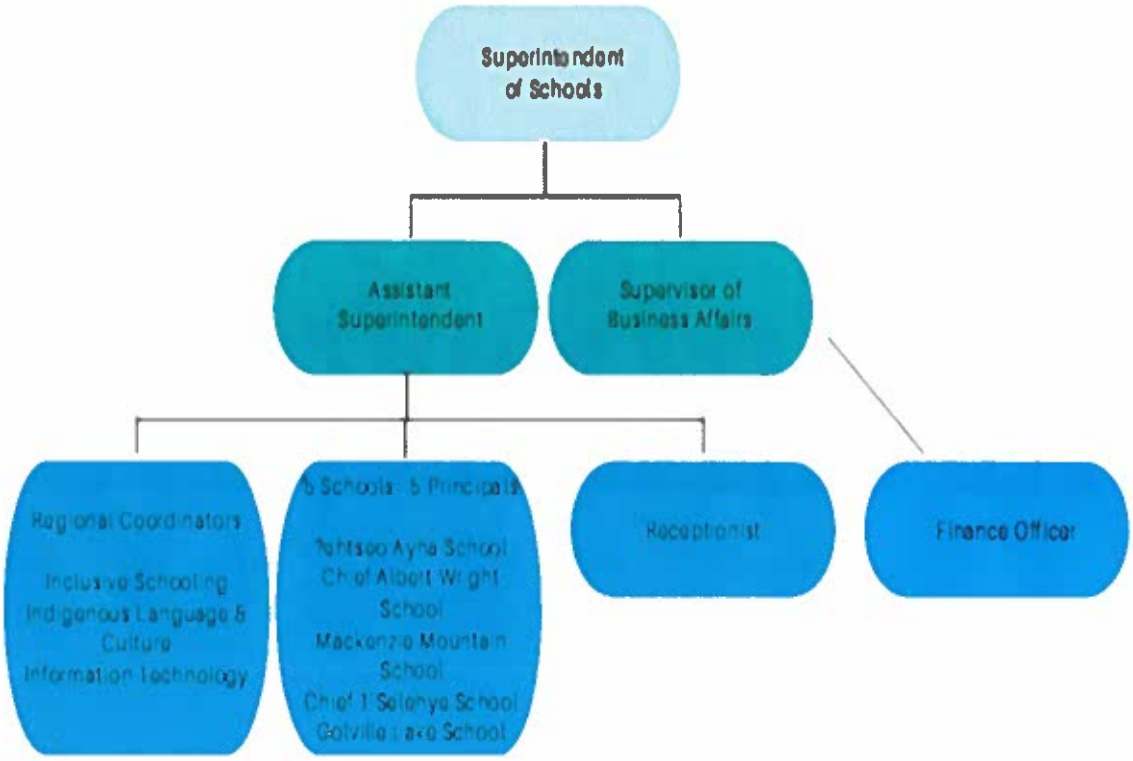
Supervisor of Business Affairs - Siddik Mohammad

The Superintendent of Schools is the Chief Executive Officer (CEO) of the SDEC and fulfills roles under the Government of the Northwest Territories legislations, including that of "Deputy Head" for the public service.

The Sahtú DEC identifies potential DEC / DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEC / DEA members are expected to review the local policies, regional policies and to attend workshops available to trustees, such as the "New Member Orientation".

B. Functional Organizational Chart

The following table details the functional organization of the education body:



The Assistant Superintendent position is unfunded and has remained vacant in 2023 – 2025; the unfunded position remains vacant in 2025 – 2026.

C. School Profiles

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

Total Number of Schools in District	**5**	**Total Anticipated Student Head Count**	**509 (FTE 486.5)**

School Name	Community	Grades Offered	Programming Highlights
Colville Lake School (Colville Lake)	Colville Lake	JK-12	• Dene Kede Language classes • Extensive community-school partnerships in on-the-land programming • Full-time food preparation program • Individualized targets in reading and numeracy through the support of an instructional coach Northern Distance Learning
ʔehtseo Ayha School (ʔehtseo Ayha)	Délı̨nę	JK-12	• Dene Kede Language classes • JK - K Dene Kede Language Immersion • Alternate high school program • Enhanced on-the-land programming for JK-12 through weekly access to a school cabin Northern Distance Learning
Chief T'Selehye School (Chief T'Selehye)	Fort Good Hope	JK-12	• Dene Kede Language classes • Literacy / Numeracy Intervention • Nai?e?a 15 / 25 / 35 for grades 10-12 • Industrial Arts Classes Northern Distance Learning
Chief Albert Wright School (Chief Albert Wright)	Tulita	JK-12	• Dene Kede Language classes • JK - K Dene Kede Language Immersion • Literacy / Numeracy Intervention • Alternative high school programming Northern Distance Learning

Mackenzie Mountain School (Mackenzie Mountain)	Norman Wells	JK-12	• Dene Kede Language classes • Literacy / Numeracy Intervention • On-the-land and cultural programming • Northern Distance Learning Core French

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs						
Type of Policy or Bylaw	**DEC**	**Colville Lake DEA**	**Deline DEA**	**Fort Good Hope DEA**	**Norman Wells DEA**	**Tulita DEA**
Code of Conduct	X	X	X	X	X	X
School Attendance	X	X	X	X	X	X
Safe Schools	September 13, 2021	X	X	X	X	X
Transportation of Students	May 11, 2023	X	X	X	X	X
Conduct of Business	May 11, 2023	X	X	X	X	X
Records Management	X	X	X	X	X	X
Student Assessment	X	X	X	X	X	X
Inclusive	X	X	X	X	X	X

Schooling						
Community Senior Secondary Schooling	X	X	X	X	X	X
Camera Use in Schools	X	X	X	X	X	X
Recommended By-Laws for DECs and DEAs						
Type of Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Honorarium	May 11, 2023	April 10, 2023	X	X	X	X
Annual Report	X	N/A	N/A	N/A	N/A	N/A
Borrowing Money	X	N/A	N/A	N/A	N/A	N/A

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	A. Thinking Classrooms and NWT Key Competencies – experiential, cross-curricular, problem-based learning in JK-K evident in STEM activities and representations of learning. B. *Our Languages Curriculum,* supported by the *Indigenous Language and Education* (ILE) *Handbook,* drives teaching and learning in grades 1 – 9 and supports JK/K Immersion teaching and learning. C. Reading, Writing and Mathematics reflect gains in student achievement consistent with grade-level expectations for students on regular programs and gains reflective of rigorously addressing below acceptable academic achievement in these skills. D. Community engagement in the five Sahtu communities to establish community strategic plans for education; and an overall five-year strategic vision for education in the Sahtu derived from the community plans. This regional strategic vision for education will inform priorities, goals, and action plans for 2026 – 2031.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
All JK-12 Classrooms will create one or more project(s) to reflect experiential, cross-curricular, problem-based learning reflective of NWT Key Competencies.	100%		
All Immersion and core Indigenous Language classrooms will reflect adherence to OLC curriculum and instruction / assessment supported by the *Indigenous Language and Education* (ILE) *Handbook.*	100%		
Balanced Literacy Approaches, including daily guided reading, will result in all Sahtú grade 1 – 6 students on regular programs gaining **three or more levels** in reading over the school year. Sahtú students in grades 7 – 9 will reach or exceed reading level Z, unless on individualized support plans for difficulty. Fountas & Pinnell Benchmark Reading Assessments compiled by October 31, February 28 and May 31 will be used to monitor reading growth and progress toward reaching reading goals. Writing, assessed three times in the school year using Sahtú Whole Region Rubrics, will show 80% of grade 1- 12 students, on regular programs, meeting or exceeding grade level expectations in *content, organization, and voice* by June 2025. Numeracy: Grade 1- 8 students, on regular programs, will meet or exceed 80% of curricular expectations as measured by Sahtú Curriculum-Aligned Math Assessments in one to three years. - 70% of grade 1-8 students will meet or exceed mathematics curricular expectations in Year 1 - 75% of grade 1-8 students will meet or exceed mathematics curricular expectations in Year 2	100%		

- 80% of grade 1-8 students will meet or exceed mathematics curricular expectations in Year 3			
A regional five-year strategic vision for education will be derived from 2025 – 2026 community engagement in the five Sahtu communities and emerging community strategic plans for education. The regional strategic plan for education will impact priorities, goals and implementation plans for education in 2026 – 2031.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	Faltering efforts to establish school reviews in 2020 – 2024, and in decades prior, have culminated in a collaboratively developed *"school progress report"* which will measure school growth and improvement in each community and provide instructive conversations and directions for each school and community DEA to monitor school change and improvement aligned with better academic and holistic achievement for children and youth. The school progress report issued at the end of November and end of May will target student achievement in literacy and numeracy; student achievement in experiential cross-curricular learning and NWT key competencies; Indigenous language and culture benchmarks; student and educator wellness; inclusive schooling; and functional school governance and

	policy requirements. The school report card also features in principal evaluations and feedback.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	Teacher and principal evaluations are conducted according to the evaluation cycle. In 2025 – 2026, evaluations of performance will be conducted of all teachers on probation, those teachers reaching the fourth year since their last performance appraisal, those teachers whose professional competence requires confirmation, and those teachers who personally request this option. New principals will receive a final evaluation report at the end of year two. Principals not involved in a formal evaluation are expected to be working on a professional growth plan in consultation with the Superintendent.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	100% of teachers & PSTs requiring evaluation according to the evaluation cycle		
Number of principals and assistant principals formally evaluated in the school year.	100% of principals requiring evaluation		

	according to the evaluation cycle		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3		
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			

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	NWT Curriculum Renewal training is established in the Sahtu 2025 – 2026 school calendars as one collaborative STIP day in each school dedicated to ECE-led training in facets of assessment and reporting aligned with the new curriculum rollout. Other educator training includes: NWTTA Teachers' Territorial Conference, February 17-20, 2026, in Yellowknife, NT. On-site training of educators in experiential, cross-curricular learning using STEM will take place five times in the school year during regular instructional time. Similarly, on-site training of educators in topics related to inclusive schooling, reading instruction, writing instruction, and numeracy take place at least three times in the school year during regular sessional days. Substitute teachers provide release time as needed for educators to engage in training.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	1		

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	0	0.5	0.5		

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	Sahtú schools provide healthy foods daily to address student basic needs, to support families with school-age children, and to scaffold student readiness to learn. All Sahtú schools offer daily breakfast programming, and mid-morning and mid-afternoon healthy snacks. Using Jordan's Principle funding, Colville Lake School and Chief T'Selehye School can hire a full-time foods coordinator to prepare meals/snacks for students. Chief Albert Wright School and Mackenzie Mountain School similarly access third party funding to hire a full-time foods coordinator. One Sahtú school offers lunch programming for students unable to go home for lunch due to transportation constraints; another school offers a lunch "to go" option for students in need of a midday meal.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*

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

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədə, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Colville Lake	Sahtu Dene Kədə	Core	JK-9		
?ehtseo Ayha	Sahtu Dene Kədə	Core	1-9 JK/K		
Chief T'Selehye	Sahtu Dene Kədə	Core	1-9 JK/K		
Chief Albert Wright	Sahtu Dene Kədə	Core	1-9 JK/K		
Mackenzie Mountain	Sahtu Dene Kədə French	Core Core	JK-9 JK-9		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	Professional Learning Communities
SSI Project Proposal Summary including purpose, key objectives and activities.	The function and effectiveness of Professional Learning Communities (PLCs) need to be reviewed due to high teacher turnover and the changing needs of teaching and learning inspired by the new adapted BC curriculum. All Sahtu teachers, JK-12, are involved in professional learning communities to improve practice aligned with better outcomes for students and the demands of a new curriculum. Working with the school principal and a consultant, all teachers are involved in setting learning goals to improve practice and measuring results in terms of improved achievement for students. In 2025 – 2026, PLCs will be reactivated and realigned as the primary mechanism for teacher learning and for monitoring improved achievement for students. The school progress report will reflect the presence and effectiveness of school PLCs.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)	$51,000	
Facilitator Expenses (travel, per diem, accommodation, etc.)	$18,000	
Teacher Release Time (Sub Costs)	$24,000	
Teacher Travel (transportation, per diem, accommodation)	$0	
Workshop Expenses	$0	

Other (please specify)	N/A	
Total Budget	$93,000	

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.	100%		
Number of PD opportunities provided (in hours)	11.25 hours		
Please include any additional performance indicators	N/A		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.00	$212,236			

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

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.

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
Chief Albert Wright School	1.00	1.00				
Chief T'Selehye School	1.00	1.00				
Colville Lake School	1.00	1.00				
?ehtseo Ayha School	1.00	1.00				
Mackenzie Mountain School	1.00	1.00				
TOTAL	5.00	5.00				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Chief Albert Wright School	1.35	1.35			
Chief T'Selehye School	1.97	1.97			
Colville Lake School	0.82	0.82			
?ehtseo Ayah School	1.83	1.83			
Mackenzie Mountain School	1.60	1.60			
TOTAL	7.57	7.57			

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$50,428	$50,428			

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?**
Tiny Eye E-Helper Training	Support Assistants designated to this role.	Tiny Eye E-Helper Contractor	Sept. 10-12, 2024, Virtual		
SIVA Training	All SDEC Staff	Continuum North Trained Staff	Various dates; 0.5 days virtually, 1.0 day in-person at each SDEC school		
Fall SA Hybrid Conference	SDEC Support Assistants	RISC, CTS, PST, various contractors and consultants	Oct. 1-3, 2024 MMS, Norman Wells and CTS, Fort Good Hope		
AAC Virtual Training	Support Assistants,	Continuum North, PST	Dec. 3 and 10, 2024,		

	Teachers		CTS, Fort Good Hope		
Mental Health 1st Aid for Adults Who Work with Youth	SBMHW, PST, Principals and MMS staff	Mental Health Commission of Canada, Practitioner	Dec. 4 & 5, 2024, Virtual and May 16, 2025, Virtual		
EDI Input Training	Kindergarten Teachers	RISC	Various Feb. /25 dates Virtual (CAWS, EAS, CLS, CTS) In-person (MMS)		
ASD Professional Training - Webinar	Principals, PSTs, and select Teachers	Jack Hirose & Associates	April 28, 2025, Virtual		
Trauma Informed Approaches	SBMHW, Principal and PST	Thunderbird Partnership Foundation	May 6-8, 2025, Virtual		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$72,696					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$116,447		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$296,534	$296,534			

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Chief Albert Wright School	$109,609.80	This is a central funded program through Jordan's Principle and is utilized as per the needs of the Sahtu communities. School Counsellor.		
Chief T'Selehye School	$ 81,113.58	This is a central funded program through Jordan's Principle and is utilized as per the needs of the Sahtu communities. School Counsellor		
Colville Lake School	$134,067.96	This is a central funded program through Jordan's Principle and is utilized as per the needs of the Sahtu communities. School Counsellor		
?ehtseo Ayha School	$144,934.38	This is a central funded program through Jordan's Principle and is utilized as per the needs of the Sahtu communities. School Counsellor.		
Mackenzie Mountain School	$ 97,942.87	This is a central funded program through Jordan's Principle and is utilized as per the needs of the Sahtu communities. School Counsellor.		
TOTAL	$567,668.59	This is a central funded program through Jordan's Principle and is utilized as per the needs of the Sahtu communities.		

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are

any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
Tulita / Chief Albert Wright School	Level 1: Healthy Relationships (helping), Self Esteem, Relaxation Training, Anger Management, Social-Emotional Learning (SEL), Communication Skills Level 2: Dealing with; difficult relationships, lack of sleep, stress, avoidance behaviors.		
Fort Good Hope / Chief T'Selehye School	Level 1: WITS (bullying), Feminine hygiene distribution (anti-stigma), Mental Health First Aid (post trauma), Level 2: life skills, healthy relationships, art therapy anger/aggression, coping, emotional distress, avoidance behaviors, excessive worry, self harm, child protection		
Colville Lake / Colville Lake School	Level 1: Bullying, Substance use, Healthy Relationships, SEL Level 2: Anger / Aggression, Body Awareness, Mindfulness, Grounding		

Deline / ?ehtseo Ayha School	Level 1: Relaxation Training / Stress Management, Problem Solving (SEL & Anger Management), Anti-Stigma Training, Bullying, Life Skills, Communication Level 2: Low Self Esteem, Negative Self Talk, Excessive Worry, Stress		
Norman Wells / Mackenzie Mountain School	Level 1: Sharing circles (communication, self reflection), Healthy Relationships, WHITS Level 2: Low Mood, Worry, Difficult Relationships, Anger / Aggression, Suicidal Thinking, Self Harm		
TOTAL	The variance between programming resulted from specific community needs. During this academic year there has been a youth death attributed to an overdose, several violent murders, one involving SDEC students. Each SBMHW team member worked with their community to provide the most needed services.		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	RISC reviewed and worked with principals and PST three times during the year to ensure SSPs and IEPs were written in strength-based language. For example; "student often is tired or rarely attends class" were removed from SSP/IEPs. The provided new IEP templates have been used and uploaded to Special Programs.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies.**	During the 2024/2025 SDEC staff received monthly support and feedback from principals in planning project-based learning with multiple entry points for students.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	Minutes from SBST were collated and retained by the SDEC office, through the RISC. RISC provided training to PSTs who were not familiar with the SBST format / structure.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	SDEC schools are required to hold Parent Teacher Meetings in conjunction with each reporting period. PSTs ensure that SSP/IEPs are available along with any consultant reporting to share with parents. Additionally, SBST meetings are scheduled to review progress or changes as required.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	PSTs meet monthly (virtually) with the RISC to discuss success / challenges, changes to programming and teacher support. Additionally, the RISC travelled to each school to meet directly with each PST to provide support and feedback on their role and time use.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.0	1.0			

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Example: ILESHS	• *Principal* • *PST* • *ILI* • *Janitor* • *Cultural Support Worker* • *Homeroom teachers from grade 7, 9 and 11*	*Once a month*	*N/A*
Chief Albert Wright School	• Principal • ILI • Immersion Teacher • LCC • Teachers	monthly	
MacKenzie Mountain School	• Principal • ILI • Support • Assistant • LCC	monthly	
Chief T'Selehye School	• Principal • PST • ILI • Immersion Teachers • All staff	monthly	
ʔehtseo Ayha School	• Principal • PST • Immersion Teacher • ILI • High School Teacher • LCC	monthly	
Colville Lake School	• Principal • PST • LCC • ILI • High School Teacher • Immersion Teacher	3rd Thursday of the month	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Colville Lake School	1.00	1.00			
?ehtseo Ayah School	1.37	1.37			
Chief T'Selehye School	1.38	1.38			
Chief Albert Wright School	1.08	1.08			
MacKenzie Mountain School	1.00	1.83	Fluent SSA hired to assist new hire		
TOTAL	5.83	6.66	Fluent SSA hired to assist new hire		

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 recruitment and retention planning for ILI instruction in the region. 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?	*Example: Three Indigenous Language Instructors have been hired on a letter of authority* Letter of authority to three immersion teachers.
Plans to recruit and retain language teachers, if any?	*Example: The region has plans to work with ECE to implement the Indigenous Language Instructor Employment Plan (ILIEP) in our region.* • ILI's and ILIEP trainees will observe effective instructional second language teaching; • ECE will do a virtual session on New to OLC and assessment/reporting; • Two schools (CAWS & MMS) participating in ILIEP program; • Course on teaching practices and/or reading and writing in Dene Kede with CILLDI/Aurora College.
The # of anticipated New ILIs and which schools they are in.	One anticipated new ILI in MacKenzie Mountain School, ILI hired as casual in February 2025.
Challenges and/or barriers faced in the region	*Example: Limited language speakers* • Speakers have no teaching or classroom experience; • Speakers are struggling with reading and writing Dene Kede; • ILIs need additional training to work with complex needs.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	Allocated *($)*	Budgeted *($)*	Explanation for difference *(if applicable)*	Actual *($)*	Explanation for difference *(if applicable)*	3rd Party Funding *($)* / Source *(If applicable)*
Example: ILESHS	*$40,000*	*$30,000*	*$10,000 will be used for sub costs/travel to support language professional development for ILIs*	*$30,000*	*N/A*	N/A
Colville Lake School	$38,500	$20,500	Funding allocated to operations and staff training			
?ehtseo Ayah School	$45,000	$23,500	Funding allocated to operations and staff training			
Chief T'Selehy School	$45,000	$22,500	Funding allocated to operations and staff training			
Chief Albert Wright School	$43,500	$23,500	Funding allocated to operations and staff training as above			
MacKenzie Mountain School	$41,100	$20,500	Funding allocated to operations and staff training			
TOTAL	$213,100	$110,500	$89,981 is allocated to the ILE operations for SY2025-2026 & $12,619 is allocated to ILE resource development			

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

School	Elder in School *(Y/N)*	Cultural Support Worker *(Y/N)*	How are these positions funded?	If no to either of these positions, why not?
Example: ILESHS	*No*	*Yes*	*Jordan's Principle*	*Elders are hired on short term basis using ILE Funding*
Colville Lake School	Y	Y	Elders in school by ILE fund and Land & Culture Coordinator (LCC) by Jordan's Principle	
ʔehtseo Ayha School	Y	Y	Elders in school by ILE fund and Land & Culture Coordinator (LCC) by Jordan's Principle	
Chief T'Selehye School	Y	Y	Elders in school by ILE fund and Land & Culture Coordinator (LCC) by Jordan's Principle	
Chief Albert Wright School	Y	Y	Elders in school by ILE fund and Land & Culture Coordinator (LCC) by Jordan's Principle	
MacKenzie Mountain School	Y	Y	Elders in school by ILE fund and Land & Culture Coordinator (LCC) by Jordan's Principle	

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. **All school staff are required to participate in two days of <u>mandatory</u> cultural orientation.**

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
Example: ILESHS	*Trail Break*	*100*	*90*	*Program Support Teacher and Vice Principal had mandatory Territorial wide training with a division of ECE*
Colville Lake School	ILE handbook training	100		
	Cultural Days	100		
	Supporting Indigenous Language Revitalization workshop and/or Elders Gathering	10		
ʔehtseo Ayha School	ILE handbook training	100		
	Cultural Days	100		
	Supporting Indigenous Language Revitalization workshop and/or Elders Gathering	10		
Chief T'Selehye School	ILE handbook training	100		
	Cultural Days	100		
	Supporting Indigenous Language Revitalization	10		

	workshop &\or Elders Gathering			
Chief Albert Wright School	ILE handbook training	100		
	Cultural Days	100		
	Supporting Indigenous Language Revitalization workshop &\or Elders Gathering	10		
MacKenzie Mountain School	ILE handbook training	100		
	Cultural Days	100		
	Supporting Indigenous Language Revitalization workshop and\or Elders Gathering	10		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	Name of Land Based Key Cultural Experience *(list two wise practices from each school)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural Experience *(list two per school)*	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used throughout? *(Y/N)*	Duration of Experience *(Days / hours / frequency)*
Example: ILESHS	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$95,023	$105,500	Increase in wages/fees		

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$142,281	$160,000	Increased costs of travel & accommodations for ILIs and Immersion teachers attending workshops.		

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example. iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Appendix B: Operating Plan - Operating Budget

See attached.

Sahtu Divisional Education Council

APPROVED REVISED BUDGET

2025-2026

September 10, 2025

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget (Revised)

Sahtu Divisional Education Council
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	15,982,778	15,129,916	16,726,597
Northern Distance Learning (Schedule 8)		100,000	0
Minority Language (Schedule 8)	90,000	99,000	99,000
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
Sub-Total ECE	**16,072,778**	**15,328,916**	**16,825,597**
GNWT Other Contributions	466,507	366,507	263,377
Total GNWT	**16,539,285**	**15,695,423**	**17,088,974**
Federal Government Jordan's Principle (Schedule 8)	6,213,145	6,213,145	6,213,145
Federal Government Other (Schedule 8)			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Generated	586,174	586,174	586,174
Investment Income	259,278	259,278	519,503
JP Admin Fees	335,000	335,000	335,000
Other	25,000	25,000	37,801
Total Generated Funds	**1,205,452**	**1,205,452**	**1,478,478**
TOTAL REVENUES	**23,957,882**	**23,114,020**	**24,780,597**
EXPENSES			
Administration (see Schedule 2)	1,775,703	1,565,433	2,106,957
School Programs (see Schedule 2)	11,413,129	10,671,033	11,774,716
Operations and maintenance (see Schedule 2)	236,904	236,904	250,000
Inclusive Schooling (see Schedules 2&3)	2,648,122	2,541,145	2,841,145
Indigenous Languages and Education (see Schedules 2 & 4)	1,593,619	1,494,245	1,514,245
School Generated Expenses	586,174	586,174	586,174
Jordan's Principle (see Schedule 2)	6,213,145	6,213,145	6,213,145
Other GNWT Contributions	466,507	366,507	466,507
Other			
Sub-Total Expenses Before Amortization	**24,933,303**	**23,674,586**	**25,752,889**
Amortization (see Schedule 2 & 6)			
TOTAL EXPENSES**	**24,933,303**	**23,674,586**	**25,752,889**
ANNUAL OPERATING SURPLUS (DEFICIT)	**-975,421**	**-560,566**	**-972,292**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**2,879,187**	**1,884,869**	**3,851,479**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**1,903,766**	**1,324,303**	**2,879,187**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	1,903,766	1,324,303	2,879,187
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	0	0
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**1,903,766**	**1,324,303**	**2,879,187**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Sahtu Divisional Education Council
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		7,734,181					2,941,579	**10,675,760**
Regional Coordinators (RISC/RILE)				212,236	212,236			**424,472**
Program Support Teachers				947,332				**947,332**
Support Assistants				940,791				**940,791**
SBMHW Positions				296,534			1,002,125	**1,298,659**
Healthy Choices Initiative & Youth Contributions Programs Positions								**0**
Indigenous Language Instruction					811,792			**811,792**
Cultural Resource Staff					104,678		445,288	**549,966**
Elders in Schools					110,500			**110,500**
Non Instructional Staff	790,671	1,909,212						**2,699,883**
Board/Trustee Honoraria	448,032							**448,032**
Sub-Total	1,238,703	9,643,393	0	2,396,893	1,239,206	0	4,388,992	**18,907,187**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances								**0**
Leave And Termination Benefits								**0**
Sub-Total	0	0	0	0	0	0	0	**0**
STAFF DEVELOPMENT (Including Travel)	18,000				33,544			**51,544**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services		318,881		50,428				**369,309**
Postage/Communication	18,000							**18,000**
Utilities								**0**
Heating								**0**
Electricity								**0**
Water/Sewage								**0**
Travel	114,000			11,658	15,000			**140,658**
Student Transportation (Busing)		150,536					82,500	**233,036**
Advertising/Printing/Publishing								**0**
Maintenance/Repair			130,152					**130,152**
Rentals/Leases			106,752					**106,752**
Other Contracted Services	102,000				165,000			**267,000**
Sub-Total	234,000	469,417	236,904	62,086	180,000	0	82,500	**1,264,907**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				116,447				**116,447**
Materials	17,000	66,520		72,696	135,500			**291,716**
Freight	3,000				5,368		1,741,653	**1,750,021**
Sub-Total	20,000	66,520	0	189,143	140,868	0	1,741,653	**2,158,184**
DEBT SERVICE								**0**
OTHER	265,001	2,286,480						**2,551,481**
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,775,704	12,465,810	236,904	2,648,122	1,593,618	0	6,213,145	**24,933,303**
AMORTIZATION								**0**
TOTAL	**1,775,704**	**12,465,810**	**236,904**	**2,648,122**	**1,593,618**	**0**	**6,213,145**	**24,933,303**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Sahtu Divisional Education Council
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	212,236					**212,236**
Magnet Facility Teachers						**0**
Program Support Teachers	947,332					**947,332**
Support Assistants	940,791					**940,791**
SBMHW Positions		296,534				**296,534**
Healthy Choices Initiative & Youth Contributions Programs Positions						**0**
Sub-Total	2,100,359	296,534	0	0	0	**2,396,893**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances						**0**
STAFF DEVELOPMENT (Including Travel)	50,428					**50,428**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	128,105					**128,105**
Student Transportation (Busing)*						**0**
Other Contracted Services						**0**
Sub-Total	128,105	0	0	0	0	**128,105**
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology	42,696	30,000				**72,696**
Materials						**0**
Freight						**0**
Sub-Total	42,696	30,000	0	0	0	**72,696**
TOTAL	**2,321,588**	**326,534**	**0**	**0**	**0**	2,648,122

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Sahtu Divisional Education Council
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators		212,236		**212,236**
Indigenous Language Instruction	811,792			**811,792**
Cultural Resource Staff	104,678			**104,678**
Elders in Schools	110,500			**110,500**
Sub-Total	1,026,970	212,236	0	**1,239,206**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	5,000			**5,000**
Travel		48,544		**48,544**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services		160,000		**160,000**
Sub-Total	5,000	208,544	0	**213,544**
MATERIALS/SUPPLIES/FREIGHT				
Materials			135,500	**135,500**
Freight			5,368	**5,368**
Sub-Total	0	0	140,868	**140,868**
TOTAL	**1,031,970**	**420,780**	**140,868**	**1,593,618**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Sahtu Divisional Education Council
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	
	5.00
Territorial Schools:	
Teachers	45.10
Consultants	1.75
Classroom Assistants	0.50
Secretaries	1.90
Custodians	5.03
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	5.00
Support Assistants	7.72
SBMHW Positions	2.00
Healthy Choices Initiative & Youth Contributions	
Programs Positions	
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	5.80
Other - Specify	
Jordan's Principle	
Total Person Years	81.80

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Sahtu Divisional Education Council
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

		2025-2026 Budget	
	TOTAL ACCUMULATED SURPLUS OPEN	2,879,187	**2,879,187**
	Opening Balance Investment in Tangible Capital Assets		
	Less : Amortization (enter negative)		
	Plus : Capital acquisitions		
	Plus : Debenture principal repayment		
	Closing Balance Investment in Tangible Capital Assets	0	
	Opening Balance Decentralized Reserve		
	Transfer from (to) operating fund surplus	0	
	Closing Balance Decentralized Reserve	0	
	Opening Balance Restricted Vehicle Replacement Reserve	0	
	Transfer from (to) operating fund surplus	0	
	Closing Balance Restricted Vehicle Replacement Reserve	0	
	Opening Balance Capital Fund Reserve		
	Transfer from (to) operating fund surplus	0	
	Closing Balance Capital Fund Reserve	0	
	Opening Balance LED Reserve		
	Transfer from (to) operating fund surplus	0	
	Closing Balance LED Reserve	0	
	TOTAL ACCUMULATED SURPLUS CLOSING		**1,977,565**
			REPRESENTED BY:
	ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**1,977,565**	**1,977,565**
	Opening Balance Operating Surplus	**2,879,187**	
	Plus : Annual Surplus (enter positive) or	**-901,622**	
	Less : Annual Deficit (enter negative)		
	Amortization	0	
	Capital acquisitions	0	
	Debenture principal repayment	0	
	Plus : Transfer from Investment In Capital Assets	0	
	Plus : Transfer from (to) Decentralized Accumulated Surplus		
	Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
	Plus : Transfer from (to) Capital Fund Reserve		
	Plus : Transfer from (to) LED Reserve		
	Closing Balance Operating Surplus	**1,977,565**	**1,977,565**
	Opening Balance Decentralized Surplus	**0**	
	Transfer from (to) operating fund surplus	0	
	Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-26 **Schedule 7**

School year July 2025 to June 2026

Sahtu Divisional Education Council

#	Revenue	Amount $
1	Contributions from GNWT	15,982,778
	Name of Department	
	a) MACA	466,507
	b) ECE French	90,000
	c)	
1	Contributions from Related party Entities	
	a) Investment	259,278
	b) JP Admin Fees	335,000
	c) Other	25,000
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	6,213,145
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	
5	Other income (general)	
	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	
	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	
		23,371,708.00
	Expenses	
1	Grants	
	To Related Party Entities:	
	a) MACA	466,507
	c)	
1	Grants - to others*****	
2	Contributions -	17,593,678
	To Related Party Entities:	
	a)	
	b)	
	c)	
2	Contributions -to others*****	
3	Compensation and benefits	
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	
	a) Jordan's Principle	6,213,145
	b)	
	c)	
6	Other expenses - to others*****	
		24,273,330.00
	Annual operating surplus (deficit)******	(901,622.00)

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

RELATED PARTIES **SCHEDULE 7a**

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES	Subsidiary	Community
South Slave DEC		
	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fot Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
	Fort Simpson District Education Authority	Fort Simpson
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC		Sahtu
	Norman Wells District Education Authority	Norman Wells
	Tulita District Education Authority	Tulita
	K'asho Got'ine District Education Authority	Fort Good Hope
	Deline District Education Authority	Deline
	Colville Lake District Education Authority	Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA		Tlicho
	Behchoko District Education Authority	Behchoko
	Whati District Education Authority	Whati
	Gameti District Education Authority	Gameti
	Wekweeti District Education Authority	Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	**Subsidiary**	**Community**
NWT Business Development & Investment		
	Ulukhaktok Arts Centre	
	Fort McPherson Tent & Canvas	
	Acho Dene Native Crafts	
	Arctic Canada Trading Co ltd.	
	Dene Fur Clouds	
	6355 NWT Ltd	
NWT Housing Corp		

Aklavik Housing Association
Behchokö Kö Gha K'àodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

NT Hydro's two wholly–owned subsidia

Northwest Territories Power Corporation (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd. (NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 8

Sahtu Divisional Education Council
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)		90,000			6,213,145	**6,303,145**
EXPENSES						
Salaries		90,000			4,388,992	**4,478,992**
Operating & Maintenance						**0**
Project Based (Minority Language)						**0**
Other					1,824,153	**1,824,153**
TOTAL EXPENSES	**0**	**90,000**	**0**	**0**	**6,213,145**	**6,303,145**
SURPLUS (DEFICIT)	**0**	**0**	**0**	**0**	**0**	**0**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Divisional Education Council

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
Replacement		2012 Fortd F-150	Medium/Light Duty Vehicle	Tulita	N/A	2025 Ford F150	73,799	
						Total Restricted Operating Reserve for Vehicle Replacement	$ 73,799	

**NOTES:
1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement
2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Approvals

Operating Plan

Heather Bar e
Education Body Chair

Superintendent

June 30TH, 2025
Date

June 27, 2025
Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

South Slave Divisional Education Council

Operating Plan

For the 2025-26 School Year

SOUTH SLAVE DIVISIONAL
EDUCATION COUNCIL

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Operating Plan - Executive Summary

The South Slave Divisional Education Council's Operating Plan for the 2025-2026 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 South Slave Divisional Education Council's priorities for the upcoming school year.

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

Summary Background

Our regional goals/targets, and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the JK-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities (including the identification of essential learning outcomes and implementation of common assessments, and a focus on learning and results) directly supports our commitment to Quality Education in all schools.

These targets are the backbone of the Division and have been our primary focus for the last few years. Proficiency and accomplishment in these areas sets our students and community for continued success after transitioning from High School to the workplace pr post-secondary education.

The genesis and validation of these goals is anchored on consultation with our stakeholders (through Community Education Planning, 3-way conferencing, and parent collaboration) and proven academic research on pedagogic good practice, validated by years of data corroborating student success in adulthood.

In addition to academic and social responsibility codified goals, many additional programs have been developed in the South Slave to meet other priorities established by territorial authorities, our communities and our schools. These include a focus on inclusive schooling and Indigenous Language and Culture, supported by targeted funding. The initiatives associated with these umbrella priorities, are weaved into the day-to-day operation of the schools and are seamlessly interconnected to school goals and priorities under the banner of the Division.

Further to these well-established initiatives, the SSDEC continues to work in developing a comprehensive Regional and School plan to support staff and student Mental Health and Wellbeing. This significant step forward is a multiyear endeavor that seeks to improve working and learning conditions for our school communities.

For the purposes of accountability, regional and school administrators will continue to provide priority related progress reports to their respective education governing bodies (SSDEC and DEAs) to inform and seek feedback in meeting the Divisional Goals and Targets. A final report is presented at the commencement of the school year reviewing and validating the prior year's approximation of these goals.

Regional Goals and priorities

A. To improve student success in literacy.

To increase the percentage of students meeting or exceeding expectations for literacy proficiency.

Targets:

1. At least 70% of students will be reading within grade according to the Fountas and Pinnell reading level chart
2. At least 70% of the students attain a level of developing or higher on the NT scale in their classroom final grade in ELA
3. 80% of students enrolled in Indigenous Language classes will attain an appropriate level of oral fluency, using the NT OLC proficiency scale, * and 80% of students not enrolled in an Indigenous language, school staff, SSDEC staff and DEA/DEC members will be able to successfully engage in six (6) or more phrases in at least one (1) of the local Indigenous languages **
4. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better response rate)
5. At least 90% of parents say they understand the next steps in their child's growth as a reader (with 80% response rate)

B. To improve student success in numeracy

To increase the percentage of students meeting or exceeding expectations for numeracy proficiency

Targets:

1. At least 70% of the students attain a level of developing or higher on the NT scale in their classroom final grade in math

2. At least 90% of parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better response rate)

3. At least 90% of parents say they understand their child's growth in math (with 80% response)

C. To increase understanding and practice of socially responsible behaviour by all members of the school community

To increase the percentage of trustees, parents, staff and students demonstrating responsible behaviour

Targets:

1. Student self-identification in the lowest category of social responsibility ("In which ways do you contribute to the positive culture of our school?") will increase by 5%, as presented by the OurSchool survey (with an 80% response rate)

2. School Attendance will increase by 3%

3. 90% of parents participate in at least one of the following: CEP days, 3-way conferences, school-specific communications and/or parent workshops (getting info. or giving input)

Council recognizes that the achievement of these last two targets is a shared responsibility with parents, students and DEAs.

* * Determined by the number of years taking the language

** Suspended until the 2027-28 school year to allow for baseline data collection

Annual Report - Executive Summary

The South Slave Divisional Education Council's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

The SSDEC was established in 1991, with a current mandate to provide a quality JK-12 education to approximately 1,200 students in the communities of Fort Smith, Hay River, Fort Resolution, Kátł'odeeche, and Łutsel K'e. The SSDEC is comprised of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected or appointed at the community level, and each DEA chooses one of its members to represent them at the regional SSDEC meetings. The current representatives are as follows:

Fort Resolution	Lisa Miersch	2-year term (Dec 2024)
Hay River	Pennie Pokiak (Chairperson)	3-year term (Oct 2024)
Fort Smith	Al Karasiuk (Vice Chair)	3-year term (Oct 2024)
Kátł'odeeche	Clifford Fabian	3-year term (Dec 2024)
Łutsel K'e	Iris Catholique	3-year term (Oct 2024)

Each member is elected by their respective DEA and the length of the member's term on the SSDEC coincides with the length of their terms on their respective DEA's as per the requirements of the Education Act and Regulations and the Local Authorities Elections Act. A member can be renewed on the SSDEC if they are elected or appointed again to be on their respective DEA, and then their DEA chooses them again as their representative on the SSDEC.

The SSDEC is a legislated corporate body responsible for developing direction for the Division in keeping with the requirements of government legislation. GNWT legislation defines what school boards must and may do. The SSDEC meets five times a year, with each of the five communities being the host for one of those meetings each year (with considerations for travel disruptions and/or availability and /or feasibility).

Key senior management positions are:

Superintendent – Dr. Souhail Soujah
Assistant Superintendent – Cora America
Comptroller – Ogom Ugoji

The superintendent is the chief executive officer (CEO) of the SSDEC and fulfills roles under GNWT legislation including that of "Deputy Head" for the public service.

Development of capacity in Governance

As per **Policy BHA** – In recognition of the commitment of Council to lifelong learning and continuous improvement, is expected that all District Education Authority (DEA) representatives and the Senior Management team take opportunity for training and development activities to enhance their ability to effectively fulfill their governance responsibilities consistent with the

foundational and philosophical commitments of the South Slave Divisional Education Council (SSDEC).

The SSDEC identifies potential DEA development workshops to assist trustees in improving their skills as representatives on an education governing body. New DEA members are expected to review the local DEA policies, SSDEC policies, and the workshops available to DEAs as listed in the SSDEC's DEA Development Workshops document, along with any other relevant documents pertinent to the operation of the DEA.

A 'New Member Orientation' workshop is mandatory for all new DEA members and includes an overview of the function, foundational policies, and key priorities of the SSDEC, and a clarification of DEA, member, and partner roles and responsibilities. The orientation takes place no more than two months after a DEA election or appointment process.

The Formula Funding and Staffing workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, Providing Support for Teachers, Finance for Trustees (Finance for Non-Financial Managers), Successful Meetings, Lobbying, School Calendars, Public Relations and Communication, Inclusive Schooling, Graduation Requirements, Planning Local Programs, and Codes of Conduct.

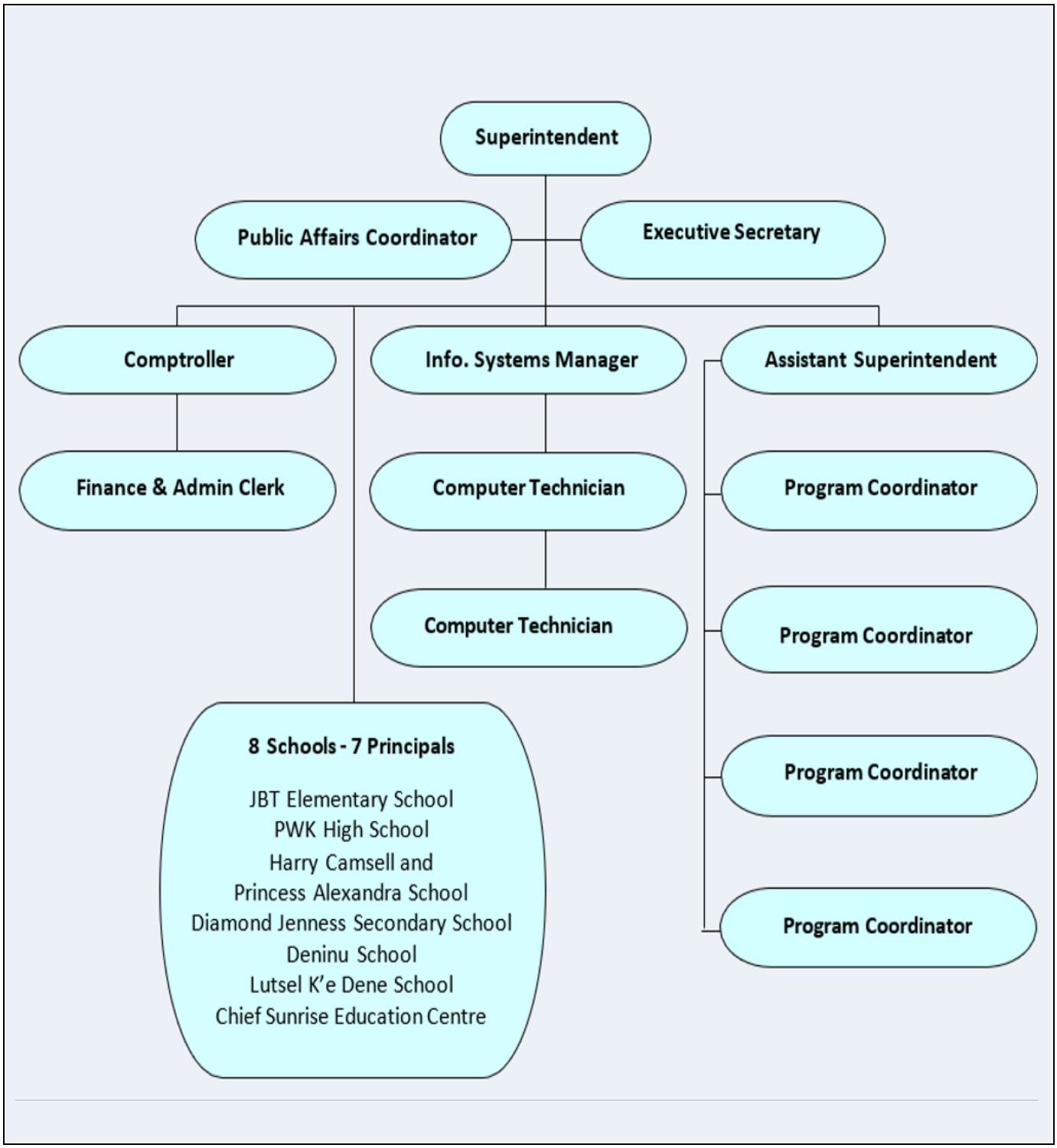
SSDEC staff provide these workshops at the DEAs' request (free of cost) and will refer DEAs to Department staff or contractors (at a cost) when their identified needs are beyond the scope of the SSDEC staffs' expertise. Where possible, the SSDEC will tailor or develop workshops to meet the DEAs' current needs.

DEC members are encouraged to explore additional governance training opportunities, such as through attending conferences or inviting experts to host multi-day workshops (at a cost to the SSDEC)

The Senior Management team is equally tasked with continuous improvement in learning and practice by seeking opportunities for professional growth. This is supported by funding allocations targeted within the Board Administrative budget. The Board will further support certifications, memberships and participation in professional organizations that further increase capacity and strengthen agility and responsiveness to emerging trends and current best practice.

B. Functional Organizational Chart

The following table details the functional organization of the education body:



C. School Profiles

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

Total Number of Schools in District	**8**	**Total Anticipated Student Head Count**	**1208.5**

School Name	**Community**	**Grades Offered**	**Programming Highlights**
Joseph Burr Tyrrell Elementary School (JBT)	Fort Smith	JK-6	• Single-grade, split-grade & multi-grade classes • Dene Suline • nehiyawewin • Core French • French Immersion
Paul William Kaeser High School (PWK)	Fort Smith	7-12	• Single-grade & split-grade classes • Dëne dédlıné yatı • nēhiyaw • Français: Core • Français: Immersion (9-12) • Phoenix School Program (10-12)
Harry Camsell School (HA	Hay River	JK-3	• Single-grade & split-grade classes • Dëne Yatie • Core French
Princess Alexandra School (PA)	Hay River	4-7	• Single-grade & split-grade classes • Dëne Yatie • Core French (4-5) • Intensive French (6) • Post-Intensive French (7)
Diamond Jenness Secondary School (DJSS)	Hay River	8-12	• Single-grade, split-grade & multi-grade classes • Dëne Yatie • Post-Intensive French (8-10)

Deninoo School (Deninoo)	Fort Resolution	JK-12	● Multi-grade classes ● Dene Suline Northern Distance Learning
Łutselk'e Dene School (Łutselk'e Dene)	Łutselk'e	JK-12	● Multi-grade classes ● Dene Suline ● Northern Distance Learning
Chief Sunrise Education Centre (CSEC)	Kátł'odeeche First Nation	JK-12	● Multi-grade classes ● Dëne Yatie and Sandy Nehiyawewink camps ● Self-Regulation and mindfulness ● Self-paced Secondary programming ● Increased Levelled Literacy Intervention (LLI)

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Type of Policy or Bylaw	South Slave DEC	Fort Smith DEA	Hay River DEA	Fort Resolution DEA	Łutselk'e DEA	Kátł'odeeche First Nation DEA
Code of Conduct	**Policy BBF** November 2009	**Policy 02-007** October 2000 **Policy 02-028** October 2000	**Policy 1.2** March 2016	**Policy B2** May 2013	**Policy 2B** January 2001	**Policy B2** March 2016
School Attendance	**Policy IED** November 2018	**Policy 09-000** October 2000	**N/A**	**Policy H1** May 2013	**Policy I2** November 2008	**Policy H1** June 2007
Safe Schools	**Policy IFC** February 2022 **Policy IFCB** September 2021 **Policy IFCI** April 2019 **Policy IHC** June 2016 **Policy IHCD** November 2018	**Policy 05-000** October 2000 **Policy 05-001** October 2000 **Policy 05-002** October 2000 **Policy 05-003** October 2000 **Policy 05-006** October 2000	**Policy 6.2** September 2009 **Policy 6.3** September 2009 **Policy 7.2** September 2014	**Policy E1** May 2016	**Policy C3** January 2008 **Policy I1** February 2018 **Policy I2** November 2008 **Policy J1** January 2006	**Policy E1** October 2016 **Policy F1** April 2017 **Policy H2** June 2007 **Policy H3** June 2007
Transportation of Students	**Policy EEA** February 2002	**Policy 05-008** December 2015	**Policy 5.2** March 2023 **Policy 5.3** March 2023	**N/A**	**Policy G1** June 2010	**Policy Number** Date Year

Conduct of Business	**Policies BDA** February 2022 **Policy BDC** October 2004 **Policy BBDC** December 2007 **Policy BBDE** November 2016 **Policy BBDG** April 2003 **BFE** June 2001	**Policy 02-011** October 2000 **Policy 02-015** October 2000 **Policy 02-021** October 2000	**Policy 2.3** May 2016 **Policy 2.4** May 2016 **Policy 2.6** May 2016 **Policy 2.1** June 2016	**Policy B4** May 2013 **Policy B7** May 2013	**Policy B8** May 2016 **Policy C3** January 2008	**Policy B3** May 2016 **Policy B4** May 2016 **Policy B7** June 2016 **Policy B8** May 2016
Records Management	**GNWT policies**	**Policy 04-009** October 2000	**Policy 4.1** February 2013 **Policy 4.3** April 2017	**Policy D2** May 2013	**N/A**	**N/A**
Student Assessment	**Policy HLA** February 2022	**Policy 09-009** June 2016	**N/A**	**Policy H4** May 2013	**Policy H1** June 2007	**Policy H5** June 2007
Inclusive Schooling	**Policy HHH** April 2022	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Community Senior Secondary Schooling	**Policy IECBD** September 2020	**N/A**	**N/A**	**Policy H3** May 2013	**Policy H2** November 2009	**Policy H4** June 2007
Honorarium	**Policy BHD** January 2021	**Policy 02-025** October 2000 **Policy 02-026** October 2000	**Policy 4.2** October 2016	**Policy B11** May 2013	**Policy B7** May 2016	**Policy B11** June 2016
Annual Report	**Policy CL** November 2003	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Borrowing Money	**GNWT policies**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Artificial Intelligence	**Policy CGI**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Cell Phones	**Policy IFCC**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	To improve student success in *literacy* To increase the percentage of students meeting or exceeding expectations for literacy proficiency To improve student success in *numeracy* To increase the percentage of students meeting or exceeding expectations for numeracy proficiency To increase understanding and practice of *socially responsible behaviour* by all members of the school community To increase the percentage of parents, staff and students demonstrating responsible behaviour School community Mental Health and Wellbeing are additional goals that are part of a comprehensive, multiyear and multitiered approach that seeks to determine antecedents and supports to Mental Health concerns for students and staff. These initiatives dovetail with established Health and Safety Protocols as per OCHP approved school and safety plans.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Literacy			
Students will be reading within grade according to the Fountas and Pinnell reading level chart	70%		
Students will attain a level of developing or higher on the NT scale in their classroom final grade in ELA	70%		
SSDEC staff, students and DEA members will be able to engage in six (6) or more phrases in one (1) of the local Indigenous languages.	80%		
Parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in reading (with 80% or better response rate)	90%		
Parents say they understand the next steps in their child's growth as a reader (with 80% response rate)	90%		
Numeracy			
Students attain a level of developing or higher on the NT scale in their classroom final grade in math	70%		
Parents say they have been involved in a discussion of their child's strengths and stretches (areas to work on) in math (with 80% or better response rate)	90%		
Parents say they understand their child's growth in math (with 80% response)	90%		

Social Responsibility			
Student self-identification in the lowest category of social responsibility ("In which ways do you contribute to the positive culture of our school?") will increase - as presented by the OurSchool survey (with an 80% response rate)	5%		
School Attendance will increase	3% more than previous year		
Parents participate in at least one of the following: CEP days, 3-way conferences, school-specific communications and/or parent workshops (getting info. or giving input) *Council recognizes that the achievement of this target is a shared responsibility with parents, students and DEA's*	90%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	The South Slave Divisional Education Council believes the key to an effective school is an ongoing school improvement process which the school principal coordinates with the DEA, the school staff and students, and other school partners. This process involves the identification of priorities based on agreed program and operational strengths and needs. Updated annually, a Community School Education Plan includes goals, action items, responsibilities, timeline and expected outcomes. **SSDEC Policy AEA** – School Community Education Plans requires that schools plan two Community Education Planning (CEP) days per year (dates submitted to the Board Office when calendars are developed). Students, parents/guardians, and community groups are encouraged to participate and provide feedback on current programming and to suggest future areas of focus. Agendas

	(including any survey instruments) are developed by the principal and approved by the Superintendent prior to the planning days. The resulting plans, along with the school's Focus & Alignment document is updated and submitted to the Superintendent bi-annually. The latter summarizes each schools' data in relation to regional goals and allows for the setting of school specific targets in relation to the regional targets. These results are reviewed and reported upon by the hosting schools/ communities at the 5 DEC meetings every year. Our Community Education Planning structure and our Social Responsibility priority, contribute to the Departmental priorities, strengthening School-Community relationships and Student. Our regional goals/targets and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the JK-12 curricula in all our schools. Our collaborative work to establish effective Professional Learning Communities directly supports our commitment to Quality Education and Educator Wellness. Our engagement in systemic assessment and analysis, and providing regular reporting to our respective education governing bodies (SSDEC and DEAs) promotes our commitment to accountability.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	Each school Principal identifies the staff to be evaluated at the beginning of the school year. This list is confirmed with the Board office prior to commencing the evaluative process. All UNW and Excluded employees are evaluated using ePerformance every year, while NWTTA staff (including administrators) are evaluated per the required schedules and in tandem with their submitted and approved Professional Growth plans. All staff also identify, in consultation with supervisor approval, annual improvement goals, whether or not they are undergoing formal evaluation that year, to ensure ongoing coaching, mentorship and support of all staff. On occasion (staff leaving mid-way through the year, teachers retiring, etc.) the evaluation may be waived. Each principals' mid-year and year-end checklists reference how many of the required evaluations are completed. All new staff to the Division are evaluated using a summative format to establish and determine accepted standards of pedagogy. At any time during the year if warranted, any staff may be evaluated at the request of the Superintendent, and/or DEA. Board staff are evaluated following a similar pattern, with growth plans and summative evaluations completed as required as per GNWT policy.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	105		
Number of principals and assistant principals formally evaluated in the school year.	16		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	5		
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			

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	The SSDEC's annual regional 2-day in-service gives educators a chance to gather and reflect on the past year's success, confirm and reinforce evidence-based initiatives, and engage in professional learning activities to prepare for the upcoming school year. For 2025/ 2026 the focus is on Indigenizing Education with Dëneze Nekek'o (Indigenizing Education and wellbeing) and Work Life balance (School Wellness Planning) with Kathleen Lane (EdCAN/Well at Work). These speakers have been contracted to facilitate our collaborative learning teams on these days in August 25th and 26th, 2025. This builds on the work undertaken in 2024/2025 with Carolyn Roberts (Moving from Performative to Accomplice) and Work Life balance (Building resilience) with Maryanne Baynton. Ongoing training and workshops to implement SSDEC, ECE and GNWT mandates will continue throughout the year. We continue to champion Literacy for Learning as an umbrella initiative for all our schools. Since its inception we have grown the initiative to include multiple points of reference and evaluation with indicators for performance evaluation for every school as well as region wide Assessments. The shift to a new redesigned curriculum has afforded us an opportunity to measure learning at a larger scale using the FSA assessments to gain perspective on their learning. We continue to utilize the collaborative time available through STIP to go deeper with PLCs to ensure

	teachers hone in on ELOs and know how to collaboratively assess and analyze results to inform instruction and interventions for improved results. The role of the Instructional coach, first created by the division a dozen years ago, has evolved to be more agile and responsive to today's educational Horizon. Instructional coaches have assumed other complementary portfolios to better understand and enhance the learning of our teachers. No longer do these positions exist in a vacuum, but are integrated into other leadership positions to better serve our staff. The model ICs follow continues to be anchored on the work of Jim Knight. His work on collaborative/strength-based approaches is fundamental in the training of new staff to better support their schools. Similarly, we continue to partner with several BC districts and ECE in supporting teachers with the transition to the Renewed Curriculum. This works requires a progressively more intimate collaborative relationship with the Instructional coaches, PSTS and teachers. Ongoing training takes form through a variety of modalities: hybrid models, digital and in person workshops and seminars continue to increase and enhance the capacity of our ICs, PSTs and Administrative leadership as well as our staff, including SAs and support personnel. The cornerstones of our learning model continues to be centered around four key questions: 1) What do we want students to learn? 2) How will we know if students have learned it? 3) What will we do if students haven't learned it? 4) What will we do if they have already learned it? Regional PD targeting particular demographics will primarily focus in the following areas: · Literacy, · Numeracy, · Indigenous Languages, Indigenizing Education, · Program Support/Inclusive Schooling, · ADST (Applied Design, Skills and Technology), · Leadership

	. Work/Life balance and wellness . Artificial Intelligence An added focus of the SSDEC to help support the transition to normalcy after the turbulent times we have experienced will be purposeful support of work/life balance. Policy amendments (completed) to support this shift as well as programming and workshops to support staff (planned for in services and throughout the year) will be offered to help them achieve a more positive balance. SSDEC truly believes that a more positive work/life profile will increase professional engagement and strengthen the mental well-being of the division as a whole. To support these initiatives, funds have been put aside to finance school plans that benefit students and staff. Following past practice, 2.5 Administration Days are planned by the individual schools and generally focus on school start-up, semester transition, and year-end training and tasks.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2.5		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	0.50	1.0	N/A		

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	The SSDEC recognizes that nutrition plays an integral role in supporting student learning. All schools offer a combination of programs that offer sugar-free, unprocessed food, hot meals and snacks. In addition, schools also offer one-off/special activities, like hot dog and Pizza days and other celebratory activities such as those focused on traditional foods e.g. Bannock days. These offerings do fluctuate depending on the availability of food in the community that meet these criteria. Snack programs tend to be universal (available to all students), while breakfast and lunch programs are smaller in nature (open to all but offered before school and during lunch break so there is less participation). Some schools have shifted their focus on fundraising efforts to support ever increasing costs of nutritional programs to Jordan Principle's funding. Unfortunately, not all schools qualify for this third-party funding and we are at risk of creating *have* and *have-not* schools because of this discrepancy in support. The funding received from the Federal government through the National Food Grant has permitted schools to ease some of the pressure limiting their ability to feed our students. The flexible nature of the funds was a welcomed relief to support creative ideas and initiatives to better meet local needs. From chefs to prepare food to equipment to make food and food itself, schools have utilized these funds according to their needs. These monies perfectly complemented existing food programs

	that although well intentioned came with limiting caveats.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*
JBT				
PWK				
HC				
PA				
DJSS				
CSEC				
Deninoo				
Lutsel K'e				

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

G. 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, and the grades in which the SL is taught.

School Name	***Language of SL*** *(Dene Suline, Nehiyawewin, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
JBT	Dene Suline	Core	K-6		
	Nehiyawewin	Core	K-6		
	French	Core	K-6		
	French	Immersion	1-4		
PWK	Dëne dédlıné yatı	Core	7-12		
	Nēhiyaw	Core	7-12		
	Français	Core	7-12		
	Français	Immersion	7-9		
HC	Dene Yatie	Core	JK-3		
	French	Core	JK-3		
PA	South Slavey	Core	4-7		
	French	Core	4-5		
	French	Intensive	6		
DJSS	Dene Yatie	Core	8-12		

	French	PIF	8-12		
DN	Dene Suline	Core	JK-12		
LK	Dene Suline	Core	JK-12		
CSEC	Dene Yatie	Core	JK-9		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**School Improvement in the age of curriculum redesign**
SSI Project Proposal Summary including purpose, key objectives and activities.	For more than a dozen years, literacy, numeracy and social responsibility have dominated the pedagogic horizon of the Division. Our focus on improving students' ability to read, write, and problem-solve mathematically and socially encouraged engagement and by association student learning Entwined in this thematic trinity is the belief that culture and language are vital components of our educational programming. The shift to the new NWT redesigned curriculum reinforces our strong belief in teaching the whole child and helping prepare them for the world around them. As a region, we have strived to work collaboratively to strengthen the foundations of literacy, numeracy, and social responsibility. Our schools, administrations, teachers, support staff, and families are continuing to make considerable differences in the lives and futures of the students we serve. As we continue to implement the new redesigned curriculum, new challenges emerge that threaten to derail our efforts e.g. funding, instructional support, etc. Notwithstanding these obstacles, our schools continue to deliver unparalleled education with a strong focus on learning and achievement. For 2025-2026, as we continue to move into the language of curricular competencies, learning standards, and indigenizing education, we continue to deepen and extend our understanding with the support of competency-based educational experts from BC. Our research continues to suggest that we are on the right path. Our SSI proposal for the 2025-2026 school year span the continuum of needs and supports. While some schools focus their energy in adapting the new curriculum, other schools continue to prioritize indigeneity and Culture. Still, other schools are steadfast in

	promoting the educational pillars (Numeracy and Literacy) that made the division a leader in education. Our intention at the Division through SSI funding is to support locally developed initiatives that gather under one shared banner, the success of our students. This commonality of intention, to nurture critical thinkers and life-long learners, extends to students and teachers. Our SSI proposals are a reflection of the unique nature of each community and each school within, something we take extreme pride in celebrating.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)	$24,000 (approximately $3500/school)	
Facilitator Expenses (travel, per diem, accommodation, etc.)	$15,000 (approximately $2,100/school)	
Teacher Release Time (Sub Costs)	$13,000 (approximately $1600/school)	
Teacher Travel (transportation, per diem, accommodation)	$2,000 (two regional centres)	
Workshop Expenses	$12,700 (approximately $1,800/school)	
Other (please specify)	$3,200 (evaluation of workshops, data collection and analysis)	
Total Budget	$69,900	

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.	100%		
Number of PD opportunities provided (in hours)	● Inservice (10 hours) ● STIP time Collaborative (average 44 hours) ● Board training at Admin. Meetings (30 hours) ● Additional training by coordinators (22.5 hours)		
Please include any additional performance indicators	● Student achievement/improvement ● Staff satisfaction		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.0	1.0	N/A		

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	0		

B. Program Support Teachers

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

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

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
Deninoo	1.0	0.5 0.5	Split responsibilities with Admin and Literacy coaching			
P.W. Kaeser	4.47	1 0.8 0.7	Jr. and Sr. positions and staffing limitations			
Joseph Burr Tyrrell		1 0.7	Staffing limitations due to decrease in enrollment			
Diamond Jenness	3.60	1 0.6	Jr. and Sr. positions			
Harry Camsell		1	N/A			
Princess Alexandra		1	N/A			

Chief Sunrise Education Centre	1.00	1	N/A			
Lutsel K'e Dene	1.00	0.5 0.5	Split responsibilities with Admin and Literacy coaching			
TOTAL	11.07	10.8	Staffing limitations/student needs/Jr. and Sr. positions			

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Deninoo	1.41	0.5 0.8 5.6 JP	School needs in support staff and other student needs		
P.W. Kaeser	8.29	0.8 0.8 0.8 0.8 1 3.2 JP	Student needs		
Joseph Burr Tyrrell		0.8 0.8 0.8 0.8 0.8 2.4 JP	Student needs		
Diamond Jenness	6.66	2.4 5.8 JP	School needs in support staff and other Ssudent needs		
Harry Camsell		1.6 4.8 JP	School needs in support staff and other student needs		
Princess Alexandra		1.6 5.6 JP	School needs in support staff and other student needs		

Chief Sunrise Education Centre	1.58	5.6 2.4 JP	Student needs		
Lutsel K'e Dene	0.87	0.8 2.4 JP	Student needs		
TOTAL	18.81	21.5 31.4 JP			

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$79,774	$79,774	N/A		

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?**
Meetings Coaching Cycle Outside Contractors- New Curriculum, Authentic assessment, Literacy	Instructional Coaches	SSDEC /RISC	TBD		
SSSC meetings Online training (ConnectEd)	SA	ECE	TBD		
In Service Workshops IEP renewal	PSTs	ECE	TBD		
Meetings Training sessions Work Plan	PSTs	SSDEC	TBD		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$107,288					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$151,369		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$610,244	$610,244	N/A		

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
JBT	1.0	N/A		
PWK	1.0	N/A		
DJSS	1.0	N/A		
HC	0.5	N/A		
PA	0.5	N/A		
CSEC	0.0	Supports through External agencies		
LKDS	0.0	Supports through External agencies		
Deninoo	1.0	N/A		
TOTAL	5			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	***Programs and Services*** *(i.e. programs, resources, training)*	***Programs and Services*** *(i.e. programs, resources, training)*	**Community/ School**
JBT	School wellness workers levels 1 & 2 for individual, small group and whole school. ECE training, regional training for school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners, school, IS supported training, ie. SEL, CPI, etc		**JBT**
PWK	School wellness workers levels 1 & 2 for individual, small group and whole school. ECE training, regional training for school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners, school, IS supported training, ie. SEL, CPI, etc		**PWK**
DJSS	School wellness workers levels 1 & 2 for individual, small group and whole school. ECE training, regional training for		**DJSS**

	school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners, school, IS supported training, ie. SEL, CPI, etc		
HC-PA	School wellness workers levels 1 & 2 for individual, small group and whole school. ECE training, regional training for school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners, school, IS supported training, ie. SEL, CPI, etc		**HC-PA**
CSEC	Partnership with Katlodeeche youth counsellor, ECE training, regional training for school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners, school, IS supported training, ie. SEL, CPI, etc		**CSEC**
LDKS	Partnership with various community agencies for both in-school and after-school activities for youth. ECE training, regional training for school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners,		**LDKS**

	school, IS supported training, ie. SEL, CPI, etc		
DN	School wellness workers levels 1 & 2 for individual, small group and whole school. ECE training, regional training for school staff with an emphasis on whole school wellness, contracted counsellors for emergencies, community elders and partners, school, IS supported training, ie. SEL, CPI, etc		**DN**
TOTAL	5 school based wellness workers, contracted counselling support for all 8 schools, training opportunities for 8 schools.		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	The RISC, in collaboration with the PSTs, continues to review all SSPs and IEPs to ensure support is aligned with the stated goals. The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	Principals continue to ensure the staffing and supervision of Program Support Teachers and Instructional Coaches in their schools. Principals also conduct regular classroom walk-throughs in order to reinforce and celebrate teacher use of evidence-based instructional practices, namely small group, differentiated guided instruction/reading that have been required of them and supported by the Coach and the PST through the year. Principals also sit on and/or chair SBST meetings. Most Principals delegate the scheduling, meeting and conducting of class reviews to PST's. Principals continue to make use of data to inform their decisions. The collection, analysis and practical implementation of data is fundamental to the running of our schools. Board led workshops and data analysis training continues to be part of our training responsibilities and

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	The RISC reviews expectations with Principals and PST's (individually and at team meetings) and PSTs notify the RISC if services/resources are required. The RISC attends SBST meetings upon request. The intention to create timeous, seamless wrap-around support has been a focus and will continue into 2025/2026. Greater collaboration between the RISC, the PSTS, IC, and Principals is a focus for the region. A new RISC with ample experience has been hired for the upcoming school year.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	The RISC reviews all SSPs and IEPs to ensure they have been reviewed, updated and finalized every term (3 or 4 times/year depending on the school). The regional office and schools consult and work with outside agencies such as SLP, OT and Ed Psych to ensure recommendations are being written into SSPs and IEPs and that they are reviewed at least 2 times/year. Parents are always informed from the onset of the process and have the opportunity to consult as part of the review process. The evaluation and review of IEPs and SSPs is a collaborative process that requires the participation of many stockholders and agencies, chief among them is the parent.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	At every RISC/PST regional meeting, time alignment and support are discussed and any concerns are addressed. The expectation for directly working both with teachers, staff and with students is discussed during at least one regional Principal meeting each year as well as individually with each principal in the process of developing their staffing plans (January/February) for the coming school year.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.00	1.0	N/A		

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
JBT	ILE teachers, admin (P), interested staff	Once a month	
PWK	IL Instructors (2), Leadership Team (P, VPs, IC, PST) and staff (Teachers/SAs)	Team: bi-weekly All staff: 1/month	
HC	Principal, PST. IC, ILE, Teachers	Once per Month	
PA	Principal, PST. IC, ILE, Teachers	Once per Month	
DJSS	Principal, Vice Principal, PSTs, Instructional Coach, ILE Teacher and interested Jr. and Sr. High staff	Once per month - whole group. Numerous break out groups for planning ILE events/ camps	
Deninoo	Principal, PST, IL Instructor,	Monthly	
Łutselk'e Dene	IL Instructors, Principal, PST, teachers, SAs	Monthly	
CSEC	Principal, PST, IL instructor, IL support, teachers, SA	8 times per year	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Deninoo	1.11	1.0	Unable to hire for a .1 position		
P.W. Kaeser	4.01	2.0	N/A		
Joseph Burr Tyrrell		2.0	N/A		
Diamond Jenness	2.49	1.0	N/A		
Harry Camsell		1.0	Student needs		
Princess Alexandra		1.0	Student needs		

Chief Sunrise Education Centre	1.21	1.36	Student needs		
Lutsel K'e Dene	1.00	1.0	N/A		
TOTAL	9.82	10.36			

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 recruitment and retention planning for ILI instruction in the region. 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?	Financial supports to facilitate the development of programs to support language. Trainees continue to benefit from the tutelage of the ILI teachers with the intention of eventually filling these positions upon the retirement of the incumbents.
Plans to recruit and retain language teachers, if any?	A new position was created in the SSDEC to recruit Elders to serve as wellness and health workers (Indigenous Wellness and Health Elders) in an attempt to infuse language and cultural values in more natural settings - as mentors and counsellors to our students
The # of anticipated New ILIs and which schools they are in.	0
Challenges and/or barriers faced in the region	Aging population of ILE teachers nearing retirement. Fewer adults in the community who fluently speak the language. Incentives needed to promote language among reluctant speakers and encouragement needed to recruit reticent speakers who are intimidated by school setting.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for difference** *(if applicable)*	**Actual** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
Example: ILESHS	*$40,000*	*$30,000*	*$10,000 will be used for sub costs/travel to support language professional development for ILIs*	*$30,000*	*N/A*	N/A
Deninoo	$38,700	$30,000 Culture camps $35,000 Indigenizing Education program supports $15,000 Storytellers and Elders in the classroom				
P.W. Kaeser	$78,400	$45,000 Culture camps $5,000 Language O&M				
Joseph Burr Tyrrell		$13,574 Community support $37,782 Indigenizing education across the curriculum				
Diamond Jenness	$97,200	$31,296 Language and culture resources $8,900 ILE community support				
Harry Camsell		$7379 Elders in the classroom				

		$30,926 ILE resources				
Princess Alexandra		$30,926 ILE resources and supports $7,132 Elders in the classroom				
Chief Sunrise Education Centre	$32,400	$25,771 Elders in the classroom, ILE resources $13,447 Cultural knowledge keepers, story tellers				
Lutsel K'e Dene	$33,250	$30,000 Culture Camps $20,000 Culture feasts and community celebrations				
TOTAL	$279,950	$387,133				

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

School	Elder in School *(Y/N)*	Cultural Support Worker (*Y/N*)	How are these positions funded?	If no to either of these positions, why not?
Example: ILESHS	*No*	*Yes*	*Jordan's Principle*	*Elders are hired on short term basis using ILE Funding*
JBT	Y	Y	Staffing Surplus, Indigenous Education funding	
PWK	Y	Y	Staffing surplus, SSDEC support, Indigenous education funding	
Harry Camsell	Y	Y	Staffing surplus, SSDEC support, Indigenous education funding	
Princess Alexandra	Y	Y	Staffing surplus, SSDEC support, Indigenous education funding	
DJSS	Y	Y	Staffing surplus, Indigenous education funding	
Deninoo	Y	Y	Staffing surplus, SSDEC support, Indigenous education funding, JP funding	
Łutselk'e Dene	Y	Y	Staffing surplus, SSDEC support, Indigenous education funding, JP funding	

Chief Sunrise	Y	Y	Staffing surplus, SSDEC support, Indigenous education funding, JP funding	

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. A**ll school staff are required to participate in two days of <u>mandatory</u> cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
JBT	Traditional Cultural sewing while learning about Indigenous history in NWT (1) Year End all day cultural experiences including cultural camp, dene games, food prep, local crafts, outdoor cultural activities and learning	100%		
PWK	On-the-land experiences, local history, food preparation, dene games, drumming …	100%		
Harry Camsell	Elders lead traditional fire feeding ceremonies, drumming, local history, food preparation, dene games, local crafts, sharing of ideas to include in year plans …	100%		
Princess Alexandra	Elders lead traditional fire feeding ceremonies, drumming, local history, food preparation, dene games, local crafts, sharing of ideas to include in year plans …	100%		

DJSS	Feedig the Fire ceremonies, culture camp activities, dene games, traditional food preparation and sampling, story-telling and sharing of local history/music/drumming	100%		
Deninoo	Elders or other Dene lead traditional fire feeding ceremonies, drumming, local history, food preparation, dene games, local crafts, sharing of ideas to include in year plans, etc.	100%		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*
JBT					
PWK					
HC					
PA					
DJSS					

Deninoo					
Lutsel K'e					
CSEC					

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	**Name of School-Based Key Cultural Experience** *(list two per school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used throughout?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*
JBT					
PWK					
HC					

PA					
DJSS					
Deninoo					
Lutsel K'e					
CSEC					

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*
JBT		
PWK		
HC		
PA		
DJSS		
Deninoo		
Lutsel K'e		
CSEC		

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*
JBT		
PWK		
HC		
PA		
DJSS		
Deninoo		
Lutsel K'e		
CSEC		

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$99,785	$99,785	N/A		

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$146,674	$146,674	N/A		

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

South Slave Divisional Education Council/District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	27,324,901	24,966,279	27,324,901
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	350,000	386,307	350,000
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	615,118	180,595	766,054
Sub-Total ECE	**28,290,019**	**25,533,181**	**28,440,955**
GNWT Other Contributions		55,000	
Total GNWT	**28,290,019**	**25,588,181**	**28,440,955**
Federal Government Jordan's Principle (Schedule 8)	2,250,000	1,750,000	2,500,000
Federal Government Other (Schedule 8)			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	400,000	400,000	400,000
Donations			
Other	75,000	95,000	95,000
Total Generated Funds	**475,000**	**495,000**	**495,000**
TOTAL REVENUES	**31,015,019**	**27,833,181**	**31,435,955**
EXPENSES			
Administration (see Schedule 2)	2,996,927	1,958,507	2,996,927
School Programs (see Schedule 2)	18,361,749	17,175,683	18,698,901
Operations and maintenance (see Schedule 2)	130,000		75,000
Inclusive Schooling (see Schedules 2&3)	5,061,156	4,208,491	5,061,156
Indigenous Languages and Education (see Schedules 2 & 4)	2,110,195	1,929,887	2,217,749
Student/Staff Accomodations (see Schedule 2)			
Jordan's Principle (see Schedule 2)	2,250,000	1,750,000	2,299,042
Debt Service			
Other	284,064	706,789	285,000
Sub-Total Expenses Before Amortization	**31,194,091**	**27,729,357**	**31,633,775**
Amortization (see Schedule 2 & 6)	22,206	26,236	26,236
TOTAL EXPENSES**	**31,216,297**	**27,755,593**	**31,660,011**
ANNUAL OPERATING SURPLUS (DEFICIT)	**-201,278**	**77,588**	**-224,056**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**1,881,763**	**1,893,643**	**2,105,819**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**1,680,485**	**1,971,231**	**1,881,763**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	1,680,485	1,971,231	1,881,763
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	-116,580	-138,786	-138,786
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (S	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**1,563,905**	**1,832,445**	**1,742,977**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

South Slave Divisional Education Council/District Education Authority
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		14,653,260						**14,653,260**
Regional Coordinators (RISC/RILE)				191,786	191,786			**383,572**
Program Support Teachers		383,571		1,913,386				**2,296,957**
Support Assistants		261,989		1,987,610			2,250,000	**4,499,599**
SBMHW Positions				610,244				**610,244**
Healthy Choices Initiative & Youth Contributions Programs Positions		284,064						**284,064**
Indigenous Language Instruction					1,392,000			**1,392,000**
Cultural Resource Staff					279,950			**279,950**
Elders in Schools								**0**
Non Instructional Staff	1,076,564	1,576,992						**2,653,556**
Board/Trustee Honoraria	25,000							**25,000**
Sub-Total	1,101,564	17,159,876	0	4,703,026	1,863,736	0	2,250,000	**27,078,202**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances								**0**
Leave And Termination Benefits								**0**
Sub-Total	0	0	0	0	0	0	0	**0**
STAFF DEVELOPMENT (Including Travel)				99,473				**99,473**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services				151,369	146,674			**298,043**
Postage/Communication	15,000							**15,000**
Utilities								**0**
Heating								**0**
Electricity								**0**
Water/Sewage								**0**
Travel								**0**
Student Transportation (Busing)	103,548	221,490						**325,038**
Advertising/Printing/Publishing	22,500							**22,500**
Maintenance/Repair	10,000							**10,000**
Rentals/Leases	206,874							**206,874**
Other Contracted Services		286,609						**286,609**
Sub-Total	357,922	508,099	0	151,369	146,674	0	0	**1,164,064**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology								**0**
Materials		693,774	125,000	107,288	99,785			**1,025,847**
Freight			5,000					**5,000**
Sub-Total	0	693,774	130,000	107,288	99,785	0	0	**1,030,847**
DEBT SERVICE								**0**
OTHER	1,537,441	284,064						**1,821,505**
SUB-TOTAL OF EXPENSES BEFORE AMORT	2,996,927	18,645,813	130,000	5,061,156	2,110,195	0	2,250,000	**31,194,091**
AMORTIZATION	22,206							**22,206**
TOTAL	**3,019,133**	**18,645,813**	**130,000**	**5,061,156**	**2,110,195**	**0**	**2,250,000**	**31,216,297**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

South Slave Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	191,786					**191,786**
Magnet Facility Teachers						**0**
Program Support Teachers	1,913,386					**1,913,386**
Support Assistants	1,987,610					**1,987,610**
SBMHW Positions		360,244				**360,244**
Healthy Choices Initiative & Youth Contributions Programs Positions						**0**
Sub-Total	4,092,782	360,244	0	0	0	**4,453,026**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances						**0**
STAFF DEVELOPMENT (Including Travel)	99,473					**99,473**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	151,369	250,000				**401,369**
Student Transportation (Busing)*						**0**
Other Contracted Services						**0**
Sub-Total	151,369	250,000	0	0	0	**401,369**
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology						**0**
Materials	107,288					**107,288**
Freight						**0**
Sub-Total	107,288	0	0	0	0	**107,288**
TOTAL	**4,450,912**	**610,244**	**0**	**0**	**0**	**5,061,156**

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

South Slave Divisional Education Council/District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators		191,786		**191,786**
Indigenous Language Instruction	1,392,000			**1,392,000**
Cultural Resource Staff	279,950			**279,950**
Elders in Schools				**0**
Sub-Total	1,671,950	191,786	0	**1,863,736**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	146,674			**146,674**
Travel				**0**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services				**0**
Sub-Total	146,674	0	0	**146,674**
MATERIALS/SUPPLIES/FREIGHT				
Materials			99,785	**99,785**
Freight				**0**
Sub-Total	0	0	99,785	**99,785**
TOTAL	**1,818,624**	**191,786**	**99,785**	**2,110,195**

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

South Slave Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	8.00
Territorial Schools:	
Teachers	86.15
Consultants	2.00
Classroom Assistants	18.81
Secretaries	3.75
Custodians	11.85
Other - Specify	
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	11.07
Support Assistants	18.81
SBMHW Positions	1.30
Healthy Choices Initiative & Youth Contributions Programs Positions	1
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	9.82
Other - Specify	8.00
Jordan's Principle	
Total Person Years	182

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

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CALCULATED	YCS
FORMAT	BOTH

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

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	1,680,485	**1,680,485**
Opening Balance Investment in Tangible Capital Assets	138,786	
Less : Amortization (enter negative)	-22,206	
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	116,580	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**1,797,065**
		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**1,680,485**	**1,680,485**
Opening Balance Operating Surplus	**1,881,763**	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	**-201,278**	
Amortization	22,206	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	116,580	
Plus : Transfer from (to) Decentralized Accumulated Surplus		
Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
Plus : Transfer from (to) Capital Fund Reserve		
Plus : Transfer from (to) LED Reserve		
Closing Balance Operating Surplus	**1,797,065**	**1,797,065**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-26 **Schedule 7**
School year July 2025 to June 2026

NAME OF EDUCATION BOARD

#	Revenue	Amount $
1	Contributions from GNWT	27,324,901
	Name of Department	
	a) French As A Second Language	350,000
	b) National School Food Program	331,054
	c) Trade Awareness Program	103,646
	d) After-School Physical Activity	130,360
	e) Drop The Pop	16,695
	f) Youth Programs	33,363
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	
2	Transfer payments (Government of Canada)	2,250,000
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	400,000
5	Other income (general)	75,000
	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	
	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	
		31,015,019.00
	Expenses	
1	Grants	
	To Related Party Entities:	
	a)	
	b)	
	c)	
1	Grants - to others*****	
2	Contributions	
	To Related Party Entities:	
	a) Fort Smith District Education Authority	608,738
	b) Hay River District Education Authority	502,656
	c) Fort Resolution District Education Authority	168,006
	d) Hay River Reserve District Education	130,845
	e) Lutsel K'e District Education Authority	127,196
2	Contributions -to others*****	
3	Compensation and benefits	27,078,202
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	22,206
6	Other expenses	
	Charged to Related Party Entities:	
	a) After-School Physical Activity	130,360
	b) Drop The Pop	16,695
	c) Youth Programs	33,363
	d) Trade Awareness Program	103,646
6	Other expenses - to others*****	2,294,384
		31,216,297.00
	Annual operating surplus (deficit)******	(201,278.00)

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
**** 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
****** Must tie to Consolidated

RELATED PARTIES **SCHEDULE 7a**

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES	Subsidiary	Community
South Slave DEC		
	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fot Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
	Fort Simpson District Education Authority	Fort Simpson
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik
Sahtu DEC		Sahtu
	Norman Wells District Education Authority	Norman Wells
	Tulita District Education Authority	Tulita
	K'asho Got'ine District Education Authority	Fort Good Hope
	Deline District Education Authority	Deline
	Colville Lake District Education Authority	Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife

Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA		Tlicho
	Behchoko District Education Authority	Behchoko
	Whati District Education Authority	Whati
	Gameti District Education Authority	Gameti
	Wekweeti District Education Authority	Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	**Subsidiary**	**Community**
NWT Business Development & Investment		
	Ulukhaktok Arts Centre	
	Fort McPherson Tent & Canvas	
	Acho Dene Native Crafts	
	Arctic Canada Trading Co ltd.	
	Dene Fur Clouds	
	6355 NWT Ltd	
NWT Housing Corp		
	Aklavik Housing Association	
	Behchokö Kö Gha K'àodèe	
	Deline Housing Association	
	Fort McPherson Housing Association	
	Fort Providence Housing Association	
	Fort Resolution Housing Authority	
	Fort Simpson Housing Authority	
	Fort Smith Housing Authority	
	Gameti Housing Association	
	Hay River Housing Authority	
	Hay River Dene Band Housing Society	
	Inuvik Housing Authority	
	Lutsel K'e Housing Authority	
	Norman Wells Housing Authority	
	Paulatuk Housing Association	
	Radilih Koe' Housing Association	
	Sachs Harbour Housing Association	
	Tsiigehtchic Housing Association	
	Tuktoyaktuk Housing Association	
	Tulita Housing Association	
	Ulukhaktok Housing Association	

Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

NT Hydro's two wholly–owned subsidia

Northwest Territories Power Corporation (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd. (NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 8

South Slave Divisional Education Council
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)		350,000		2,250,000		**2,600,000**
EXPENSES						
Salaries						**0**
Operating & Maintenance						**0**
Project Based (Minority Language)						**0**
Other						**0**
TOTAL EXPENSES	**0**	**0**	**0**	**0**	**0**	**0**
SURPLUS (DEFICIT)	**0**	**350,000**	**0**	**2,250,000**	**0**	**2,600,000**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Action Colour Key:

DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

South Slave Divisional Education Council

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

**NOTES:
1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement
2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 10

Action Colour Key:

DROPDOWN MENU SELECTION
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AUTO CALCULATED

South Slave Divisional Education Council

Education Body 2025-26 Capital Fund Report - (Schedule 10)
Annual Budget

Project Name	Project Classification	School/Project Location	Project Start Date	Project Estimated Completion Date	Opening Capital Fund Project Allocation	Opening Work In Progress July 1, 2025	ADD: Anticipated fiscal year expenses	LESS: Assets brought into service	Closing Work In Progress June 30, 2026	Pre-adjustment Closing Capital Fund Project Allocation	LESS: Amounts moved to O&M (discontinued	Transfers to other Capital Projects	Closing Capital Fund Project Allocation	Project Description
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
								-	-	-			-	
								-	-	-			-	
							-	-	-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
				Total Projected Opening Capital Fund Balance (see Schedule 1)	$ -					$ -			$ -	Total Projected Closing Capital Fund Balance (see Schedule 1)

****NOTES:**

1) New Capital Projects will require Financial Management Board approval prior to inclusion on this schedule.

Action Colour Key:

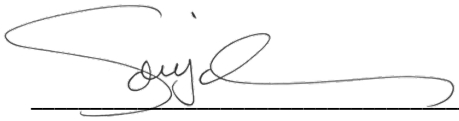
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Approvals

Operating Plan



Education Body Chair



Superintendent

June 25th, 2025

Date

June 25th, 2025

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

Tłı̨chǫ Community Services Agency

Operating Plan

For the 2025-26 School Year



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4. Indigenous Languages and Education 35

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Operating Plan - Executive Summary

The Tłı̨chǫ Community Services Agency's Operating Plan for the 2025-2026 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 Tłı̨chǫ Community Services Agency's priorities for the upcoming school year.

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

The TCSA consists of 5 schools that house approximately 880 students (head count 2024-2025). Our schools serve students from JK-12 and our programs include Tłı̨chǫ Immersion, regular and transitional programs, and Northern Distance Learning. "Strong Like Two People" is the mission of the agency, each school, and the intent of all educational programming.

In response to the TCSA strategic plan, education has set the following goals and priorities for 2022-2026.

1. Student Achievement: Supporting high-quality instruction, interventions, and training for oral language, reading, and numeracy.
2. Wellness and Student Support: Ensure all students have equal opportunity to succeed.
3. Lifelong Learning: Developing capable lifelong learners.
4. Culturally Responsive Programs and Services: Indigenizing education in the support of developing capable Tłı̨chǫ people.

In response to regional student achievement data, the TCSA has developed a comprehensive plan to improve oral language, literacy, and mathematics that includes:

- Literacy and Math Curriculum Coordinators to strengthen instruction, and analyze student achievement data;
- Strengthen tier 1 instruction in both literacy and mathematics using evidence-based instructional planning; and
- Student Success Initiative (SSI) proposal to provide support for Professional Learning Communities (PLC) and Multi-Tier System of Support (MTSS) through onsite tiered coaching to build capacity in our educators.

Due to the significant number of students with support plans, and in response to the results of the Early Development Instrument (EDI), and Middle Years Development Instrument (MDI), the TCSA will focus on:

- Creating a healthy environment for our students through a variety of healthy food, counseling, recreation, transitions, and rehabilitation (SLP/OT) programs;
- All schools within the TCSA adhere to Safe Schools Plans and Emergency Response Plans (ERP) that are reviewed annually to ensure the safety of our students;
- Improving SSPs and IEPs goals and instruction to be responsive to assessments and providing corresponding programming for students;

- Supporting the Indigenous Health and Wellness Elders (IHWE), Peer Support Workers (PSW), Child and Youth Counsellors (CYCs), and Northern Counselling and Therapeutic Services (NCTS) in providing healing and counseling services to our students; and
- Aligning school and regional policies and procedures with a trauma-informed approach.

To prepare students and support staff to be lifelong learners, the TCSA will:

- Foster lifelong learning through targeted coaching and in-servicing with a focus on lesson planning and assessment for educators specifically in the areas of reading, mathematics, and Tłı̨chǫ̨ language;
- Expanding on Information Technology instruction and capacity through the region with a focus on Google Workspace; and
- Support quality career path programming for students in grades 1-12 (such as CPP, myBlueprint, and working with Tłı̨chǫ̨ Government (TG) Career Officers and GNWT Career Education Advisors (CEA)).

As language and culture are vital to the identity of our agency, staff, and community, the TCSA strives to be innovators and leaders in Tłı̨chǫ̨ language, culture, and way of life. As such the TCSA will continue to expand on several key initiatives:

- All schools in the TCSA region offer Tłı̨chǫ̨ as a second language, and one school offers Tłı̨chǫ̨ immersion in K-2. In 2025-2026 the TCSA will pilot a Language Partnership Model to expand Tłı̨chǫ̨ language instruction and take a whole school approach to language;
- Monitor the implementation of the Our Languages Curriculum by continuing to gather Oral Language Proficency Assessments in Tłı̨chǫ̨;
- The Elders in Schools Program and Indigenous Health and Wellness Elders provide activities such as storytelling, on-the-land camps, celebration days, and most importantly create Tłı̨chǫ̨ identity within the schools;
- TCSA schools plan events using the strengths of educators, support assistants, students, and community members to promote a positive relationship between community and school. These include culture orientation days which are held throughout the year at each school;
- The Tłı̨chǫ̨ region has a long and rich history of offering innovative and unique language programming and intends to continue that practice by developing age-appropriate resources (songs and books); and
- The TCSA will continue to support Indigenizing education through regionally developed resources including locally developed courses, Tłı̨chǫ̨ History, and numerous Tłı̨chǫ̨ language books.

The TCSA has embraced Chief Jimmy Bruneau's vision: "a school to be built… on my land… and that school will be run by my people, and my people will work at that school and our children will learn both ways, our way, and the white man's way". To our future, we look to Elizabeth Mackenzie's belief that the old Chief Jimmy Bruneau looked far ahead for us so that our children are 'strong like two people'.

Annual Report - Executive Summary

The Tłı̨cho̱ Community Services Agency's Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

The TCSA was established under the Tłı̨chǫ Agreement effective August 4, 2005. It is a unique organization in the Northwest Territories in two significant ways. Firstly, it is a Government of the Northwest Territories Agency, while incorporating the values and principles of the Tłı̨chǫ people and having the longer-term objective of transforming itself into an agency of the Tłı̨chǫ Government. Secondly, the Agency is the only one in the Northwest Territories to deliver health and social services as well as education programs under one entity as defined under the *Tłı̨chǫ Community Services Agency Act*. A copy of this legislation is available on the GNWT website at http://www.justice.gov.nt.ca/.

As a result of the Agency delivering health and social services as well as education programs, it is accountable to the Government of the Northwest Territories Department of Health and Social Services and the Department of Education, Culture and Employment. The deliveries for both health and education programs operate under two different year ends: March 31 and June 30, respectively. The Agency prepares annual audited financial statements for the combined health and education programs as of March 31 for the Government of the Northwest Territories fiscal year-end, as well as audited statements solely for the education program year ending June 30.

The Agency, unlike other Education and Health & Social Services authorities in the NWT, has three dimensions, as outlined in Figure 1.

Figure 1: Three Dimensions of the TCSA



The Agency is governed by a Board made up of four members and a chairperson. The Tłı̨chǫ Community Governments (Behchokǫ̀, Gamètì, Wekweètì and Whatì) each appoint one member to represent their community on the Agency Board which has the power, duty, and functions as the Tłı̨chǫ district education council (DEC). The GNWT Minister of Aboriginal

Affairs appoints the chairperson after consultation with the Agency appointees and the Tłı̨chǫ Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises.

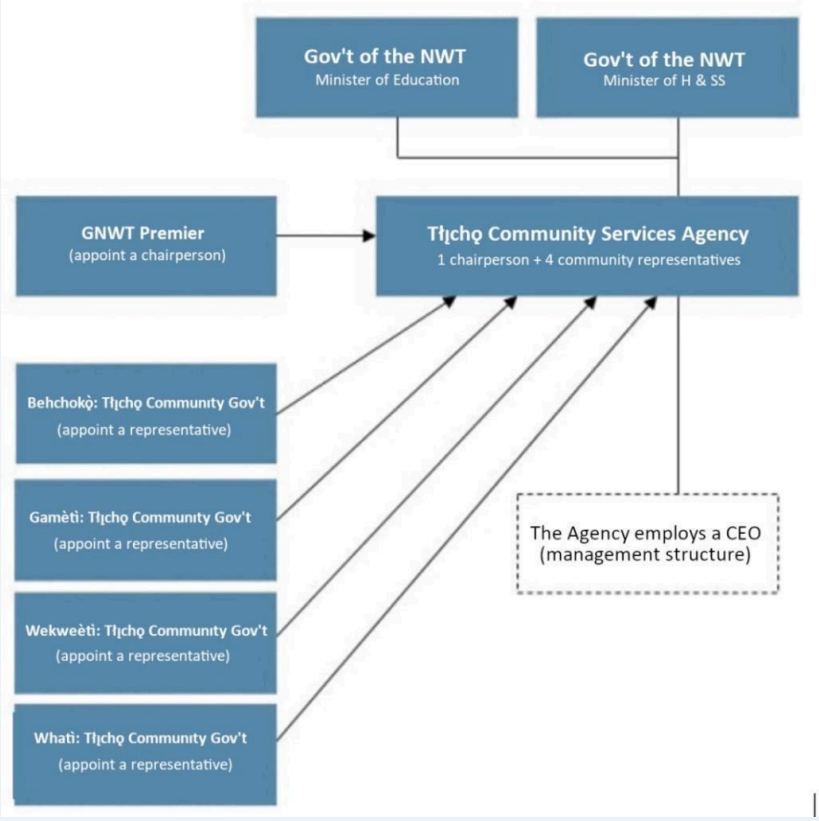
The current TCSA Board members include:

- Chairperson - Vacant
- Behchokǫ̀ Representative – Rosa Mantla
- Whatì Representative – Alex Nitsiza (Vice Chairperson)
- Gamètì Representative – Irene Mantla
- Wekweètì Representative – Marie Adele Football



Ted Blondin, was the TCSA Board Chairperson until his passing in 2025. Alex Nitsiza, as Vice-Chairperson has filled the role since that time until a new Chairperson can be elected, likely after the Tłı̨chǫ elections in summer 2025.
The terms for each of the current TCSA Board members end in the 2025-2026 school year (June 2026) and a new board will be appointed by July 2026.

Figure 2: Governance Structure of the Tłı̨chǫ Community Services Agency



The TCSA is an intergovernmental services agency and delivers programs in the areas of Education, and Health and Social Services. Thus, the administrative structure is different from that of other education authorities. The Agency employs a Chief Executive Officer who is responsible for directing the work of a management team consisting of a Director of Education, an Executive Director and Director of Health and Social Services, and a Director of Corporate Services as outlined below:

- Chief Executive Officer – Kevin Armstrong
- Director of Education – Linsey Hope
- Executive Director of Health and Social Services - Sara Nash
- Director of Health and Social Services – vacant
- Director of Finance and Corporate Services – Rose Jiang

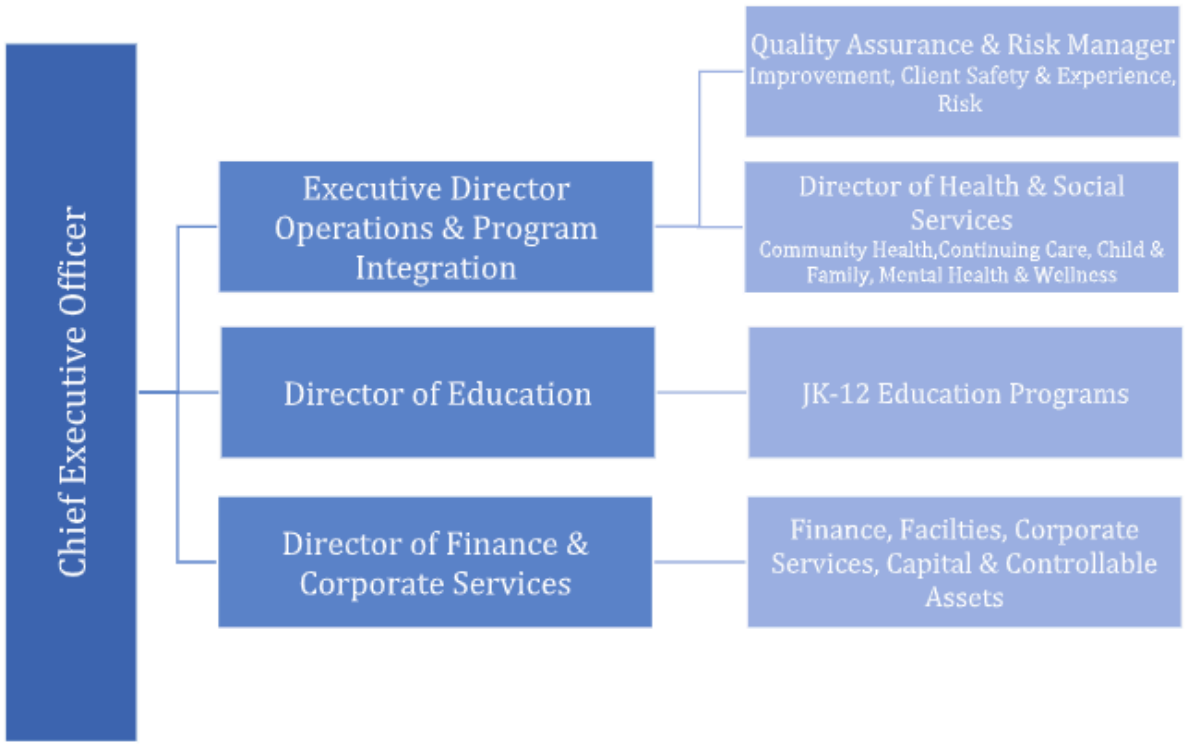
The CEO fulfills legislated roles under GNWT legislation including that of "Deputy Head" for the public service, and "Superintendent" under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłı̨chǫ Government, were returned to the Tłı̨chǫ Government in 2012 as a step towards self-government.

B. Functional Organizational Chart

The following table details the functional organization of the education body:

Tłı̨cho̱ Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tłı̨cho̱ Community Services Agency



All senior management positions of the TCSA are indeterminate. Each senior manager undergoes a performance evaluation annually using the GNWT Performance Development program - E-Performance.

C. School Profiles

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

Total Number of Schools in District	**5**	**Total Anticipated Student Head Count**	**887**

School Name	Community	Grades Offered	Programming Highlights
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 10	- Culturally responsive programming - NDL School - Tłı̨chǫ̀ language partnership approach - Multi-grade programming
Chief Jimmy Bruneau School (CJBS)	Behchokǫ̀	JK – 12	- Culturally responsive programming - NDL School - Tłı̨chǫ̀ language partnership approach - Single grade, multi-, and split-grade programming - Transitional Program - Adult Program
Elizabeth Mackenzie Elementary School (EMES)	Behchokǫ̀	JK – 6	- Tłı̨chǫ̀ Immersion (JK-2) - Culturally responsive programming - Tłı̨chǫ̀ language partnership approach - Single grade, split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	- Culturally responsive programming - Tłı̨chǫ̀ language partnership approach - Multi- and split- grade programming - NDL School
Mezi Community School (MCS)	Whatì	JK – 12	- Culturally responsive programming - Tłı̨chǫ̀ language partnership approach - Single grade, multi-grade and split-grade programming - NDL School

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for DECs and DEAs	
Type of Policy or Bylaw	**Tłı̨chǫ Community Services Agency Board**
Code of Conduct	Aug 1, 2019
School Attendance	June 30, 2023
Safe Schools	September 11, 2024
Transportation of Students	March 20, 2024
Conduct of Business	June 1, 2008
Records Management	In development
Student Assessment	Nov 26, 2015
Inclusive Schooling	December 4, 2024
Community Senior Secondary Schooling	June 24, 2025
Camera Use in Schools	March 20, 2024
Recommended By-Laws for DECs and DEAs	

Type of Bylaw	DEC
Honorarium	June 19, 2008
Annual Report	May 20, 2009
Borrowing Money	NA

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	The guiding principles and values of the TCSA strategic plan acknowledge Elders as keepers of the living memory, and value the cooperation and self-sufficiency which comes from knowledge of our history, culture, and language. The foundational principles include the development of strong, capable, healthy Tłı̨chǫ̨ communities, providing quality integrated programs and services in an effective, efficient, and timely manner, and enabling people to take responsibility for their own health, education, and well-being. The overarching Strategic Plan for the TCSA was published in the TCSA Strategic Plan in 2022. Strategic Plan Priorities: 1. Deliver Responsive Quality Programs and Services 2. Be Innovators in Strengthening Tłı̨chǫ̨ Identity 3. Strengthening Partnerships 4. Implementing Operational Sustainability 5. Ensuring Integrated Accessible Standards and Services for All 6. To provide a health and safe work environment for both employees and clients.

	In response to the strategic plan, education has set the following goals and priorities for 2022-2026: 1. Culturally responsive programs and services: Indigenizing education in the support of developing capable Tłı̨chǫ̀ people. 2. Student Achievement (Literacy and Mathematics): Supporting high quality instruction, interventions, and training for oral language, reading, and numeracy through innovative and responsive strategies. 3. Wellness and Student Support: Ensure all students have equal opportunity to succeed by adapting programming in response to student centered decision making. 4. Lifelong Learning: Developing capable lifelong learners by providing professional development that supports innovative teaching, and quality career focusing.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Culturally Responsive Program and Services 1. Support for 'Our Languages' Curriculum Implementation 2. Strengthen ILE teams in every school to support whole school approaches to language. 3. Develop local resources and courses to support a high level of cultural instruction.	1. a. Create Tłı̨chǫ̀ resource spaces in every school where resources are organized and promote use. b. Gather data on the Oral Language Proficiency Assessment. 2. Implement the language partnership model for Tłı̨chǫ̀ instruction. 3. a. Update and/or develop locally developed courses with GNWT LDC Guidelines as part of the transition to BC Curriculum (framework). b. Resource development - one new or updated Tłı̨chǫ̀ language media (ex:		

	song, book, camp photo prompting guide).		
Student Achievement Work towards Canadian standards in/through: 1. Oral Language Initiative 2. Reading and Early Literacy Initiatives 3. Mathematics Instruction and Assessment	1. TROLL: by Spring 2026, 60% of kindergarten students at or above the 25th percentile with 25% above the 50th percentile 2. F&P Close the Gap: by Spring 2026, 60% of students will close their reading gap by improving more than one grade level. 3. CTBS Close the Gap: by Spring 2026, 50% of students will close their numeracy gap by improving more than one grade level.		
Lifelong Learning 1. Purposeful coaching and in-servicing for staff including building capacity in all staff. 2. Quality career path support for students in grades JK-12. 3. Increase the capacity to utilize technology across the region.	1. Implement a tiered coaching model to develop local capacity through structured, individualized support aligned with the regional literacy strategy. 2. Students in grades JK-12 will use myBluePrint to plan with the career curriculum. To develop their core competencies students will take part in the key components of the career program of study (ex: myBluePrint, capstone projects, work experience, ADST, TAP, etc).		

	3. Expand on IT instruction and capacity through the region with a focus on Google Workspace by integrating professional development into staff meetings and providing targeted workshops to students and staff.		
Wellness and Student Support 1. Integrated SSPs, IEPs, MEPs, and SBSTs that respond and drive referrals and support. 2. Provide responsive programming for students with complex needs. 3. Expand on systemic approaches to Trauma Sensitive Instruction.	1. Ensure timely and appropriate evidence-based programming decisions are made collaboratively by SBSTs and PLC teams that examine data, identify and respond to student needs, strengthen tier 1 instruction, and put appropriate tier 2 and 3 interventions in place. 2. SBSTs will collaborate with SLPs, OTs and educational psychologists to ensure that integrated Student Program Plans include oral language/literacy and numeracy goals, and developmentally appropriate interventions and accommodations. 3. Enforce and monitor safe and predictable school environments and processes.		
Areas for Development for the region			

Additional Comments for the region	

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	All TCSA schools review and adapt their School Improvement Plans annually, under consultation with community, and staff. Each year schools consider previous year's growth, challenges, regional and territorial priorities to create responsive plans. The SIP reflects the regional strategic priorities, which align with territorial initiatives such as Our Languages Curriculum, Indigenizing Education, and Inclusive schooling. Specifically, schools target student achievement, Tłı̨chǫ culture and language, student wellness, attendance, and lifelong learning. The school improvement process is linked to the school review process. The Annual School Review is based on the Strategic Plan, Operating Plan, and School Improvement Plans. Schools review their progress against the regional and school targets. TCSA has developed an 'Annual

	School Review' process in consultation with the TCSA board. The TCSA will conduct a school review of each school on a rotating basis (1 school each year) and may review additional schools as necessary. The Annual School Review will include inspections of safety protocols, OHS, infrastructure, climate and culture, Tłı̨chǫ culture, staffing, and language programming, and focuses on the school's ability to deliver effective education programs.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	The TCSA encourages a rotational schedule, whereby staff evaluations are provided for: 1) new staff in their first and second year, 2) returning staff every 5 years, and 3) upon request of the teacher or principal. The TCSA follows the process outlined in the *Promotion of Professional Growth For Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012) in conducting the evaluations. Where there are operational requirements (ex: limited managers for large staff) priority will be placed on completing evaluations for 1st and 2nd year staff. The TCSA is part of the PD and Training territorial sub-committee working on updating the teacher evaluation process, and piloted the New GNWT Teacher Competency Based Educator Standards pilot in 2023-2024 and 2024-2025. The Union of Northern Workers (UNW) (school support staff) are evaluated using the GNWT's E-Performance tool. Education, unlike many other GNWT divisions, has an increasing number of staff with limited number of managers/supervisors (only principals) resulting in pressure on limited management resources to complete UNW employee evaluations.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	AAS: 1 EMES: 8		

	CJBS: 20 JWGS: 4 MCS: 8		
Number of principals and assistant principals formally evaluated in the school year.	3 P 2 vp		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	2		
Number of Superintendents formally evaluated in the school year.	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	The TCSA dedicates considerable resources to provide training and in-servicing to our educators. For the 2025-2026 school year this includes: a regional conference for support staff and teachers trialing the adapted NWT Curriculum with a focus on literacy, one language instructor in-service, two cultural orientation days, and collaborative STIP time. In addition to these training activities, the TCSA also offers extensive onsite tiered coaching and workshops in mental health, inclusive supports, PLCs, literacy, numeracy, and Indigenizing education. Virtual training options are often utilized, but several sessions are in person. The TCSA also utilizes the GNWT Enterprise Learning Management (ELM) course offerings to support all GNWT staff in areas such as supervisor training, working safely, cultural sensitivity, IT and information security. Administrative days are used to complete administrative tasks not in-servicing or training.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	0.5	1.0			

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

<table>
<tr>
<td>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</td>
<td>The Tłı̨chǫ Community Services Agency offers Healthy Food programming in all our schools, all programs are free for all students to access. Currently, the programs we offer are:
<table>
<tr><th>Program Name</th><th>Schools Involved</th></tr>
<tr><td>Breakfast and snack programs</td><td>All Schools</td></tr>
<tr><td>Drop the Pop</td><td>All Schools</td></tr>
<tr><td>Lunch Program</td><td>CJBS</td></tr>
<tr><td>Traditional Food Day</td><td>All Schools</td></tr>
<tr><td>Take home food program for families with food insecurities</td><td>All Schools (as available and required)</td></tr>
</table>
The TCSA will continue to explore opportunities to provide healthy foods to our student population. The agency has both a Healthy Foods in School Policy, as well as Traditional Foods Policy. Traditional foods are an important part of the daily lives for many Tłı̨chǫ people. It is essential for their health, culture, and identity. Food and the way it is prepared carries significant meaning for all people; it acknowledges traditions, appreciates the experiences and diverse preferences of a group of people. Thus, healthy traditional foods are encouraged in all Tłı̨chǫ schools and camps.</td>
</tr>
</table>

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	Type of food program(s) offered *(Breakfast, Lunch, Snack, etc.)*	Average number of children / youths served daily	Criteria to participate *(Low income, fee, Everyone welcome, etc.)*	Non-GNWT Funding Received *($ Amount / Source)*
AAS				
EMES				
CJBS				
JWGS				
MCS				

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

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədǝ́, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
AAS	Tłı̨chǫ	Core	JK - 10		
EMES	Tłı̨chǫ Tłı̨chǫ	Core Immersion	JK - 6 JK - 2		
CJBS	Tłı̨chǫ	Core	JK - 9 10 - 12		
JWGS	Tłı̨chǫ	Core	JK - 9 10 - 12		
MCS	Tłı̨chǫ	Core	JK - 9 10 - 12		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**Multi-Tier System of Support – Tier 1, 2, and 3**
SSI Project Proposal Summary including purpose, key objectives and activities.	Multi-Tiered System of Support (MTSS) is a framework that helps educators provide academic and behavioural strategies for students with various needs. MTSS is an integrated school-wide approach (universal, focused, intensive) which provides a structure for support for all students. It is inclusive of all students and recognizes the inherent worth of empowering all students and parents. The TCSA SSI proposal aims to strengthen and embed the MTSS principles through Professional Learning Communities (PLCs) and Response to Interventions (RTI). The interventions supported by this project work to develop literacy skills along the spectrum from oral language development to reading comprehension. As such evidence of student need is provided by four main measures: Early Development Instrument (EDI), Teacher Rating of Oral Language and Literacy (TROLL), student program type, and Fountas and Pinnell: Benchmark Reading Assessments (F&P). Without question poor attendance has impacted our ability to close gaps in student learning. Regional leadership teams have advocated strong support to 'stay on our path' and avoid temptations to take on new projects. Thus the TCSA SSI is a multi-year proposal. The recently updated TCSA Literacy Action Plan, provides a 'map' for PLC teams to use as a starting place for their work. As the team begins to work effectively they take more autonomy in analyzing their data, making responsive instructional plans, and referring to tiered intervention support. This gradual release of responsibility is a key element to the PLC and RTI approaches. As the region moves to the new NWT Curriculum the PLC and MTSS approach will allow time for teachers to plan together using the new curriculum. In 2025-2026, the TCSA is focusing on our structured approach to coaching as a key strategy for our SSI proposal.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)	$26,500	
Facilitator Expenses (travel, per diem, accommodation, etc.)		
Teacher Release Time (Sub Costs)		
Teacher Travel (transportation, per diem, accommodation)		
Workshop Expenses		
Other (please specify)		
Total Budget	$26,5000	

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.	100%		
Number of PD opportunities provided (in hours)	~100 hours		
Please include any additional performance indicators	In addition to student data, a staff survey is conducted each year.		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	**None**		

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.

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
AAS	0.5	0.5	Supported by Regional staff with high travel costs			
CJBS	3.25	3.00	Unable to staff a partial position.			
EMES	1.62	2.00	High level of complex needs.			
JWGS	1.0	1.00				
MCS	1.15	1.50	High level of complex needs.			
TOTAL	7.53	8.0	High level of complex needs and regional approach.			

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
AAS	0.25	0.87 1.74 (JP)	Unable to staff partial position		
CJBS	6.41	3.48 16.53 (JP)			
EMES	3.00	3.48 10.44 (JP)	Multiple JK/K classrooms, and high needs.		
JWGS	1.07	0.87 6.09 (JP)	High number of students with high needs.		
MCS	2.14	2.61 5.22 (JP)			
TOTAL	12.87	11.31 40.02 (JP)	JP demonstrates the high number of students with complex needs.		

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$59,036	$59,603			

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?**
Workshop: SSP and IEP Writing	PSTs / Educators	RISC	Fall and Winter Check-in monthly		
Certifications (ASIST, Mental Health First Aid, First Aid, SIVA or NVCI)	Support Assistant / Elders/ PSW / Secretaries / Teachers	TCSA Mental Health / Contractors / GNWT ELM	PD & STIP Days (as needed as TCSA is on a rotating cycle)		
Building Capacity in Coaching (Structured Coaching)	PST / Literacy Interventionists / Teachers	Literacy Coordinator, and Contractor	Fall (as need after December)		
Conferencing: Oral Language and Early Literacy	Support Assistants / Educators	SLP Coordinator, and Contractors	PD Days Thursday (once per month)		
Behaviour / Trauma Informed Practice (ex:	All staff	TCSA Coordinator / Contractors	As and when		

Safety Plan)					

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$81,110					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$116,671		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$413,715	$413,715			

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
AAS	1 Mental Health and Wellness Elder (MHWE)	See below		
CJBS	2 MHWE 2 Peer Support Worker (PSW)	See below		
EMES	2 MHWE 2 PSW	See below		
JWGS	1 MHWE 1 PSW	See below		
MCS	2 MHWE 2 PSW	See below		
TOTAL	8 MHWE 7 PSW	Approximately 4 MHWE are funded by the GNWT and all the remaining positions are funded through Jordan's Principle		

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Regional Approach	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
Level/Tier 1	Feeding of Fire - Remembering our ancestors on the first Friday of the month. (Grieving),		
Level/Tier 1	Wellness Corners - PSW share information relevant to school (ex: bullying, self-care) and maintain a shelf with self-care items for student to access accurate information and necessities (ex: deodorant, shampoo)		
Level/Tier 1	River of Life - School wide event for grade 7-12 to offer information about suicide with a goal to share strategies and supports. (Similar to ASSIST but for youth) Offered in partnership with Tłı̨chǫ Government (Healing Path) and TCSA Health.		
Level/Tier 1/2	Clubs/Teams - Specific to each school Elders/PSW run clubs and teams to address either systemic or targeted needs. (ex: GSA/Rainbow clubs, Drumming club, handgames, Boys or Girls clubs, art clubs, Messy Book, etc)		
Level/Tier 2	Elders Circle (with CYC) to share information and stories about a school specific topic. Drop in or by invitation.		
Level/Tier 2	Sewing Circle - Elder leads sewing projects where students can come to self-regulate and get advice		
Level/Tier 2	Self-regulation and Culture Identity - Elder/PSW works with student/students to do culture tasks (ex: prepare camp, pull nets, maintain equipment, cut wood) when a student needs self-regulating activity.		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	As part of our strategic goals, the TCSA has set a priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the School Based Support Team (SBST), Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. The TCSA approach is further discussed in Section K of this plan. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsive in creating differentiated instruction through universal design for learning. The TCSA aligns student support through a structured coaching model. This model ensures the needs of the students are being met through targeted coaching of high-yield strategies. School principals also conduct audit/samples to ensure support plans are implemented. An area of continued focus for the region will be a wrap-around, collaborative approach when writing and implementing the recommendations from assessments (ex: SLP, OT, ASD, Ed Psych, TROLL, Reading and oral language, math, etc.) to set targeted goals in SSPs and IEPs. Then, the targets adjust as the individual benchmarks become more attainable and students meet with regular success.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	As part of our regional strategic goals, the TCSA has set a priority to foster lifelong learning and provide individualized coaching and mentoring. Thus, the TCSA takes the differentiated approach that not all staff need the same support. Personalized coaching, small group workshops, and mentorship approaches have replaced a one-size-fits-all approach. Principals use student achievement data to create conditions for each teacher to receive instructional support in the area they need in alignment with the regional structured coaching approach. The data is shared and monitored through the use of Classroom Assessment Record Sheets (CARs). The TCSA used a tiered approach to strengthening instructional practices by utilizing a variety of staff and contractors to provide the appropriate type of coaching. Regardless of the support provider– the approach is to use evidence to make informed instructional decisions. This includes use of classroom profiles, CARs, creating responsive SSPs/IEPs, flexible and dynamic assessments and observations, and oral language focused lessons. As part of the shift to Adapted NWT Curriculum the TCSA intends on leveraging the use of self-reflection/assessment allowing students to set goals for their learning. Through the MTSS process, the region has identified that strengthening tier 1 instruction is a priority. The TCSA supports education staff by digging deeper into analyzing reading assessments and explicitly targeting how to plan for reading instruction and moving beyond ability reading groups to better target specific gaps in reading. Explicit, targeted, and structured literacy instruction have been the most effective instructional strategies and thus the main area for staff training.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved in part by providing wrap-around services for students that are developed in effective SBST meetings. SBSTs have been established in every school with the RISC regularly attending to ensure effectiveness. Efficient and collaborative processes will continue to be reinforced in the 2025-2026 school year including the referral process, record keeping, and procedures associated with the SBST. Transitions have been identified as an area for SBSTs to support. This includes: grade transitions, entry / exit points, and changing program type. The larger schools have opted to adapt the SBST approach to meet their unique needs. For example having different SBST focusing on different school wide needs such as a counselling or academic focused SBST.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	The TCSA has set a strategic priority to ensure all students have equal opportunity to succeed. This will be achieved through regular reviews and audits of SSPs and IEPs by the Regional Inclusive Schooling Coordinator (RISC), Program Support Teachers (PST), teachers, parents, and students. Through regular reviews and revisions of the SSPs and IEPs, teachers will be responsible for creating responsive and appropriate support for students. The TCSA will continue to improve communication on the distinction and interpretation of program types (SSPs and IEPs) with parents/guardians. The region will continue a team approach involving family and other partners to build support and develop transition planning for students which beyond teachers, support assistants, and administration may include Child and Youth Counsellors, Community Liaisons, Health and Wellness Elders, contractors, territorial partners (TBST and/or Child Development Team), and health partners. The region requires all SSPs and IEPs to be signed annually and IEPs to be re-signed when updated. This is often achieved with home visits during the start of the school year and overseen by PSTs. Regular contact between the school and family is facilitated by PSTs, and also at reporting periods with parent-teacher-student meetings.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	Based on data from the Early Development Instrument (EDI), Middle Year Development Instrument (MDI), speech and language assessments, reading and oral language assessments, and the high number of students on SSPs and IEPs, the demands on PSTs are extremely high. The complex needs of our students make it difficult to comply with the priority use guidelines. This is due to a large administrative load to support teachers in the development of SSPs and IEPs, and coordinate additional student supports (speech, OT, educational, and psychological assessments) for a very large percentage of our population. The PSTs are also an integral part of the tier 2 and 3 intervention blocks that support student achievement in reading and literacy, mathematics, and social-emotional behaviours. As a result, the PSTs are working directly with students more than the recommended 25%. While we have increased the number and availability of service providers which is a benefit to our students (ex: SLP, OT, ASD, TBST, CDT, reading intervention, educational psychology, etc.), the increase has put additional responsibility on the PSTs to coordinate and administer these services (ex: referrals, parental permissions, reports, debriefs, record keeping, communication with other staff, etc.). As a result, the PSTs are working to support teachers through the administration of these services more than the recommended 15%. Schools with more than 1 PST often share the priority use targets unequally; PSTs that have strengths in coaching spend more time coaching, and those with certifications/experience in interventions spend more time directly supporting students. PSTs are supported in establishing coaching targets and priority areas with the regional

	structured coaching model. This establishes clear expectations and direction for instructional coaching.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.00	1.0			

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
AAS	Principal, Indigenous Language Instructor, custodian, teacher, SAs and school administrative assistant	Monthly	
CJBS	Principal, VPs, selected teachers, Indigenous Language Instructors, Culture Instructor, Elders, SAs	Monthly	
EMES	Administration, Tłı̨chǫ Immersion teachers and support assistants, Indigenous Language Instructor, PE teacher	Monthly	
JWGS	Indigenous Language Instructor, Elders, Cultural SA, Principal	Weekly	
MCS	Principal, Indigenous Language Instructors, Elders, Selected Teachers, PSW	Monthly	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
AAS	0.50	1.0	Unable to staff a partial position.		
CJBS	3.99	3.0	Reallocated to support immersion and small school. New position language partner Culture SA		
EMES	2.05	5.61	Support for Tłı̨chǫ immersion 2 SA 2 Immersion teachers 1 ILI Culture SA		
JWGS	1.00	1.0			

MCS	1.52	1.5			
TOTAL	9.06	12.11	Over staff to run Immersion and language/culture program		

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 recruitment and retention planning for ILI instruction in the region. 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?	An increasing number of Indigenous Language Instructors are hired on a letter of authority. These Tłı̨chǫ Language Instructors have experience working in our schools, but require a strong commitment from the TCSA to provide mentorship and coaching. The TCSA regularly supports language instructors to participate in professional development not only provided by the territory and region, but through programs like Canadian Indigenous Language and Literacy Development Institute (CILLDI), Program for the Education of Native Teachers (PENT), and the Mentor-Apprentice Program (MAP). Our Elders in schools (both Indigenous Health Wellness Elders (IHWE) and other Elders) are an additional level of support in schools for mentoring these new language instructors. The TCSA is utilizing the large number of language speakers in the school (ex: custodians, bus drivers) to contribute to the whole school approach to language.
Plans to recruit and retain language teachers, if any?	The TCSA is piloting the Language Partnership Approach in all schools in 2025-2026. The approach partners classroom teachers with an ILI to teach Tłı̨chǫ. This approach is modeled after the Chief Atahm School in BC, and also used by College Nordique. We hope to use this model to bring language out of an individual classroom to the whole school.
The # of anticipated New ILIs and which schools they are in.	None
Challenges and/or barriers faced in the region	Many of the Tłı̨chǫ language Instructors are not confident in their oral, and print literacies. Another challenge identified through coaching is instructional pedagogy; many instructors require support beyond language acquisition extending into instructional areas such as planning, assessment, inclusive schooling, and reporting. Many ILI find it difficult to participate in online learning and training models. The language partner pilot hopes to address these challenges.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - ***o*** Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for difference** *(if applicable)*	**Actual** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
AAS	$32,250	$32,250				
CJBS	$43,200	$43,200				
EMES	$32,400	$32,400				
JWGS	$32,250	$32,250				
MCS	$38,700	$38,700				
TOTAL	$178,800	$178,800				

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

School	Elder in School *(Y/N)*	Cultural Support Worker *(Y/N)*	How are these positions funded?	If no to either of these positions, why not?
AAS	Yes	No	Health and Wellness Elder - Jordan's Principle and School Based Mental Health and Wellness Funding Culture Workers and other Cultural Elders ILE Funding	Elders are hired on short term basis using ILE Funding
CJBS	Yes	Yes		
EMES	Yes	Yes		
JWGS	Yes	No		Elders are hired on short term basis using ILE Funding
MCS	Yes	Yes (Relief)		Elders are hired on short term basis using ILE Funding

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. A**ll school staff are required to participate in two days of <u>mandatory</u> cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
AAS	Living Well Together - Indigenous Cultural Awareness and Sensitivity Training (ICAST) -kayaking/canoeing, -Tłı̨chǫ Leadership Visioning Exercises -Setting up outdoor culture camp -Setting up Fort Mcpherson Tent	100%		
CJBS	Living Well Together -ICAST History of Tłı̨chǫ Region Oral Storytelling, traditional foods, harvesting and hide preparation, beading & sewing, traditional medicine, feeding of the fire, canoeing, fish camp	100%		
EMES	Living Well Together - ICAST Various seasonal activities - traditional foods, hide scraping, making dry fish/meat, ducks/geese, beading & sewing, boating/canoeing, feeding of the fire	100%		
JWGS	Living Well Together - ICAST Sewing and Beading activities Seasonal Activities: canoeing/boating, berry	100%		

	picking, fish net setting and checking, setting up fall and spring camps,			
MCS	Living Well Together - ICAST, Traditional food preparation, fish camp, canoeing, story telling, traditional medicine collection	100%		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	**Name of School-Based Key Cultural Experience** *(list two per school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used throughout?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$88,487	$88,487			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$118,808	$118,808			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

Tłı̨chǫ Community Services Agency
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	20,021,131	17,632,189	19,264,875
Northern Distance Learning (Schedule 8)		119,750	0
Minority Language (Schedule 8)			
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	814,902	154,000	421,110
Sub-Total ECE	**20,836,033**	**17,905,939**	**19,685,985**
GNWT Other Contributions	50,500	147,000	164,850
Total GNWT	**20,886,533**	**18,052,939**	**19,850,835**
Federal Government Jordan's Principle (Schedule 8)	10,262,059	9,750,200	9,430,235
Federal Government Other (Schedule 8)			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	75,000	60,000	94,850
Donations			
Other	640,222	230,200	459,964
Total Generated Funds	**715,222**	**290,200**	**554,814**
TOTAL REVENUES	**31,863,814**	**28,093,339**	**29,835,884**
EXPENSES			
Administration (see Schedule 2)	1,386,728	1,295,150	1,839,970
School Programs (see Schedule 2)	14,292,440	12,505,776	13,942,345
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	3,551,819	3,656,284	3,980,411
Indigenous Languages and Education (see Schedules 2 & 4)	2,211,696	2,345,029	2,403,765
Student/Staff Accomodations (see Schedule 2)			
Jordan's Principle (see Schedule 2)	10,262,059	9,750,200	9,430,234
Debt Service			
Other			
Sub-Total Expenses Before Amortization	**31,704,742**	**29,552,439**	**31,596,725**
Amortization (see Schedule 2 & 6)	**101,506**	**101,506**	**101,506**
TOTAL EXPENSES**	**31,806,248**	**29,653,945**	**31,698,231**
ANNUAL OPERATING SURPLUS (DEFICIT)	**57,566**	**(1,560,606)**	**(1,862,347)**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**(355,837)**	**1,852,200**	**1,506,510**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**(298,271)**	**291,594**	**(355,837)**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	(298,271)	291,594	(355,837)
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	(181,185)	(282,691)	(282,691)
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	(200,000)	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**(479,456)**	**(191,097)**	**(638,528)**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Tłı̨chǫ Community Services Agency
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		8,995,145					1,904,494	**10,899,639**
Regional Coordinators (RISC/RILE)					245,386			**245,386**
Program Support Teachers				1,347,337				**1,347,337**
Support Assistants		144,697		1,210,683			4,866,029	**6,221,409**
SBMHW Positions								**0**
Healthy Choices Initiative & Youth Contributions Programs Positions								**0**
Indigenous Language Instruction					1,682,762			**1,682,762**
Cultural Resource Staff					25,900			**25,900**
Elders in Schools				413,715			480,411	**894,126**
Non Instructional Staff	1,187,228	2,709,239		197,126			1,039,929	**5,133,522**
Board/Trustee Honoraria	30,000							**30,000**
Sub-Total	1,217,228	11,849,081	0	3,168,861	1,954,048	0	8,290,863	**26,480,081**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	1,000	192,000						**193,000**
Leave And Termination Benefits								**0**
Sub-Total	1,000	192,000	0	0	0	0	0	**193,000**
STAFF DEVELOPMENT (Including Travel)	71,000			40,000	26,500		62,000	**199,500**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	20,000							**20,000**
Postage/Communication	5,300	23,900			1,090			**30,290**
Utilities								**0**
Heating		240						**240**
Electricity								**0**
Water/Sewage								**0**
Travel		13,500						**13,500**
Student Transportation (Busing)		769,026						**769,026**
Advertising/Printing/Publishing								**0**
Maintenance/Repair	2,000	21,500			3,300			**26,800**
Rentals/Leases	2,000	15,400			2,500			**19,900**
Other Contracted Services	40,700	16,100		160,671	82,700		1,713,896	**2,014,067**
Sub-Total	70,000	859,666	0	160,671	89,590	0	1,713,896	**2,893,823**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology								**0**

Materials	24,500	1,379,693		180,787	140,558		195,300	**1,920,838**
Freight	3,000	12,000		1,500	1,000			**17,500**
Sub-Total	27,500	1,391,693	0	182,287	141,558	0	195,300	**1,938,338**
DEBT SERVICE								**0**
OTHER								**0**
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,386,728	14,292,440	0	3,551,819	2,211,696	0	10,262,059	**31,704,742**
AMORTIZATION		101,506						**101,506**
TOTAL	**1,386,728**	**14,393,946**	**0**	**3,551,819**	**2,211,696**	**0**	**10,262,059**	**31,806,248**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Tłı̨chǫ Community Services Agency
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	197,126					**197,126**
Magnet Facility Teachers						**0**
Program Support Teachers	1,347,337					**1,347,337**
Support Assistants	1,210,683					**1,210,683**
SBMHW Positions		413,715				**413,715**
Healthy Choices Initiative & Youth Contributions Programs Positions						**0**
Sub-Total	2,755,146	413,715	0	0	0	**3,168,861**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances						**0**
STAFF DEVELOPMENT (Including Travel)	40,000					**40,000**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services						**0**
Student Transportation (Busing)*						**0**
Other Contracted Services	160,671					**160,671**
Sub-Total	160,671	0	0	0	0	**160,671**
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology						**0**
Materials	83,227			97,560		**180,787**
Freight	1,500					**1,500**
Sub-Total	84,727	0	0	97,560	0	**182,287**
TOTAL	**3,040,544**	**413,715**	**0**	**97,560**	**0**	**3,551,819**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Tłı̨chǫ Community Services Agency
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators			245,386	**245,386**
Indigenous Language Instruction	1,682,762			**1,682,762**
Cultural Resource Staff	25,900			**25,900**
Elders in Schools				**0**
Sub-Total	1,708,662	0	245,386	**1,954,048**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				**0**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				**0**
Travel	500	25,000	1,000	**26,500**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases	2,500			**2,500**
Other Contracted Services	23,000	60,000	4,090	**87,090**
Sub-Total	26,000	85,000	5,090	**116,090**
MATERIALS/SUPPLIES/FREIGHT				
Materials	105,750	33,808	1,000	**140,558**
Freight	1,000			**1,000**
Sub-Total	106,750	33,808	1,000	**141,558**
TOTAL	**1,841,412**	**118,808**	**251,476**	**2,211,696**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Tłı̨chǫ Community Services Agency
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	9.00
Territorial Schools:	
Teachers	56.00
Consultants	2.00
Classroom Assistants	
Secretaries	4.40
Custodians	8.13
Other - Specify	
Literacy Coach	0.50
Bus Drivers	5.00
Kitchen Staff	2.87
Jordan Principal Coordinator	4.00
Jordan Principal Classroom Assistants	50.25
Jordan Principal Teachers	11.00
Public Library-Libraian	2.25
Child Youth Counsellor	2.00
Healthy Food Program	3.40
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	8.00
Support Assistants	11.29
SBMHW Positions	3.61
Healthy Choices Initiative & Youth Contributions	
Programs Positions	
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	12.11
Other - Specify	
Jordan's Principle	
Total Person Years	197.81

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Tłı̨chǫ Community Services Agency
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	(355,837)	**(355,837)**
Opening Balance Investment in Tangible Capital Assets	282,691	
Less : Amortization (enter negative)	(101,506)	
Plus : Capital acquisitions		
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	181,185	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**(298,271)**
		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**(479,456)**	**(479,456)**
Opening Balance Operating Surplus	**(638,528)**	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	**57,566**	
Amortization	101,506	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	101,506	
Plus : Transfer from (to) Decentralized Accumulated Surplus		
Plus : Transfer from (to) Restricted Vehicle Replacement Reser	**0**	
Plus : Transfer from (to) Capital Fund Reserve		
Plus : Transfer from (to) LED Reserve		
Closing Balance Operating Surplus	**(479,456)**	**(479,456)**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**0**	**0**

BUDGET 2025-26 **Schedule 7**

School year July 2025 to June 2026

Tłı̨chǫ Community Services Agency

#	Revenue	Amount $
1	Contributions from GNWT	
	Name of Department	
	a) ECE	20,836,033
	b) HSS	10,500
	c) ECC	40,000
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	10,902,281
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	75,000
5	Other income (general)	
	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	
	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	
		31,863,814.00
	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	26,879,890
4	Change in valuation of allowances	
5	Amortization of tangible capital assets	
6	Other expenses	
	Charged to Related Party Entities:	4,926,358
	a)	
	b)	
	c)	
6	Other expenses - to others*****	
		31,806,248.00
	Annual operating surplus (deficit)******	57,566.00

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

RELATED PARTIES **SCHEDULE 7a**

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES	Subsidiary	Community
South Slave DEC		
	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fot Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
	Fort Simpson District Education Authority	Fort Simpson
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik

Sahtu DEC		Sahtu
	Norman Wells District Education Authority	Norman Wells
	Tulita District Education Authority	Tulita
	K'asho Got'ine District Education Authority	Fort Good Hope
	Deline District Education Authority	Deline
	Colville Lake District Education Authority	Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA		Tlicho
	Behchoko District Education Authority	Behchoko
	Whati District Education Authority	Whati
	Gameti District Education Authority	Gameti
	Wekweeti District Education Authority	Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	**Subsidiary**	**Community**
NWT Business Development & Investment		
	Ulukhaktok Arts Centre	
	Fort McPherson Tent & Canvas	
	Acho Dene Native Crafts	
	Arctic Canada Trading Co ltd.	
	Dene Fur Clouds	
	6355 NWT Ltd	
NWT Housing Corp		

Aklavik Housing Association
Behchokö Kö Gha K'àodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

NT Hydro's two wholly–owned subsidia

Northwest Territories Power Corporation (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd. (NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 8

Tłı̨chǫ Community Services Agency
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)				10,262,059		**10,262,059**
EXPENSES						
Salaries				8,290,863		**8,290,863**
Operating & Maintenance						**0**
Project Based (Minority Language)						**0**
Other				1,971,196		**1,971,196**
TOTAL EXPENSES	**0**	**0**	**0**	**10,262,059**	**0**	**10,262,059**
SURPLUS (DEFICIT)	**0**	**0**	**0**	**0**	**0**	**0**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Action Colour Key:

DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

Tłı̨chǫ Community Services Agency

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
	N/A	2011 Thomas Bus SFT Line		Behchoko (Edzo)	N/A	2025 Gas Engine School Bus	0	The existing School Bus requires higher maintenance costs
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

**NOTES:
1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement
2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 10

Action Colour Key:

DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

Tłı̨chǫ Community Services Agency

Education Body 2025-26 Capital Fund Report - (Schedule 10)
Annual Budget

Project Name	Project Classification	School/Project Location	Project Start Date	Project Estimated Completion Date	Opening Capital Fund Project Allocation	Opening Work In Progress July 1, 2025	ADD: Anticipated fiscal year expenses	LESS: Assets brought into service	Closing Work In Progress June 30, 2026	Pre-adjustment Closing Capital Fund Project Allocation	LESS: Amounts moved to O&M (discontinued projects)	Transfers to other Capital Projects	Closing Capital Fund Project Allocation	Project Description
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
								-	-	-			-	
								-	-	-			-	
							-	-	-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
				Total Projected Opening Capital Fund Balance (see Schedule 1)	$ -					$ -			$ -	Total Projected Closing Capital Fund Balance (see Schedule 1)

****NOTES:**

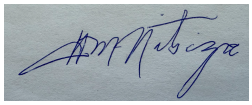
1) New Capital Projects will require Financial Management Board approval prior to inclusion on this schedule.

Action Colour Key:

DROPDOWN MENU SELECTION
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AUTO CALCULATED

Approvals

Operating Plan



_____

Education Body Chair

_____June 30, 2025_____

Date



_____

Superintendent

____June 30, 2025_____

Date

Annual Report

_____

Education Body Chair

_____

Date

_____

Superintendent

_____

Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

Yellowknife Catholic Schools

Operating Plan

For the 2025-26 School Year



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Operating Plan - Executive Summary

The Yellowknife Catholic Schools' Operating Plan for the 2025-2026 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 Catholic Schools' priorities for the upcoming school year.

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

Yellowknife Catholic Schools has just completed our first year of a five year strategic plan, **Being and Becoming Capable People Together**. Yellowknife Catholic Schools (YCS) will continue to focus on the core of our work: *Inspiring Thinking*; *Cultivating Well-Being*; and *Building Relationships*. Furthermore, YCS in our role as an education body within the Northwest Territories sought the support of a wider community, families, students, and staff to review our Vision of Learning as we engaged in our strategic planning process led by our Board of Trustees through an extensive "feed-in' engagement initiative that established a collaborative process to agree on fundamental goals for our school division to achieve in a five year window. Through this process YCS determined our path to student success would hinge on these four goals: *Academic Integrity*; *Indigenous Perspectives*; *Valuing Diversity*; and *Faith and Spirituality*.

Annual Report - Executive Summary

The Yellowknife Catholic Schools' Annual Report for the 2025-2026 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. School Profiles; and
D. Policy Development.

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:

Yellowknife Catholic Schools (YCS) is one of two locally elected District Education Authorities (DEAs) in the Northwest Territories. YCS is governed by a locally elected Board of seven trustees, elected in October 2022 for a four-year term. The next election is scheduled for October 2026. Trustees may run for re-election as many times as they wish, as there is no limit to the number of years an individual may serve as a school board trustee.

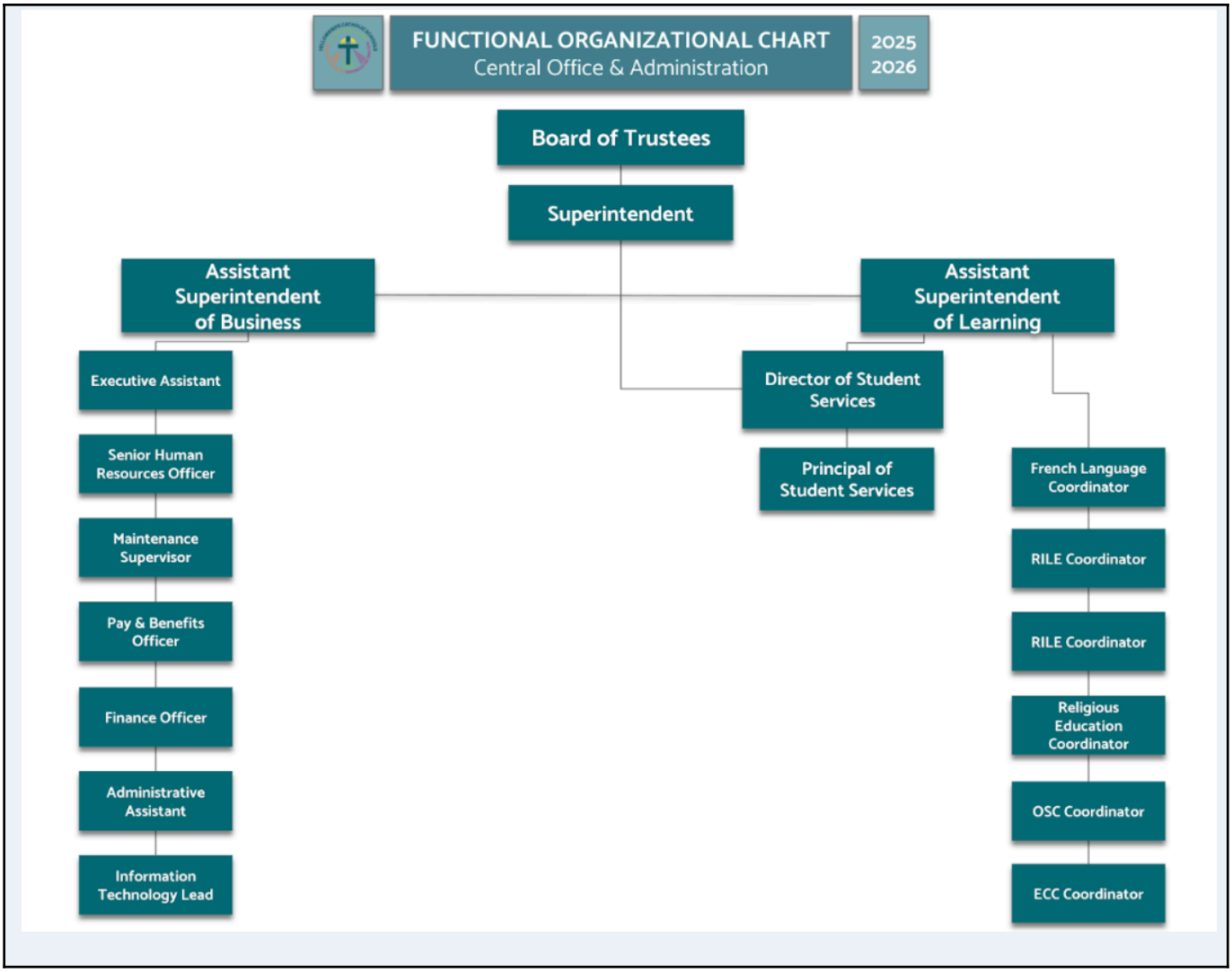
The current DEA consists of the following members:
- ➢ Tina Schauerte (Chair)
- ➢ Susan Waddell (Vice-Chair)
- ➢ Christine Lewandowski
- ➢ Alex Mulooki
- ➢ Steven Voytilla
- ➢ Gerri Whiteford
- ➢ Melanie Williams

The Superintendent is the only YCS employee who reports directly to the Board of Trustees.

The YCS Board holds regular monthly meetings, as outlined in the Government of the Northwest Territories (GNWT) *Education Act*, typically on the third Wednesday evening of each month. An exception is the March meeting, which is held at noon. The Board also holds monthly lunchtime committee meetings. Standing committees include the Finance and Facilities Committee, the Policy Committee, and the Committee of the Whole (COW).

B. Functional Organizational Chart

The following table details the functional organization of the education body:



C. School Profiles

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

Total Number of Schools in District	3	**Total Anticipated Student Head Count**	YCS = 1291 ESJS = 459 ESPHS = 469 WCS = 363

Community	Grades Offered	Programming Highlights
Yellowknife Ecole St. Patrick's High School	8 - 12	Catholic Education Leadership and Resiliency Program/Do̜ Edàìzheh Cultural Program French Immersion Trades Instruction (KCTC Partnership) Alternative Learning Centre Multisport Program Aviation Program Student leadership programs like Student Council, Interact, SADD, Green Team, Relay for Life, Best Buddies, and Jack Chapter Maker Space Lifeguarding program with the City of Yellowknife
Yellowknife Weledeh Catholic School	JK - 7	Catholic Education Leadership and Resiliency Program/Do̜ Edàìzheh Cultural Program French Immersion Introduction to Trades (KCTC Partnership) Maker Space Christian Leadership Team

		Hand Games Club Traditional Games Club Chess Club Skills for Boys Improv Club Drawing club Library Club Life Jr.
Yellowknife Ecole St. Joseph's	JK - 7	Catholic Education Leadership and Resiliency Program/Do Edàìzheh Cultural Program French Immersion Introduction to Trades (KCTC Partnership) Learning Through the Arts Maker Space Options

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Required Policies and By-Laws for Yellowknife Catholic Schools (DEA)	
Type of Policy or Bylaw	**DEA**
Code of Conduct	Northwest Territories Safe Schools Regulations, *Education Act* • **Education Act**, *Safe Schools Regulations,* September 2016.
School Attendance	Yellowknife Catholic Schools (YCS) Administrative Procedures • **AP #110**, *Records Management,*January 2025, page 47.
Safe Schools	Yellowknife Catholic Schools (YCS) Administrative Procedures • **AP #308**, *Bullying,* September 2016, page 163.
Transportation of Students	Yellowknife Catholic Schools (YCS) Administrative Procedures • **AP #414 (b/d),** *Specialized Transportation Needs,* February 2022, page 219.
Conduct of Business	Yellowknife Public Denominational District Education Authority Board Policies • **Board Policy #2**, *Accountability to the Catholic Faith,* September 2022 (and) • **Board Policy #7**, *Political Advocacy,* June 2023
Records Management	Yellowknife Catholic Schools (YCS) Administrative Procedures • **AP #110** *Records Management*, January 2025, page 47.
Student Assessment	Yellowknife Catholic Schools (YCS) Administrative Procedures • **AP #210** *Assessment and Evaluation*, July 2019, page 138. • **AP #424** *Specialized Assessment to Support Learning Challenges,* February 2022, page 250.

Inclusive Schooling	Yellowknife Catholic Schools (YCS) Administrative Procedures ● **AP #424 (3:4)** *Specialized Assessment to Support Learning Challenges,* February 2022, page 250. ● **AP #422 (3:10)** *Working with Other Members of the Community,* February 2022, page 246. ● **AP #109/110 (4.1a)** *Access to Information and Protection of Privacy Act*, January 2025, page 240 (and) *Records Management*, January 2025, page 47. ● **Safe Schools Plan**, January 2008, December 2021
Community Senior Secondary Schooling	Although a specific procedure has not been established, our practices are guided by the provisions set forth in the *NWT JK–12 Education Handbook*. ● **NWT JK-12 Handbook** – NWT JK-12 Handbook ***Note:*** *Sections 5 & 6 address high school procedures,* Senior High Processes (and) Senior High Specific Course and Program Information
Camera Use in Schools	Yellowknife Catholic Schools (YCS) Administrative Procedures ● **AP #106** *Video Surveillance,* July 2019, page 22.
Honorarium	Yellowknife Public Denominational District Education Authority Board Policies ● **Board Policy #7,** *Political Advocacy,* June 2023
Annual Report	Although a specific procedure has not been established, our practices are guided by the provisions set forth in Part V of the Education Act: ● **Education Act,** *Audit - Articles 130-134,* pages 89-92. ● **Education Act,** *Financial Administration - Article 132,* page 90.
Borrowing Money	Although a specific procedure has not been established, our practices are guided by the provisions set forth in Part V of the Education Act: ● **Education Act**, *Financial Administration - Borrowing Powers - Articles 137-147*, pages 94-97.

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

The following tables detail regional priorities and goals, 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.	Yellowknife Catholic Schools' vision of *Developing Capable People Together,* will continue with renewed focus on our three Strategic Priority Areas (***Inspiring Thinking***, ***Cultivating Well-Being*** and ***Building Relationships***). These priorities will be advanced with an explicit focus on ***Academic Integrity, Indigenous Perspectives, Valuing Diversity,*** and ***Faith and Spirituality.*** Our four strategic goals support each priority area, guiding the work of district staff and ensuring that the impact on student achievement is measurable and observable. Emphasis will also be placed on updating and integrating key supporting documents that clearly articulate the connection between instructional practices and improved student learning outcomes. Yellowknife Catholic Schools remains committed to integrating the five Northwest Territories (NWT) Shared Priority Areas into our operating framework: YCS will strategically align professional development (PD), Staff Time for Instructional Planning (STIP), Collaborative Response time, and Student Success Initiative (SSI) projects to ensure success in these shared priority areas. **Integration of Priority Areas** Our core focus on literacy and numeracy will be strengthened by implementing the Collaborative Response model across the division. This model enables educators to collaborate effectively, plan responsive instruction, and differentiate learning to meet the needs of all students. Each school within YCS will employ a responsive framework where educators analyze student assessment data collectively to inform instruction and deliver tiered interventions. To support this system-wide implementation, YCS will partner with Kurtis Hewson of Jigsaw Learning to embed the Collaborative Response model across all schools and educational divisions, ensuring full realization of the four strategic goals. **2025–2026 Professional Development Initiatives** YCS will continue to prioritize curriculum adoption and renewal through a comprehensive, scaffolded approach supported by both the division and individual schools. A central focus of this renewal process will be assessment practices. To support competency-based assessment and the development of proficiency scales, YCS will provide leadership and teachers with: ● Targeted in-service learning opportunities ● Development of assessment exemplars and protocols ● Ongoing professional learning with Tammy Renyard, BC District Principal of Inclusive Learning, on teacher learning rounds.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Staff training on the Collaborative Response approach	100%		
Revised literacy and numeracy plans developed, district - wide, for 2025 - 2027	100%		
Curriculum training, grades 1 - 3 teachers	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	Yellowknife Catholic Schools (YCS) remains committed to aligning all planning processes with the vision of *Developing Capable People Together*, as well as with our three Strategic Priority Areas: *Inspiring Thinking*, *Cultivating Well-Being*, and *Building Relationships*. Our strategic goals are directly tied to the five NWT Shared Education Priorities and guide all decision-making and implementation efforts across the district. **School Improvement Planning & School Reviews** **School Impact Plans (SIPs)** are developed annually by each school and are aligned with both YCS strategic priorities and NWT Shared Education Priorities. The process includes: ● School leadership teams collaborate with staff to create School Impact Plans that clearly identify measurable evidence of progress in priority areas. ● Final SIPs are submitted to the Superintendent by **October 15th** each school year. ● SIPs reflect a direct alignment with YCS District Strategic Goals and NWT Shared Priorities. ● Schools will report on the progress of their SIPs to the Superintendent in **June 2026**. **School Reviews** are conducted on a four-year rotating cycle for each site. This comprehensive process includes a review team led by an external facilitator. The review evaluates: ● Progress toward NWT Shared Priorities and YCS Strategic Goals ● School culture and environment ● Community partnerships ● Satisfaction levels among students, staff, and parents This process ensures that continuous improvement is evidence-based and focused on student success. **Staff Evaluations** YCS is committed to the continuous professional growth of all staff members. Staff evaluations are conducted in accordance with territorial guidelines and local

	procedures, ensuring that performance appraisals reflect professional competencies, growth goals, and alignment with the division's collaborative and student-centered focus. **Regional Training and In-Service** Professional learning opportunities across the region will be coordinated to ensure that all staff members engage in meaningful, job-embedded training that supports YCS priorities. This includes targeted support for: ● Implementation of the Collaborative Response model ● Curriculum renewal and assessment practices ● Inclusive education strategies ● Indigenous perspectives and cultural competency Division-wide PD days, STIP time, and in-service learning will be used strategically to advance school and system-wide goals. **Literacy Coordinators (teachers)** Literacy teachers will continue to play a vital role in supporting classroom instruction, data-informed decision-making, and resource development. Their work aligns directly with our strategic goal of improving student achievement in literacy, and they serve as key facilitators of instructional leadership in both English and French programming. **Healthy Food for Learning** YCS is committed to student well-being through the continued delivery of the **Healthy Food for Learning** program. This initiative ensures all students have equitable access to nutritious meals, supporting their ability to learn and thrive. The program will continue to emphasize culturally relevant food options and promote community partnerships to sustain long-term impact. **Second Language Education** Second Language Education remains a key area of focus across YCS. The division will continue to support the delivery and improvement of high-quality second language programming, with particular attention to: ● Enhancing French and Indigenous language instruction

	• Work with partners on Core French curriculum • Providing access to relevant teaching resources • Supporting language development through cultural and experiential learning opportunities **Student Success Initiative (SSI)** The Student Success Initiative will continue to provide schools with targeted supports that enhance instructional practices and improve student long-term outcomes. SSI projects will be aligned with School Impact Plans and used to support: • Differentiated instruction • Tiered interventions • Collaborative planning and assessment strategies These efforts will be embedded into the Collaborative Response model to ensure a systemic and sustainable approach to student success.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	Yellowknife Catholic Schools (YCS) follows a regional approach to staff evaluations that aligns with the NWT ECE's commitment to fostering professional growth and reflective practice. All teaching and administrative staff are formally evaluated on a five-year cycle, in accordance with the terms outlined in the collective agreement.

	Teacher evaluations are conducted by school-based administrators and are grounded in the principles of collaboration, reflection, and alignment with district and territorial priorities. YCS utilizes a **Professional Impact Plan** framework to guide the evaluation process. This approach encourages educators to identify key areas for professional growth and to align these areas with both personal goals and the strategic priorities of the district. The process includes: ● Collaborative planning between the staff member and their administrator ● Ongoing professional conversations focused on instructional impact and student learning ● Intentional reflection on progress throughout the school year ● A final **Presentation of Impact**, where the educator highlights their learning, growth, and evidence of impact on student achievement In addition to self-identified goals, educators are expected to demonstrate growth in relation to the **Professional Standards Expectation Domain**, ensuring alignment with ECE's professional competencies for educators. Completed Professional Impact Plans are submitted to the Superintendent for review and maintained as part of the staff member's professional records. This approach not only meets the formal requirements of staff evaluation but also reinforces YCS's commitment to continuous improvement, capacity-building, and educational excellence.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	37		
Number of principals and assistant principals formally evaluated in the school year.	2		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	1		
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			

C. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Yellowknife Catholic Schools (YCS) is committed to providing high-quality, ongoing professional learning that aligns with both our **2024–2029 Strategic Plan** and the **NWT Curriculum Renewal** priorities. Our approach emphasizes Indigenous languages and cultures, inclusive education, student-centered learning, and competency-based instructional practices—core components of the renewed curriculum and the NWT Shared Education Priorities. Throughout the 2025–2026 school year, staff development will build on previous years' work and reflect a deepening commitment to curriculum renewal and strategic alignment. Training opportunities will be intentionally structured around the **NWT Curriculum Training Days**, with all professional learning closely connected to the **Know–Do–Understand** model and the **Key Competencies** emphasized in the new curriculum. Professional learning opportunities will include: ● **Collaborative Response Model**: YCS will continue working with **Kurtis Hewson (Jigsaw Learning)** to support staff in building collaborative structures and instructional planning practices focused on student success. ● **Literacy and Numeracy**: Educators will receive professional development from **Katie White** (literacy and assessment) and **Carole Fullerton** (numeracy), leveraging their deep knowledge of the BC curriculum to make natural connections to the renewed NWT framework. ● **Assessment and Student-Centered Learning**: **Tammy Renyard**, a district principal from BC, will guide staff through assessment strategies that align with competency-based learning. This will include both virtual and in-person support focused on assessment for learning and proficiency scales. **Katie White,** will be an integral part of her school division's multiyear journey through renewed curricula and standards/competency-based assessment and reporting. She will work with YCS educators from the system level to classrooms supporting an integrated understanding of the relationships between learning, curriculum, assessment, instruction, environment, data, Response to Intervention RTI), resource

	deployment, and system strategic planning. Her work with educators supports both a holistic understanding of learners and how they interact with our school systems alongside an in-depth refinement of practices that support teaching and learning in classrooms. Katie will work with all YCS educators across a three-year framework to focus on helping educators develop a personalized understanding of the connections between curriculum, assessment, and instruction through a growth in leadership, confidence, and understanding. ● **Spirals of Inquiry**: YCS will launch a **Spirals of Inquiry Cohort** facilitated by **Judy Halbert and Linda Kazen**, with a focus on equity, indigenization, and leading change through inquiry-based professional learning. YCS staff will also participate in **territorially mandated training sessions** provided by the NWT Department of Education, Culture and Employment (ECE), ensuring consistency in the implementation of the new curriculum across the region. To further support onboarding and alignment with YCS values and expectations, **new staff** will engage in targeted in-house training, including: ● Orientation on YCS digital platforms and assessment tools ● Training on Indigenizing Education and inclusive practices ● Trial implementation (grades 1- 3) support for the new NWT curriculum These professional learning opportunities are structured to ensure that all educators are equipped to implement student-centered, inclusive, and culturally responsive instruction in alignment with both YCS and territorial priorities.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

D. Literacy Coordinators

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

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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)*
1.5	1.5	3.0	YCS has budgeted for 3 literacy support facilitators, one at each of our three schools. This role is specifically designed to support Indigenous students in overcoming barriers that may be impacting literacy development. All teachers serving in these roles are expected to work with small groups of Indigenous students requiring		

			intervention support and to assist/coach classroom teachers in further developing skills in this area.		

** 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.*

E. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	The primary focus of the Healthy Foods for Learning program is the procurement of high-quality, nutritious food supplies to support daily food programs. This will enhance program accessibility for all students, fostering better health outcomes and ensuring that all students, regardless of background, have access to healthy food options. All programs are inclusive and available to every student, promoting equitable access to nutrition and supporting their overall well-being.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered**	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*

	(Breakfast, Lunch, Snack, etc.)			

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

F. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədə́, Dëne Sųłıné́,	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?**	**If No, why not?**

	Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨cho)			*(Y/N)*	
École St. Joseph School	French	Immersion	K-7		
Weledeh Catholic School	French	Immersion	K-5		
École St. Patrick High School	French	Immersion	8-12		
École St. Joseph School	French	Core	1-7		
Weledeh Catholic School	French	Core	1-7		
École St. Patrick High School	French	Core	8-12		
École St. Joseph School	Tłı̨cho̱ (Wılı̀ıdeh)	Core	JK-5		
Weledeh Catholic School	Tłı̨cho̱ (Wılı̀ıdeh)	Core	JK-7		
École St. Patrick High School	Tłı̨cho̱ (Wılı̀ıdeh)	Core	8-9, OLC 10A/B, OLC 20		

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

G. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**Building a Responsive Literacy Culture**
SSI Project Proposal Summary including purpose, key objectives and activities.	Building on the previous literacy project with Dr Donna Kozak and integrating the up-coming work with Kurtis Hewson on Collaborative Response, this professional development initiative combines current literacy instruction research (phonics, vocabulary & word study, fluency, and comprehension) with a systematized approach on how to respond to all learner needs. The aim is a unified, responsive literacy development approach enabling educators to use data for decisions, collaborate for support, and address diverse learner needs. The project will use multiple resources from a variety of literacy experts, as well as in-person training on how to integrate assessment, data analysis and continuums of support into practice. It is a natural fit with STIP time.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)	$10 000	
Facilitator Expenses (travel, per diem, accommodation, etc.)		
Teacher Release Time (Sub Costs)	$14 000	
Teacher Travel (transportation, per diem, accommodation)		

Workshop Expenses		
Other (please specify)		
Total Budget	$24 000	

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.	100%		
Number of PD opportunities provided (in hours)	TBD		
Please include any additional performance indicators			
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.0	1.0	Implementation of Jordan Principle supports, added Mental Health/Wellness Workers and Framework and workload to deliver all the support for inclusive schooling programming and training needs.		

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

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.

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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)*
Ecole St. Joseph School	3.25	3.25				
Weledeh Catholic School	3.05	3.05				
Ecole St. Patrick High School	3.25	3.25				
TOTAL	9.55	9.55				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Ecole St. Joseph School	9	9	Students require this form of support.		
Weledeh Catholic School	8	8	Students require this form of support.		
Ecole St. Patrick High School	3	3	Students require this form of support.		
TOTAL	20	20			

C. 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)*
55,300	80,900	Includes program development to support professional development		

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?**
Complex Needs	All Staff	Student Services Team, Contractors	Throughout the year Schools District Office		
Autism: High/Low	Assistants	Website Platforms, Contractors	Throughout the year Schools District Office		
BrainLearning	Assistants	Website Platforms, Contractors	Throughout the year Schools		
Self Regulation	Assistants	Website Platforms, Contractors	Throughout the year Schools District Office		
SIVA	Staff	Director of Student Services	Fall/Spring Schools District Office		
FASD	Staff	Online Courses FASD Clinic	Throughout the year Schools		
New CA Orientation	Assistants	Principal of Student Services	Fall District office		
CA Collaborative	Assistants	Websites,	Throughout		

Cohorts : Spectrum of Disabilities information and Strategies		Courses, Contractors, DSST	the year Schools		
AAC	Assistants/ Teachers	YCS SLP Contractors	Throughout the year Schools		
Low Arousal Approach	Assistants	Online Course	Throughout the year Schools		
SLPA Training Supervision	Assistants	YCS SLP	Throughout the year Schools		
Personal Care	Assistants	Principal of Student Services	Fall when required District office		
Learning Rounds Instructional Design	PSTS Teachers	Tammy Reynard	Fall, Winter, Spring Online District office schools		
Language and Literacy	Assistants PSTs Primary teachers	YCS SLP Contractors Courses	Throughout the year Schools		
Trauma Informed Practices/Wel lBeing	All Staff	Online Course CTRI Contractors Links	Throughout the year District office		
PEARL Screener	K teachers	YCS SLP	Nov/Dec for Jan. screening District office		

Assessment Training KTEA	PSTs	Merril Dean	Jan/April District office		
Differentiated Assessment	PSTs/Teacher	TBA	Aug, Jan, May check ins		

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).

	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.*

D. 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 complex needs.

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
76,481					

E. 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 allocated, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
72,674		

F. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
491,515	532,000	Salaries and wages exceed funding for 4 PY		

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are

included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Ecole St. Joseph School	3.0	GNWT Jordan's Principle funding		
Weledeh Catholic School	3.0	GNWT Jordan's Principle funding		
Ecole St.Patrick High School	4.0	GNWT Jordan's Principle funding		
TOTAL	10			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
Ecole St. Joseph	Dọ̀ Edaìzheh Program (2) Girls on Fire (2) Mind UP (1) Sources of Strength (1) SEL/CASEL Based (1) Small Group (2) **Staff Training** AFIRM Resource Bank CTRI Resource Bank YCS Wellness Resource Bank UKERU System SIVA Mental Health Consultant TBA		
Weledeh	Dọ̀ Edaìzheh Program (2) Sources of Strength (1) Restorative Circles (1) SEL CASEL (1) Small Group Work (2) **Staff training:** AFIRM Resource Bank CTRI Resource Bank YCS Wellness Resource Bank UKERU System SIVA Mental Health Consultant TBA		
Ecole St. Patrick High School	Dọ̀ Edaìzheh Program (2) Food Program (2) SEC Check in Room (2) Sources of Strength (1) Pilot: Open Parachute (1) **Staff Training** AFIRM Resource Bank CTRI Resource Bank		

	YCS Resource Bank UKERU System SIVA Mental Health Consultant TBA		

G. Alignment of Student Supports

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

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

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	In May/June before schools reopen in August, transfer of information processes happen: teacher to teacher, collation of classroom assistant documentation and all Gr. 7 transfer of student information as well as visits to the highschool. Students on IEP have specialized transition processes to new schools to ensure SSP/IEP supports are as seamless as possible. PSTs and admin will ensure that all teachers have access to Special Programs in August. September/October, January/February, April/May - Each school gives time during the day to connect the PST and teachers to review their class and SSPs/IEPs. These are updated, when necessary, by the end of October, February, and May. YCS follows ECE transition procedures and are scheduled in the district/school calendars. The District Student Services Team (DSST) sends out a yearly calendar of IS processes and timelines: calendar, information bank, and document sharing. PSTs work on implementation and discuss successes, challenges and clarity of processes and seek assistance if needed. This helps align and facilitate coordination of support and instructional design. The Student Service Team has identified next year formal auditing will be with IEPs. Quick random audits on SSPs will continue 3 times over the 2025-2026 year with the specific focus on types of accommodations listed.

	The revised NT IEP requires more gathering of classroom information which impacts PST/ DSST time management. The RISC will continue the work of providing explicit support when working with teacher/PST teams on the key competencies of the IEP. YCS will continue scheduling these sessions throughout the year for every school to ensure teachers are aligning their teaching and assessment practices in a responsive approach. Student Services will focus on a new, " celebration of the learning process" with its two elementary schools. Adopting a model from BC, teachers with students on IEPs will provide a reporting/celebration of learning during the school day between parent, teacher and student that highlights the goals and achievements. The teacher and student's voices collaborate on the process together. The Director of Student Services has begun the work of meeting with next year administrators to provide ideas for PST case management structures to address the increasing caseload of PSTs and the volume of IEPs/SSPs and responding to daily classroom needs. The YCS PSTs team during the district team meeting will focus on deepening 3 areas of alignment**:** 1) UDL 2) language and literacy. The DSST plan for 2025-2026 is to meet with different Admin teams 3 times next year for half day sessions on how to help teachers in understanding their role/responsibilities for students on SSP/ IEP/working with Assistants. The PSTs will join up with their admin and work on a plan to support this. The Student Services team has identified the high school as a priority on realigning how PSTs support the increasing number of students on IEPs and modified programming. A special focus will be on Gr. 8 students and their profiles for support. Guidelines and how to support families in understanding a child's pathway.

Areas of Strength for the region	

Areas for Development for the region	
Additional Comments for the region.	

H. Flexible Instructional Strategies

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

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

Regional approach to ensure principals create conditions to support teachers in the use of **flexible instructional strategies**.	Principals and DSST ensure SBSTs and staff have access to evidence based resources, training and processes. This is done in a variety of platforms from emails, scheduled yearly procedures, school based information hubs which provide links to resources, wise practices and upcoming learning opportunities. The DSST and principals collaborate on identifying the needs of staff and decide what specific and/or personalized learning can be provided. Language and Literacy will be a primary focus between the DSST and Assistant Superintendent of Instruction. Our school-based SLP, our Inclusive Schooling Mentor, Tammy Reynard, and other contractors, will pilot a new initiative with our most at risk JK/K using screening data, coach teachers, PSTs, and assistants in specific language comprehension strategies using the Scarborough reading rope visual. (Science of Reading) Specific resources have been purchased to be implemented this fall. Once screening data analysis is a systematic approach will be added to the school's existing literacy framework. Assessment will lead instruction and selection of common agreed upon strategies. The focus is early intervention strategies for the YCS DSST. Mentor, Tammy Reynard BC District Principal of Inclusive Learning, will continue in her second year with us by mentoring a core team of PSTs/teachers in a teacher peer support called, **Learning Rounds.** Teachers from across the grades and PSTs collaborate on instructional

	strategies, share their work then have their peers observe them teaching. Teachers observing teachers has multiple benefits in teachers' efficacy to meet the needs of all students. This has been an area of strength for YCS IS in assisting PSTs to create collegial relationships with teachers, equity and UDL strategies. AAC classroom assistant cohorts are underway and will be another specific "tool and communication strategies" for our increasing nonverbal and students populations with communication disorders. Teachers /Assistants will be exposed to AAC learning . A pilot project using AAC "classroom wide" as a strategy for learning will be supported by our YCS SLP, RISC and school principal.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

I. School-based Support Team

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

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	Administrators are committed to meeting weekly with their teams using YCS's standardized SBST referral form and processes. The **District Student Service Team (DSST)** takes turns and checks in with principals on the function of their various team processes over the school year. The RISC participates when required. The RISC continually updates all forms with the PSTs during monthly meetings and updates the PST data bank which is the district's central hub for information, procedures and documentation requirements. Each school team has a digital drive that holds folders on many different levels: SBST minutes, students folders, parent meetings, case conferences and problem solving team minutes. All PSTs are required to ensure records are updated-written and digital. The DSST sets reminders on record management and expectations. The Director has scheduled times during district leadership meetings with the Superintendent, the importance of SBSTs, commitment to preserve SBST time plus record management and ATIPP. The DSST works with all principals to support the challenges of SBST procedures, time management and focus by coming in and facilitating strong team approaches or how to align the diverse needs of the different student populations. Every 6 weeks the DSST and Superintendent meet with the school admin teams to discuss the core operational procedures of IS, SBST's accessibility for teachers and impact for staff and students. The DSST reminds PSTs and Admin that they do presentations at staff meetings to share SBST data and to encourage teachers to bring students to the team.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

J. Review of SSPs and IEPs

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

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	The DSST has established times for all schools for SSP and IEP development, review and revision. It starts this fall with SSPs. The RISC works with the PSTs and tech lead to ensure Special programming is correct and reflects all students and new teachers on the databases and with paper copies. The Director of Student Services will continue working with administrators on ECE's IS record management, IEP parent consent, SOP Protection of Privacy and ATIPP and atypical cases. Person Centered Planning will continue next year as an important process for parent participation and staff. There has been a significant increase and success in PCP planning because of its holistic nature of consultation and circle of support for families with students on IEPs. The YCS leadership team is in conversation on how to streamline the annual grade transition processes dates for placement to ensure fidelity and ease for staff. Principals and the DSST are exploring district processes and timeline to ensure student information is timely, in depth and processes understood. IEP report cards are sent to parents during regular report card periods or when necessary. YCS will be piloting a new assessment reporting for parents who have children on IEPs with a student-led conference approach that will be scheduled at different points in the school year with the teachers, families and PSTs. This is to bring a student voice to demonstrate authentic evidence of learning with teacher and parent. YCS has established parent conferences for students who will be experiencing specific transitioning. A more formalized wrap-around conference with teams and families is scheduled in November and June. YCS supports families and teachers by contracting specialists to attend these meetings to support families and prescriptive educational recommendations. Transition meetings for school staff

	will take place in September, January, and May 2025-2026 for specific students on SSP/IEPs. The district calendar has scheduled training/modelling/conferences over the school year depending on needs. The Director and RISC participate in these processes upon principal request or when there is a need to ensure the practices reflect the NT Inclusive Schooling Directive and principles.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

K. PST Activities

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

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

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	The YCS Leadership Team understands and provides flexibility with the yearly pressure points for PSTs. The DSST and PSTs have created a pre-planned yearly schedule of timelines and schedules for school and district IS processes. The DSST and PSTs will meet regularly, as a whole district and as individual school teams, to review time management; design ways to problem solve and work with principals to ensure effectiveness of student programming. DSST has reduced the amount of contractors for the 2025-2026 year in hopes to reduce PST workload. DSST has also targeted how to pace information overload for PSTs who have 0-5 years of experience in the role.

	The Principal of Student Services is tasked with the following activities to ensure PSTs align their time use: ● meet with all new PSTs individually for 4-5 half days a year. ● model and revised district the PST Information Bank (digital hub of tools, procedures and resources) to decrease wait times and dependencies The Director will be working closely with two schools principals who have reduced PSTs allotments on how to manage schoolwide demands, PST responsibilities, time use and effectively prioritize students. The DSST will continue to mentor PSTs on scope of practice. Time use and management will be discussed and analyzed at every monthly district meeting. The DSST will continue to work with PSTs to revise and use tools that help align the different duties and expectations. On select Thursday afternoons, the PSTs will participate in YCS's new collaborative team structures with Kurtis Hewson. Time and different structures for data analysis with teachers groups to inform instruction will leverage PSTs' time use. The DDST will continue its work with PSTs to create tool, review communication challenges and revised ways to move beyond systemic barriers, will happen in the fall and spring at district meetings.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1	2	We are allocated for 4.21 ILI's, but we are able to fill 3 positions. We use the additional funding to hire a 2nd RILE who oversees language resources, development, and support for our ILE's.		

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Weledeh Catholic School	Principal PST (1) ILI (1) Teachers (4+) Classroom Assistants (4+) Student Wellness Mentor (1) Dǫ Edàìzheh Facilitator (1) Specialty Teacher (1)	Once every 4-6 weeks	
École St. Joseph School	Principal PST (1) ILI (1) Teachers (4+) Classroom Assistants (4+) Student Wellness Mentor (1) Dǫ Edàìzheh Facilitator (1) Specialty Teacher (1)	Once every 4-6 weeks	
École St. Patrick High School	Principal PST (1) ILI (1) Teachers (4+)	Once every 4-6 weeks	

	Classroom Assistants (4+) Student Wellness Mentor (1) Dǫ Edaìzheh Facilitator (1) Specialty Teacher (1)		

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Weledeh Catholic School	1.4	1.4	We have a 1.0 language teacher at each school and our 2nd RILE spends .4 of her time working with each school's ILI's and supporting their needs.		
École St. Joseph School	1.4	1.4	We have a 1.0 language teacher at each school and		

			our 2nd RILE spends .4 of her time working with each schools ILI's and supporting their needs.		
École St. Patrick High School	1.41	1.41	We have a 1.0 language teacher at each school and our 2nd RILE spends .4 of her time working with each school's ILI's and supporting their needs.		
TOTAL	4.21	4.21	4.21		

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 recruitment and retention planning for ILI instruction in the region. 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?	*Example: Three Indigenous Language Instructors have been hired on a letter of authority* Participating in the ILIEP program;
Plans to recruit and retain language teachers, if any?	*Example: The region has plans to work with ECE to implement the Indigenous Language Instructor Employment Plan (ILIEP) in our region.* We are encouraging participation in programs like the MAP program or ILIEP when we meet resource workers that know some of the language. We use our newsletter as a platform to reach out to community members who may have language skills and interest in joining us. We hope to have a new ILIEP trainee to work with Weledeh Catholic School.
The # of anticipated New ILIs and which schools they are in.	None anticipated for the 2025-2026 school year
Challenges and/or barriers faced in the region	*Example: Limited language speakers* *Limited language speakers.* *Language speakers lack confidence to move into the school system.* *Language instructors that get burnt out and feel stressed because of the mounting tasks of being an educator in a school system.* *Hiring struggles - community members who may speak the language may not have resumes or be comfortable in an official interview, affecting their performance, affecting their ability to be hired and become an ILIEP.*

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - ***o*** Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	Allocated *($)*	Budgeted *($)*	Explanation for difference *(if applicable)*	Actual *($)*	Explanation for difference *(if applicable)*	3rd Party Funding *($)* / Source *(If applicable)*
Weledeh Catholic School	33,000	33,000				
École St. Joseph School	33,000	33,000				
École St. Patrick High School	33,713	33,713				
TOTAL	99,713	99,713				

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

School	Elder in School *(Y/N)*	Cultural Support Worker *(Y/N)*	How are these positions funded?	If no to either of these positions, why not?
Weledeh Catholic School	N	N		**Our Elder(s) are hired on part-time basis depending on their schedule, abilities, and program needs. We hire cultural support workers as needed depending on camps and events at the schools.**
École St. Joseph School	N	N		
École St. Patrick High School	N	N		

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. **All school staff are required to participate in two days of <u>mandatory</u> cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
Weledeh Catholic School	**August 21 PD Day**	**100**		
	Dene Kede/Do̱ Edàìzheh Training (continuation)	**100**		
	Culture Camp Teacher PDs	**50%**		
École St. Joseph School	**August 21 PD Day**	**100**		
	Dene Kede/Do̱ Edàìzheh Training	**100**		
	Culture Camp Teacher PDs	**50%**		
École St. Patrick High School	**August 21 PD Day**	**100**		
	Blanket Exercise	**100**		
	Dene Kede/Do̱ Edàìzheh Training (Continuation)	**100**		

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	**Name of School-Based Key Cultural Experience** *(list two per school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used throughout?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Weledeh Catholic School					

École St. Joseph School					
École St. Patrick High School					

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
40,492	40,492			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
45,968	45,968			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**

Appendix B: Operating Plan - Operating Budget

Please refer to Appendix B attached.

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Yellowknife Catholic Schools
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated (Draft)

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	20,552,078	19,644,090	19,633,343
SSI (Base Amounts - Schedule 8)	24,000	103,000	24,000
Northern Distance Learning (Schedule 8)	0	0	0
Minority Language (Schedule 8)	500,000	509,500	505,000
Education Renewal Initiative (Schedule 8)	0	0	0
ECE Other Contributions	1,892,978	1,893,058	2,998,181
Sub-Total ECE	**22,969,056**	**22,149,648**	**23,160,524**
GNWT Other Contributions	54,825	54,825	54,825
Total GNWT	**23,023,881**	**22,204,473**	**23,215,349**
Federal Government Jordan's Principle (Schedule 8)	7,430,500	7,265,461	6,732,510
Federal Government Other (Schedule 8)	123,900	141,888	7,500
Property Tax Requisitioned	5,052,646	4,613,000	4,640,580
Other Education Bodies	100,000	100,000	137,722
Education Body Generated Funds			
Rentals	188,000	200,000	180,000
School Fees	568,520	262,000	346,798
Investment Income	500,000	450,000	635,000
Donations	25,000	50,000	0
Other	50,000	55,000	77,000
Total Generated Funds	**1,331,520**	**1,017,000**	**1,238,798**
TOTAL REVENUES	**37,062,447**	**35,341,822**	**35,972,459**
EXPENSES			
Administration (see Schedule 2)	2,575,000	2,950,539	3,074,539
School Programs (see Schedule 2)	19,227,271	17,196,288	17,426,820
Operations and maintenance (see Schedule 2)	2,901,500	2,968,000	3,281,374
Inclusive Schooling (see Schedules 2&3)	4,505,000	5,053,000	4,046,050
Indigenous Languages and Education (see Schedules 2 & 4)	1,403,174	943,000	1,479,500
Student/Staff Accomodations (see Schedule 2)	0	0	0
Jordan's Principle (see Schedule 2)	7,430,500	7,265,461	6,740,010
Debt Service	0	4,000	1,250
Other	0	0	0
Sub-Total Expenses Before Amortization	**38,042,445**	**36,380,288**	**36,049,543**
Amortization (see Schedule 2 & 6)	**1,752,000**	**1,742,000**	**1,751,643**
TOTAL EXPENSES**	**39,794,445**	**38,122,288**	**37,801,186**
ANNUAL OPERATING SURPLUS (DEFICIT)	**-2,731,998**	**-2,780,466**	**-1,828,727**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**35,085,183**	**36,913,910**	**36,913,910**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**32,353,185**	**34,133,444**	**35,085,183**
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	32,353,185	34,133,444	35,085,183
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	-30,529,320	-31,965,818	-32,213,870
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Closing Capital Fund Reserve (YK1) (Schedule 10)	0	0	0
Total Closing Accumulated Operating Surplus	**1,823,865**	**2,167,626**	**2,871,313**

Department of Education, Culture & Employment
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Yellowknife Catholic Schools
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		11,429,000					1,491,000	**12,920,000**
Regional Coordinators (RISC/RILE)				156,000	288,000			**444,000**
Program Support Teachers				1,304,000				**1,304,000**
Support Assistants				1,542,000			3,388,000	**4,930,000**
SBMHW Positions				432,000				**432,000**
Healthy Choices Initiative & Youth Contributions Programs Positions								**0**
Indigenous Language Instruction					423,000			**423,000**
Cultural Resource Staff					15,000			**15,000**
Elders in Schools					90,000			**90,000**
Non Instructional Staff	1,441,000	2,911,500	526,000				843,000	**5,721,500**
Board/Trustee Honoraria	80,000							**80,000**
Sub-Total	1,521,000	14,340,500	526,000	3,434,000	816,000	0	5,722,000	**26,359,500**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	339,000	3,257,000	124,000	820,000	160,000		1,470,000	**6,170,000**
Leave And Termination Benefits								**0**
Sub-Total	339,000	3,257,000	124,000	820,000	160,000	0	1,470,000	**6,170,000**
STAFF DEVELOPMENT (Including Travel)	107,000	118,000	6,000	15,000	4,000		5,000	**255,000**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	319,500	79,500		120,000			100,000	**619,000**
Postage/Communication	60,000	50,500	14,000					**124,500**
Utilities								**0**
Heating			372,000					**372,000**
Electricity			421,500					**421,500**
Water/Sewage			118,500					**118,500**
Travel	10,500	1,500					28,500	**40,500**
Student Transportation (Busing)		456,000		10,000	15,000		10,500	**491,500**
Advertising/Printing/Publishing	103,000							**103,000**
Maintenance/Repair			477,500		10,000			**487,500**
Rentals/Leases	8,000	10,000	15,000					**33,000**
Other Contracted Services	33,000	12,500	819,500		352,174			**1,217,174**
Sub-Total	534,000	610,000	2,238,000	130,000	377,174	0	139,000	**4,028,174**
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				76,000				**76,000**
Materials	74,000	897,771	7,500	30,000	46,000		94,500	**1,149,771**
Freight		4,000						**4,000**
Sub-Total	74,000	901,771	7,500	106,000	46,000	0	94,500	**1,229,771**
DEBT SERVICE								**0**
OTHER								**0**
SUB-TOTAL OF EXPENSES BEFORE AMORT	2,575,000	19,227,271	2,901,500	4,505,000	1,403,174	0	7,430,500	**38,042,445**
AMORTIZATION			1,752,000					**1,752,000**
TOTAL	**2,575,000**	**19,227,271**	**4,653,500**	**4,505,000**	**1,403,174**	**0**	**7,430,500**	**39,794,445**

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Yellowknife Catholic Schools
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Healthy Choices Initiative	Youth Contributions Programs	Magnet Facility	Total
SALARIES						
Regional Coordinators	156,000					**156,000**
Magnet Facility Teachers						**0**
Program Support Teachers	1,304,000					**1,304,000**
Support Assistants	1,542,000					**1,542,000**
SBMHW Positions		432,000				**432,000**
Healthy Choices Initiative & Youth Contributions Programs Positions						**0**
Sub-Total	3,002,000	432,000	0	0	0	**3,434,000**
EMPLOYEE BENEFITS						
Employee Benefits/Allowances	722,000	98,000				**820,000**
STAFF DEVELOPMENT (Including Travel)	15,000					**15,000**
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	120,000					**120,000**
Student Transportation (Busing)*	10,000					**10,000**
Other Contracted Services						**0**
Sub-Total	130,000	0	0	0	0	**130,000**
MATERIALS/SUPPLIES/FREIGHT						
Assistive Technology	76,000					**76,000**
Materials	30,000					**30,000**
Freight						**0**
Sub-Total	106,000	0	0	0	0	**106,000**
TOTAL	**3,975,000**	**530,000**	**0**	**0**	**0**	**4,505,000**

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Yellowknife Catholic Schools
Indigenous Languages and Education - (Schedule 4)
Annual Budget

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	288,000			**288,000**
Indigenous Language Instruction	423,000			**423,000**
Cultural Resource Staff		15,000		**15,000**
Elders in Schools		55,000	35,000	**90,000**
Sub-Total	711,000	70,000	35,000	**816,000**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	164,000			**164,000**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				**0**
Travel				**0**
Student Transportation (Busing)*	15,000			**15,000**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services	362,174			**362,174**
Sub-Total	377,174	0	0	**377,174**
MATERIALS/SUPPLIES/FREIGHT				
Materials	16,000	15,000	15,000	**46,000**
Freight				**0**
Sub-Total	16,000	15,000	15,000	**46,000**
TOTAL	**1,268,174**	**85,000**	**50,000**	**1,403,174**

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Yellowknife Catholic Schools
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	10.67
Territorial Schools:	
Teachers	83.60
Consultants	1.00
Classroom Assistants	1.00
Secretaries	6.00
Maintenance	3.00
Other - Specify	
JK Leads	5.00
Deferred Leave	1.00
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	8.90
Support Assistants	21.00
SBMHW Positions	4.00
Programs Positions	
Magnet Positions	
Other - Specify	
Indigenous Languages and Education:	
Regional Coordinator	2.00
Indigenous Languages Instruction Staff	4.00
Other - Specify	
Jordan's Principle	67.80
ELCC	
ELCC Daycare	9.00
ELCC Out of School Care	2.00
Total Person Years	**230.97**

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Yellowknife Catholic Schools
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026	
TOTAL ACCUMULATED SURPLUS OPEN	35,085,183	**35,085,183**
Opening Balance Investment in Tangible Capital Assets	32,213,870	
Less : Amortization (enter negative)	-1,752,000	
Plus : Capital acquisitions	67,450	
Plus : Debenture principal repayment		
Closing Balance Investment in Tangible Capital Assets	30,529,320	
Opening Balance Decentralized Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	
Opening Balance LED Reserve		
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**32,353,185**
		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**1,823,865**	**1,823,865**
Opening Balance Operating Surplus	**2,871,313**	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	**-2,731,998**	
Amortization	1,752,000	
Capital acquisitions	-67,450	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	1,684,550	
Plus : Transfer from (to) Decentralized Accumulated Surplus		
Plus : Transfer from (to) Restricted Vehicle Replacement Reserve		
Plus : Transfer from (to) Capital Fund Reserve		
Plus : Transfer from (to) LED Reserve		
Closing Balance Operating Surplus	**1,823,865**	**1,823,865**
Opening Balance Decentralized Surplus	**336,306**	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	**336,306**	**336,306**

BUDGET 2025-26 **Schedule 7**

School year July 2025 to June 2026

Yellowknife Public Denominational District Education Authority

		Amount
	Revenue	**$**
1	Contributions from GNWT	
	Education, Culture and Employment	
	a) ECE - Core School Funding	20,552,078
	b) ECE - Other	2,462,878
1	Health	
	a) Drop the Pop	8,925
2	Transfer payments (Government of Canada)	7,554,400
4	Interest Income (general)***	500,000
5	Other income (general)	
	From Related Party Entities:	
	a) Aurora College	120,000
	b) Dettah DEA	100,000
7	Other taxes - City of Yellowkninfe	5,052,646
10	Sales - Other sources*	711,520
		37,062,447.00
	Expenses	
3	Compensation and benefits	32,784,500
5	Amortization of tangible capital assets	1,752,000
6	Other expenses - Operation and Maintenance	5,257,945
		39,794,445.00
	Annual operating surplus (deficit)******	(2,731,998.00)

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

****** Must tie to Consolidated

RELATED PARTIES **SCHEDULE 7a**

HEALTH AUTHORITIES

Parent	Subsidiary	Community
Northwest Territories Health and Social Services Authority		Fort Smith
		Fort Simpson
		Inuvik
		Deline
		Yellowknife
Hay River H&SSA		Hay River
Tlicho Community Services Agency (Tlicho)		Tlicho

EDUCATION AUTHORITIES	Subsidiary	Community
South Slave DEC		
	Hay River District Education	Hay River
	Lutsel K'e DEA	Lutsel K'e
	Fort Smith District Education Authority	Fort Smith
	Fort Resolution District Education Authority	Fort Resolution
	Hay River Reserve District Education	
DehCho DEC	Fort Providence DEA	Fort Providence
	Fort Liard District Education Authority	Fot Liard
	Wrigley District Education Authority	Wrigley
	Nahanni Butte District Education Authority	Nahanni Butte
	Trout Lake District Education Authority	Trout Lake
	Jean Marie River District Education Authority	Jean Marie River
	Kakisa District Education Authority	Kakisa
	Fort Simpson District Education Authority	Fort Simpson
Beaufort Delta DEC	Aklavik DEA	Inuvik
	Paulatuk District Education Authority	Paulatuk
	Fort McPherson DEA	Fort McPherson
	Tsiigehtchic District Education Authority	Tsiigehtchic
	Tuktoyaktuk DEA	Tuktoyaktuk
	Ulukhaktok DEA	Ulukhaktok
	Sachs Harbour District Education Authority	Sachs Harbour
	Inuvik District Education Authority	Inuvik
Sahtu DEC		Sahtu

	Norman Wells District Education Authority	Norman Wells
	Tulita District Education Authority	Tulita
	K'asho Got'ine District Education Authority	Fort Good Hope
	Deline District Education Authority	Deline
	Colville Lake District Education Authority	Colville Lake
Yellowknife District #1 DEC or Yellowknife District Education		Yellowknife
Yellowknife Public Denominational		Yellowknife
Yellowknife Catholic Schools (common name) Yellowknife Public Denominational District Education Authority (legal name)		Yellowknife
Commission Scolaire Francophone		Yellowknife
Dettah DEA		Dettah
Tlicho CSA		Tlicho
	Behchoko District Education Authority	Behchoko
	Whati District Education Authority	Whati
	Gameti District Education Authority	Gameti
	Wekweeti District Education Authority	Wekweeti
Aurora College		Yellowknife
Ndilo DEA		Ndilo

OTHER ENTITIES	**Subsidiary**	**Community**
NWT Business Development & Investment		
	Ulukhaktok Arts Centre	
	Fort McPherson Tent & Canvas	
	Acho Dene Native Crafts	
	Arctic Canada Trading Co ltd.	
	Dene Fur Clouds	
	6355 NWT Ltd	

NWT Housing Corp

Aklavik Housing Association
Behchokö Kö Gha K'àodèe
Deline Housing Association
Fort McPherson Housing Association
Fort Providence Housing Association
Fort Resolution Housing Authority
Fort Simpson Housing Authority
Fort Smith Housing Authority
Gameti Housing Association
Hay River Housing Authority
Hay River Dene Band Housing Society
Inuvik Housing Authority
Lutsel K'e Housing Authority
Norman Wells Housing Authority
Paulatuk Housing Association
Radilih Koe' Housing Association
Sachs Harbour Housing Association
Tsiigehtchic Housing Association
Tuktoyaktuk Housing Association
Tulita Housing Association
Ulukhaktok Housing Association
Yellowknife Housing Authority
Yellowknife Dene First Nation (Housing Division)

NT Hydro's two wholly–owned subsidia

Northwest Territories Power Corporation (NTPC)
Sahdae Energy Ltd. (SEL) (inactive)

NTPC's two wholly-owned subsidiaries:
Northwest Territories Energy Corporation Ltd. (NWTEC)
5383 NWT Ltd. (inactive)

Northwest Territories Heritage Fund

Status of Women Council of the NWT

NWT Human Rights Commission

Arctic Energy Alliance

Inuvialuit Water Board

NWT Surface Rights Board

Note: GNWT Revolving and Special Purpose Funds to be reported separately from GNWT Departments

Marine Transportation Services (MTS) Revolving Fund

Yellowknife Airport Revolving Fund (YKARF)

Fuel Services Division (FSD) (or Petroleum Products Revolving Fund)

Fur Marketing Service Revolving Fund

Public Stores Revolving Fund

Liquor Revolving Fund

NWT Liquor and Cannabis Commission

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Schedule 8

Yellowknife Catholic Schools

Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)

Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	Minority Language Education and Second Language Instruction - French	Education Renewal Initiative	Federal Government Jordan's Principle	Federal Government Other	Total
CONTRIBUTION REVENUES (See Schedule 1)		500,000		7,430,500	123,900	**8,054,400**
EXPENSES						
Salaries		408,000		7,197,000		**7,605,000**
Operating & Maintenance		116,000		233,500	123,900	**473,400**
Project Based (Minority Language)						**0**
Other						**0**
TOTAL EXPENSES	**0**	**524,000**	**0**	**7,430,500**	**123,900**	**8,078,400**
SURPLUS (DEFICIT)	**0**	**-24,000**	**0**	**0**	**0**	**-24,000**

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Schedule 9

Yellowknife Catholic Schools

Education Body 2025-26 Vehicle Replacement Proposal - (Schedule 9)
Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2025-26 Restricted Operating Reserve	Proposal Description (Economic Justification)
						Total Restricted Operating Reserve for Vehicle Replacement	$ -	

**NOTES:
1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement
2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehciles and $150K for Buses

Department of Education, Culture & Employment
YCS Approved 2025-2026 Budget

Schedule 10

Yellowknife Catholic Schools

Education Body 2025-26 Capital Fund Report - (Schedule 10)
Annual Budget

Project Name	Project Classification	School/Project Location	Project Start Date	Project Estimated Completion Date	Opening Capital Fund Project Allocation	Opening Work In Progress July 1, 2025	ADD: Anticipated fiscal year expenses	LESS: Assets brought into service	Closing Work In Progress June 30, 2026	Pre-adjustment Closing Capital Fund Project Allocation	LESS: Amounts moved to O&M (discontinued	Transfers to other Capital Projects	Closing Capital Fund Project Allocation	Project Description
Staff Room Renovation	Project Classific	WCS	2025-07-01	2025-08-15	67,450.00	-			-	67,450.00			67,450.00	Retrofit of change room to staff room
									-	-			-	
									-	-			-	
									-	-			-	
								-	-	-			-	
								-	-	-			-	
							-	-	-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
				Projected	$ 67,450					$ 67,450			$ 67,450	Closing Capital

****NOTES:**

1) New Capital Projects will require Financial Management Board approval prior to inclusion on this schedule.

Approvals

Operating Plan

Education Body Chair

Superintendent

June 28, 2025
Date

June 27, 2025
Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Appendix C: Annual Report - Audited Financial Statements

Education Accountability Framework

Yellowknife Education

District No.1

Operating Plan

For the 2025-26 School Year

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Operating Plan - Executive Summary

The Yellowknife Education District No.1's Operating Plan for the 2025-2026 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 2025-2026 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; Personalize 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 2025-2026. All professional development will align with the identified pillars.

YK1 2025-2026 Educational Goals		
Learning	**Indigenous Language and Culture**	**Wellness, Community, and Key Competencies**
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness NWT Renewed Curriculum Key Competencies
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
YK1 Goals and Targets		
Using EDI results at the school and district level to plan for student wellness and success	Continued implementation of "Our Languages"	Using MDI results at the school and district level to plan for student wellness and success
Implementation of YK1 Learning Plan	Continued development of authentic learning experiences in ILE classes Continued expansion of ILE classes throughout the district	ECE supported school-based programs • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S/L.E.A.D.S.

Place-based, culturally responsive initiative, Engaging Learners in the Elementary, Middle and High school years		Ongoing review of assessment practices and reporting student progress Continued work on incorporating Growth as a Learner into the new reporting model
Math/Science/Early Literacy foci EN/FR: • JK-2 Playful Inquiry • Literacy and numeracy residencies • Early Oral Language Development – Now Play	Cross-curricular planning and integration of Dene *Kede*.	Continued expansion of Outdoor Classrooms
Continued growth of our understanding of renewed curriculum competency to help with the development of An NWT Capable Person	Continued Indigenization of learning environments and Resources	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction - cycle of inquiry for students and staff learners	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching for equity using flexible instructional practices	Key Cultural Experiences	Safe and Caring School Plans
Participation in ECE implementation of Competency-Based IEPs	School-based ILE Committees	Community partnerships
Following expected guidelines for PSTs		
Technologies to support equity for all 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 2025-2026 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. School Profiles; and
D. Policy Development.

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 students it serves.

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

District Education Authority Trustees

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

Administration

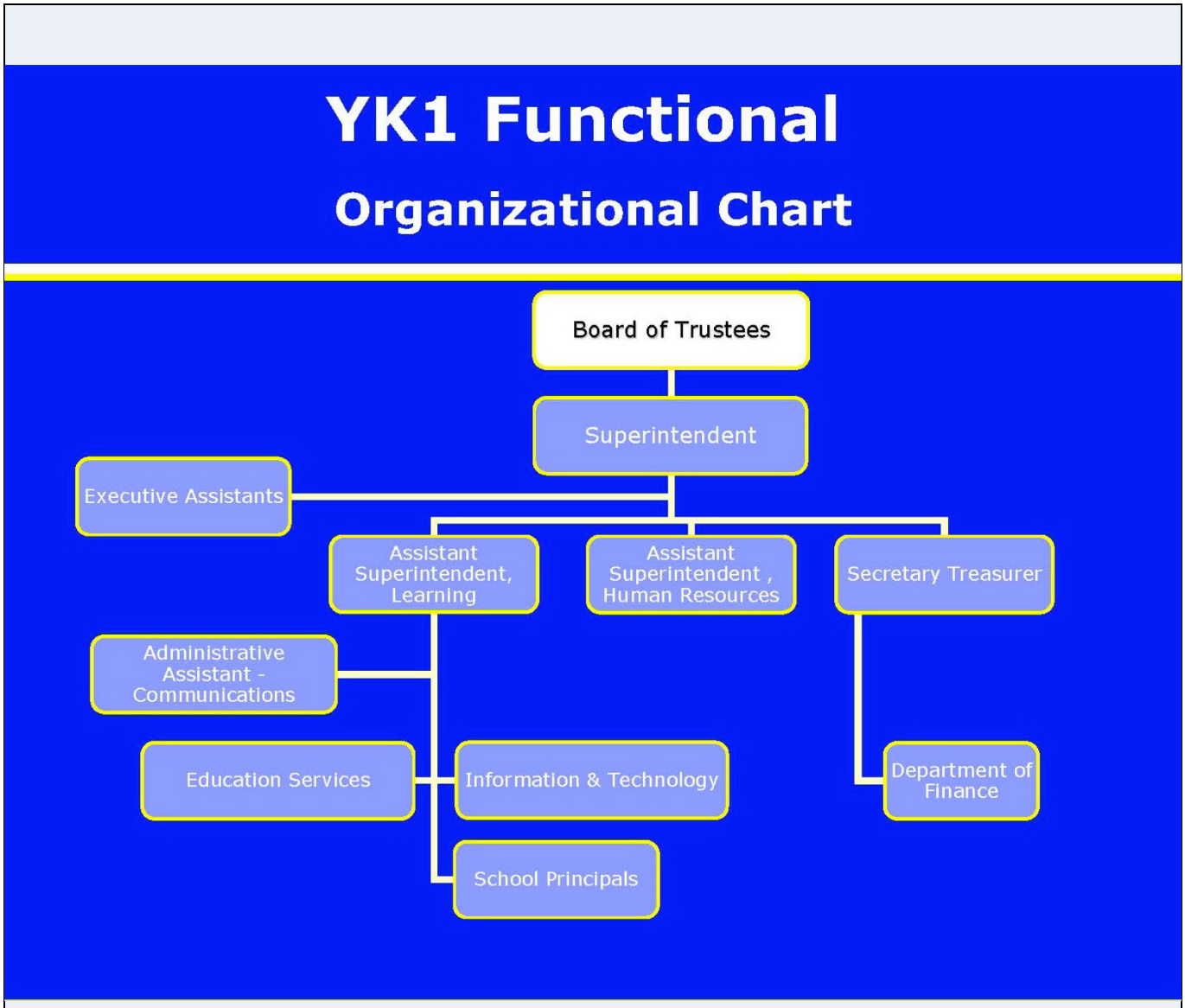
Superintendent of Education:	Shirley Zouboules
Assistant Superintendent:	Landon Kowalzik
Assistant Superintendent:	Graham Arts
Secretary Treasurer:	Lisa Vass

During their tenure, Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected for a term of four years. At the end of their terms, Trustees must stand for re-election should they wish to continue in their role.

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:



* Staff names are not included for this functional chart

C. School Profiles

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

Total Number of Schools in District	**6**	**Total Anticipated Student Head Count**	**2106**

School Name	Community	Grades Offered	Programming Highlights
École Itł'ǫ (Itł'ǫ)	Yellowknife	JK-5	École Itł'ǫ offers: • French Immersion programming • Wıìlìdeh language classes for all students. • English programming (grade 3-5). • Special programming includes student council, school athletics, traditional games competition, clubs such as rainbow club, cards & games clubs, art club and improv. club, intramurals during indoor recesses. • Dene Kede facilitator based at the school every two weeks • The gardening program (April-May). • After School care (YWCA) Grades JK-5. • Indigenous language and culture is integrated into classroom sessions. • Whole school Indigenous activities: classes cycle through knowledge keepers or elders Ex: rabbit, fish, muskox, caribou, drum dancing, traditional games and painting. • Indigenous Culture Camps throughout the year. • School wide activity: Zhah Day; incorporating French and Indigenous cultures. School Dances, pancake breakfast, BBQ.
Mildred Hall School (Mildred Hall)	Yellowknife	JK-8	Mildred Hall School (MHS) offers: • English programming • Wıìlìdeh language classes for grades JK-8

			• Wall Tent Wednesday and Thursday where all classes get to explore various animals and traditional knowledge • Jigging lessons for all grades • Drumming, Hand Games, Traditional Games • Dene Kede facilitator visits the school once every 2-3 weeks. • District ILE camps as well as school-based camps • Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 6 • Many extracurricular activities such as: • Team sports • Fine Arts • Messy Book Club • GSA - Skittles club meets in two groups grades 3-5 and 6-8 • Lorax Club (Recycling/green team) • choir and band instruments • alternative sports/clubs such as fat biking, cross-country skiing, snowshoeing, and rollerblading. alternative options such as drumming and traditional games • Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Wìlìdeh language in our land-based learning experiences • A breakfast, snack, and hot lunch program. • The school has a large garden where students grow vegetables used in the foods program • Restorative practices, along with positive Behavioural Interventions and Support (PBIS), are used as a proactive approach to support behaviour
N.J. Macpherson School (NJ Macpherson)	Yellowknife	JK-5	N.J. Macpherson School (NJM) offers: • English programming JK-5 • Core French, Grades 1-5 • Wìlìdeh language classes for all students and staff (depending on staff availability) • Special programs including Physical education, visual arts, music, drama and a strong recycling program • Several extracurricular sports, clubs and after-school programs • Indigenous language and culture is integrated into classroom sessions

			• Indigenous Culture Camps throughout the year • An active Parent Advisory Council • Weekly ?ori (Spruce Bow) program with hands on learning of traditional ways of learning and knowing in the school McPherson tent- Depending on funding and staff availability.
Range Lake North School (Range Lake)	Yellowknife	JK-8	Range Lake North (RLN) offers: • English programming JK-8 • Post-Intensive French in Grade 8 and Core French in Grades 1 to 8. • 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 hiking, skiing, biking, snowshoeing, and skateboarding. • Sustainable living projects: outdoor gardens and observatory beehive. • pizza and literacy night for families • Tech nights for middle school students. • An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities.
École William McDonald School (William McDonald)	Yellowknife	6-8	École William McDonald Middle School (EWMS) offers: • Programming for Grades 6,7 and 8 in both English and French Immersion • Other French options including: ○ Intensive French - Grade 6, ○ Post-Intensive French - Grade 7 and 8 • Core French – Grades 6 - 8 • Wıìlìıdeh language classes (grade 6 classes) • Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies, Community Awareness and Outdoor Education

			• Sports Academy Program which includes hockey, soccer, and athletics. Recently updated fitness room has allowed an expansion to its sports programming.
École Sir John Franklin High School (Sir John)	Yellowknife	9-12	École Sir John Franklin High School (ESJFHS) offers: • Programming from Grades 9 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 9 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 focus 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 and cultural experience • Night School classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite • Alternate programming (Route 51) available during the day (9am - 3:45pm) off site. Graduating required courses are offered on modular based format

D. Policy Development

Under section 96 of the *Education Act*, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Type of Policy or Bylaw	Yellowknife Education District No. 1
Code of Conduct	September 2022
School Attendance	August 2017
Safe Schools	April 2014 June 2014 September 2022
Transportation of Students	August 2017
Conduct of Business	October 2022
Records Management	August 2017 (As per Directive)
Student Assessment	August 2017 (based on SAER directive 2010)
Inclusive Schooling	February 2018 (As per Directive)
Camera Use in Schools	August 2017 (YK1 Administrative Procedures)
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT handbook)
Honorarium	January 2021 (Board Bylaws)
Annual Report	August 2017 (follow Ed. Act)
Borrowing Money	1996 Education Act

2. Territorial Schools

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

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

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:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
    - Student achievement in Literacy and Numeracy
    - Language and Culture
    - Student & Educator Wellness
    - Personalized and Inclusive Education
    - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

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

Regional priorities and goals.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: • Learning • Indigenous Language and Culture • 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 continue to participate in professional learning focusing on the three identified pillars.	100%		
YK1 schools will continue to participate in district led PD focusing on numeracy and literacy - with a priority placed on Grades 4 through 10 as they continue to trial the NWT Adapted Curriculum	100%		

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

B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary: 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies In addition, site-based data will inform school plans, to ensure student and school community needs are considered. Formal school reviews follow the district's administrative procedures and are cyclical. All six district schools were reviewed in the previous two school years YK1 schools develop yearly School Improvement Plans based on the previous year's data and the goals of their school. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified

	pillars. School goals are shared with Trustees, the District Leadership and PACs.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	At the beginning of each school year YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by Principals and Assistant Principals will also be evaluated. The leadership at each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk. YK1 utilizes the ECE Growth & Evaluation model. The district is well-positioned to implement the renewed teacher growth and evaluation model once it is finalized by ECE and ready for implementation

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	20%		
Number of principals and assistant principals formally evaluated in the school year.	20%		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	30%		
Number of Superintendents formally evaluated in the school year.	100%		
Areas of Strength for the region			

Areas for Development for the region	
Additional Comments for the region	

D. Regional Training and In-Service

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

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2025-2026 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2025-2026. Consultants will provide PD in the following areas: Learning/Indigenous Language and Culture while ensuring embedded support for moving to competency-based teaching and learning • Math Residencies (EN/FR) • Literacy Residencies (Grades 3-8) • JK-K Collaborative Study Group • JK-4 NOW Play Project (Northern Oral Language and Writing Through Play) • Neurolinguistic approach with outside consultant (FR/Wıìlìıdeh) • Inclusive Pedagogies in Secondary Two ILE district days are planned to meet the ILE directive. School specific STIP times are planned to align with the identified pillars and school improvement goals. For the duration of the trialing and implementation of the renewed NWT curriculum this will be a focus.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*

Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

E. 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.

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual* (PY) column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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	1.5	2	Two coordinators are required. The first is to support learners in the English program. The second is to provide support to French Immersion, Core French, Intensive and Post-Intensive programs		

** 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.*

F. 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.

Please note that National School Food Program reporting is separate and will be completed through your education body's Contribution Agreement.

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

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	YK1 schools access the Healthy Food for Learning Program provide a combination of breakfast, lunch and/or snacks 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. *With the recent agreement for the National School Food program, YK1 schools intend to increase food offerings while also strengthening the infrastructure and facilities needed to safely prepare and offer food to our students.*

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*	**Average number of children / youths served daily**	**Criteria to participate** *(Low income, fee, Everyone welcome, etc.)*	**Non-GNWT Funding Received** *($ Amount / Source)*

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

G. 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, and the grades in which the SL is taught.

School Name	**Language of SL** (Sahtu Dene Kədá, Dëne Sųłıné, Dene Zhatıé, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Itł'ǫ	French	Immersion	JK-5		
	Wıìlıìdeh	Core	JK-5		
Mildred Hall	French	Core	3-6		
	Wıìlıìdeh	Core	JK-8		
N.J. Macpherson	French	Core	1-5		
	French	Pre-Intensive Camps	5		
	Wıìlıìdeh	Core	JK-5		
Range Lake	French	Post-Intensive	7-8		
	French	Pre-Intensive Camps	5		
	French	Intensive	6		
	French	Core	1-8		
	Wıìlıìdeh	Core	1-8		
Sir John	French	Immersion	9-12		
	French	Post-Intensive	9-12		
	French	Core	9-12		
	Wıìlıìdeh	Core	9-12		
	French	Immersion	6-8		

William McDonald	French	Intensive	6		
	French	Post-Intensive	7-8		
	French	Core	6-8		
	Wıìlìdeh	Core	6		

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

H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), 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.

Name of SSI Project	**Growing Communities of Learners**
SSI Project Proposal Summary including purpose, key objectives and activities.	The "Growing Communities of Learners" project aims to address the following student needs: Learning in inclusive, safe, caring, and collaborative environments. Developing competencies in literacy and numeracy. Engagement and ownership of learning The following considerations also inform the focus for this proposal: YK1 Strategic Priorities. (Wellness, Learning, Indigenous Language and Education and Community) YK1 Learning Plan NWT Curriculum Renewal Key Competencies Teachers will engage in professional learning communities and collaborative inquiry focused on assessment, UDL and inclusive best practices.

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	**Budget**	**Actual**
Facilitator Contract(s)	$6,000	
Facilitator Expenses (travel, per diem, accommodation, etc.)		
Teacher Release Time (Sub Costs)	$23,000	
Teacher Travel (transportation, per diem, accommodation)		
Workshop Expenses	$2,000	
Other (please specify)	$3,000	
Total Budget	$34,000	

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.	100% of classroom teachers will participate in a professional learning community for at least one hour per week		
Number of PD opportunities provided (in hours)	12 (not including the PD opportunities from participation in PLCs)		
Please include any additional performance indicators	100% of schools will identify teacher leaders for collaborative inquiry		

	100% of K-8 school will identify participants for district wide marking of the FSAs		
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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.

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.00	2.00	We receive funding from ECE for the 1 RISC position, however the funding received does not cover the salary as YK1's RISC is at the top of the salary grid. Therefore, we source approximately $40,000 from IS/District/Taxpayers funding to cover this salary gap. We are also looking at funding sources for an additional RISC to cover the gap between		

		population and needs/GNWT formula of 1 RISC/region.		

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	0		

B. Program Support Teachers

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

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

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Įtł'ǫ	15.59	16.00	We budget for 16 PSTs; however the majority of our PSTs are at the top of the salary grid. Therefore, we must source approximately $570,000 from IS/District/Tax payers funding to cover the salary gap. We also use these funding sources to cover the .41 salary to round up to 16 PSTs from the 15.59 as a .5 PST is not effective. We are also looking at funding sources for an additional			
Mildred Hall						
N.J. MacPherson						
Range Lake North						
Ecole Sir John Franklin						
William MacDonald						

			PST at SJF to cover the gap between needs/gnwt formula cap of 1.00 position for each 119 FTE, up to a maximum of 3.25			
TOTAL	15.59	16				

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 third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Įtł'ǫ	32.77	39	The majority of our EAs are at the top of the salary grid. Therefore, we must source approximately $1,108,600 from IS/District/Taxpayers funding to cover the salary gap. We use these funding sources for an additional 6.23 EAs to cover the gap between student need/GNWT funding formula of 1.00 position for every 64.25 JK-12 FTE per community YK1 data shows 84 students require 1:1 for safety/communication/ medical/intimate care support. Our budget for EAs will only support 39 of those students so we are looking at other funding sources for additional EAs to support the other 45 students who require a		
Mildred Hall					
N.J. MacPherson					
Range Lake North					
Ecole Sir John Franklin					
William MacDonald					

			1:1 EA to be able to safely attend our schools.		
TOTAL	32.77	39			

D. Inclusive Schooling - Staff Development

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$89,331	$89,331			

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?**
Restorative practices	All	YK1 Staff	Throughout the year		
Inclusive Curriculum Delivery	PSTs, Teachers, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Throughout the year		
Education Program Planning with the new curriculum	PSTs	Shelley Moore, RISCs, ECE	Throughout the Year		
CB IEP	RISCs, PSTs, Teachers	RISCs	Throughout the Year		
Further Developing Student Self-Regulation	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	RISCs, Contractor (Robyn Combres, Monique Thomas, Others TBD)	Throughout the Year		
Implementing Inclusive Practices	RISCs, Shelley Moore, Others TBD	Shelley Moore, Others TBD, RISCs, PSTs	Throughout the Year		

Implementing Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Winter		

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.*

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
118,698					

F. 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, and funding spent on Healing and Counselling throughout the region.

Regional Allocation *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$113,526		

G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program's policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students' mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$731,352	749,670.72	YK1 has 1 team lead and 5 Wellness Mentors. We plan to hire one more Wellness Mentor so all 6 YK1 schools have SBMHW support. As salaries increase annually but GNWT funding in this category does not, we will need to source $18,318.73 to cover the 6 salaries for the 2025-2026 school year.		

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Budgeted** *(PY)*	**Explanation for Difference** *(GNWT, Third Party, etc.)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
École Ɂtł'ǫ̀	1			
Mildred Hall	1			
N.J. MacPherson	1			
Range Lake North	1			
École Sir John Franklin	1			
École William MacDonald Middle School	1			
TOTAL	6			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	**Programs and Services** *(i.e. programs, resources, training)*	**Programs and Services** *(i.e. programs, resources, training)*	**Successes / Challenges**
Community/ School	Programs, resources, training)		
All YK1 Schools	4th/R/Healthy Relationships Program Plus		
	Restorative Circles		
	SEL strategy/skill building small groups		
	Sharing Circles		
	Beading Circles		
	Stress and Anxiety Presentations		
	1:1 Strategy/skill building		
	School community projects		
	Test support		

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 are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared by the RISC and discussed with the PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs, RISCs) work collaboratively with families to ensure thoughtful and intentional supports align with students' SSP/IEP goals and are implemented. Student support plans are reviewed prior to reporting periods and adjusted as needed. Continued CB IEP renewal and Educational Program Planning professional development will ensure alignment with the new curriculum, and a strength-based approach to goal setting is prioritized with students and families. YK1 recognizes that professional development of teachers and support staff plays an integral part in IEP renewal success.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**.	YK1 is committed to ongoing work with ECE, our own staff, and outside facilitators who are experts in inclusive instructional strategies that are flexible, responsive, and provide equitable support and access for the needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences and programming aligned with the new curriculum competencies.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	In the 2025-2026 school year, all schools will continue to utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools. The continuation of the second RISC will ensure RISC support equitably continues to improve capacity in all schools in SBST implementation and effectiveness.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that IEPs and SSPs are updated and reviewed in consultation** with parents, students, SBST members, education body staff, and other professionals as required.	Schools follow processes outlined in the Directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTS and RISCs problem-solve individual cases. In the 2025-2026 school year, a focus will be to align Educational Program development, planning, and implementation of the with the new curriculum.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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

Regional approach to **ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets**.	The RISCs will continue to support school PSTs and school administrators to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines. In the beginning of the 2025-2026 school year, refreshers will be held for admin and PST on the role and allocation of PST time targets.

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

M. Magnet Facilities

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

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

Positions	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for variance** *(if applicable)*	**Actual** *(PY)*	**Explanation for variance** *(if applicable)*
Teachers	3.0	3	The Magnet Facility staff in YK1 are at the top of the salary grid. Therefore, we must hire less than the number indicated ECE provides funding for to cover the salary gap.		
Support Assistants	3.0	1			
TOTAL	6.0	4.0			

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for variance** *(if applicable)*	**Actual** *($)*	**Explanation for variance** *(if applicable)*
$38,000	$30,000	Due to salary deficit funding from ECE for Magnet Facility staff		

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.00	1			

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Example: ILESHS	• *Principal* • *PST* • *ILI* • *Janitor* • *Cultural Support Worker* • *Homeroom teachers from grade 7, 9 and 11*	*Once a month*	*N/A*
Itł'ǫ	K & grade 1 teachers Member of the school leadership team	monthly (also, monthly district)	
Mildred Hall	PST, EA, Teachers, Admin Team, ILE Teacher, ILE EA	Monthly at school (also, monthly district)	
N.J. Macpherson	• Principal • Assistant principal • EA's • Cultural Support Worker- when available • Homeroom teachers from grade JK-5	monthly (also, monthly district)	
Range Lake	Sustainable Living Team: • 2-Teachers • 3-5 EA's • Member of the school's leadership team	Once a month	
William McDonald	Principal, PSTs, Teachers	monthly (also, monthly district)	
Sir John	Assistant Principals Teacher, EA, ILI, PST	monthly also, monthly district)	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
École Įtł'ǫ̀	6.59	.6			
Mildred Hall		2			
N.J. MacPherson		.4			
Range Lake North		.5			
Ecole Sir John Franklin		2			
William MacDonald		.5			

District Office		1.0			
TOTAL	6.59	7			

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

Some regions have indicated difficulty in filling ILI positions. The following table details the recruitment and retention planning for ILI instruction in the region. 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?	*Example: Three Indigenous Language Instructors have been hired on a letter of authority* We are exploring options with the NWTTA to be able to adjust the ILI salary grid for non-certified ILIs. We accommodate school elders/ or language instructors to decrease their FTE and begin work later in the morning in order to meet their needs.
Plans to recruit and retain language teachers, if any?	*Example: The region has plans to work with ECE to implement the Indigenous Language Instructor Employment Plan (ILIEP) in our region.* We continue to build relationships with our community members and language instructors in hope of encouraging language speakers to join our team.
The # of anticipated New ILIs and which schools they are in.	1- MHS
Challenges and/or barriers faced in the region	*Example: Limited language speakers* Getting Willideh and Tlicho speakers to work in our district. Housing has presented as a concern for potential recruits. They declined the position due to lack of housing.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
    - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit.*
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
    - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: *Please note that Elders in School Programming no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;*
    - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
    - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
    - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
    - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
    - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for difference** *(if applicable)*	**Actual** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
Example: ILESHS	*$40,000*	*$30,000*	*$10,000 will be used for sub costs/travel to support language professional development for ILIs*	*$30,000*	*N/A*	N/A
École Įtł'ǫ̀	$174,874	$24,794	Allocated based on enrollment			
Mildred Hall		$23,569	Allocated based on enrollment			
N.J. MacPherson		$29,139	Allocated based on enrollment			
Range Lake North		$21,545	Allocated based on enrollment			
Ecole Sir John Franklin		$54,488	Allocated based on enrollment			
William MacDonald		$21,339	Allocated based on enrollment			
TOTAL	$174,874	$174,874				

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

School	**Elder in School** *(Y/N)*	**Cultural Support Worker** (*Y/N)*	**How are these positions funded?**	**If no to either of these positions, why not?**
Example: ILESHS	*No*	*Yes*	*Jordan's Principle*	*Elders are hired on short term basis using ILE Funding*
Itł'ǫ	No	Yes	MACA-Youth Corps Grant (1 day per week)	
Mildred Hall	No	Yes	Jordan's Principle	
N.J. Macpherson	No	Yes	MACA-Youth Corps Grant (1 day per week)	
Range Lake	No			Elders are hired on short term basis using ILE Funding
Sir John	No			Elders are hired on short term basis using ILE Funding
William McDonald	No	Yes	MACA-Youth Corps Grant (1 day per week)	

E. Strengthening Training for Northern Educators

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

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. A**ll school staff are required to participate in two days of <u>mandatory</u> cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
Example: ILESHS	*Trail Break*	*100*	*90*	*Program Support Teacher and Vice Principal had mandatory Territorial wide training with a division of ECE*
Mildred Hall School	The first day of ILE Professional Development will be coordinated at the district level with Jo Chrona -Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100		
Range Lake North	The first day of ILE Professional	100		

	Development will be coordinated at the district level with Jo Chrona -Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			
William McDonald School	The first day of ILE Professional Development will be coordinated at the district level with Jo Chrona -Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100		
École Itlo	The first day of ILE Professional Development will be coordinated at the	100		

	district level with Jo Chrona -Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			
N.J. MacPherson School	The first day of ILE Professional Development will be coordinated at the district level with Jo Chrona -Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100		
Sir John Franklin	The first day of ILE Professional Development will be coordinated at the district level with Jo Chrona	100		

	-Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			

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

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

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

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	**Name of Land Based Key Cultural Experience** *(list two wise practices from each school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Fish Camp*	*60 students (Northern Studies 10, and two grade 7 classes)*	*5*	*Yes*	*1 class a day over 3 days*
	Muskrat Camp	*60 (grade 7, 8 and 9)*	*6*	*Yes*	*1 class a day over 3 days*

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

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	**Name of School-Based Key Cultural Experience** *(list two per school)*	**# of Participants**	**# of Cultural Resources Experts / Elders Hired**	**Was an Indigenous language used throughout?** *(Y/N)*	**Duration of Experience** *(Days / hours / frequency)*
Example: ILESHS	*Drum Making*	*15 (Males in grade 10-12)*	*2*	*No – Elder and Knowledge keeper who led drum making were not fluent speakers*	*Various times over a two-week period*
	Traditional Medicine	*30 (Experiential Science Class)*	*2*	*Yes*	*Daily over a week in class.*

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$60,927	$60,927			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and *the Indigenous Language and Education* (ILE) *Handbook.* Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

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

Resource Development funding is to be used only for:

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

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$48,265	$48,265			

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

School and # of ILIs participating	**OLC or ILE Handbook**	**Specific Focus** *(ex: assessment)*	**Training Provider** *(ex: RILE, ECE, Contractor)*	**Dates and Location**
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

Resource Type (ex: books, signage, digital, visuals, translations)	**Title of Resource** (if texts)	**# of Copies Produced**	**Language Produced In**
Example: Wordless book	*Rebecca and the Trickster Raven*	*30*	*Dene Zhatie*

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

Type of technology purchased	**# of Items Purchased**	**How the Purchased Technology Supports *OLC* and *ILE Handbook* Implementation**
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

Yellowknife Education District No. 1

Proposed Budgeted Statement of Revenues & Expenditures
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	34,221,610	30,823,512	30,823,512
SSI (Base Amounts - Schedule 8)	34,000	34,000	89,000
Minority Language (Schedule 8)	580,000	580,000	580,000
ECE Other Contributions	1,283,763	3,322,896	3,331,746
Sub-Total ECE	**36,119,373**	**34,760,408**	**34,824,258**
GNWT Other Contributions	0	0	178,300
Total GNWT	**36,119,373**	**34,760,408**	**35,002,558**
Federal Government Jordan's Principle (Schedule 8)	0	7,389,094	7,556,899
Federal Government Other	0	0	110,000
Property Tax Requisitioned	8,038,923	7,005,779	7,005,779
Other Education Bodies	316,693	123,800	219,300
Education Body Generated Funds			0
Investment Income	400,000	400,000	750,000
Other	19,562	115,062	49,249
Total Education Generated Funds	**419,562**	**515,062**	**799,249**
TOTAL REVENUES	**44,894,550**	**49,794,143**	**50,693,784**
EXPENSES			
Administration (see Schedule 2)	2,207,335	1,919,961	1,977,978
School Programs (see Schedule 2 & 8)	29,724,015	28,464,901	29,209,112
Operations and maintenance (see Schedule 2)	3,799,425	3,682,692	3,835,025
Inclusive Schooling (see Schedules 2&3)	8,902,160	8,346,046	8,427,811
Indigenous Languages and Education (see Schedules 2 & 4)	1,448,249	1,393,459	1,390,371
Jordan's Principle (see Schedule 2)	0	6,717,360	6,836,808
Sub-Total Expenses Before Amortization	**46,081,183**	**50,524,419**	**51,677,106**
Net Operating Surplus (Deficit) before Amortization	**(1,186,633)**	**(730,276)**	**(983,322)**
Amortization (see Schedule 2 & 6)	1,000,000	1,500,000	1,000,000
TOTAL EXPENSES**	**47,081,183**	**52,024,419**	**52,677,106**
ANNUAL OPERATING SURPLUS (DEFICIT)	**(2,186,633)**	**(2,230,276)**	**(1,983,322)**
ACCUMULATED SURPLUS (DEFICIT) OPEN*			
Opening Accumulated Surplus FS	**15,444,628**	**17,427,949**	**17,427,949**
Restricted - Schedule 9 Vehicles	116,600		
Add Operating surplus (deficit)	(2,186,633)	(2,230,276)	(1,983,322)
ACCUMULATED SURPLUS (DEFICIT) CLOSE*	**13,374,595**	**15,197,673**	**15,444,628**

Yellowknife Education District No. 1
Proposed Budgeted Statement of Revenues & Expenditures
Annual Budget - Consolidated

	2025-2026 Budget	2024-2025 Approved Budget	2024-2025 Projected Actual
Reconciliation of Closing Operating Surplus:			
Closing Accumulated Surplus	**13,374,595**	**15,197,673**	**15,444,628**
Less:			
Closing Tangible Capital Assets	9,833,928	9,848,163	10,006,913
Closing Decentralized Surplus	237,557	237,557	237,557
Closing LED Reserve (YK1 Restricted)	148,583	148,583	148,583
Closing School Generated Funds	738,357	738,357	738,357
Closing Capital Fund Reserve	0	369,165	710,415
Total Accumulate Closing Operating Surplus	**2,416,170**	**3,855,848**	**3,602,803**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

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

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/ Cultural Programs	Jordan's Principle	Other	Total
SALARIES								
Teachers' Salaries	0	17,864,616	0	0	0	0	0	**17,864,616**
Regional Coordinators (RISC/RILE)	0	0	0	327,634	164,623	0	0	**492,257**
Magnet Facility Teachers	0	0	0	622,642	0	0	0	**622,642**
Program Support Teachers	0	0	0	2,459,355	0	0	0	**2,459,355**
Support Assistants	0	1,595,939	0	3,016,842	0	0	0	**4,612,782**
Indigenous Language Instruction	0	0	0	0	385,279	0	0	**385,279**
Elders in Schools	0	0	0	0	84,000	0	0	**84,000**
Cultural Resource Staff	0	0	0	0	349,215	0	0	**349,215**
Non Instructional Staff	1,447,672	2,522,525	679,722	618,697	0	0	0	**5,268,616**
Board/Trustee Honoraria	86,759	0	0	0	0	0	0	**86,759**
Total Salaries	**1,534,432**	**21,983,081**	**679,722**	**7,045,171**	**983,116**	**0**	**0**	**32,225,522**
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	311,903	4,463,958	141,855	1,549,989	200,917	0	0	**6,668,624**
Leave And Termination Benefits	0	0	0	0	0	0	0	**0**
Total Employee Benefits	**311,903**	**4,463,958**	**141,855**	**1,549,989**	**200,917**	**0**	**0**	**6,668,624**
Total Salaries and Benefits	**1,846,335**	**26,447,039**	**821,578**	**8,595,160**	**1,184,034**	**0**	**0**	**38,894,145**
STAFF DEVELOPMENT (Including Travel)	0	0	0	0	0	0	0	**0**
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	70,500	353,036	5,000	110,000	2,000	0	0	**540,536**
Postage/Communication	45,500	111,934	8,000	2,000	0	0	0	**167,434**
Utilities								
Heating	0	0	753,000	0	0	0	0	**753,000**
Electricity	0	0	1,055,000	0	0	0	0	**1,055,000**
Water/Sewage	0	0	228,143	0	0	0	0	**228,143**
Travel	0	230,902	0	0	0	0	0	**230,902**
Student Transportation (Busing)	0	560,000	0	15,000	24,000	0	0	**599,000**
Advertising/Printing/Publishing	33,000	0	0	0	0	0	0	**33,000**
Maintenance/Repair	5,000	43,760	733,704	5,000	0	0	0	**787,464**
Rentals/Leases	6,000	152,243	0	0	0	0	0	**158,243**
Other Contracted Services	0	440,489	190,000	75,000	0	0	0	**705,489**
Total Services Purchased/Contracted	**160,000**	**1,892,365**	**2,972,847**	**207,000**	**26,000**	**0**	**0**	**5,258,212**
MATERIALS/SUPPLIES/FREIGHT								
Awards and Student Events	8,000	11,349	0	0	0	0	0	**19,349**
Assistive Techology	0	0	0	60,000	0	0	0	**60,000**
Materials	36,000	1,366,092	0	40,000	238,215	0	0	**1,680,307**
Freight	1,000	7,171	5,000	0	0	0	0	**13,171**
Total Materials/Supplies/Freight	**45,000**	**1,384,611**	**5,000**	**100,000**	**238,215**	**0**	**0**	**1,772,826**
DEBT EERVICE		0						**0**
OTHER	156,000	0	0	0	0	0	0	**156,000**
SUB-TOTAL OF EXPENSES BEFORE AMORT	**2,207,335**	**29,724,015**	**3,799,425**	**8,902,160**	**1,448,249**	**0**	**0**	**46,081,184**
AMORTIZATION							1,000,000	**1,000,000**
TOTAL	**2,207,335**	**29,724,015**	**3,799,425**	**8,902,160**	**1,448,249**	**0**	**1,000,000**	**47,081,184**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

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

	General Inclusive Schooling	School Based Mental Health and Wellness	Magnet Facilities	Total
SALARIES				
Regional Coordinators	327,634	0	0	**327,634**
Magnet Facility Teachers	0	0	622,642	**622,642**
Program Support Teachers	2,459,355	0	0	**2,459,355**
Support Assistants	3,016,842	0	0	**3,016,842**
SBMHW Positions	0	618,697	0	**618,697**
Healthy Choices Initiative & Youth Contributions Programs Positions	0	0	0	**0**
Total Salaries	**5,803,832**	**618,697**	**622,642**	**7,045,171**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	1,314,383	126,174	109,432	**1,549,989**
Total Salaries and Benefits	**7,118,215**	**744,871**	**732,074**	**8,595,160**
STAFF DEVELOPMENT (Including Travel)	0	0	0	**0**
SERVICES PURCHASED/CONTRACTED				
Communication	2,000	0	0	**2,000**
Contracted Services	75,000	0	0	**75,000**
Maintenance and Repairs	5,000	0	0	**5,000**
Professional/Technical Services	110,000	0	0	**110,000**
Student Transportation (Busing)*	15,000	0	0	**15,000**
Travel	0	0	0	**0**
Other Contracted Services	0	0	0	**0**
Total Services Purchased/Contracted	**207,000**	**0**	**0**	**207,000**
MATERIALS/SUPPLIES/FREIGHT				
Assistive Technology	60,000	0	0	**60,000**
Materials	10,000	0	30,000	**40,000**
Freight	0	0	0	**0**
Total Materials/Supplies/Freight	**70,000**	**0**	**30,000**	**100,000**
TOTAL	**7,395,215**	**744,871**	**762,074**	**8,902,160**

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

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

	Indigenous Education	Our Languages Curriculum Resource Development	Community Support	Total
SALARIES				
Regional ILE Coordinators	164,623	0	0	**164,623**
Indigenous Language Instruction	142,427	218,103	24,749	**385,279**
Cultural Resource Staff	85,895	263,320	0	**349,215**
Elders in Schools	0	12,000	72,000	**84,000**
Total Salaries	**392,944**	**493,422**	**96,749**	**983,116**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	103,263	45,930	51,725	**200,917**
Total Salaries and Benefits	**496,207**	**539,352**	**148,474**	**1,184,034**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	0	0	2,000	**2,000**
Travel	0	0	0	**0**
Student Transportation (Busing)*	24,000	0	0	**24,000**
Advertising/Printing/Publishing	0	0	0	**0**
Rentals/Leases	0	0	0	**0**
Other Contracted Services	0	0	0	**0**
	24,000	**0**	**2,000**	**26,000**
MATERIALS/SUPPLIES/FREIGHT				
Materials	185,215	28,000	25,000	**238,215**
Freight	0	0	0	**0**
Total Materials/Supplies/Freight	**185,215**	**28,000**	**25,000**	**238,215**
TOTAL	**705,422**	**567,352**	**175,474**	**1,448,249**

*See guidelines related to Indigenous Languages and Education student transportation

Council Approved 2025-2026 Budget

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

	2025-2026 Person Years
Administration Staff	**11.00**
Territorial Schools:	
Teachers	117.55
Consultants (Techology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	17.13
Junior Kindergarten Early Childhood	14.00
Other - French (Teacher & Education Assistants)	4.75
	167.43
Inclusive Schooling:	
Regional Coordinator	2.00
Program Support Teachers	16.00
Support Assistants	39.00
Other - Magnet Positions	4.00
Other - Mental Health	6.00
	67.00
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	6.40
	7.40
Other - Maintenance	**5.25**
CORE PY Total	**258.08**
Other - Jordan's Principle	
Total Person Years	**258.08**
Core	258.08
Jordan's Principle	-
Total	**258.08**

Department of Education, Culture & Employment
Council/District Approved 2025-2026 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

Yellowknife Education District No. 1
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	3,602,803	**3,602,803**
Opening Balance Investment in Tangible Capital Assets	10,006,913	
Less : Amortization (enter negative)	(1,000,000)	
Plus : Capital acquisitions	827,015	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	**9,833,928**	
Opening Balance Decentralized Reserve	237,557	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	**237,557**	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	116,600	
Transfer from (to) operating fund surplus	(116,600)	
Closing Balance Restricted Vehicle Replacement Reserve	**-**	
Opening Balance Capital Fund Reserve	710,415	
Transfer from (to) operating fund surplus	(710,415)	
Closing Balance Capital Fund Reserve	**0**	
Opening Balance LED Reserve	148,583	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	**148,583**	
Opening Balance School Generated Funds	738,357	
Transfer from (to) operating fund surplus	0	
Closing School Generated Funds	**738,357**	
Closing Operating Surplus (below)	**2,416,171**	
TOTAL ACCUMULATED SURPLUS CLOSING		**13,374,596**
		REPRESENTED BY:
TOTAL ACCUMULATED SURPLUS CLOSING	13,374,596	
Less: **Closing Balance Investment in Tangible Capital Assets**	9,833,928	
Less: **Closing Balance Restricted Vehicle Replacement Reserve**	0	
Less: **Closing Balance Capital Fund Reserve**	0	
Less: **Closing Balance LED Reserve**	148,583	
Less: **Closing School Generated Funds**	738,357	
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**2,653,728**	**2,653,728**

Yellowknife Education District No. 1
Reconciled Accumulated Surplus - (Schedule 6)
Annual Budget - Consolidated

	2025-2026 Budget	REPRESENTED BY:
Opening Balance Operating Surplus	**3,602,803**	
Plus : Annual Surplus (enter positive) or	**0**	
Less : Annual Deficit (enter negative)	**(2,186,633)**	
Amortization	1,000,000	
Capital acquisitions	(827,015)	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	172,985	
Plus : Transfer from (to) Decentralized Accumulated Surplus	**0**	
Plus : Transfer from (to) Restricted Vehicle Replacement Reserve	**116,600**	
Plus : Transfer from (to) Capital Fund Reserve	**710,415**	
Plus : Transfer from (to) LED Reserve	**0**	
Closing Balance Operating Surplus	**2,416,171**	**2,416,171**
Cl Transfer from (to) operating fund surplus	**0**	
Opening Balance Decentralized Surplus	**237,557**	
Closing Tangible Capital Assets	**237,557**	**237,557**
		2,653,728

BUDGET 2025-2026 **Schedule 7**
School year July 2025 to June 2026

Yellowknife District No. 1 Education Authority

#	Revenue	2025-2026 Amount $
1.1	Contributions from GNWT	
	Name of Department	
	a) ECE Original Contribution	34,221,610
	b) ECE Student Success Initiatives	34,000
	c) French Language Funding	580,000
1.2	**Contributions from Related party Entities**	
	a) Dettah Enrolment Transfer	108,801
	b) Superintendent Fees	
	c) Recovery: Regional Inclusive School Coordinator (0.50 FTE)	97,392
1.3	**Contributions - From other sources***	95,500
	a) French South Slave	15,000
1.4	Other ECE Contributions	
	a) GNWT Salary Increase NWTTA & USW	1,003,844
	b) National Food Program	279,919
2.0	**Transfer payments (Government of Canada)**	
	a) Jordan's Principle Admin Fee 10%	-
	b) Jordan's Principle Schools	-
7.1	**Other taxes - other sources***	
	Municipal Property Tax	8,038,923
9.0	**Income from portfolio investments******	
	Interest	400,000
10.1	**Closing Accumulated Surplus**	
	Closing Tangible Capital Assets	-
	Other	19,562
	Total Revenue	**44,894,550**
	Expenses	
3.0	**Compensation and benefits**	38,894,145
5.0	**Amortization of tangible capital assets**	1,000,000
7.0	**General Operations and Maintenance**	7,187,038
		47,081,183
	Annual operating surplus (deficit)	**(2,186,633)**

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 acquisition

**** 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

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 8

Divisional Education Council
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

	Revenues and Expenses Included In Schedule 1					
	Northern Distance Learning	**Minority Language Education and Second Language**	**Education Renewal Initiative**	**SSI (Base Amounts)**	**Jordan's Principle**	**Total**
CONTRIBUTION REVENUES (See Schedule 1)		580,000		34,000	0	**614,000**
EXPENSES						
Salaries		790,818			0	**790,818**
Operating & Maintenance		197,000		34,000	0	**231,000**
Project Based (Minority Language)						**0**
Other						**0**
TOTAL EXPENSES	**0**	**987,818**	**0**	**34,000**	**0**	**1,021,818**
SURPLUS (DEFICIT)	**0**	**(407,818)**	**0**	**0**	**0**	**(407,818)**

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 9

Divisional Education Council

Education Body 2025-2026 Vehicle Replacement Proposal and Capital Budget - (Schedule 9)

Annual Budget

Vehicle Replacement or Addition?	Vehicle being replaced Asset Number # (If Applicable)	Vehicle being replaced Make and Model (If Applicable)	Asset Type	Location	Disposal Proceeds (If Applicable)	Proposed replacement vehicle	Proposed 2024-25 Restricted Operating Reserve	Proposal Description (Economic Justification)
Addition	11311	John Deer Skid Loader	Medium/Light Duty Vehicle	Maintenance Shop	5,000	Sub-compact tractor with blade and s	52,800	Small sidewalk sized tractor to remove snow and spread gravel on sidewalks at all six schools.
Addition		n/a	Medium/Light Duty Vehicle	Maintenance Shop		Diesel Utility vehicle with v-plow and	63,800	Remove snow and spread gravel in parking lots and district properties. This type of utility vehicle may become a less expensive replacement for maintenance service trucks.
						Total Restricted Operating Reserve for Vehicle Replacement	**$ 116,600**	

****NOTES:**

1) If you were required to submit a Surplus or Deficit Reduction Plan for the previous year you will not be eligible to submit Schedule 9 the Proposal and Capital Budget for Vehicle Replacement

2) Proposed Restricted Operating Reserve for vehicle replacement to a maximum of $75K for Medium/Light Duty Vehicles and $150K for Buses

Snow Equipment: 2026
Sub-compact tractor with blade and spreader - $53K
Diesel Utility vehicle with v-plow and spreader - $64K

Justification

- Current Annual snow removal budget of $140,000 drops to $75,050 (2025-26 Budget)
- New equipment cuts reliance on contracted services
- Provides a faster and safer result
- Spreads the workload out over workforce
- Equipment will be set up to properly perform the required work
- Provides continuous service if one piece of equipment fails
- Equipment can be set up for summer work, grass cutting, gravel leveling, spring clean up, utility vehicle for summer grounds staff, playground maintenance
- Provides an immediate response to changing weather conditions
- Estimated budget includes routine snow clearing/graveling of all parking lots, laneways and sidewalks.
- Budget includes two contractor cleanouts with heavier machinery. (Christmas & March break)
- New equipment can fit into more places expanding service provided, Itlo sidewalk, Itlo courtyard, future accessible pathways

Current snow removal problems

- Increasing cost of contracted services
- Availability of contracted services
- 2010 Bobcat skid steer is not adequate for all snow removal tasks, dose not fit on all sidewalks, only capable of performing one task at a time, is requiring more repairs due to deferred maintenance and performing tasks in a way it was not designed to do
- When Bobcat is down for repairs, we have no back-up
- Long shifts in the bobcat cause worker fatigue

Estimated cost of fully contracted service is $261,360

- One parking lot cleanout per school in October and 3 cleanouts per month from November to March ($198,000)
- Sidewalks cleared once in October and three times per month from November to March ($26,400)
- Graveling parking lots and laneways would happen once in October and once a week from November to March (36,960)

This does not include graveling of sidewalks. $261,360 represents a conservative minimum requiring maintenance staff and Custodians to perform daily, periodic and emergent snow clearing. In 2022-2023 a contract was awarded to have the parking lots cleared and graveled. The final year end expenditure was over $290,000.

Department of Education, Culture & Employment
Council Approved 2025-2026 Budget

Schedule 10

Yellowknife Education District No. 1
Education Body 2025-26 Capital Fund Report - (Schedule 10)
Annual Budget

Project Name	Project Classification	School/Project Location	Project Start Date	Project Estimated Completion Date	Opening Capital Fund Project Allocation	Opening Work In Progress July 1, 2025	ADD: Anticipated fiscal year expenses	LESS: Assets brought into service	Closing Work In Progress June 30, 2025	Pre-adjustment Closing Capital Fund Project Allocation	LESS: Amounts moved to O&M (discontinued projects)	Transfers to other Capital Projects	Closing Capital Fund Project Allocation	Project Description
Phone System Replacement	Replacement	Multiple	7/1/2025	6/1/2026	350,000.00	-	350,000.00	(350,000.00)	-	-			-	RFP closed May 31, 2025. Review and award by June 30, 2025.
Fence for JK RLN	Additions	RLN	7/1/2025	6/1/2026	20,000.00	-	20,000.00	(20,000.00)	-	-			-	OHS - Prevent kids from running onto the driveway and traffic
Paving Project	Replacement	SJF	7/1/2025	6/1/2026	70,000.00	-	70,000.00	(70,000.00)	-	-			-	Repair and replace pothole, sunken areas and broken curbs
Teepee	Betterment	MHS	7/1/2025	6/1/2026	70,000.00	-	70,000.00	(70,000.00)	-	-			-	The floor needs to be leveled to create better accessibility and prevent falls. The floor area needs to be filled in to create a single level, the plumbing needs to be upgraded along with the furnishings, and the windows and doors require repairs.
Stage Doors WMS & RLN	Replacement	WMS	7/1/2025	6/1/2026	170,000.00	-	170,000.00	(170,000.00)	-	-			-	OHS - No way to secure the doors at the bottom. Risk of doors falling out of the tracks.
MHS Main Electrical Breaker Controls	Replacement	MHS	7/1/2025	6/1/2026	30,000.00	-	30,000.00	(30,000.00)	-	-			-	The City experiences dirty power which impacts the old breaker system. If the old breaker system failed it would take months to a new. The school would need to be shut down.
				Total Projected Opening Capital Fund Balance (see Schedule 1)	**$ 710,000**	**-**	**710,000.00**	**(710,000.00)**		**$ -**			**$ -**	**Total Projected Closing Capital Fund Balance (see Schedule 1)**
				Balance to CF	**710,000**									
					$ -									

Approvals

Operating Plan

Education Body Chair

Superintendent

June 24, 2025

Date

June 27, 2025

Date

Annual Report

Education Body Chair

Superintendent

Date

Date

Appendix C: Annual Report - Audited Financial Statements