Annual Reports for the Education Bodies of the Northwest Territories for the 2024-2025 School Year ending June 30, 2025

Rapports annuels des organismes ténois du milieu de l'éducation pour l'année scolaire 2024-2025 se terminant le 30 juin 2025

Volume 1 of 2

Beaufort Delta Divisional Education Council

Commission scolaire francophone des Territoires du Nord-Ouest

Dettah District Education Authority

Dehcho Divisional Education Council

Ndilǫ District Education Authority

Education Accountability Framework

Beaufort Delta Divisional Education Council

Annual Report

For the 2024-25 School Year

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Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's Operating Plan for the 2024-2025 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 next five 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 2024-2025 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:

To support student achievement, BDDEC implemented *WisdomFest* and *Try and Trade* programming, providing learners with hands-on experiences and exposure to diverse career pathways. Collaborative planning meetings with school teams ensured that students were consistently enrolled in the correct courses, significantly reducing the Grade 10 bottleneck and keeping learners on track toward graduation. In addition, two new locally developed courses (*Investing 10* and *Hairstyling 10*) were launched, with further development work underway for *Esthetics 10, Land-Based Skills, Rights of Passage,* and *Life Skills*. These initiatives reflect a commitment to ensuring students have access to engaging and relevant educational opportunities.

Instructional practices also evolved to prioritize student voice, choice, and agency. Schools emphasized the development of oracy skills while creating leadership opportunities through *Student Council*, *Safe and Caring Schools Plans*, *Cultural Calendars,* and *Student Interest Clubs*. Efforts to strengthen indigenized, inquiry-based, and inclusive programming continued across subjects and grade levels, reinforcing a holistic approach to teaching and learning. While these practices have enriched classroom experiences, ongoing professional development is needed to ensure consistency in delivery and equitable access for all students.

Early literacy remained a central focus, with targeted in-class and pull-out interventions becoming more formalized across schools. These supports have begun to show promise, though continued monitoring and evaluation will be necessary to confirm their effectiveness and to identify additional strategies to close literacy gaps at the earliest stages.

Finally, BDDEC made meaningful progress in strengthening community and cultural connections. The TAP partnership with Aurora College expanded opportunities for student pathways beyond high school, while Elders and knowledge keepers were increasingly welcomed into classrooms, cultural events, and program planning processes. Families and community members also continued to be active participants in school events. Looking forward, more structured opportunities for Elder engagement and consistent communication strategies will further deepen family and community involvement in education.

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
Vice-Chairperson	Gilbert Thrasher Sr.
Member-at-Large	Annie Goose
Gwich'in Tribal Council - EM	Janna Wolki (Appointed)
Inuvialuit Regional Corporation - EM	Evelyn Storr (Appointed)
Fort McPherson	Rebecca Blake
Inuvik	Kylik Taylor
Aklavik	Mina McLeod
Paulatuk	Gilbert Thrasher Sr.
Tuktoyaktuk	Rosemary Lundrigan
Sachs Harbour	TBD
Ulukhaktok	Annie Gosse
Tsiigehtchic	TBD

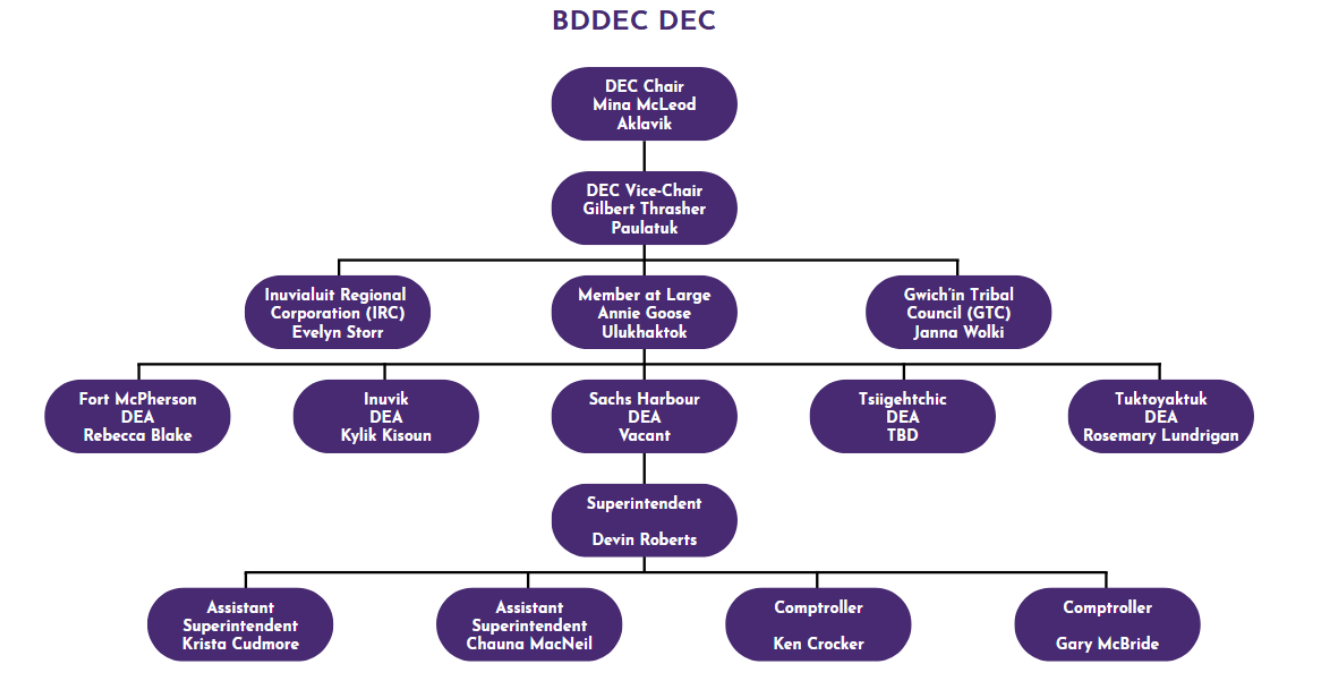
BDDEC is the northernmost education body in the Northwest Territories, with all eight communities and nine schools located north of the Arctic Circle. BDDEC serves 1,425 students across the region and is supported by 300 administrators, teachers, and support staff.

BDDEC is governed by a board of elected representatives. Each District Education Authority (DEA) within the region elects one member—typically the DEA Chair—to serve on the District Education Council (DEC) board. The DEC, in turn, elects a Chair (two-year term), a Vice-Chair (annual term), and a Member-at-Large (annual term). In addition, the Inuvialuit Regional Corporation and the Gwich'in Tribal Council each appoint one voting member to the BDDEC board. DEAs hold monthly meetings, while the DEC convenes three times per year—two via videoconference and one in-person session held each February.

Guided by a collaborative approach, BDDEC has developed a strategic plan focused on four priority areas: Literacy, Indigenous Languages, Numeracy, and Social Responsibility. This plan was co-created by the DEC and the Senior Administrative Team to reflect shared goals for student success. Looking forward, BDDEC is also working toward a long-term vision that emphasizes sustainable growth and high-quality education for all students in the Beaufort Delta region.

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**	1438

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

Type of Policy or Bylaw	BDDEC DEC	Aklavik DEA	Fort McPherson DEA	Inuvik DEA	Paultuk DEA	Tsiigehtchic DEA	Tuktoyaktuk DEA	Ulukhaktok 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
School Attendance	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010	D. 27 10-24-2006 C. 19 12-09-2010
Safe Schools	X	X	X	X	X	X	X	X
Transportation of Students	D. 18 10-24-2006	D. 18 10-24-2006	D. 18 10-24-2006	D. 18 10-24-2006	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 12-09-2010	A.07 12-09-2010	A.07 12-09-2010	A.07 12-09-2010	A.07 12-09-2010	A.07 12-09-2010	A.07 12-09-2010	A.07 12-09-2010
Records Management	C. 19 12-09-2010	C. 19 12-09-2010	C. 19 12-09-2010	C. 19 12-09-2010	C. 19 12-09-2010	C. 19 12-09-2010	C. 19 12-09-2010	C. 19 12-09-2010
Student Assessment	H. 08 06-24-2019	H. 08 06-24-2019	H. 08 06-24-2019	H. 08 06-24-2019	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 10-17-2019	D. 06 10-17-2019	D. 06 10-17-2019	D. 06 10-17-2019	D. 06 10-17-2019	D. 06 10-17-2019	D. 06 10-17-2019
Community Senior Secondary Schooling	D. 04 10-24-2006	D. 04 10-24-2006	D. 04 10-24-2006	D. 04 10-24-2006	D. 04 10-24-2006	D. 04 10-24-2006	D. 04 10-24-2006	D. 04 10-24-2006
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
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
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

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:

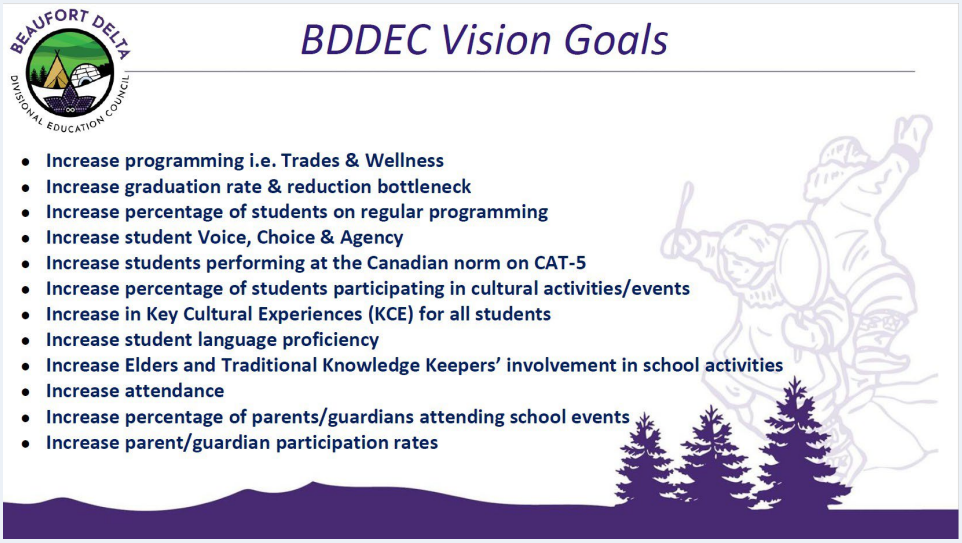
A. Education Body Strategic Planning;
B. School Improvement Planning & School Reviews;
C. Staff Evaluations;
D. Regional Training and In-Service;
E. Literacy Coordinators;
F. Healthy Food for Learning;
G. Second Language Education;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	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	1	Plans for 2nd event fell through
Increase graduation rate & reduction bottleneck	TBD	55%	The number of students who are considered "bottlenecked" Improved from 68% in 2023-2024
Increase percentage of students on regular programming	80%+	88.12%	
Increase student Voice, Choice & Agency	All schools to have student councils	6	
Increase percentage of students participating in cultural activities/events	80%+	Unsure	No formal data was collected.
100% of BDDEC schools will follow cultural calendars.	100%	100%	
85% of students speak 16 of the traditional greetings of their home community.	85%	Unsure	No formal data was collected.
35% of students speak at the Emergent level	35%	Unsure	No formal data was collected.
25% of students speak at the Beginner Level	25%	Unsure	No formal data was collected.
7% of students speak at the Intermediate level.	7%	Unsure	No formal data was collected.
85% of students participate in at least five cultural activities with at least one cross-curricular lesson attached to EACH experience.	85%	Unsure	No formal data was collected.
70% of parents discuss their child's language levels.	70%	Unsure	No formal data was collected.
Areas of Strength for the region	Increased meetings with school administrative teams, focused on scheduling and course selections for Grades 10–12, have helped ensure that all first-time Grade 10 students are enrolled in appropriate classes. This process supports students in earning the required credits to progress to Grade 11 within a single academic year.		
Areas for Development for the region	There is a need to meet with the District Education Council (DEC) to review and discuss established goals and targets. This conversation will provide an opportunity to confirm alignment with the strategic plan, identify priority areas, and ensure clarity around expectations. Moving forward, the DEC's input will be essential in finalizing a concrete plan of action, outlining next		

	steps, and setting measurable benchmarks to guide progress across all schools in the region.
Additional Comments for the region	While no formal data was collected, anecdotal evidence suggests that schools across the region have increased the number and variety of key cultural activities being offered. These activities have provided students with greater opportunities to engage with local traditions, languages, and land-based learning, while also strengthening connections with Elders and community knowledge keepers. Moving forward, the collection of consistent data will be important to better measure the impact of these activities and to ensure they continue to meet the cultural and educational needs of all students.

School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic—and require schools to present their learning outcomes analyses and evaluations to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	School Improvement Plans are set with the BDDEC Strategic Plan for 2024-25 based on regional priorities and goals set by the District Education Council (DEC). 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 2024-25, student councils will also share SIPs.

Areas of Strength for the region	All schools within the BDDEC are completing and updating their School Improvement Plans on an annual basis. These plans are developed through a collaborative process that actively involves staff, students, and key stakeholders, ensuring that each school's priorities reflect both educational goals and community needs. The annual review process provides an opportunity to celebrate progress, identify areas requiring further attention, and align school-level strategies with the broader divisional strategic plan. This collaborative approach not only strengthens accountability but also fosters a shared commitment to continuous improvement and student success.
Areas for Development for the region	There is a continued need to strengthen and align the development of consistent School Reports and Annual Review processes across the district. Establishing clear and standardized practices will help ensure that reporting is transparent, comprehensive, and comparable from school to school. Consistency in these processes will also provide the DEC and other stakeholders with a clearer picture of progress toward divisional goals, including literacy, numeracy, Indigenous language revitalization, and social responsibility. Moving forward, BDDEC will focus on building shared templates and expectations,

	while providing support to schools in implementing these processes effectively. This work will enhance accountability, streamline planning, and support evidence-based decision-making across the district.
Additional Comments for the region	

B. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	All NWTTA staff are evaluated in years 1, 2, 5, 10, 15, and 20 of employment. Evaluations are created at the district office and shared with GNWT Human Resources. To support this process, senior leadership models teacher evaluations for principals and provides ongoing e-performance support. All UNW staff are evaluated through the e-performance process in SAM/HRIS (PeopleSoft), ensuring consistency and alignment with GNWT standards.

Areas of Strength for the region	All of our school administrative teams successfully completed their evaluations during the 2024–2025 school year.
Areas for Development for the region	The E-performance evaluation program continues to present challenges for many staff members. BDDEC remains committed to supporting school administrative teams in developing processes that make the system more accessible and effective, with the goal of ensuring successful implementation across all schools.
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	56	This year, a greater number of staff members required evaluation.
Number of principals and assistant principals formally evaluated in the school year.	12	5	Vice-Principals, who serve in half-time teaching roles, were evaluated in their capacity as teachers.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	6	8	We had 8 Consultants

Number of Superintendents formally evaluated in the school year.	1	?	Unknown
Areas of Strength for the region	School administrative teams worked diligently to ensure that evaluations were completed and submitted on time.		
Areas for Development for the region	There is a need for a clearer evaluation process for Vice-Principals who serve in half-time teaching roles.		
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 2024-2025 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 **Indigenous Education -Professional Learning** BDDEC Teaching staff training series to deepen teaching practices with Indigenizing education & community relationships. **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	2.5	
Areas of Strength for the region	Administrative teams have a structured plan for these dates, which are essential in supporting schools to complete required training and tasks.		
Areas for Development for the region	We need to do a better job of pacing the delivery of information. At times, staff have been overwhelmed by receiving too much content upfront, which has limited the effectiveness of communication and reduced the intended impact.		
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 teacher to develop and use instructional practices, resources, and assessments associated with the plan.

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

Allocated *(PY)*	**Education Body Contributed** *(PY)*	**Total Budgeted** *(Allocated + Contributed = PY)*	**Explanation if not 1.0 or 0.5** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
.5	.5	1.0		1.0	Over staffed due to needs of the district.

** 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.

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	The Inuvialuit Regional Corporation (IRC) and the Gwich'in Tribal Council (GTC) have graciously supported our schools by providing supplemental food programs at all sites. This partnership has enabled us to offer more food throughout the day, ensuring that students are better supported in their learning and overall well-being.
Areas for Development for the region	We will continue to ensure that our facilities are able to meet the demands of this program while operating in full compliance with Environmental Health and Safety regulations.
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	Snack Program and Emergency Meals	74	Everyone welcome	

Chief Julius	Snack Program and Emergency Meals	139	Everyone welcome	• $1776.09 Food First • $153.06 PC Childrens Charities
Chief Paul Niditchie	Snack Program and Emergency Meals	42	Everyone welcome	
East Three Elementary	Snack Program and Emergency Meals	342	Everyone welcome	• $3,953.53 Food First
East Three Secondary	Snack Program and Emergency Meals	312	Everyone welcome	
Helen Kalvak	Snack Program and Emergency Meals	101	Everyone welcome	
Inualthuyak	Snack Program and Emergency Meals	16	Everyone welcome	
Mangilaluk	Snack Program and Emergency Meals	257	Everyone welcome	• $3,954.81 Food First
Moose Kerr	Snack Program and Emergency Meals	122	Everyone welcome	• $3034.06 Food First

** 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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Angik	Inuvialuktun	Core	JK-9	Y	
Chief Julius	Gwich'in	Core	JK-9	Y	
Chief Paul Niditchie	Gwich'in	Core	JK-9	Y	
East Three Elementary	Inuvialuktun, Gwich'in, French	Core Core Immersion	JK-6 JK-6 K-6	Y	
East Three Secondary	Inuvialuktun, Gwich'in, French	Core Core Immersion	7 - 9	Y	
Helen Kalvak	Inuinnaqtun	Core	JK - 9	Y	
Inualthuyak	Inuvialuktun	Core	JK-9	Y	
Mangilaluk	Inuvialuktun	Core	JK - 9	Y	
Moose Kerr	Inuvialuktun, Gwich'in	Core Core	JK - 9	Y	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	Ongoing Development of Collaborative Teams and Response to Intervention
SSI Project Proposal Summary	Ongoing Development of Collaborative Teams and Response to Intervention

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.	80%	85%	
Areas of Strength	Both Jess Vance and Trevor Mackenzie were part of growing our district's relationship with inquiry-based learning, which supported teachers and admin teams during our transition to the Adapted NWT curriculum. Our leadership teams worked in professional learning communities to build staff capacity with targeted professional development and whole school initiatives to support student-centered learning. Our staff were trained during the whole school STIP days, and during monthly sessions with these consultants. Teacher teams in each school worked closely with Trevor Mackenzie and district consultants, growing their practice and skills within the adapted curriculum around inquiry, collaborative learning, and assessing in authentic and student-centered ways. This work aligns with our district vision goals and is a way we support and train teachers to improve their instructional practice and show we support school leaders to nurture the learning environment in the whole school. The professional learning networks provided job-embedded training, practical co-		

	planning, and ways for educators to collaborate over distance to grown each other's practices.
Areas for Development	The goal of our SSI initiative was to grow the learning each year to support the maximum number of classes receiving direct support over a period of multiple years. We are scaling the work using online platforms and district support. The format for this, whether it remains job-embedded and the number of teachers who can participate, is an area of focus for us this coming year. We know that with budget challenges and scaled-down supports, maintaining the scope of this work, protecting the time, and providing the coaching needed will all be challenges. The teacher and admin turnover we have each year also makes scaling the learning difficult. We continue to move forward, though by establishing inquiry leaders and champions in each school and by curating a robust repertoire, planners, and resources to support teachers in their journey with Inquiry and in their transition with the Adapted NWT Curriculum.
Additional Comments	

H. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring NDL students are supported during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long-distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the amount of funding allocated, budgeted and spent (actual) to provide support to NDL students and the explanation for any variance between each.

School Name	**Allocated** *($)*	**Education Body Contribution** *($)*	**Total Budgeted** *($)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
Angik	0	$0	$0		Funding Removed by ECE.
Chief Julius	0	$0	$0		Funding Removed by ECE.
Chief Paul Niditchie	0	$0	$0		Funding Removed by ECE.
Helen Kalvak	0	$0	$0		Funding Removed by ECE.
Mangilaluk	0	$0	$0		Funding Removed by ECE.
Moose Kerr	0	$0	$0		Funding Removed by ECE.
BDDEC 5 full-time teachers	$861,000	$0	$861,000	$823,585.30	
PowerSchool Services	$16,000	$0	$16,000	$16,000.00	
BDEC OBLC	$196,000	$0	$196,000	$184,184.64	
BDEC OBLC IT	$10,000	$0	$10,000	$6,772.22	Shipping delays, some items have not arrived at time of reporting.
NDL Teacher Consumables	$5000	$0	$5000	$3965.39	Shipping delays, some items have not arrived at time of reporting.
OBLC Travel	$15,000	$0	$15,000	$11,224.94	Cancelled Trip due to weather which affected travel schedule.
TOTAL	$1,103,000	$0	1,103,000	$1,045,732.49	

School	Source of NDL Support *(Fulltime In-class support (ISP), Support Assistant (SA), classroom teacher, other)*	Successes and challenges related to providing support to NDL students
Angik	Local	No students in NDL this school year
Chief Julius	Local	SA assigned as ISP, no funding for local hire ISP.
Chief Paul Niditchie	Local	One student, supervised by several teachers. NO funding for local hire ISP
Helen Kalvak	Local	Two students supervised by principal and other teachers, no funding for local hire ISP.
Mangilaluk	Local	Student placed at RCMP detachment as no space at temporary learning areas due to renovations at local school. Supervision by parents. No funding for local hire ISP.
Moose Kerr	Local	No students in NDL this School year

The following tables detail regional, and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	NDL continuing plan for integration with MS 365 and Teams. Moving to new Moodle site that will be most updated version (provided by ECE). Technologies have been updated (Student Surface Pros) as well as extension of Teacher technologies (photography, science, math, Social Sciences) online subscriptions to news, art and photography, and math/science online journals. Students have increase access to AI tools and reliable online information.
Areas for Development for the region	Increase awareness and access to NDL for all schools. Identify students in grades 7-9 for potential NDL registration.
Additional Comments for the region	Grade 10s removed from NDL due to full access to grade level BC curriculum courses at local schools. NDL should be 2nd option for courses in all schools and used when local school cannot provide access to a required course for a student.

School Specific Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.	Angik	No students this year at Angik.
	Chief Julius	Students work at their own pace. Students were able to take courses after they finished schooling. Some students did very well with working independently.
	Chief Paul Niditchie	Access to full range of HS courses in a small school. Student did very well with independent work.
	Helen Kalvak	Without ISPs students have learned to be self-reliant.
	Mangilaluk	Despite renovations at school, student still managed to participate in all NDL classes at remote learning site. Parents helped to supervise.
	Moose Kerr	No students at MKS this school year.
Top one or two challenges experienced with the implementation of NDL at each participating school.	Angik	Supporting Students in NDL, lack of funding for ISP makes supervision and support difficult.
	Chief Julius	Some students need the push to give in work. Challenge with some students not doing work independently. Lack of funding for ISP makes support difficult for small schools.
	Chief Paul Niditchie	Lack of appropriate space (student is set up in school foyer) where traffic during the day can be distracting.

	Helen Kalvak	However, without the ISP, students had times of unnecessary challenges and frustrations. Principal/VP were tasked with supporting the NDL students. This took away admin time.
	Mangilaluk	Renovations made for challenges with space for NDL student. No access to funding for ISP.
	Moose Kerr	Identification of students willing/able to do NDL courses. Continued funding for full time support person for NDL.
Top one or two supports that would help schools better implement NDL next year at each participating school.	Angik	Ideal would be to have a dedicated person for NDL to provide more constant support for academics and attendance.
	Chief Julius	More support for students working from home and funding for ISP.
	Chief Paul Niditchie	Dedicated support person for NDL and funding for ISP.
	Helen Kalvak	Funding for ISP.
	Mangilaluk	Funding for ISP.
	Moose Kerr	Funding for ISP.

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.0	2.0	Geographic area and needs require additional support.	1.6	1 RISC moved to E3ES as Principal in April

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

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Angik	1.00	1		PST was also Principal	1	
Chief Julius	1.08	1	unable to fill .08		1	
Chief Paul Niditchie	1.00	1			1	
East Three Elementary	3.00	3			3	
East Three Secondary	2.46	2	unable to fill .46		2	
Helen Kalvak	1.00	1			1	
Inualthuyak	0.50	.5		PST was also Principal	0.5	
Mangilaluk	2.02	2	unable to fill .02		2	
Moose Kerr	1.02	1	unable to fill .02		1	
TOTAL	13.08	12.5	Unable to hire at .5 so additional funding put into second RISC		12.5	Unable to hire at .5 so additional funding put into second RISC

C. Support Assistants

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Angik	1.28	0.80		4	Additional needs at school. Funded by JP/CFI.
Chief Julius	2.00	2.40		10	Additional needs at school. Funded by JP/CFI.
Chief Paul Niditchie	0.61	0.80		2	Additional needs at school. Funded by JP/CFI.
East Three Elementary	6.00	5.6		13	Additional needs at school. Funded by JP/CFI.
East Three Secondary	4.12	4.80		10	Additional needs at school. Funded by JP/CFI.
Helen Kalvak	1.82	1.60		6	Additional needs at school. Funded by JP/CFI.
Inualthuyak	0.20	0.80		1	
Mangilaluk	3.74	3.20		13	Additional needs at school. Funded by JP/CFI.
Moose Kerr	1.88	1.60		11	Additional needs at school. Funded by JP/CFI.
TOTAL	21.64	21.6	unable to fill .04 position	70	Additional needs at school. Funded by JP/CFI.

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)*
$121,435	$121,435		$135,030.52	

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?**
SIVA TRAINING	ALL	RISC, CONSULTANT	MULTIPLE	Yes	
Social Communication, Emotional Regulation, and Transactional Support (SCERTS Training) | Working with Students with Developmental Disabilities	PST, SA	Autism LevelUP	September 19, 20	Yes	
Mentorship with Dr. Amy Laurent and Dr. Jacquline FEDE | Working with Students with	PST, SA	Autism LevelUP	TBD	No	Sourced alternative Canadian-based training to meet fiscal responsibilities

Developmental Disabilities					
DIR 101; An Introduction to DIR® and DIRFloortime® | Working with Students with Developmental Disabilities	SA	The International Council on Development and Learning	TBD	No	Sourced alternative Canadian-based training to meet fiscal responsibilities
Children's Autism Services of Edmonton 17th Annual Conference	RISC, PST	Children's Autism Services of Edmonton	January 28-30	Yes	
Mentorship for utilizing Level B Assessments | Students with Complex Needs	RISCS, PST	Continuum North	February 21	Yes	
Heggerty - Bridge the Gap Workshop and Pilot ProgramHeggerty - Bridge the Gap Workshop and Pilot Program	RISC, PST, Teacher, SARISC, PST, Teacher, SA	Heggerty	February, 2025	Yes	

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

Name of Contractor	**Type of Service** *(Frequency / Quantity - such as # of assessments or 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** *($)*
Sprucetip OT	Occupational Therapy Services	Reduction in Territorial service - NTHSS	CJS, CPNS E3ES, E3SS, MKS, MS	January-June, 2025	$89,311.54
Continuum North	Educational Psychological Services	GNWT service unavailable	CJS, CPNS, E3ES, E3SS, MS	January-June, 2025	$66,849.69
Tiny Eye Services	Speech Language Pathologist	Reduction in Territorial service - NTHSS	E3ES	September-December, 2024	$14,880.29
Monique Thomas Consulting	Trauma -Informed Planning for Students with Complex Needs	Reduction in Territorial service - TBST	E3SS, MKS,	September - June 2025	$59,783.28

** 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)*
$157,695	$26,423.19	Front Row Juno System and Parts	All classrooms at East Three Elementary School	$225,214.00	There were more needs that needed to be addressed.
	$459.87	Sperax Walking Pad,	3 students at Mangilaluk School		
	$3,954.80	iPad, Case	5 students at Mangilaluk School		
	$5,270.00	C-Pen Readers	25 students at Mangilaluk School		
	106.60	Classroom Times	5 classrooms at Mangilaluk School		
	$1612.80	Over-Ear Headphones	30 students at Angik School		
	$494.76	Abstract Reasoning Puzzles	5 students at Moose Kerr School		
	$217.71	Chewelry, Pencil Grips, Sensory Tools	8 students at Moose Kerr School		
	$7,408.90	Learning Resources, Sensory Items	All students who access the Sensory Room at East Three Elementary		
	$4,948.90	C-Pen Readers	12 students at Moose Kerr School		
	$3,322.28	In-Ear Noise-Cancelling Headphones	25 Students at Moose Kerr School		
	$6,679.46	Front Row Juno System and Parts	All classrooms at Angik School		
	$2,147.12	Front Row Juno System and Parts	All classrooms at Helen Kalvak School		
	$3,190.64	C-Pen Readers	10 students at East Three Secondary School		
	$8,405.00	C-Pen Readers	30 students at Chief Julius School		

F. Healing and Counselling

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report					
Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$237,301	$134,925.17	Northern Counselling and Therapeutic Services Contract	Individual Student	$134,925.17	
	$1361.16	DBT Skills in Schools program and training	Classrooms	$1361.16	
	$27,331.55	Girls Circle, Boys Council and Unity Circle program resources and training	Individual Students, Classrooms	$27,331.55	
	$66,397.38	Gender and Sexuality Alliances programming and resources	Whole School / Club	$66,397.38	
TOTAL	$230,015.26			$230,015.26	Weather issues reduced the number of participations in Regional GSA event.

G. School Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services

Funding Report

Community/ School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
Angik	$709,854	$69,013.58	$86,638.88	Mid-year hire led to reduced salary costs	SBMHW Provider	SBMHW Provider Employee
Chief Julius		$69,013.58	$52,148.43	Mid-year hire led to reduced salary costs	SBMHW Provider	SBMHW Provider Employee
Chief Paul Niditchie		$69,013.58	$82,518.09	Mid-year hire led to reduced salary costs	SBMHW Provider	SBMHW Provider Employee
East Three Elementary		$69,013.58		Not enough funds remaining to hire an Indeterminate employee.		
East Three Secondary		$157,745.33		Not enough funds remaining to hire an Indeterminate employee.		

Helen Kalvak		$69,013.58	$90,737.89	Mid-year hire led to reduced salary costs	SBMHW Education	SBMHW Provider Employee
Inualthuyak		$69,013.58		Not enough funds remaining to hire an Indeterminate employee.		
Mangilaluk		$69,013.58	$114,553.25	Mid-year hire led to reduced salary costs	SBMHW Provider	SBMHW Provider Employee
Moose Kerr		$69,013.58	$61,308.05	Mid-year hire led to reduced salary costs	SBMHW Provider	SBMHW Provider Employee
BDDEC Office			$58,518.29	Purchase of program and training	SBMHW Education	Resources for SBMHW Provider and Educators
BDDEC Office			$195,403.88	Accidently omitted on original submission.	SBMHW Provider	SBMHW Provider Employee
TOTAL	$709,854	$709,854	$741,826.76	Salary costs were higher than expected		Mid year hiring led to reduced salary costs.

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES

Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc.

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.

Level 3: CYC on site for part of the school year and NCTS services contracted and provided

Peer Support Worker Training: VTRA, Suicide Prevention, Trauma-Informed Approaches, Supporting 2SLGBTQ students. Additional Training: Oppositional, Defiant and Explosive Behaviours: Transforming Challenges for Long Term Success, Anxiety Solutions: Practical Strategies for Resilience, Confidence and Coping Skills in Children and

Youth, Intervention Strategies to Improve Self-Regulation and Executive Function and De-Escalating Behaviour in the Classroom: Intervention Strategies for After the Meltdown.

Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW **programs and services.**

Successfully implemented universal programs to support Mental Health Literacy Positive Mental Health Practices and Social Emotional Learning. Provided targeted interventions for elementary and middle school students. Provided one-on-one mentorship to 100+ students. Successfully partnered with community organizations.

Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW **programs and services.**

One of the greatest challenge for the SBMHWP was a lack of funding to provide a Peer Support Worker for each of the schools in the division, this left gaps in services.

G. Alignment of Student Supports

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

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

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	The BDDEC RISCs 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 RISCs, in collaboration with SSW staff, will provide training for PSTs on the new competency-based IEP. The BDDEC RISCs 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	The BDDEC Regional Inclusive Schooling Coordinator has consistently led targeted workshops and training for Program Support Teachers (PSTs), equipping them with robust skills in developing, implementing, monitoring, and evaluating SSPs and IEPs. These efforts have helped ensure plans become dynamic, actionable documents reflecting individualized needs rather than generic teaching strategies. Recent initiatives have also emphasized student voice, choice, and agency, further enhancing the quality and inclusivity of regional practices.
Areas for Development for the region	Despite these strengths, there are notable challenges and areas for further development, particularly around clarity and consistency for IEP implementation in alignment with departmental directives. The BDDEC are committed to developing and actioning criteria for student placement on an IEP, procedures for actioning and tracking progress, and the evaluation of individual goals. In addition, while recent initiatives have introduced a focus on student voice, choice, and agency, integrating these elements consistently across all plans remains an ongoing area for growth and system-wide implementation. To address these gaps, BDDEC will lead a comprehensive support initiative in 2025-2026, including a region-wide needs assessment, framework development, structured professional development, and refinement of practices based on feedback.

Additional Comments for the region.	It is important to recognize the region's commitment to continuous improvement and inclusivity, as evidenced by ongoing collaboration between the BDDEC RISC and SSW staff to implement new competency-based IEPs and ensure training meets diverse school needs. The proactive stance of bringing in outside consultation reflects a strong dedication to evidence-informed practice and capacity building, ensuring both SSPs and IEPs remain responsive to student needs and compliant with evolving expectations. This multi-layered approach positions BDDEC to make meaningful progress in supporting every learner through high-quality planning and implementation.

H. Flexible Instructional Strategies

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

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

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

Areas of Strength for the region	The principal demonstrates flexibility and openness by allowing staff the leeway to try different strategies and approaches they believe will be effective. This includes encouraging experimentation with teaching methods, class groupings, intervention strategies, and the creative use of physical spaces within the building. This adaptive mindset supports innovation and empowers educators to identify what works best for their students.
Areas for Development for the region	BDDEC will continue to strengthen collaboration with school administration teams around the allocation of fiscal resources while also enhancing office staff participation in school-based PLCs and SBSTs. Principals will be provided with leeway to try different strategies they believe will be effective, including varied teaching methods, class groupings, intervention approaches, and creative use of physical spaces within the building and within PLCs, where possible. In addition, work is underway to further develop the "Teacher Course" in Google Classroom to support pedagogy and provide self-paced professional development opportunities.

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 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.

Areas of Strength for the region	The Beaufort Delta District Education Council has established consistent School-Based Support Teams (SBST) across all nine district schools, ensuring structured collaboration between principals, PSTs, classroom teachers, and other relevant staff. Regularly scheduled meetings provide opportunities to analyze student needs, coordinate resources, and develop instructional and management strategies that promote inclusion and success within the classroom. The SBST process is effective in fostering collaboration, supporting teachers, and ensuring the creation of individualized plans such as SSPs and IEPs to respond to diverse learner needs.
Areas for Development for the region	While the SBST structure is well established, there is a need to strengthen the use of debriefing practices following significant incidents such as behavioural challenges or restraints. Consistent debriefing processes would help ensure the emotional safety of both students and staff, promote reflection to prevent future incidents, and reinforce effective interventions. In addition, developing staff capacity to respond to a wide range of learner needs is an ongoing priority, particularly in light of potential staffing losses and gaps in external health and social service supports. Building staff competencies through training in areas such as learning disabilities, developmental disabilities, and behavioural interventions will be critical to maintaining effective classroom support
Additional Comments for the region	Given the staffing challenges and the anticipated reduction of Support Assistants, continued emphasis on collaborative problem-solving within school teams will be key. Training that equips educators with the skills to triage and address diverse student needs will allow schools to mitigate gaps in services and maintain inclusive environments. Empowering school staff through ongoing professional learning, will be essential to sustaining student success despite resource constraints.

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 BDDEC RISC'S 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	Student Support Plans (SSPs) and Individual Education Plans (IEPs) continue to be systematically developed, finalized, and reviewed through PowerSchool Special Programs, with a minimum of three formal reviews during the year. Parents and guardians are actively engaged in the process, receiving copies of plans and opportunities for consultation whenever revisions are made. The RISC's quarterly reviews and feedback, along with their active support in goal setting, progress monitoring, and evaluation, have strengthened the quality of these plans. In addition, workshops and consultations have successfully shifted planning toward actionable supports that are responsive to students' diverse needs.
Areas for Development for the region	A key area requiring growth is the consistent movement toward student participation in the development of SSPs and IEPs to ensure greater ownership and autonomy in their learning journey. Furthermore, challenges remain due to the lack of comprehensive guidance and updated materials from the Department of ECE, particularly in light of the transition away from Modified Education Plans and towards Competency-Based IEPs aligned with the updated curriculum. The outdated Inclusive Schooling Handbook and reliance on limited draft templates have created barriers for schools in ensuring effective planning and consistent practices. Additional external support and clearer direction are required for monitoring and evaluating IEPs under these new frameworks.
Additional Comments for the region	Professional development provided by the RISC and Assistant Superintendent for PSTs will be critical in ensuring that SSPs and IEPs remain reflective of individual student needs rather than general teaching strategies. Ongoing structured reviews by PSTs and principals a minimum of four times per year will provide accountability and continuity in the support process. As the district faces continued changes in both curriculum and staffing, further emphasis on actionable, student-centered planning will be essential to sustain quality, responsive programs for diverse learners.

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**.	All BDDEC PSTs in 2024-2025 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	Program Support Teachers (PSTs) in the region demonstrate strong capacity in delivering universal (Tier 1) and targeted (Tier 2) supports. They provide leadership in differentiated instruction, small-group interventions, and inclusive classroom practices, ensuring that students with diverse learning needs are supported within the general education environment. PSTs also play a key role in IEP development, assessment, and transition planning, fostering collaboration among staff, parents, and students. Their efforts promote a culture of inclusion and strengthen teacher capacity across schools.
Areas for Development for the region	There is a pressing need to expand PSTs' skills in delivering intensive Tier 3 supports, particularly for students who require individualized interventions due to complex learning or behavioural needs. Professional development in formal assessment practices and evidence-based reading and writing interventions is essential to support the significant proportion of students with learning disabilities. Additionally, PSTs need training in developing and implementing Behavior Support Plans (BSPs) and in adopting person-centred strategies to effectively respond to students with behavioural challenges. Building their expertise in these areas will strengthen both student outcomes and school capacity.
Additional Comments for the region.	Moving forward, sustained professional learning opportunities must be in place for PSTs to ensure that they can provide both academic and behavioural interventions that go beyond foundational classroom strategies. A district-wide focus on Tier 3 intervention supports, informed by comprehensive training in assessment, individualized planning, and stress-reduction approaches, will enhance their effectiveness. Providing PSTs with the tools to address complex learner needs and to

	train and guide school staff will be key to strengthening the inclusive schooling model within the Beaufort Delta 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 conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.0	2.0	Due to the geographic region	2	

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Angik	1.05	1.0	Cannot use .04 funding for a position. Additional funding used for mentorship ILE program.	1	
Chief Julius	1.44	1.0	One language offered. One position. Additional funding used for mentorship ILE program.	1	
Chief Paul Niditchie	0.75	1.0	Overstaffed.	1	
East Three Elementary	2.57	3.0	Overstaffed. Offering two languages.	3	
East Three Secondary	2.40	3.0	Overstaffed. Offering two languages.	3	
Helen Kalvak	1.37	1.0	One language offered. One position. Additional funding used for mentorship ILE program.	1	
Inualthuyak	0.50	1.0	Overstaffed.	1	
Mangilaluk	2.40	2.0	Two languages offered. Additional funding used for mentorship ILE program.	2	
Moose Kerr	1.35	2.0	Overstaffed. Offering two languages.	2	
TOTAL	13.83	15	Overstaffed.	15	

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	Four Indigenous Language Instructors have been hired on a letter of authority. BDDEC has created new Indigenous Languages Support Assistant (ILSA) positions.
Plans to recruit and retain language teachers, if any?	The BDDEC has plans to work with ECE to implement the Indigenous Language Instructor Employment Plan (ILIEP) in our region. BDDEC currently has two mentors. BDDEC partnership with GTC for IL Instructor training & support for community language Instructors to consider future employment opportunities as IL Instructors where applicable. Encourage community participation with ECE (MAP) language initiative.
The # of anticipated New ILIs and which schools they are in.	0
Challenges and/or barriers faced in the region	Limited language speakers. Elders are in high demand for their time and skill set. Require regional Indigenous Language Certification Program.

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)*
BDDEC Office	0.00	0.00		$178,375.00	Board programming that supported all schools	$56,000.00 - Take a Kid Trapping
Angik	$50,400.00	$50,400.00		$16328.09		
Chief Julius	$42,600.00	$42,600.00		$37160.31		$8,000.00 - Take a Kid Trapping
Chief Paul Niditchie	$36,500.00	$36,500.00		$17989.88		
East Three Elementary	$45,150.00	$55,150.00		$43454.20		
East Three Secondary	$45,150.00	$55,150.00		$32427.72		
Helen Kalvak	$50,400.00	$50,400.00		$36005.65		
Inualthuyak	$42,000.00	$20,000.00	$20,000 less reallocated to other schools.	$3000.00		
Mangilaluk	$42,600.00	$42,600.00		$39522.45		
Moose Kerr	$42,600.00	$42,600.00		$16328.09		
TOTAL	$395,400.00	$395,400.00		$431167.13		

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		Elders are hired on short term basis using ILE Funding
Chief Julius	No	No		
Chief Paul Niditchie	No	No		
East Three Elementary	No	No		
East Three Secondary	No	No		
Helen Kalvak	No	No		
Inualthuyak	No	No		
Mangilaluk	No	No		
Moose Kerr	No	No		

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 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 <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	Sept. 27 • Practice Inuvialuktun Greetings • Sewing of Owls with Beverly Amos • Meet and Greet with Paulatuk DEA / Mayor / SAO • Community Tour / Walk to beach area • Introduction to Inuuqatigiit • Orange Shirt Day - Self Reflection writing pieces June 5 • Rose Kirby's Novel given to all staff - Self Independent Reading • Inuvialuit Day Community Events • Bannock, donut making • Beading or small soapstone carving activity	100%	100%	

Chief Julius	September 27, 2024 • School Camp • Showing new staff all that school camp can offer. We had a few knowledge keepers join us. We picked traditional medicine, made Orange Shirt pins. We went on a nature walk. Cooked Moose meat. • DEA members joined. March 13, 2025 • School Camp • Story Telling • Knowledge keepers joined us. • Cooked traditional food. • Played traditional carnival games that would be played at our jamboree. • Sewing projects. • Walk the camp trails.	100%	100%	
Chief Paul Niditchie	September 27- 2024 School Camp - Snaring with a knowledge keeper June 5, 2025 Staff went to wellness camp with elders- interacting with elders, stories and culture Participated in traditional games, - Medicine Walk Plucking, synging and preparing dry geese Staff working with fish	100%	100%	

East Three Elementary	April 22 AM - collaborated as a staff to review and evaluate the existing Cultural Calendar and Indigenizing Languages and Education SIPs as part of planning to prepare the 2025-2026 Cultural Calendar and SIPs Staff attended the community lunch at Inuvik Native Band or the Gwich'in Tribal Council PM - IDEA planned and hosted a trip to Okpik village with the following activities for staff: • dog sledding • smoked tea and bannock cooked on the fire • elder stories about muskrat harvesting June 5 AM - IDEA brought in elders and local knowledge keepers to offer a variety of cultural experiences. Staff were able to pick three of the four activities: • Northern & Dene Games • duck plucking, harvesting, and cooking • medicine walk. • bannock and doughnut making PM - staff attended the community lunch and festivities at the Midnight Sun Complex to celebrate Inuvialuit Day, followed by collaborating on the draft 2025-26 Cultural Calendar	100%	100%	

East Three Secondary	April 22nd, 2025 IDEA planned and hosted a trip out to Okpik village that had various activities. • Staff participated in dog sledding. • Staff had tea and listened to an elder talk about Muskrat harvesting. • Staff walked through the process of cooking Bannock over an open fire. June 5th, 2025 The DEA brought in elders and local knowledge keepers to ETSS to offer a variety of cultural experiences. Staff were able to pick three of the four activities during the day. • Northern Dene Games • Duck plucking, harvesting, and cooking. • Medicine walk. • Bannock and Doughnut making.	100%	100%	
Helen Kalvak	September 23, 2024 – Reviewed BDDEC vision goals and how they guide HKE's School Improvement Plan. – Elders and DEA members shared cultural values, expectations, and teachings; emphasized Elder involvement as essential for modelling Inuinnaqtun, storytelling, observation, compassion, and community-minded behaviour. – Highlighted traditional survival principles: working together, clear	100%	100%	

	priorities, and learning through stories of people, places, hardship, and moral lessons. – Discussed reconciliation, decolonization, and the influence of modern distractions on student identity. – Emphasized creating safe, identity-affirming classrooms, using softer communication, and honouring namesakes, place history, and values such as sharing and kindness. –Teachers and SA's worked with DEA members and Elders to plan instruction using the Q1 cultural calendar and community-story booklet. May 20, 2025 – Completed the *Blankets of Resilience* exercise by Monique Gray Smith to ground staff in shared understanding of history, impact, and collective strength. – Learned about the Inuvialuit Final Agreement (IFA) from DEA Directors and community Elders, including its contemporary relevance for rights, governance, and community well-being. – Shared a traditional food feast to honour cultural practices and strengthen relationships among staff, Elders, and DEA members. – Reviewed plans for supporting Inuvialuit Day on June 5 and coordinating with the community corporation building and community-led BBQ.			

	– Co-designed activity stations for students and community members, including: – Working with fresh seal – A collaborative art project focused on individuals' Inuinnaq names – Inuit wrestling demonstrations and participation – Identified logistics and next steps for transporting and facilitating each station during the community event.			
Inualthuyak	September 27, 2024 Staff participated in a hat sewing workshop June 5, 2025 Staff participated in a parkie sewing workshop	100%	100%	
Mangilaluk	September 27, 2024 (AM) Beading/Sewing TRC pins with elders sharing stories. September 27, 2024 (PM) Beading/Sewing TRC pins continued with a sharing circle. There was Inuivaluktun practice taking place in the afternoon. June 5th, 2025 (AM) We went to the beach house to pluck geese, look at artifacts and carvings, dress in traditional clothing, eat traditional foods, and share traditional sewing patterns June 5th, 2025 (PM) Staff went to the ballfield and joined in the IFA celebrations (cook offs, drum dancing, races, tea boiling, and traditional foods)	100%	100%	

Moose Kerr	April 22, 2025 Staff met in the morning to plan activities aligned with the themes in our Cultural Calendar for the months of May and June. At noon, they traveled to the school's camp for a cookout and spent time beading and sewing. In the afternoon, Eugene Pascal—one of the original negotiators of the Gwich'in Agreement—joined staff to share his experiences as part of the negotiation team and to discuss land claims and what the agreement has meant for his people. June 5th, 2025 Staff spent the morning engaged in planning for the 2025–2026 MKS Cultural Calendar. At 11:00 a.m., they proceeded to the Sittichinli Recreational Complex to prepare and barbecue food for the community celebration hosted by the Aklavik Community Corporation. Staff volunteered to cook and serve the food and participated in drum dancing, jigging, and games as part of the event.	100%	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
Chief Julius	Muskrat Camp	60 (grade 7, 8 and 9)	6	Yes	1 class a day over 3 days
	Winter Camp	120 (grades JK/K-12	10	Yes	2 days per week over a 4 week period
Chief Paul Niditchie	Medicine Harvest	Whole School	2	Yes	Whole school over 2 days
	Fish net setting under ice	Whole School	3	Yes	Day trips 4 days
East Three Elementary	Berry Picking	All JK-Grade 6 students & staff (~380 students & ~40 staff)	1 Elder	Yes	JK-Grade 1 ~ 1 hour over 2 days Grade 2-6 - ½ day over 10 days
	Boot Lake Fish Camp	All JK-Grade 6 students & staff (~380 students & ~40 staff)	1 Elder 1 Knowledge Keeper	Yes	JK-Grade 1 ~ 1 hour over 2 days
East Three Secondary	Moose Hunt	18	2	Yes	3 days - overnight trip
	Muskrat Hunt	50	2, 1 in kind	Yes	4 days, two overnight rtips

Helen Kalvak	Fish Lake Trip	20 Students	3	Yes	5 days and 4 nights
	Musk Ox Hunt and Harvest	25 student hunters & whole school harvest	4	Yes	Day trips over 5 days
Inualthuyak	N/A	N/A	N/A	N/A	N/A
Mangilaluk	Dog Mushing	150 staff and students	6	Yes	4 grades a day over 3 days
	Igloo Building	150 staff and students	6	Yes	4 grades a day over 3 days
Moose Kerr	Moose & Ptarmigan Hunt	55 students (Grades 6-12)	6 (Partnership with Aullaviat Anguniarvik Working Group)	Yes	1 group a day over a two day period
	Ice Fishing	120 students (Whole school)	4	Yes	1 group a day over a five day period

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	Mitt Making	grades 7-9	4 and 1 in kind	Yes	Daily over a period of 1 week
	Caribou Harvest	Whole School	6 plus 3 in kind	Yes	Over 2 days in the school
Chief Paul Niditchie	Sewing and beading circles	3 grades	2	Yes	5 days

	Working with fish at the on site school camp	All students	2	Yes	5 days
East Three Elementary	Welcome Back the Sun celebration	All JK-Grade 6 students & staff (~380 students & ~40 staff)	ILEs facilitated	Yes	All classes spent the month of January preparing and then participated in a full day of celebrations
	Arctic Sports	All JK-Grade 6 students & staff (~380 students & ~40 staff)	1 Knowledge Keeper	Yes	All classes had a minimum of 3 - 30 minute sessions during the month of February
East Three Secondary	Moost Hunt Extension (food processing and utilization)	200	4 paid, 6 in kind	Yes	Ongoing over two months
	Welcome Back the Sun	300	15	Yes	6 half days of school
Helen Kalvak	Traditional Sled Runner and sled project	100	3	Yes	Various stages completed over the course of 4-5 months (Fall-Winter)
	Cultural Artifact Project	Whole school	4	Yes	Throughout the entire school year
Inualthuyak	Gr. JK-3 whole class cultural book making	7 students	2	Yes- Language teacher guided us throughout and provided two Indigenous based resources that	Various times over a 3 months period
	Gr. 4-7 slipper making	6 students	1	Yes- Students learned the names of materials, sewing needle, scissors, and thimble thread	Various times over a 4 weeks period
Mangilaluk	Fashion Show	175	15	Yes	This project was spaced over a 4 month period
	Beading	40	4	Yes	Multiple projects over the year. Examples include earrings, beaded bracelet, and beaded Poppies for Remembrance Day

Moose Kerr	Drum Dancing Unit	50 (Grades 4-9)	2	Indigenous language in was used in the singing and creation of songs by the students.	Scheduled time over a three week period according to our Cultural Calendar
	Muskrat Unit - The Life Cycle	120 students (Whole School)	4	Indigenous Language was used in the classroom and was reflected in the learning walls and the artifacts created by each class.	Scheduled time throughout a three week period according to our Cultural Calendar

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	• Skidoo • Boggin • Wood for Camp	• Snowmobiles/Bogin are used to access winter camp • Wood purchase to support camp excursions - cooking meals and heat
Chief Paul Niditchie	• Wood for Camp • Boggin • Skidoo	• Snowmobiles/Bogin are used to access winter camp • Wood purchase to support camp excursions - cooking meals and heat
East Three Elementary	• Food for camps	• Food – food supplies for all-day camps and community celebration of Birds unit
East Three Secondary	• Fuel for travel • Repair snowmobiles • Food for amps • Vehicle Maintenance	• Snowmobiles are used to access winter camp • Fuel - boats, snowmobiles, vehicles to access on the land camps - school camp slept in 10 nights, 20 days total • Food - day trips, overnights, see above.

		• Vehicle maintenance - ongoing upkeep
Helen Kalvak	• 1 polaris snowmobile • Gas/oil • Food for outings	• Snowmobile, gas, and food used for many outings (3-day fish camp, two muskox harvests, week-long fox trapping, several ice collecting/delivery outings, three seal harvests, picnics/sliding.)
Inualthuyak	N/A	N/A
Mangilaluk	• Contract dog mushing (2 tents, gas, bussing, food, drinks, skidoos and elder) • Contract igloo building (elders, food, drinks, bussing)	• 2 tents used for warming shelter and food/hot drinks, and elder storytelling for the whole week • Gas was used for skidoos, dog mushing spotters • Bussing was used to transport kids from the school to the dog mushing yard and igloo building site at Reindeer Point.
Moose Kerr	• Skidoo helmets • Gas • Dehydrator • Food • Canoe Trailer	• Helmets for ski-doo trips on the land - ice fishing, muskrat camp, building blinds • Gas used to travel on the land - moose/ptarmigan hunt, berry picking, ice fishing, muskrat trapping. • The dehydrator was used to create dry meat and dry fish that were shared with students & Elders • The food was provided for all the day camps on the land • Canoe trailer - used to store and transport canoes on future canoe trips

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	• Staff practiced and used greetings with students in hallways, with families and in staff gatherings • Cultural calendar themes and activities are planned with the language words and phrases which are shared with staff and used in visible learning • Each classroom participated in a language celebration bulletin board shareout to celebrate Indigenous Langugaes Month– community were invited to participate	• Meet the teacher nights and staff cultural orientations included a language learning element. • The community joined the school in feasts for Christmas and thanksgiving including wishes for the community in the language and group blessings • Celebrations and community gathering for Indigenous Languages month featuring a gallery walk of student and staff learning.
Chief Paul Niditchie	• Whole school language circles in the mornings • Teachers accompanied students to language classes at least 1 time per week	• Monthly supper clubs to help share school based language learning with parents and community • Incorporating language use and practice at every school- community gathering (winter concert, meet the teacher nights, literacy events and games nights)
East Three Elementary	• Monthly Indigenous languages Bingos (Gwich'in and Inuvialuit) • Indigenous Language words and phrases included in cultural calendar themes and months and given to staff and families • Plans made to purchase Indigenous Languages dictionaries for each	• Monthly Book and Bannock celebrations, including families and the community • Inuvialuit Fashion Show with families • Inuvialuit Skit as a part of the spring concert, shared with families and the community

	classroom to help staff and students integrate Indigenous languages more regularly in their work ● Continued to promote Indigenous Languages greetings and phrases in school, classroom and with the community	● Gwich'in Jiggin showcase at Christmas concert ● Classes cooked and presented and served traditional meals to their families, integrating relevant Indigenous Language ● Arctic Sports demonstrations with relevant language for staff, students, and communities
East Three Secondary	Welcome back the Sun ● Five - half days where students would engage in self-chosen activities that were linked to a Welcome Back the Sun Theme and led by teachers, elders, and traditional knowledge keepers- language was a part of all of the sessions ● The goal was to build a final product/artifact that would then be showcased to the community ● This was scaled to other cultural themes and activities including our whole school learning walls that include cultural experiences, relevant language and ideas for exploration	● Community invited to our Welcome Back the Sun Showcase. ETES was invited, the Elder Day Program, key stake holders (GTC, IRC, ICC, Nihtat, elders, etc., ● Highlights included: ○ Bannock / Doughnuts for everyone. ○ Soup was provided for everyone. ○ Concert by students with themed music. ○ Drum dancing by students. ○ The students made videos and a shadow puppet show. ○ Door prizes made by students in their sessions (art, soap, candles, etc.)
Helen Kalvak	Staff meetings included language activity ● Morning circles included Oh Canada, prayers, announcements in Inuinnaqtun by Elders ● Two monitors in building highlight phrases of the week in Inuinnaqtun, signage throughout building celebrate and promote the language	● Every ceremony (monthly awards, feasts, Indigenous Veteran's Day, Grad, etc.) is opened by an Elder, most include lighting of the qulliq with dialogue in Inuinnaqtun, drum dancing, etc. ● School Facebook page celebrates language through various forms of media-sharing
Inualthuyak	● The Language Teacher provided classroom teachers with the Annuuraat lessons and activities document to support a whole-school approach to language learning ● Elder from the Hamlet Office delivered language lessons to JK–7 students. ○ She introduced students to new words, songs, and short phrases in Inuvialuktun. ● Implemented whole-school learning walls focused on cultural activities, serving as documentation of students' learning processes. ● Concluded the "Our Culture" whole-school learning project by	● Hosted a community cultural showcase that included: ○ Prayers from an Elder ○ A language competition between students and community members ● Held a community-school award ceremony in June with parents and community members in attendance ● Hosted a whole-school Wisdom Fest that included: ○ JK–3 students reading aloud the cultural books they created to families and community members ○ Grades 4–7 students presenting projects focused

	providing students with Atikluk, connecting to their learning about traditional and modern clothing.	on hunting and on-the-Land survival skills
Mangilaluk	• Monthly cultural committee meetings. • Weekly Principal "What's up" with Inuvialuktun phrase/word of the week. • Audio clips of Inuvialuktun teacher saying words/phrases • Inuvialuktun teacher offered sessions during blue PLC days • Staff meetings about the Bridging Roots program and practice for staff	• Community of Learners family game night with stew and bannock. • 2 Elders lunches at the college • Community-school graduation celebration in June (Highschool, Grade 6 and Kindergarten) • Mother's Day/Father's Day community event with snacks and hot drinks. • Mangilaluk Day (hosted by student council with a range of traditional games and activities) to promote school spirit and cultural identities.
Moose Kerr	• The entire staff met monthly to plan cultural events around the themes of the Cultural Calendar. IL teachers provided the words directly related to the monthly themes, to all staff for use in the classrooms. • IL teachers have posted QR codes for staff and students to hear the correct pronunciation of the words related to the themes. • Staff have been provided with copies of the prayers and grace in both languages and are invited to recite the prayer on the morning announcements or at school wide events and feasts. • Staff and students are greeted in the morning and afternoon in both Indigenous languages.	• We hosted community feasts at Thanksgiving, Christmas and year end which included prayers and greetings in both Indigenous languages. • We held our Christmas concert where students drum danced to songs and stories that they created using words from their languages. • High school and KIndergarten graduations also included prayers and greetings in both 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)*
$178,901	$188,901	$10,000 added	$247,048.45	Funds were sent at the schools that indicated they had the greatest need for support.
Angik	19,877.88		$19,365.68	
Chief Julius	19,877.88		$64,411.73	
Chief Paul Niditchie	19,877.88		$29,209.55	
East Three Elementary	19,877.88		$12,525.22	
East Three Secondary	39,755.77		$30,797.34	
Helen Kalvak	19,877.88		$22,560.35	
Inualthuyak	$10,000		$0.00	Community cultural support in Sachs Harbour is very strong and families are supporting this programming outside of school hours.
Mangilaluk	19,877.88		$21,334.83	
Moose Kerr	19,877.88		$46,843.75	

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)*
$232,575	$232,575		$234242.32	

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**
ILI & JK Teachers HKS	OLC	JKK Language Wrap Around Initiative	RILE/JKK Consult	June 2024
Gwich'in ILI (5)	Gwich'in Language Revita	Language Training	GTC/RILE/UofAlaska	June 2024

ILEP Mentors & Mentees (2 pairs)	OLC/ILEH	OLC/ILEH	ILES/RILE 1 f2f mtg/ monthly Virtual	September 2024 to June 2025
BDDEC TRC Session (40+)	ILEH	Weaving Wisdom Elder TK into practices	RILE/IEC/Guests	September 26-27 2024
ILI E3SS Inuvialuit IL I	OLC	OLC Units & assessment	RILE	October 2024
BDDEC ILI's (13)	OLC /ILEH	OLC/ILEH implementation	RILE/ILES In person Training	November 2024
RILE (2)	OLC/ILEH		ILES	Virtual Sessions Sep '24--June '25
Gwich'in ILI (5) + (3 SAs)	Gwich'in Language Revital.	Language Training Lessons-Language use	GTC/RILE/UofAlaska	Virtual Jan-June 2025
Professional Development Learning Sessions	ILEH	Implementation of ILEH into profession	RILE/IEC/Guest Speakers	January -June 2025
ILI E3SS Gwich'in ILI	OLC	OLC Units & Assessment	RILE	March 2025
GTC Education Dept. (6 staff, 6 Elders)	ILEH	Community Support	GTC/RILE/Elder	March 2025
CJS/MKS HS (15 +) each session	Berger Inquiry	ILEH Community Support	Drew Ann Wake GTC -GSocial Institute RILEs	April 2025

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**
Elder Interviews digital January 2024	CJS	10 recordings	In partnership with GTC collect interviews for future digital resource creation MKS partnership with GTC
Elder Interview digital May 2024	MKS	5 recordings	In partnership with GTC collect interviews for future digital resource creation MKS partnership with GTC & REEL Youth
Elder Interview digital October 2024	E3SS	5 recordings	In partnership with GTC collect interviews for future digital resource creation MKS partnership with GTC & REEL Youth

Create Fish Book September 2024			BDDEC RILE & IEC with Elder Mary Effie Snowshoe
Create Children Book	GTC		In progress (Izzy & her Berries)
Translations	Dancing With Trees	3 books	Dancing with Trees, Caribou & Tool Books translated into th Gwich'in, Uummarmiut, Inuinnaqtun, Salliurit dialects
Connected North	BDDEC Schools	Virtual Sessions	Cultural Art Expression
Story Book Translations	BDDEC-RILE		BDDEC RILE with Elders Caribou Life Cycles and Tools
Translations	BDDEC/ ILI Staff		BDDEC/RILE oral reading of Dancing With Trees
Gwich'in Alphabet Sounds	BDDEC-RILE		In progress
Book Creation Canva Training	BDDEC-IEC		Trained ILL staff & RILE with creating digital book process and in-service to CANVA

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**
None for 2024-2025		Requests for 2025 (computer replacements for ILI & RILE)

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL
INUVIK, NT

ANNUAL REPORT
June 30, 2025

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Message from the Superintendent of Education

Krista Cudmore
Acting Superintendent
Beaufort Delta Divisional Education Council (BDDEC)

On behalf of the Beaufort Delta Divisional Education Council (BDDEC), I am pleased to present the Annual Report for 2024–2025. This report, including the Management Discussion and Analysis (MD&A), reflects the continued commitment of our management team and Board members to transparency, accountability, and educational excellence across our region.

Navigating Funding Challenges: JP and CFI Programs

The 2024–2025 school year presented significant financial and operational challenges due to changes in Jordan's Principle (JP) and the Children First Funding Initiatives (CFI). Updated application requirements called for greater detail on how funds would be used and the direct benefits to Indigenous and Inuit students. As a result, applications were revised and resubmitted under these new criteria.

Because a significant portion of JP and CFI funding supports the salaries of Teachers and Support Assistants—many of whom are indeterminate employees—there were deep concerns about potential service interruptions and job security. Senior Management engaged in multiple discussions with GNWT Human Resources to determine the best course of action to support both staff and students.

In late April 2025, BDDEC received confirmation of Jordan's Principle partial funding for Indigenous students, covering April 2025 through March 2026. This partial funding will cover approximately 30% of the salary costs for our current JP/CFI staff members. We have not yet received a final decision on full-year CFI funding for 2025–2026, although our application have advanced to the national review stage.

Financial Implications and Deficit Planning

This shift in funding resulted in a year-end loss of $538,296, contributing to an accumulated surplus of $37,723 for BDDEC. Looking ahead, BDDEC anticipates substantial financial strain in 2025–2026 if CFI funding is not approved. Due to employment provisions, indeterminate Support Assistants must continue working for a 21-week period before severance can be enacted. While ECE will cover the cost of severance, the 21-week employment period is unfunded UNW employees under the current framework. This funding gap may necessitate staff reductions, potentially impacting student support and academic outcomes. We have additional impacts related to Teachers who are also without funding. They will remain on our payroll until the end of the 2025-2026 school year.

We are deeply concerned about the implications for our team—many of whom are valued community members who accepted indeterminate positions with the expectation of long-term employment security within the GNWT. These uncertainties are not only operational challenges but personal ones, and we remain committed to advocating for a resolution that honours our staff and protects student services.

Celebrating Student Success

While funding challenges dominated much of our operational planning this year, we are proud to highlight the positive developments in our schools. Students across the region achieved strong results, and key programs continue to thrive:

- Indigenous Language and Inclusive Schooling initiatives are growing and well received in all communities.
- On-the-Land programs have expanded, providing meaningful, culturally relevant learning experiences.
- Peer Support Workers have been hired in six communities to assist with student well-being. However, due to resource limitations and local access to mental health services in Inuvik, we have not yet been able to offer Peer Support Workers in that location.

The District Education Council reaffirmed its focus on student achievement, emphasizing Literacy, Numeracy, and the Indigenous Language and Education (ILE) program as foundational priorities. These efforts align closely with our core values of equity, inclusion, and social responsibility, as set forth in BDDEC Policy A02: Vision & Mission.

Looking Forward

Despite financial headwinds, BDDEC remains steadfast in its vision of providing high-quality, inclusive education rooted in the cultures and strengths of our communities. We will continue to work collaboratively with our partners, stakeholders, and the Government of the Northwest Territories to secure the resources necessary to support our staff and empower our students.

BDDEC Vision Goals

- Increase programming i.e. Trades & Wellness
- Increase graduation rate & reduction bottleneck
- Increase percentage of students on regular programing
- Increase student Voice, Choice & Agency
- Increase students performing at the Canadian norm on the CAT-5
- Increase percentage of students participating in cultural activities/events
- Increase in Key Cultural Experiences (KCE) for all students
- Increase student language proficiency
- Increase Elders and Traditional Knowledge Keepers' involvement in school activities
- Increase attendance
- Increase percentage of parents/guardians attending school events
- Increase parent/guardian participation rates

The fundamental purpose of the shared district vision is to continue to work collaboratively with each other and our partners to provide the best possible education for all Beaufort Delta students. Accordingly, building and maintaining effective working relations with each other and caring relationships with parents, guardians and students is essential to our success.

Some of the DEA's continue to have difficulty filling their DEA positions. BDDEC will continues to work with the DEA's to assist the DEA's in filling their vacant positions and will assist in all DEA elections scheduled. All of the DEC Board members are active in their communities and supportive of the actions of the senior management in the operations of the schools.

BDDEC continues to experience difficulty in ensuring that housing is available for teachers in the communities. Previously this has hindered us placing teachers into some of the communities as no housing has been available. BDDEC continues to work with GTC, IRC and GNWT Housing in an attempt to resolve this issue.

BDDEC continues to address the achievement gap with graduating students in NWT compared to rest of Canada through development of programs more directed to educating Indigenous students in a culturally relevant program.

Overview

The Beaufort Delta Divisional Education Council (BDDEC) for the 2024 – 2025 year provides Junior Kindergarten to Grade 12 instruction for 1,397.5 students through nine schools in the in eight communities of Inuvik, Aklavik, Fort McPherson, Tsiigehtchic, Tuktoyaktuk, Sachs Harbour, Ulukhaktok, and Paulatuk.

BDDEC is committed to delivery of culture-based education to the students and receives extensive support for various programs from the Gwich'in Tribal Council (GTC) and the Inuvialuit Regional Corporation (IRC). Both GTC and IRC are actively involved in helping to develop on the land programs, and additional support was received from ITI for the Take a Kid Hunting and Take a Kid Trapping programs. Schools at BDDEC provide Indigenous Language(s) programs, which encourages students to succeed through a better understanding and awareness of their culture and language.

BDDEC Board of Directors

The BDDEC Board of Directors are appointed by the DEA's from the local communities. Both Gwich'in Tribal Council and the Inuvialuit Regional Corporation have the authority to appoint one position (each) on the BDDEC Board. DEA positions are elected in the local communities and serve for a three-year term. The BDDEC Board has moved to hybrid meetings where the directors have the option of attending in person or by video. The DEC has two meeting during the 2024 – 2025 year.

Chairperson	Mina McLeod (2023-2025)
Vice-Chairperson	Vacant
Member-at-Large	Annie Goose (2023-2025)
Aklavik	Mina McLeod (2023-2025)
Fort McPherson	Rebecca Blake(2023-2025)
Inuvik	Kylik Taylor (2024-2025)
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	
Tsiigehtchic	Jolene Blake (2024-2026)
Tuktoyaktuk	Nathan Kuptana (2023-2025)
Ulukhaktok	Annie Goose (2023-2025)
Gwich'in Tribal Council	Janna Wolki (Appointed)
Inuvialuit Regional Corporation	Evelyn Storr (Appointed)

The Executive Committee consists of the Chairperson, the Vice-Chairperson, the Member-at-Large which are elected by the BDDEC Board, and a representative from each indigenous government

BDDEC Staff

Superintendent	Devin Roberts
Assistant Superintendent	Krista Cudmore
Assistant Superintendent	Chauna MacNeil
Comptroller	Gary McBride
Comptroller	Ken Crocker
LAN Manager	Michael Reardon
Technical Officer	Bashir Ogede
Technical Officer	Fayyaz Ahmed
Finance Officer	Samuel Aluko
Finance Officer	Kurt Scheiwiller
Finance Clerk	Sacha Nogasak
Administration Assistant	Jarvis Mitchell

Consultants

Inclusive Schooling	Justin Guy
Mental Health and Wellness	Jacqui Currie
Indigenous Languages	Velma Illasiak/Shirley Petersen
Literacy Coordinator k-12	Stephen Dagar
Math/Science	Shawn Feener
Pedagogy	Erica Thompson
PowerSchool	William Logan
Northern Distance Learning	Edward Hartley

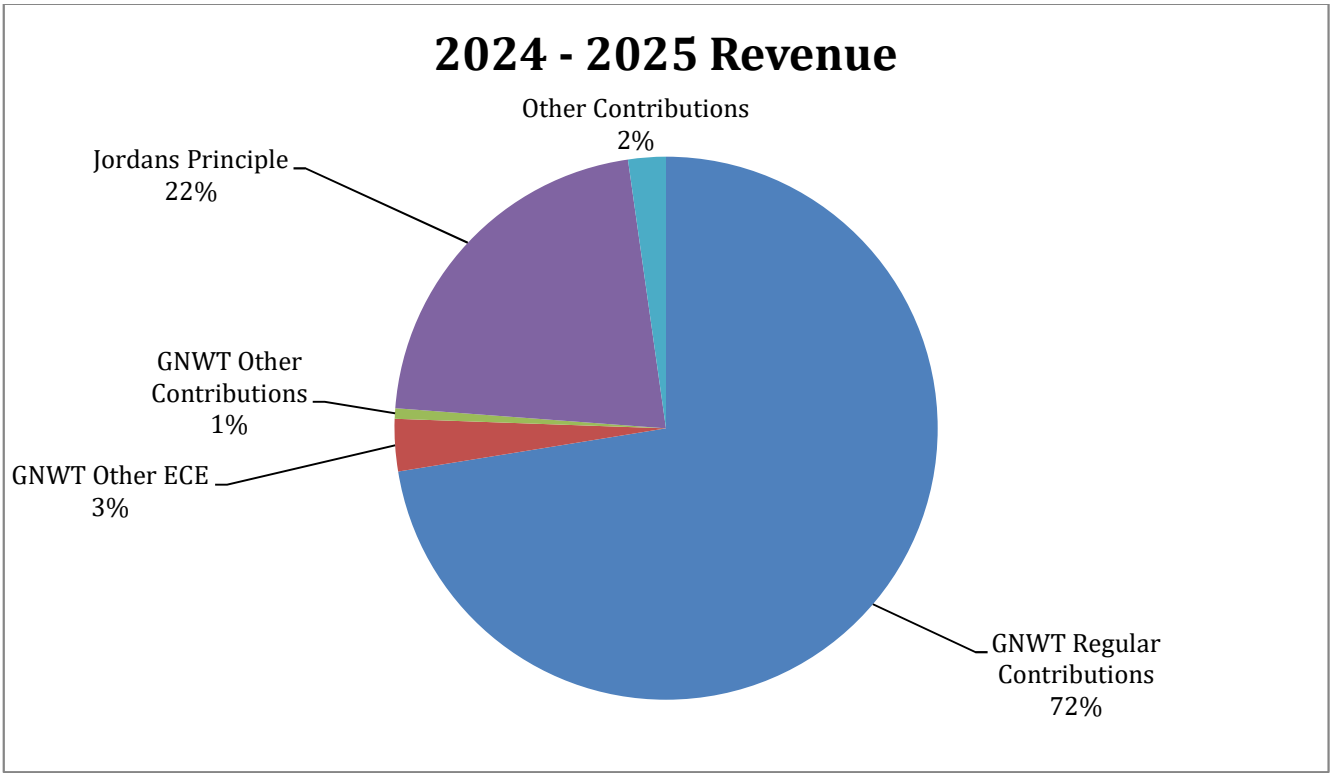
Principals 2024-2025

Angik – Paulatuk	Kyle Sagert
Chief Julius – Fort McPherson	Zoe Karavoussianis
Chief Paul Niditchie – Tsiigehtchic	William Roy/Rommel Mejia
Helen Kalvak – Ulukhaktok	Nicolas Kopot
Inualthuyak – Sachs Harbour	Hawa Kamara
Mangilaluk – Tuktoyaktuk	Ephraim Warren
Moose Ker School – Aklavik	Janine Johnson
East Three Elementary – Inuvik	Chauna MacNeil/Sonia Gregory
East Three Secondary – Inuvik	Adam Wright

Financial Highlights

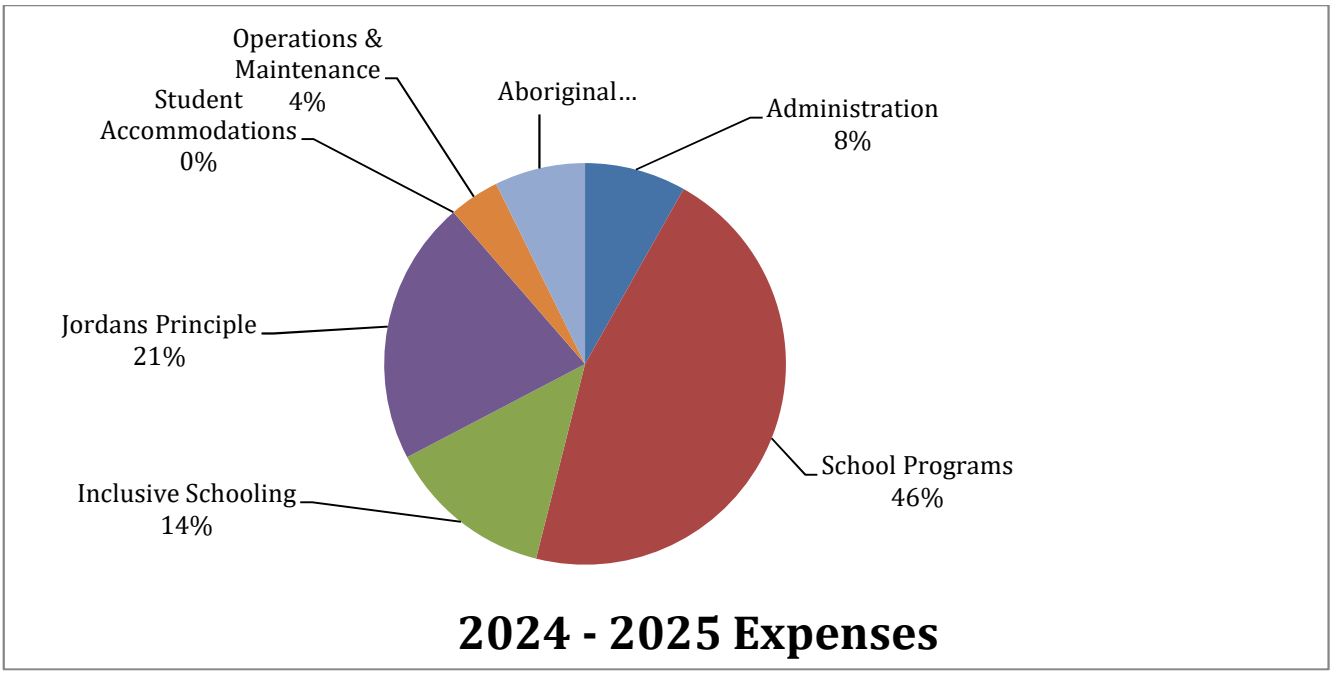
Revenues for 2024 – 2025 of $47.37 million was $1.71 million less than budgeted. GNWT regular contributions accounted for 72.4% of the revenue at $34.3 million an increase of $1.27 million from 2023 - 2024 year. Included in GNWT regular contributions were the recovery of termination cost form the 2023 – 2024 year of $57,185. Other contribution agreements from the GNWT brought the total GNWT contributions to $36.1 million, which is an increase of $257 thousand from the 2023 – 2024 year. Total revenues of $47.37 million was an increase of $570 thousand from the 2023 - 2024 year. Funding from the Government of Canada under the Jordan's Principle program accounted for 21.6% of total revenue at $10.2 million.

Expenses are broken into program cost; school programs accounted for 45.8% of cost at $21.9 million, Indigenous Languages and Education for 7.3% of cost at $3.5 million, Inclusive schooling for 13.4% of cost at $6.4 million, Jordan's Principle for 21.3% of cost at $10.2 million and Administration for 8.2% of cost at $3.9 million. Total expenses at $47.9 million were $1.3 million more than 2023 - 2024, and $451 thousand less than the 2024 - 2025 Budget.



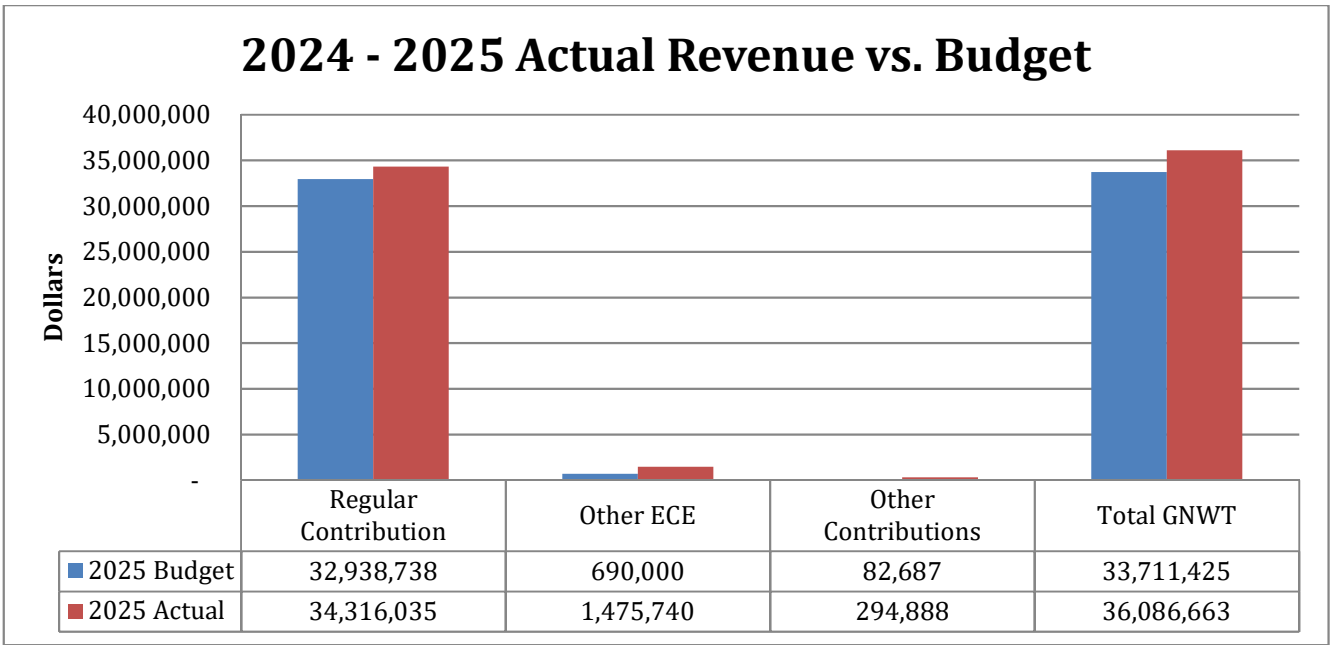
2024 – 2025 Revenues

For 2024 - 2025 BDDEC Consolidated Statement of Operations had an Operating Deficit of $538,296 compared to a Budgeted Operating Surplus of $719,661. Most significant items were the Jordan's Principle funding for 17 Instructional Coaches, 10 Interventionist, 9 Physical Education Instructors, 7 Trades Instructors and 47 Support Assistants.



The DEA's and BDDEC continue to form strategic partnerships, and are successful in finding additional sources of funding for school activities. Each of these programs have been closely monitored in the 2024 – 2025 year to ensure that the highest degree of benefit to the students was achieved.

Chart 1 displays our 2024 – 2025 Actual Revenues compared to the budgeted revenue.



	Regular Contribution	Other ECE	Other Contributions	Total GNWT
2025 Budget	32,938,738	690,000	82,687	33,711,425
2025 Actual	34,316,035	1,475,740	294,888	36,086,663

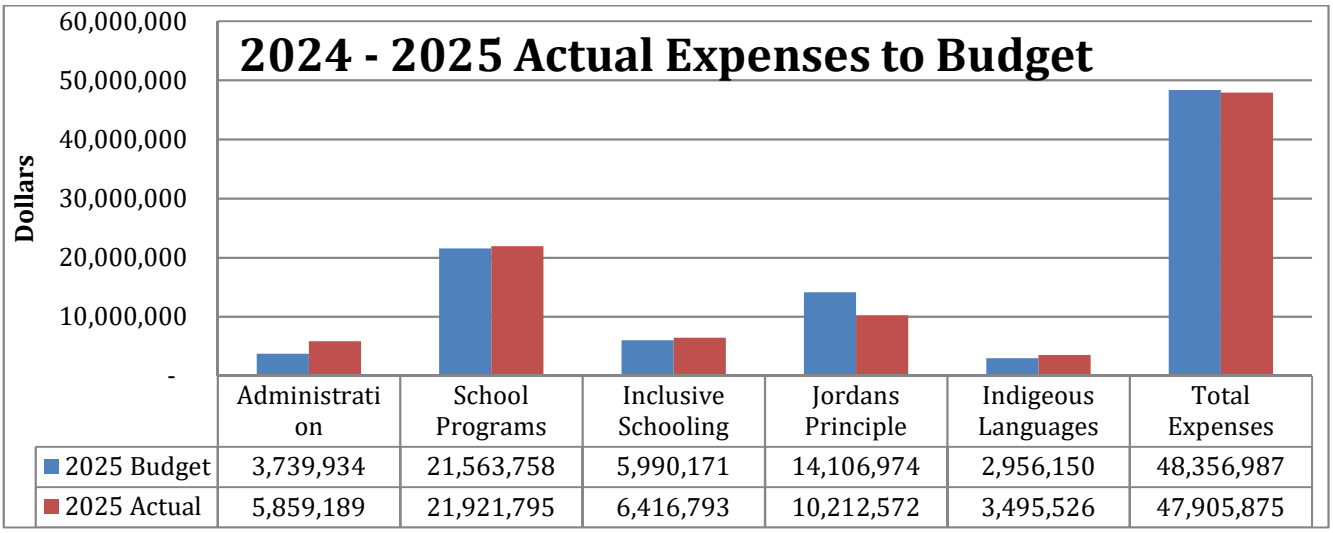
2024 – 2025 Expenses

Expenses for the year-end June 2025 were $451,124 less than the budget of $48.4 million for a total cost of $47.9 million. This represents a $1.3 million increase in expenditures from 2023 - 2024, or a 2.8% increase in spending from previous year.

Inclusive schooling had expenses of $6.4 million representing an increase in spending from the 2023 -2024 year of $968,946.

Indigenous Languages had expenses of $3.5 million; which represents an increase of expenditures of $48,254 from the 2023 – 2024 year.

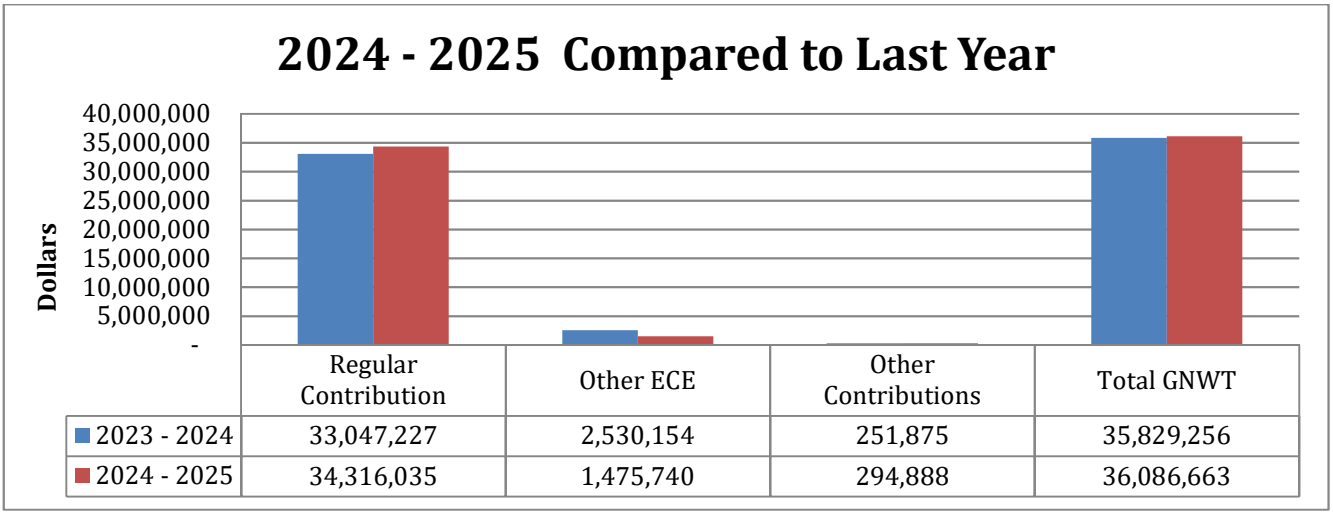
Chart 2 is a program comparison of our expenses for 2023 - 2024 compared to the budgeted expenses.



	Administration	School Programs	Inclusive Schooling	Jordans Principle	Indigeous Languages	Total Expenses
2025 Budget	3,739,934	21,563,758	5,990,171	14,106,974	2,956,150	48,356,987
2025 Actual	5,859,189	21,921,795	6,416,793	10,212,572	3,495,526	47,905,875

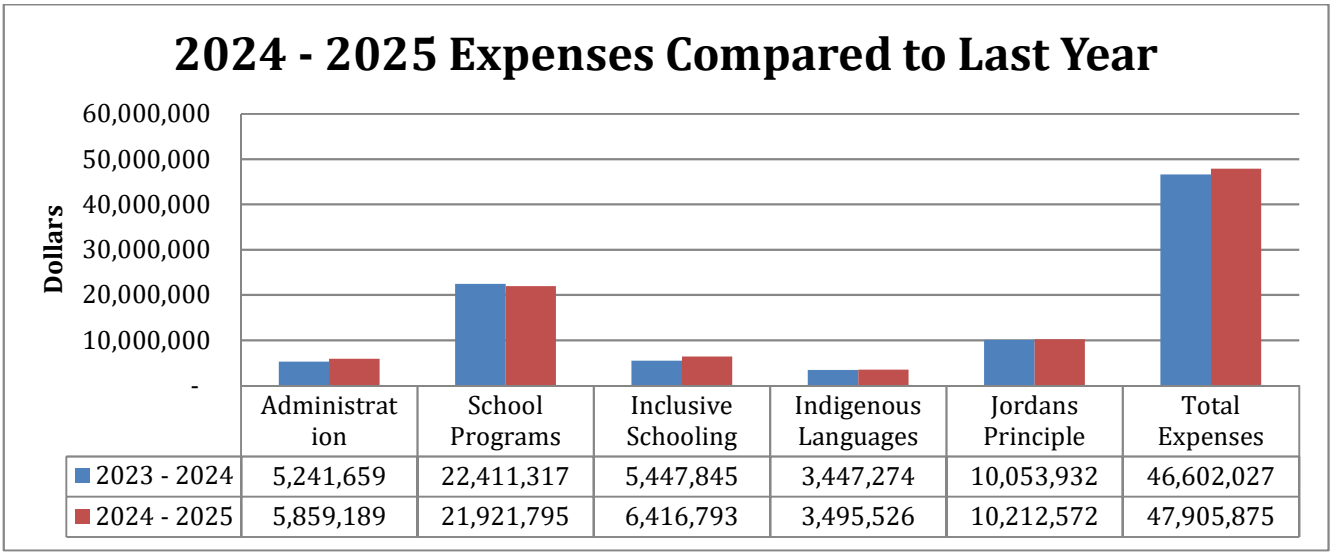
When comparing 2024-2025 against 2023-2024, BDDEC experienced a 1.2% increase in revenues, and an increase in expenses of 2.8% resulting in an operating deficit of $538,296. For the year ended June 2025, the Accumulated Surplus is $37,723 or 0.8% of revenues. Management prepared and presented an Operating Plan for the 2025 – 2026 year projecting a surplus of $366,138.

Chart 3 is a comparison of the Year-end 2025 GNWT Revenues compared to the 2024 Revenues



	Regular Contribution	Other ECE	Other Contributions	Total GNWT
2023 - 2024	33,047,227	2,530,154	251,875	35,829,256
2024 - 2025	34,316,035	1,475,740	294,888	36,086,663

Chart 4 compares the 2025 Program Expenses against to the 2024 Program Expenses.



	Administration	School Programs	Inclusive Schooling	Indigenous Languages	Jordans Principle	Total Expenses
2023 - 2024	5,241,659	22,411,317	5,447,845	3,447,274	10,053,932	46,602,027
2024 - 2025	5,859,189	21,921,795	6,416,793	3,495,526	10,212,572	47,905,875

The plan for the 2024 – 2025 year was to have a Surplus of $719,661. Reduction of funding from Jordan's Principle and the Children's First Initiative resulted in the current years losses. Additional funding from Jordan's Principle helped to provide additional programming in areas where core funding was not available. Examples are with the physical education program and the trades program being offered and developed for each of the schools.

The strength of the organization is the commitment of the staff working for the Beaufort Delta Divisional Education Council, and their dedication to the students in our area. The weakness of the organization is the remoteness of some of the schools, the distance between the schools and the high turnover of the staff. Each year represents a major recruiting drive to replace approximately 20% - 30% of the teaching staff. Once again the turnover at the end of the 2025 year was high. During the 2024 – 2025 year a number of positions were unfilled requiring the reallocation of some teachers to different location to ensure that there were sufficient staff in place to support the development of the students. Housing was a significant issue and schools were short staffed in

remote communities due to no suitable housing being available. Student attendance continues to remain a concern, and many initiatives have been implemented to increase the student's attendance in the schools which did result in increased attendance at some of the schools during the 2024 – 2025 year. Decreasing enrollment will result in a reduction of core funding which will impact staffing and the schools in the 2025 – 2026 year. Staff will continue to focus on methods to increase the regular attendance at the schools.

Student and Teacher population for each school as of June year-end *

Community	School	2024-2025 Students	2025 Teachers	2023-2024 Students	2024 Teachers
Aklavik	Moose Kerr	121.00	14.00	129.00	13.00
Fort McPherson	Chief Julius	128.50	15.00	133.00	9.00
Inuvik	East 3 Elem	363.00	31.00	380.00	41.00
Inuvik	East 3 Second	287.00	39.50	319.00	35.00
Paulatuk	Angik	82.00	7.00	81.00	6.00
Sachs Harbour	Inualthuyak	13.50	3.00	14.00	2.00
Tsiigehtchic	Chief Paul Niditchie	45.50	6.00	51.00	8.00
Tuktoyaktuk	Mangilaluk	240.00	19.00	22500	19.00
Ulukhaktok	Helen Kalvak	117.00	12.00	113.00	12.00
Board (Consultants)			5.50		15.00
Total		1397.50	152.00	1445.00	166.00

Note: **Teachers included NWTTA members who are Classroom Teachers, Principals, Vice Principals, Program Consultants, Program Support Teachers, Indigenous Language Educators, Instructional Coaches, Interventionists, Trades Instructors, etc. Funding for positions is provided by the School Funding Framework and Jordan's Principle.*

Operating Environment

BDDEC operates in a remote part of the Northwest Territories and as result has some unique circumstances.

Strengths

- Each school has a Safe and Caring School Program
- Each school has procedure manuals, and practices lock down procedures on a regular basis
- Each school has staff that have completed first aid training
- Breakfast programs supplied at all schools
- Staff are well trained and supported in additional training
- Many of the Administration staff are long-term employees giving stability to the organization
- Where difficulty in hiring Indigenous Language Instructors, community members have been hired on a letter of authority.
- BDDEC continues to work with parents and guardians to increase involvement in education of the youth

- BDDEC is progressive in development of new programs and approaches to education in the north

Weakness

- Travel to remote communities by air and road, the concern of limited cellular connectivity has been addressed by having well maintained vehicles equipped with SPOT/Zoleo devices for remote travel. Air travel is approved only with approved air carriers.
- Student attendance, each community is working on programs unique to the community to raise community awareness of the importance of attendance and to encourage students to attend

Threats

- Staff housing continues to be an issue in several of the communities, management is working with NWT Housing, GTC and IRC to ensure that housing will be available for teachers when they arrive
- Housing shortages have resulted in positions not being filled in remote communities due to the lack of housing
- High turnover of staff continues, management is getting involved in recruiting much earlier in the year knowing that there will be positions available
- Stability in external funding. Changes in the Jordan's Principle Funding has become annual request and there is a concern that the Children's First Funding Initiative may not be renewed for the 2025 – 2026 year

Opportunities

- Many staff including management are long-term employees of BDDEC, this give the school council a base to build upon in mentoring new teachers
- BDDEC host an in-service for returning staff each year to provide additional support and training

The Mary Bryant Award for Improvement in English (Award)

A joint venture between the Beaufort Delta Education Council, (BDDEC) the Mary and Joe Bryant family (Family) and the Ottawa Independent Writers (OIW): "the Parties", wish to establish a fund to be known as the "Mary Bryant Award for Student Improvement in English". The fund shall consist of a principal amount, to be determined, and interest earned and accrued on such principal amount. Additional contributions may be received by BDDEC from individual donors to the fund in future years. Such contributions shall be added to the principal amount. The fund is currently administrated by the Ottawa Independent Writers in combination with other funds administrated through the organization.

Background

Ottawa resident Mary Bryant, now deceased, spent many years working in the North, and taught school in Aklavik. She was an avid writer and long-time member of the Ottawa Independent Writers organization (www.oiw.ca). Upon her passing in spring 2011, the OIW Board felt that an appropriate tribute to her amazing life would be an award to a deserving student within the BDDEC, with emphasis on English skills. The idea was proposed to the Family and the BDDEC, and was met with great enthusiasm. This paper sets out the proposed operation and other issues pertaining to the Award.

Concept

OIW, the Family and other interested parties will contribute to the Award, to be managed by the BDDEC. It will be set up as an endowment, with the principal to be invested and the annual award to be paid from interest earned, although the initial award, hopefully given in 2012, and some incidental set-up expenses may be drawn from the principal as there will be little time available for interest earning. The Family will act as financial advisors to BDDEC, to ensure the Award will be available for a deserving student for many years to come. The Award is intended to be a yearly event, unless for some reason no student qualifies for the criteria established by the BDDEC.

The Parties agree that they will act collegially on the ongoing management of the Award. OIW commits to an initial contribution of $1000, the Family to at least $2000, and OIW will solicit additional contributions from persons familiar with Mary. BDDEC will issue tax receipts to those contributors who indicate a desire for same.

The Award Recipient

The Award is intended for a high school student within the BDDEC jurisdiction, with particular emphasis, but not necessarily to the exclusion of other areas, on the regions of Aklavik, Tuktoyaktuk, and Fort McPherson, as these communities had special interest to Mary. The BDDEC will set up the selection process as it sees fit: the Award is intended for a high school student who has shown the most improvement in written English skills during the school year. BDDEC will develop the specific criteria to be used to select the winning student, and advise the other Parties of the winner and the reasons for choosing that student. The Award will be presented in a suitable ceremony near the end of the school year. The other Parties will attempt to take part in the ceremony in some electronic fashion if possible. The Award is independent of any other honors the recipient may receive. The recipient will receive a cheque for the designated amount, as determined by the BDDEC and the Family, plus a small token of remembrance he or she may keep. There will also be a modest plaque or similar item created by the BDDEC that will identify the Award, and each year's recipient; the enduring plaque will rotate from school to school on an annual basis as winners are selected. While the student may use the Award in whatever manner he or she wishes,

OIW and the Family would prefer that it be used in some way that advances the student's educational career.

The Award is open to all high school students attending a school within BDDEC's jurisdiction and shall be granted to the student who shows the most improvement in English studies throughout the school year. The Award is intended to be a yearly event, unless for some reason no student qualifies for the criteria established by BDDEC.

Criteria used to determine the recipient of the award shall be developed by BDDEC, in consultation with the Parties. The Parties and BDDEC agree to act collegially on the ongoing management of the fund/Award.

In the event that unforeseen circumstances make the specified use of this Fund no longer practical or desirable, BDDEC is hereby authorized to make any changes it may deem appropriate, such changes however to be in keeping, as far as possible, with the spirit and general intent of the fund and with agreement of the Parties.

No Award was given for the Mary Bryant Award for the 2024 – 2025 Year.

Stallworthy-Carpenter Fund

Sarah Hilda Stallworthy was the widow of an RCMP officer who served the NWT during the 1940s. Mrs. Stallworthy had never been to the NWT, but maintained an interest in its development and was concerned about the difficulties she believed indigenous children faced in higher education.

The Superintendent of the BDDEC was able to describe for Mrs. Stallworthy an initiative the Board would be taking over the next few years to ease the transition for indigenous students from small communities as they are brought into the high school in Inuvik.

Mrs. Stallworthy felt that this plan has significant merit, and in April 1990 made the Beaufort-Delta Board the beneficiary of her estate.

Mrs. Stallworthy passed away in August 1990. The estate of approximately $215,000 will be held in trust with the annual interest to be used at the discretion of the Superintendent to further the secondary education of indigenous students within the Board. The fund has been designated by the Board the Harry Stallworthy/Noah Carpenter fund. Mr. Stallworthy developed his wife's enduring interest in the north.

Dr. Carpenter is the first Inuit doctor, the only Inuvialuit specialist surgeon to emerge from the Northwest Territories, and is known for the development of surgical techniques. He attended a residential school, and in 1963 graduated from high school in Inuvik. He has a Honourary Doctor of Law from the University of Calgary, was appointed a Citizen Ambassador to China in 1987 and is a member of the Native Physicians Association of Canada, the Canadian College of Health Service Executives, the Science Institute of the NWT, the Canada Science Council, and the International Society of Endovascular Surgeons. He has been an inspiration to many northerners.

The Stallworthy will stated that BDDEC should receive this money with the provision that the principal remain intact and all interest earned to be used to fund aboriginal students for activities in keeping with the intent of the Will.

Initially, the intent of the Will was to fund orientation visits for students who would be attending high school outside of their community. After our regional residence closed, the BDDEC Executive broadened the scope to include activities for more senior students to travel nationally and internationally. Such travel must contain some element that supports or promotes the post-secondary education and/or success in school. Travel for sport activities is NOT eligible.

In 2004 - 2005 the BDDEC executive decided to allocate to a maximum of $2,000/eligible school. This was raised to $2,500/eligible school in 2011/2012. Meritorious proposals are presented to the Executive each spring for the ensuing school year.

For the 2024 – 2025 year a $10,000 Award was issued to East Three Secondary School.

Terry Halifax Fund

Terry Halifax was a Town of Inuvik Councillor who passed away suddenly after a town council meeting in 2015. First elected to the town council in 2004; he served as the Chair of the community Energy Planning Committee and the Administration Committee. He was known for not holding back in expressing what he felt was the best interest of the Town and its residents. And as such he was well known through his work with community projects, volunteerism and school involvement.

In recognition of Terry Halifax's commitment to the community, the Terry Halifax Bursary will be awarded annually to the high school student who exemplifies what it means to be a capable citizen through community, school involvement, volunteerism and leadership.

Starting in 2019, the school administration will recommend a recipient after consultations with staff to the Superintendent of Schools. The selection will be made no later than mid-May with the bursary to be presented during the graduation ceremony in early June. Annual award will be $500.

It is the desire of the Bursary Committee to present the award to a graduating students, but any student that best exemplifies being a capable citizen will be considered.

For the 2024 – 2025 year a $250 Bursary was issued to Tessa Jenks.

R. Gosselin "Go For It Award"

The Council received a bequest to establish the R. Gosselin "Go For It Award" fund in 2020. The terms of the bequest state that the NWT Parks & Recreation Association will award annually to the individual who exemplifies what it means to be a capable citizen through community recreation volunteerism and leadership.

Annual award will be $500.

For the 2024 – 2025 year the $500 Award was split and $250 issued to each Elliot McGee and Julianna Kay.

Chief James B. Firth Scholarship

The Council received a bequest to establish the Chief James B. Firth Scholarship fund in 2023.

For the 2024 – 2025 year a $300 Award was issued to Autumn Thrasher.

Summary and Outlook

BDDEC has completed a most successful year: culturally scholastically and financially. Many of the communities have introduced community specific programs which encourages attendance. This year resulted in a number of graduates looking to further their education through advanced schooling. Programs continue to be evaluated as to what BDDEC will be able to offer in the school during the coming year especially in light of the movement to the new curriculum.

Attendance continues to be a major concern. The schools are constantly reviewing and looking for better ways to engage the students and their parents in encouraging attendance. With our hiring program this year we were pleased to offer positions to a number of our former graduates. These individuals have become role models for our students as to what they can accomplish, and that they can bring their education back to their community to help others.

Funding has been confirmed for Jordan's Principle for the 2025 – 2026 year. Additional request for funding was submitted for the Children's First Initiative under the Jordan's Principle program. The funding request has not been rejected and the BDDEC continues to hope that it will be received for the 2025 – 2026 year. This has resulted in a number of funded positions being put on hold until the funding is received and staff has been reduced slightly due to positions not being funded.

For the 2024 – 2025 year a substantial amount of funding was received through the contribution agreement with the Government of Canada with the Jordan's Principle program. There is a concern that we will not continue to receive funding at the level it has been previously received due to changes in the program,

Looking forward, there is a significant concern about the potential for reduced funding. Our staff continues to look for opportunities to deliver education in an effective and efficient manner. The opportunities are forming education partnerships, Northern Distance Learning, and new approaches to education. Staff continue to develop skill sets through attendance at conferences, and a number of staff continue to upgrade their skill set to become better at their positions. With this dedication, even with the possibility of reduced funding we believe the future is bright for the students of the Beaufort Delta.

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Beaufort Delta Divisional Education Council have been conducted within the statutory powers of the Beaufort Delta Divisional Education Council. The operations and administration of the Beaufort Delta Divisional Education Council as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Beaufort Delta Divisional Education Council Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Approved and confirmed on behalf of the Beaufort Delta Divisional Education Council

Krista Cudmore
Acting Superintendent

Gary McBride
Comptroller

09/22/2025

AVERY COOPER & CO. LTD.
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INDEPENDENT AUDITORS' REPORT

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

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion

We have audited the accompanying consolidated financial statements of Beaufort Delta Divisional Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2025 and the Consolidated Statements of Changes in Net Financial Assets, Consolidated Statement of Operations and Consolidated Statement of Cash Flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Beaufort Delta Divisional Education Council as at June 30, 2025 and its consolidated financial performance and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

Salaries and related benefits paid to employees of the Beaufort Delta Divisional Education Council are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories audit. Our audit scope was limited as we did not audit the components of compensation and benefits expenditures and related balances. Accordingly we are not able to determine whether any adjustments might be necessary to compensation and benefits expenditures, payroll liabilities, employee future benefits, net financial resources and accumulated surplus/deficit as well as note disclosures associated with transactions and year-end balances relating to compensation and benefits.

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

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements of Beaufort Delta Divisional Education Council taken as a whole. The supplementary information included on various schedules is presented for purposes of additional information and is not a required part of the consolidated financial statements. Such supplementary information has been subjected to the auditing procedures applied, only to the extent necessary to express an opinion in the audit of consolidated financial statements taken as a whole.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis.

Our opinion on the consolidated financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon. In connection with our audit of the consolidated financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the Management Discussion and Analysis prior to the date of this auditor's report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditor's report. We have nothing to report in this regard.

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

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

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

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

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

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

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

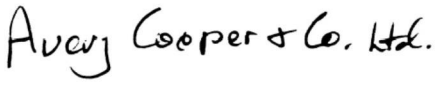
- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of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

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

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

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Education Act's requirement for the Education Authority to comply with the Financial Administration Act, in our opinion, proper books of account have been kept by the Beaufort Delta Divisional Education Council, the consolidated financial statements are in agreement therewith and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Council.



AVERY COOPER & CO. LTD.
Chartered Professional Accountants
Yellowknife, NT

September 22, 2025

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Statement I

CONSOLIDATED STATEMENT OF FINANCIAL POSITION
June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents (Note 4)	$ 12,669,956	$ 8,296,166
Restricted Assets (Note 5)	350,881	345,430
Accounts Receivable (Note 6)	238,526	1,345,160
	13,259,363	9,986,756
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 7)	4,823,816	920,399
Payroll Liabilities (Note 7)	1,951,574	4,065,442
Deferred Revenue (Note 8)	4,444,232	2,455,382
Post-Employment Benefits (Note 9)	1,672,235	1,653,786
Trust Liabilities (Note 5)	350,881	345,430
	13,242,739	9,440,439
NET FINANCIAL ASSETS (Statement III)	16,624	546,317
NON-FINANCIAL ASSETS		
Prepaid Expenses (Note 10)	21,099	29,702
	21,099	29,702
ACCUMULATED SURPLUS	$ 37,723	$ 576,019

Approved:

Krista Cudmore Superintendent

Council Member

See the accompanying notes and schedules.

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Statement II

CONSOLIDATED STATEMENT OF OPERATIONS

For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Government of the NWT			
Regular contributions	$ 33,512,410	$ 34,316,035	$ 33,047,227
Other ECE contributions (Note 17)	690,000	1,475,740	2,521,354
Other contributions (Note 18)	82,687	294,888	251,875
Total Government of the NWT	34,285,097	36,086,663	35,820,456
Government of Canada			
Jordan's Principle	14,106,974	10,212,572	10,053,932
Total Government of Canada	14,106,974	10,212,572	10,053,932
Board Generated Funds			
Investment Income	360,000	657,059	423,237
Other	324,577	411,273	499,817
Total Board Generated Funds	684,577	1,068,332	923,054
TOTAL REVENUE	49,076,648	47,367,567	46,797,442
EXPENSES (Schedule 1)			
Indigenous Languages and Education	2,956,150	3,495,524	3,447,270
Administration	3,739,934	3,906,544	3,429,306
Inclusive Schooling	5,990,171	6,416,790	5,447,844
School Programs	21,563,758	21,921,788	22,381,007
Jordan's Principle	14,106,974	10,212,572	10,053,930
Student Accommodations	-	-	30,307
Operations and Maintenance	-	1,952,645	1,812,351
TOTAL EXPENSES	48,356,987	47,905,863	46,602,015
OPERATING SURPLUS (DEFICIT)	$ 719,661	$ (538,296)	$ 195,427

See the accompanying notes and schedules.

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Statement III

CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
OPERATING SURPLUS (DEFICIT)	$ 719,661	$ (538,296)	$ 195,427
Purchase of Prepaid Expenses	-	(21,099)	(29,701)
Use of Prepaid Expenses	-	29,702	258,910
	-	8,603	229,209
INCREASE (DECREASE) IN NET FINANCIAL ASSETS	719,661	(529,693)	424,636
NET FINANCIAL ASSETS, BEGINNING OF YEAR	546,317	546,317	121,681
NET FINANCIAL ASSETS, END OF YEAR	$ 1,265,978	$ 16,624	$ 546,317

See the accompanying notes and schedules.

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Statement IV

CONSOLIDATED STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2025

Cash provided by (used in):	2025	2024
OPERATING TRANSACTIONS		
Operating surplus (deficit)	$ (538,296)	$ 195,427
Changes in non-cash assets and liabilities:		
Decrease (increase) in accounts receivable	1,106,634	(377,965)
Increase (decrease) in accounts payable and accrued liabilities	3,903,417	129,501
Increase (decrease) in payroll liabilities	(2,113,868)	(818,171)
Increase (decrease) in employee deductions payable	1	1,608
Increase (decrease) in deferred revenue	1,988,850	2,017,563
Increase (decrease) in post-employment benefits	18,449	(99,587)
Decrease (increase) in prepaid expenses	8,603	229,208
Cash provided by operating transactions	4,373,790	1,277,584
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	4,373,790	1,277,584
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	8,296,166	7,018,582
CASH AND CASH EQUIVALENTS, END OF YEAR	$ 12,669,956	$ 8,296,166

See the accompanying notes and schedules.

NOTE 1 NATURE OF ORGANIZATION

The Beaufort Delta Divisional Education Council ("BDDEC") was established under the Education Act of the Government of the Northwest Territories ("GNWT") by order of the Minister dated March 31, 1989. Its purpose is to administer and maintain the standards of educational programs defined under the Act in the member communities of the Beaufort-Delta region.

Member communities have formed local District Education Authorities (DEA) which have assumed the responsibility to provide adequate educational programs within their respective communities.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting Entity

The consolidated financial statements reflect the assets, liabilities, revenues and expenses, changes in net financial assets (debt) and change in financial position of the reporting entity. This entity comprises the Education Council operations plus all of the member District Education Authorities that are owned or controlled by the Beaufort Delta Divisional Education Council and are, therefore, accountable to the Council for the administration of their financial affairs and resources. At present, the DEA's that are owned or controlled by the organization are Aklavik, Tsiigehtchic, Fort McPherson, Inuvik, Paulatuk, Sachs Harbour, Tuktoyaktuk and Ulukhaktok.

Interdepartmental and organizational transactions and balances between these organizations have been eliminated for consolidation purposes.

(b) Basis of Accounting

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

(c) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and with a maturity date of 90 days or less from the date of acquisition.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(d) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash and cash equivalents, restricted assets, and accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, post-employment benefits, and trust liabilities.

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

(e) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Beaufort Delta Divisional Education Council because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Beaufort Delta Divisional Education Council.

(f) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the Government of the Northwest Territories. The minister grants to the Beaufort Delta Divisional Education Council the full occupancy and use of such facilities and equipment where required for the administration and delivery of the education programs. Capital assets with a value in excess of $50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than $50,000 are recorded as a current expense.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(g) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Beaufort Delta Divisional Education Council retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other contributions:

The Beaufort Delta Divisional Education Council follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Deferred Revenue

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

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(f) Revenue Recognition, continued

Investment Income

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

Special Purpose Funds

School activity funds which are fully controlled by the Beaufort Delta Divisional Education Council with respect to when and how the funds available can be discussed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Beaufort Delta Divisional Education Council are not included even if custody of the funds is held by the Beaufort Delta Divisional Education Council. Examples of excluded funds might be student clubs or associations for which the Beaufort Delta Divisional Education Council has no ongoing responsibility of liability for losses.

Endowment contributions:

Endowment contributions and investment income are recognized as direct increases in accumulated surplus.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(h) Budget Data

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

The priorities and funding allocations are determined by the Board of Trustees of each Beaufort Delta Divisional Education Council and the budget is legally adopted by a motion of the board in accordance with Section 135(3) of the Education Act.

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

This annual budget includes estimates of revenues, expenses and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Beaufort Delta Divisional Education Council.

The budget may be amended within a given fiscal year in accordance with Beaufort Delta Divisional Education Council policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the original Minister approved budget for the school year.

The budget figures presented are those approved by the Minister of Education, Culture and Employment on June 18, 2025 and have not been audited.

(i) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenue and expenses during the period. Actual results could differ from those estimates. Accounts subject to measurement uncertainty are post-employment benefits as determined by an actuary.

(j) Materials and Supplies

Books, materials, supplies and other expendables purchased by the Beaufort Delta Divisional Education Council are treated as expenses during the year of acquisition and are not recorded on the statement of financial position.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(k) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for Union of Northern Workers (UNW) School year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Beaufort Delta Divisional Education Council determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

(l) Post-Employment Benefits, Compensated Absences, and Termination Benefits

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

(m) Expenses

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

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(n) Foreign Currency Translation

Assets, liabilities and amounts reported in the statement of operations arising from a foreign currency transaction are initially translated into Canadian dollars by applying the exchange rate in effect at the transaction date. Monetary assets and liabilities denominated in a foreign currency and non-monetary items denominated in a foreign currency that are included in the fair value financial instrument category are subsequently translated at the exchange rate in effect at the statement date. Other assets and liabilities continue to be translated at the exchange rate in effect at the original transaction date. Revenues and expenses, except for the cost of inventories included in the cost of goods sold and amortization translated at the historical rate, are translated at the exchange rate in effect at the transaction date. Exchange gains and losses are included in the statement of operations.

(o) Contributed Materials and Services

The Beaufort Delta Divisional Education Council recognizes contributions of materials and services, but only when a fair value can be reasonably estimated and when the materials and services are used in the normal course of operations and would otherwise have been purchased.

NOTE 3 FUTURE ACCOUNTING CHANGES

Effective July 1, 2026, the Education Board will be required to adopt the new Conceptual Framework for Financial Reporting in the Public Sector. Earlier adoption of the new framework is allowed. The Education Board is currently assessing the impact of this standard on the financial statements.

Effective July 1, 2026, the Education Board will be required to adopt PS 1202 Financial Statement Presentation. The standard sets out general and specific requirements for the presentation of information in financial statements. The financial statement presentation principles are based on the concepts in the Conceptual Framework. Earlier adoption is permitted if the Conceptual Framework for Financial Reporting in the Public Sector is early adopted. The Education Board is currently assessing the impact of this standard on the financial statements.

NOTE 4 CASH AND CASH EQUIVALENTS

	2025	2024
Cash	$ 12,669,956	$ 8,296,166
	$ 12,669,956	$ 8,296,166

NOTE 5 RESTRICTED ASSETS

The Council received a bequest to establish the Harry Stallworthy - Noah Carpenter Fund. The terms of the bequest state that the principal shall remain intact and the net annual income therefrom shall be made available to students of Inuit heritage for financial assistance in the High School Orientation Program.

		2025	2024
Comprised of:			
Short-term	- GIC 3.00% due June 29, 2026	$ 305,250	$ 305,250
	- Due from (to) general cash	1,375	(2,967)
		$ 306,625	$ 302,283
Stallworthy / Carpenter Endowment Fund:			
Principal proceeds received		$ 234,686	$ 234,686
Interest earned to date		310,008	301,512
Expenses to date		(238,069)	(233,915)
		$ 306,625	$ 302,283

The Council received a bequest to establish the Terry Halifax Fund in 2018. The terms of the bequest state that the East Three school will award annually to the student who exemplifies what it means to be a capable citizen through community, school involvement, volunteerism and leadership.

Comprised of:			
Short-term	- GIC 3.00% due June 29, 2026	$ 20,750	$ 20,750
	- Due from (to) general cash	546	(180)
		$ 21,296	$ 20,570
Terry Halifax Fund:			
Principal proceeds received		$ 21,000	$ 21,000
Interest earned to date		3,795	2,820
Expenses to date		(3,499)	(3,250)
		$ 21,296	$ 20,570

NOTE 5 RESTRICTED ASSETS, continued

The Council received a bequest to establish the R. Gosselin Go For It Award Fund in 2020. The terms of the bequest state that the NWT Parks & Recreation Association will award annually to the individual who exemplifies what it means to be a capable citizen through community recreation, volunteerism and leadership.

Comprised of:			
Short-term	- GIC 3.00% due June 29, 2026	$ 4,000	$ 4,000
	- Due from (to) general cash	(1,438)	(1,124)
		$ 2,562	$ 2,876
R. Gosselin Go For It Award Fund:			
Principal proceeds received		$ 4,500	$ 4,500
Interest earned to date		582	376
Expenses to date		(2,520)	(2,000)
		$ 2,562	$ 2,876

The Council received a bequest to establish the Chief James B. Firth Memorial Fund in 2024. The terms of the bequest state that an annual award be given to an East 3 High School student based on academic achievement, interest in secondary education and community and school leadership contributions.

Comprised of:			
Short-term	- GIC 3.00% due June 29, 2026	$ 10,000	$ 10,000
	- Due from (to) general cash	(101)	(299)
		$ 9,899	$ 9,701
Chief James B. Firth Memorial Fund:			
Principal proceeds received		$ 10,000	$ 10,000
Interest earned to date		502	1
Expenses to date		(603)	(300)
		$ 9,899	$ 9,701

NOTE 5 RESTRICTED ASSETS, continued

The Council received a bequest to establish the Tsiigehtchic and Fort McPherson Scholarship. The terms of the bequest state that the BDDEC will administer the scholarship with recommendations from CPNS and CJS principals and teachers. The scholarships will be awarded in June each year at the school awards ceremony based on academic achievement, interest in secondary education and community and school leadership contributions.

Comprised of:			
Short-term	- GIC 3.00% due June 29, 2026	$ 10,000	$ 10,000
	- Due from general cash	499	-
		$ 10,499	$ 10,000
R. Gosselin Go For It Award Fund:			
Principal proceeds received		$ 10,000	$ 10,000
Interest earned to date		502	-
Expenses to date		(3)	-
		$ 10,499	$ 10,000
TOTAL RESTRICTED ASSETS		$ 350,881	$ 345,430

NOTE 6 ACCOUNTS RECEIVABLE

	Accounts Receivable	Allowance	2025	2024
Government of the Northwest Territories:				
- Education, Culture and Employment	$ 199,715	$ 196,316	$ 3,399	$ 1,147,758
- Municipal and Community Affairs	22,393	-	22,393	3,834
- Finance	62,567	3,384	59,183	-
Due from GNWT	284,675	199,700	84,975	1,151,592
Other Accounts receivable	761,445	607,894	153,551	193,568
	$ 1,046,120	$ 807,594	$ 238,526	$ 1,345,160

NOTE 7 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2025	2024
Government of the Northwest Territories:		
Education, Culture and Employment	$ 125,642	$ -
Health and Social Services	-	4,051
Municipal and Community Affairs	7,853	7,853
Department of Finance	3,141,152	107,120
Environment and Natural Resources	5,696	5,696
Department of Health	2,500	-
Department of Infrastructure	836	-
Total Government of the Northwest Territories	3,283,679	124,720
Related Parties (Note 24)	410,792	423,074
Other trade payables	1,129,347	372,605
	$ 4,823,817	$ 920,399
Payroll Liabilities		
To GNWT (A)	$ 1,937,590	$ 4,053,159
Other	13,984	12,283
Payroll Liabilities	$ 1,951,574	$ 4,065,442

Note A: Amount outstanding to be paid to GNWT by Council for salaries and wages paid by June 30.

NOTE 8 DEFERRED REVENUE

	2025	2024
Government of the Northwest Territories		
Education, Culture & Employment		
- Healthy Food For Learning	$ 47,323	$ 97,469
- National School Food Program	553,503	-
- Indigenous MGT Training	10,000	-
- NDL - Aklavik	-	24,478
Environment & Natural Resources		
- TAKH & TAKT	59,334	13,927
Library		
- School & Public Library Services - Fort McPherson DEA	-	19,270
- School & Public Library Services - Ulukhaktok DEA	-	32,845
Healthy and Social Services		
- Drop the Pop	12,316	-
Municipal & Community Affairs		
- After School Physical Activity	14,018	-
- Mangilaluk Student Success	1,411	-
- GSA RISC Coordinator	-	2,372
Government of Canada		
- Jordan's Principle	3,612,600	2,146,753
Other		
Canadian Olympic Committee	10,000	-
Taking It Global	3,004	-
Farm to Cafeteria	3,048	-
Shell Canada	38,597	-
Lights on CAF America	3,076	3,228
Inuvialuit Regional Corporation	39,508	45,994
Food First Foundation	13,384	31,130
Experiences Exchange	10,033	10,033
Tutor Program	-	1,850
Breakfast Club	-	8,818
Brighter Futures	-	5,000
NWT Parks & Rec Get Active NWT	10,580	10,315
Prepaid Facility Use	1,900	1,900
Trust Revenue	597	-
	$ 4,444,232	$ 2,455,382

NOTE 9 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS

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

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

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

Valuation results

The most recent actuarial valuation was completed as at January 31, 2025. The effective date of the next actuarial valuation is March 31, 2028. The liabilities are actuarially determined as the present value of the accrued benefits at January 31, 2025 and the results extrapolated to June 30, 2025. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

NOTE 9 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEIFTS, continued

	Severance and Removal	Compensated Absences	2025	2024
Changes in Obligation:				
Accrued benefit obligations beginning of year	$ 1,773,413	$ 340,214	$ 2,113,627	$ 2,097,182
Current period benefit cost	170,948	34,568	205,516	211,981
Interest accrued	97,923	19,112	117,035	105,689
Benefit payments	(271,480)	(28,360)	(299,840)	(380,595)
Actuarial (gains)/losses	335,190	(72,313)	262,877	79,370
Accrued benefit obligations end of year	2,105,994	293,221	2,399,215	2,113,627
Unamortized net actuarial gain	(713,283)	(13,697)	(726,980)	(459,841)
Net future obligation	1,392,711	279,524	1,672,235	1,653,786
Total employee future benefits and compensated absences	$ 1,392,711	$ 279,524	$ 1,672,235	$ 1,653,786
Benefits Expense:				
Current period benefit cost	$ 170,948	$ 34,568	$ 205,516	$ 211,981
Interest accrued	97,923	19,112	117,035	105,689
Amortization of actuarial gains	(27,167)	22,905	(4,262)	(89,333)
	$ 241,704	$ 76,585	$ 318,289	$ 228,337

NOTE 9 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEIFTS, continued

The discount rate used to determine the accrued benefit obligation is an average of 4.30%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
2026	$ 263,730	$ 31,291	$ 295,021
2027	214,641	23,674	238,315
2028	219,079	25,439	244,518
2029	209,033	23,812	232,845
2030	218,295	25,727	244,022
Thereafter	1,075,843	130,349	1,206,192
Total	$ 2,200,621	$ 260,292	$ 2,460,913

NOTE 10 PREPAID EXPENSES

	2025	2024
Air Canada	$ 2,320	$ 2,925
Canadian Association of School Superintendents	2,476	2,216
Canadian North	5,238	7,186
Le Westin Montreal	-	4,645
Restaurant L'Original	-	145
Sheraton	1,455	-
Software	176	-
Travel Per Diems	-	957
WSCC	-	2,083
Aklavik DEA - Stanton	1,392	-
Aklavik DEA - NDL	8,042	9,545
	$ 21,099	$ 29,702

NOTE 11 GNWT ASSETS PROVIDED AT NO COST

	Cost	Accumulated Amortization	2025 Net Book Value	2024 Net Book Value
Samuel Hearne Carpentry Shop	$ 461,563	$ 461,563	$ -	$ -
Samuel Hearne Auto Shop	1,308,100	703,711	604,389	640,472
Moose Kerr School	8,352,213	7,269,813	1,082,400	1,371,040
Aklavik Portable Classrooms	-	-	-	63,633
Chief Julius School	10,584,464	5,844,833	4,739,631	4,405,632
Mangilaluk School	7,146,891	6,154,756	992,135	1,201,006
Inualthuya School	2,750,507	2,750,507	-	161,351
Helen Kalvak School	9,475,954	9,475,954	-	390,198
Angik School	4,517,372	3,091,025	1,426,347	1,567,803
Chief Paul Niditchie	2,666,669	1,363,247	1,303,422	1,385,743
Moose Kerr Foundation Replacement	753,546	268,477	485,069	503,906
Chief Paul Niditchie School	1	-	1	1
Moose Kerr School - Ventilation	173,505	149,379	24,126	35,706
Moose Kerr School - Playscape	250,904	91,998	158,906	175,633
Helen Kalval HVAC	354,896	354,896	-	22,181
East 3 New Inuvik School	106,182,229	34,145,860	72,036,369	74,696,173
East Three - Wood Pellet System	2,040,628	895,609	1,145,019	1,281,061
Tsiigehtchic Gym Pilings	205,668	62,129	143,539	148,681
Aklavik Community Library	234,794	151,152	83,642	89,512
Angik Junior Kindergarden Play	350,877	111,111	239,766	263,158
East Three Carpentry Shop	734,188	195,783	538,405	575,114
Chief P. Niditchie - Playscape	208,874	76,587	132,287	146,212
Inualth Jr Kindergarten Playscape	233,044	75,092	157,952	173,488
E3 Elementary School - Playscape	347,809	127,530	220,279	243,466
Chief Julius Kinder Playscape	190,051	59,127	130,924	143,594
2021 GMC Sierra 3500 Crew	54,168	23,924	30,244	35,661
2021 GMC Sierra 2500HD	57,747	25,505	32,242	38,017

NOTE 11 GNWT ASSETS PROVIDED AT NO COST, continued

	Cost	Accumulated Amortization	2025 Net Book Value	2024 Net Book Value
Ulukhaktok Playscape	225,261	40,046	185,215	200,232
2022 GMC Canyon	51,747	12,074	39,673	44,847
Chief Paul Sch Gym Lighting	97,513	17,877	79,636	86,136
Moose Kerr Sch Biomass Boiler	1,932,520	300,614	1,631,906	1,760,740
East 3 School Hot Water Tanks	69,000	9,967	59,033	-
	$162,012,703	$ 74,310,146	$ 87,702,557	$ 91,850,397

NOTE 12 CONTRACTUAL OBLIGATIONS

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2025:

	Expiry Date	2026	2027	2028	Total
Equipment Leases	December 2027	$ 41,931	$ 20,931	$ -	$ 62,862
Commercial Leases	Various	313,920	280,028	103,815	697,763
Total		$ 355,851	$ 300,959	$ 103,815	$ 760,625

NOTE 13 RELATED PARTIES AND INTER-ENTITY TRANSACTIONS

The Beaufort Delta Divisional Education Council is related in terms of common ownership to all GNWT-created departments, agencies and corporations. The Council enters into transactions with these entities in the normal course of operations. The Council is provided with various administrative services by the GNWT, the value of which is not reflected in these consolidated financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage by the Department of Finance, payroll services by the Department of Human Resources, internal audit services by the Department of Finance, and utility and maintenance by the Department of Public Works and Services. Transactions with related parties and balances at year end not disclosed elsewhere in the consolidated financial statements are disclosed in this note.

These transactions are in the normal course of operations and have been valued at the exchange amount, which is the amount of consideration established and agreed to by the related parties. Amounts due to and from related parties are non-interest bearing, and due within normal trade terms.

NOTE 13 RELATED PARTIES AND INTER-ENTITY TRANSACTIONS, continued

	2025	2024
Due to related parties		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	$ 125,642	$ -
Department of Health and Social Services	2,500	2,500
Department of Municipal & Community Affairs	7,853	7,853
Department of Finance	3,141,154	-
Department of Infrastructure	836	-
Department of Environment & Natural Resources	5,696	10,383
Government of the Northwest Territories	3,283,681	20,736
Other Related Parties:		
Various BDEC Schools	410,792	423,074
Total Accounts Payable	3,694,473	443,810
Due to Related Parties	$ 3,694,473	$ 443,810

	Accounts Receivable	Allowance	Net 2025	2024
Due from related parties				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Education, Culture & Employment	$ 199,715	$ 196,316	$ 3,399	$ 1,330,322
Department of Municipal & Community Affairs	22,393	-	22,393	3,834
Department of Finance	62,568	3,384	59,184	-
Due from Related Parties	$ 284,676	$ 199,700	$ 84,976	$ 1,334,156

NOTE 14 ECONOMIC DEPENDENCE

The Beaufort Delta Divisional Education Council receives its funding primarily from the GNWT. If the funding arrangements were to change, management is of the opinion that Beaufort Delta Divisional Education Council operations would be significantly affected.

NOTE 15 FINANCIAL INSTRUMENTS

The Council's financial instruments consist of cash and cash equivalents, accounts receivable, restricted assets, accounts payable and accrued liabilities, payroll liabilities, post-employment benefits and trust liabilities. Unless otherwise noted, it is management's opinion that the Council is not exposed to significant interest rate, liquidity, market, currency or other price risks arising from these financial instruments.

The Council's carrying value of cash and accrued salaries approximate fair value due to the immediate and short-term maturity of these instruments.

The Council's carrying value of the accrued leave and termination benefits approximates fair value based on information readily available in the NWTTA, UNW and Senior Manager's handbook.

The Council is subject to credit risk with respect to accounts receivable. Credit risk arises from the possibility that customers to which the Council provides services may experience financial difficulty and be unable to fulfil their obligations. The Council regularly monitors the amounts of outstanding receivables and initiates collection procedures to minimize credit risk.

NOTE 16 EXPENSES BY OBJECT

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
Compensation	$ 43,659,470	$ 41,111,654	$ 38,681,117
Other	4,697,517	6,794,209	7,920,898
	$ 48,356,987	$ 47,905,863	$ 46,602,015

NOTE 17 ECE OTHER CONTRIBUTIONS

	2025	2024
French Program	$ 190,000	$ 173,614
Health and Wellness	-	676,728
Northern Distance Learning	1,103,966	1,212,883
SSI	-	274,053
NWT Literacy Program (Tuktoyaktuk)	22,564	34,915
National School Food Program	10,375	-
NWT Literacy Program (Aklavik)	24,860	-
Community Library Projects (Aklavik)	18,252	49,834
NWT Literacy Program (Ft McPherson)	20,500	16,520
Community Literacy Projects (Ft McPherson)	29,250	40,213
NWT Literacy Program (Ulukhaktok)	15,022	15,000
Community Library Projects (Ulukhaktok)	40,951	27,594
	$ 1,475,740	$ 2,521,354

NOTE 18 GNWT OTHER CONTRIBUTIONS

	2025	2024
Track & Field	$ 12,000	$ -
RYS - NGDG Summit (MACA)	38,085	60,870
RYS - Badminton (MACA)	1,000	-
RYS - 3 X 3 Basketball (MACA)	1,000	-
RYS - Basketball (MACA)	1,000	-
RYS - Soccer (MACA)	1,000	-
RYS - Volleyball (MACA)	1,000	-
RYS - Hockey (MACA)	-	6,000
Drop the Pop (H & SS)	8,474	11,844
TAKH	1,315	1,334
TAKT	17,279	-
After School Physical Activity (MACA)	108,381	122,400
RSDP - Basketball	21,000	9,000
Mangilaluk Student Success	3,589	-
GSA Club	64,765	36,048
Lego Club	-	(708)
Arts & Crafts Club	-	(477)
Chess & Checkers Club	-	(2,318)
Others	-	(5,971)
Traditional Games	15,000	10,000
Book Writing Club	-	2,853
Library Operations	-	1,000
	$ 294,888	$ 251,875

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 1

CONSOLIDATED DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Operations and Maintenance	Jordan's Principle	Total
SALARIES:							
Teachers	$ -	$ 1,747,946	$ 1,674,871	$ 11,980,332	$ -	$ 5,614,645	$ 21,017,794
Instruction Assistants	-	-	-	40,034	-	-	40,034
Non-instructional Staff	1,846,316	2,532,233	157,141	2,941,946	-	2,968,486	10,446,122
Board/Trustee Honoraria	50,918	-	187,304	-	-	-	238,222
EMPLOYEE BENEFITS							
Employee Benefit/Allowance	426,980	1,355,667	661,553	4,794,594	745,275	1,257,639	9,241,708
Leave and Termination	-	-	-	127,776	-	-	127,776
SERVICES PURCHASED/ CONTRACTED							
Professional/Technical Services	75,006	101,370	103,139	-	-	-	279,515
Postage/Communication	79,954	-	-	117,629	-	-	197,583
Utilities & Leases	6,811	-	-	3,951	-	-	10,762
Travel	253,401	111,477	104,758	54,472	-	4,488	528,596
Student Travel	58,320	80,770	50,384	223,312	-	-	412,786
Advertising/Printing/Publishing	3,130	-	-	-	-	-	3,130
Maintenance/Repair	24,112	-	4,190	21,965	-	-	50,267
Rentals/Leases	247,410	-	30,904	111,036	321,185	-	710,535
Others	253,287	26,385	3,000	78,064	886,185	-	1,246,921
Contracted Services	43,175	205,246	256,417	187,692	-	59,115	751,645
MATERIALS/SUPPLIES/FREIGHT							
Materials	240,919	226,960	176,148	890,397	-	-	1,534,424
Furniture and Equipment	346,817	8,212	70,590	266,379	-	272,126	964,124
Freight	18,976	20,524	15,125	82,209	-	36,073	172,907
CONTRIBUTIONS/TRANSFERS							
Transfers - Other	(68,988)	-	-	-	-	-	(68,988)
Total	$ 3,906,544	$ 6,416,790	$ 3,495,524	$ 21,921,788	$ 1,952,645	$ 10,212,572	$ 47,905,863

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 2

REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INCLUSIVE SCHOOLING EXPENSES
For the Year Ended June 30, 2025

FUNCTION	General Inclusive Schooling	Staff Development	School Based Mental Health and Wellness	Assistive Technology	Student Resources	Total
SALARIES						
Program Support Teachers	$ 1,747,947	$ -	$ -	$ -	$ -	$ 1,747,947
Non-instructional	373,351	-	-	-	-	373,351
Consultants	148,524	-	-	-	-	148,524
Support Assistants	1,823,810	-	-	-	-	1,823,810
Non Instructional Staff	-	-	114,553	71,994	-	186,547
EMPLOYEE BENEFITS						
Employee Benefits/Allowances	1,355,667	-	-	-	-	1,355,667
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services	96,716	227	4,427	-	-	101,370
Travel	83,852	-	27,625	-	-	111,477
Student Transportation (bussing)	64,567	-	16,203	-	-	80,770
Other Contracted Services	32,988	-	172,258	-	-	205,246
Others	8,691	-	17,694	-	-	26,385
MATERIAL/SUPPLIES/FREIGHT						
Materials	43,090	-	35,364	148,506	-	226,960
Furniture and Equipment	8,212	-	-	-	-	8,212
Freight	9,341	3,469	-	7,714	-	20,524
TOTAL	$ 5,796,756	$ 3,696	$ 388,124	$ 228,214	$ -	$ 6,416,790

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 3

REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION EXPENSES
For the Year Ended June 30, 2025

FUNCTION	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	Total
SALARIES					
ALCBE Teachers	$ 1,674,871	$ -	$ -	$ -	$ 1,674,871
Language Consultants	144,898	-	-	12,243	157,141
Honoraria	120,503	8,409	-	58,392	187,304
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	655,954	-	-	5,599	661,553
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	3,000	-	100,139	-	103,139
Travel	73,318	6,368	905	24,167	104,758
Student Transportation (bussing)	-	-	-	50,384	50,384
Maintenance/Repair	-	-	-	4,190	4,190
Rentals/Leases	1,711	-	585	28,608	30,904
Other Contracted Services	3,875	113,287	-	139,255	256,417
Others	-	-	-	3,000	3,000
MATERIAL/SUPPLIES/FREIGHT					
Materials	89,330	32,718	-	54,100	176,148
Furniture and Equipment	968	-	-	69,622	70,590
Freight	2,123	1,814	-	11,188	15,125
TOTAL	$ 2,770,551	$ 162,596	$ 101,629	$ 460,748	$ 3,495,524

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 4

REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
FRENCH LANGUAGE PROGRAM
For the Year Ended June 30, 2025

	ECE Contributions July 1 to June 30	Commitment from Beaufort Delta Education Council	Total Expenses July 1 to June 30
Bilateral Agreement Funding			
Special Projects as listed in the agreement:			
Teacher's Assistant Salary	$ 67,000	$ 34,846	$ 101,846
French Monitor	27,000	8,834	35,834
French Monitor - Travel	4,200	7,110	11,310
French Monitoring - Housing	10,000	2,010	12,010
French Resources	10,000	1,490	11,490
Cultural Activities	5,000	(5,000)	-
French Consultant (half-time)	85,000	-	85,000
Food Assistance	3,800	400	4,200
Mentorship with YCS on Immersion Program	20,000	-	20,000
Professional Development	3,000	4,110	7,110
Recruitment	5,000	-	5,000
Training	75	(75)	-
Teacher's Salary	-	546,393	546,393
Total	$ 240,075	$ 600,118	$ 840,193

Regular GNWT Funding	
Immersion Program	$ 185,000
Mentorship YCS	20,000
CMEC Odyssey Program	34,034
GNWT - ECE - French Monitor	8,800
Total	$ 247,834

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 5

REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
JORDAN'S PRINCIPLE
For the Year Ended June 30, 2025

	Full Year Total			9 and 3 Month Split	
	June 30, 2025 Budget Unaudited	June 30, 2025 Actual	June 30, 2024 Actual	July 1, 2024 - March 31, 2025 Actual	April 1, 2025 - June 30, 2025 Actual
Revenue					
Government of Canada	$14,106,974	$ 8,065,819	$ 11,794,907	$ 8,065,819	$ 2,146,753
Carry Forward from Previous Year	-	2,146,753	(1,740,975)	-	-
Total Revenue	14,106,974	10,212,572	10,053,932	8,065,819	2,146,753
Expenses					
Administration	705,349	304,833	389,831	304,833	-
Personnel	13,401,625	9,535,933	9,164,084	6,864,788	2,671,145
Transportation	-	4,488	37,815	4,488	-
Materials and Supplies	-	308,200	11,258	308,200	-
Student Assessment	-	59,118	450,944	49,683	9,435
Total Expenses	14,106,974	10,212,572	10,053,932	7,531,992	2,680,580
Net Surplus (Deficit)	$ -	$ -	$ -	$ 533,827	$ (533,827)
Deferred Revenue	$ -	$ 3,612,600	$ 2,146,753	$ -	$ -

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 6

REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
STUDENT SUCCESS INITIATIVE
For the Year Ended June 30, 2025

NWT Student Success Initiative
Professional Development Initiative
Title of Project: Ongoing Development of Collaborative Teams and Response to Intervention

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
Revenue	$ 130,000	$ 54,225	$ 128,018
Expenses:			
Salaries/Wages			
Facilitator Fees	25,500	106,215	176,476
Travel			
Staff Travel	76,500	-	72,849
Accommodation	25,500	548	129,628
Daily Per Diems	8,500	-	26,983
Workshop Expenses			
Refreshments	25,500	-	4,649
Resources	-	17,500	-
Miscellaneous	8,500	-	16,357
Total Expenses	170,000	124,263	426,942
Net Surplus (Deficit)	$ (40,000)	$ (70,038)	$ (298,924)

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 7

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ -	$ 5,532
Due from Related Parties	6,864	9,530
Accounts Receivable	10,210	-
	17,074	15,062
LIABILITIES		
Accounts Payable and Accrued Liabilities	8,229	-
Payroll Liabilities	610	624
Deferred Revenue	-	24,478
	8,839	25,102
NET FINANCIAL RESOURCES (DEBT)	8,235	(10,040)
NON-FINANCIAL ASSETS		
Prepaid Expenses	1,392	9,545
ACCUMULATED SURPLUS (DEFICIT)	$ 9,627	$ (495)

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 8

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 82,459	$ 92,117	$ 88,109
Other ECE contributions	50,000	43,112	49,834
Other	2,000	7,751	11,635
TOTAL REVENUE	134,459	142,980	149,578
EXPENSES			
Administration	25,129	48,094	68,077
School Programs	109,330	84,764	116,287
TOTAL EXPENSES	134,459	132,858	184,364
OPERATING SURPLUS	-	10,122	(34,786)
OPENING ACCUMULATED DEFICIT	(495)	(495)	34,291
CLOSING ACCUMULATED SURPLUS (DEFICIT)	$ (495)	$ 9,627	$ (495)

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 9

AKLAVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	School Programs	Total
SALARIES			
Non-instructional Staff	$ 27,382	$ 18,929	$ 46,311
Board/Trustee Honoraria	8,250	-	8,250
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	-	3,402	3,402
SERVICES PURCHASED/CONTRACTED			
Postage/Communication	1,265	-	1,265
Rentals/Leases	-	18,218	18,218
Others	1,604	-	1,604
Contracted Services	2,250	-	2,250
MATERIALS/SUPPLIES/FREIGHT			
Materials	7,343	44,215	51,558
Total	$ 48,094	$ 84,764	$ 132,858

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 10

FORT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 314,699	$ 281,366
Due from Related Parties	2,391	2,355
Other Accounts receivable	10,430	450
	327,520	284,171
LIABILITIES		
Accounts Payable and Accrued Liabilities	52,527	48,738
Due to Related Parties	49,461	49,461
Payroll Liabilities	324	546
Deferred Revenue	-	19,270
	102,312	118,015
ACCUMULATED SURPLUS	$ 225,208	$ 166,156

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 11

FORT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 23,583	$ 23,583	$ 34,058
Other ECE contributions	51,000	49,750	56,733
Other	5,000	91,299	101,084
TOTAL REVENUE	79,583	164,632	191,875
EXPENSES			
Indigenous Languages and Education	-	4,006	2,953
Administration	28,583	39,076	36,255
School Programs	51,000	62,498	84,832
TOTAL EXPENSES	79,583	105,580	124,040
OPERATING SURPLUS	-	59,052	67,835
OPENING ACCUMULATED SURPLUS	166,156	166,156	98,321
CLOSING ACCUMULATED SURPLUS	$ 166,156	$ 225,208	$ 166,156

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 12

FORT MCPHERSON DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	Indigenous Languages and Education	School Programs	Total
SALARIES				
Non-instructional Staff	$ 12,777	$ 3,345	$ 30,842	$ 46,964
Board/Trustee Honoraria	3,450	-	-	3,450
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	1,030	359	1,005	2,394
SERVICES PURCHASED/CONTRACTED				
Postage/Communication	1,126	-	-	1,126
Others	3,192	-	-	3,192
MATERIALS/SUPPLIES/FREIGHT				
Materials	17,501	302	29,037	46,840
Freight	-	-	1,614	1,614
Total	$ 39,076	$ 4,006	$ 62,498	$ 105,580

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 13

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 172,051	$ 160,011
Due from Related Parties	177,035	121,264
Accounts Receivable	23,982	17,175
	373,068	298,450
LIABILITIES		
Accounts Payable and Accrued Liabilities	7,877	10,102
Payroll Liabilities	2,527	1,874
Deferred Revenue	11,900	11,900
	22,304	23,876
ACCUMULATED SURPLUS	$ 350,764	$ 274,574

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 14

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 92,952	$ 92,952	$ 97,499
Other	15,000	44,863	17,209
TOTAL REVENUE	107,952	137,815	114,708
EXPENSES			
Indigenous Languages and Education	-	1,150	-
Administration	85,999	56,207	24,983
School Programs	21,953	4,268	-
TOTAL EXPENSES	107,952	61,625	24,983
OPERATING SURPLUS	-	76,190	89,725
OPENING ACCUMULATED SURPLUS	274,574	274,574	184,849
CLOSING ACCUMULATED SURPLUS	$ 274,574	$ 350,764	$ 274,574

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 15

INUVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	Indigenous Languages and Education	School Programs	Total
SALARIES				
Non-instructional Staff	$ 30,753	$ -	$ -	$ 30,753
Board/Trustee Honoraria	(813)	-	-	(813)
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	2,651	-	-	2,651
SERVICES PURCHASED/CONTRACTED				
Utilities & Leases	1,557	-	-	1,557
Advertising/Printing/Publishing	721	-	-	721
Contracted Services	3,721	1,150	-	4,871
MATERIALS/SUPPLIES/FREIGHT				
Materials	17,617	-	4,268	21,885
Total	$ 56,207	$ 1,150	$ 4,268	$ 61,625

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 16

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 49,467	$ 65,524
Due from Related Parties	4,486	1,688
Accounts Receivable	2,115	2,115
	56,068	69,327
LIABILITIES		
Due to Related Parties	-	14,254
Payroll Liabilities	2,176	1,672
Deferred Revenue	-	15,668
	2,176	31,594
ACCUMULATED SURPLUS	$ 53,892	$ 37,733

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 17

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 17,052	$ 17,052	$ 23,681
Other	1,850	15,690	245
TOTAL REVENUE	18,902	32,742	23,926
EXPENSES			
Administration	15,572	16,420	13,792
School Programs	3,330	163	6,801
TOTAL EXPENSES	18,902	16,583	20,593
OPERATING SURPLUS	-	16,159	3,333
OPENING ACCUMULATED SURPLUS	37,733	37,733	34,400
CLOSING ACCUMULATED SURPLUS	$ 37,733	$ 53,892	$ 37,733

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 18

PAULATUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	School Programs	Total
SALARIES			
Non-instructional Staff	$ 7,513	$ 163	$ 7,676
Board/Trustee Honoraria	7,247	-	7,247
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	1,611	-	1,611
SERVICES PURCHASED/CONTRACTED			
Others	49	-	49
Total	$ 16,420	$ 163	$ 16,583

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 19

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 41,673	$ 41,678
Due from Related Parties	30,719	24,558
	72,392	66,236
LIABILITIES		
Payroll Liabilities	459	462
Deferred Revenue	14,457	14,457
	14,916	14,919
ACCUMULATED SURPLUS	$ 57,476	$ 51,317

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 20

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 6,161	$ 6,164	$ 5,817
TOTAL REVENUE	6,161	6,164	5,817
EXPENSES			
Administration	5,661	5	-
School Programs	500	-	-
TOTAL EXPENSES	6,161	5	-
OPERATING SURPLUS	-	6,159	5,817
OPENING ACCUMULATED SURPLUS	51,317	51,317	45,500
CLOSING ACCUMULATED SURPLUS	$ 51,317	$ 57,476	$ 51,317

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 21

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	Total
SERVICES PURCHASED/CONTRACTED		
Others	$ 5	$ 5
Total	$ 5	$ 5

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 22

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 26,792	$ 14,642
Due from Related Parties	-	15,111
Accounts Receivable	1,350	-
	28,142	29,753
LIABILITIES		
Payroll Liabilities	28	136
	28	136
ACCUMULATED SURPLUS	$ 28,114	$ 29,617

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 23

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 8,913	$ 8,913	$ 20,625
Other	2,000	4,050	14,850
TOTAL REVENUE	10,913	12,963	35,475
EXPENSES			
Indigenous Languages and Education	400	-	30
Administration	5,997	5,464	2,171
School Programs	4,516	9,002	19,648
TOTAL EXPENSES	10,913	14,466	21,849
OPERATING DEFICIT	-	(1,503)	13,626
OPENING ACCUMULATED SURPLUS	29,617	29,617	15,991
CLOSING ACCUMULATED SURPLUS	$ 29,617	$ 28,114	$ 29,617

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 24

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	School Programs	Total
SALARIES			
Board/Trustee Honoraria	$ 1,413	$ -	$ 1,413
SERVICES PURCHASED/CONTRACTED			
Others	740	-	740
MATERIALS/SUPPLIES/FREIGHT			
Materials	3,311	9,002	12,313
Total	$ 5,464	$ 9,002	$ 14,466

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 25

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 7,924	$ 45,421
Due from Related Parties	-	2,264
Accounts Receivable	30	12,466
	7,954	60,151
LIABILITIES		
Accounts Payable and Accrued Liabilities	800	800
Due to Related Parties	-	10,015
Payroll Liabilities	788	1,087
Deferred Revenue	-	6,486
	1,588	18,388
ACCUMULATED SURPLUS	$ 6,366	$ 41,763

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 26

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 25,640	$ 25,640	$ 67,224
Other ECE contributions	35,000	22,564	34,915
Other	11,486	32,817	26,970
TOTAL REVENUE	72,126	81,021	129,109
EXPENSES			
Administration	25,140	43,987	21,380
School Programs	46,586	72,431	120,548
TOTAL EXPENSES	71,726	116,418	141,928
OPERATING SURPLUS (DEFICIT)	400	(35,397)	(12,819)
OPENING ACCUMULATED SURPLUS	41,763	41,763	54,582
CLOSING ACCUMULATED SURPLUS	$ 42,163	$ 6,366	$ 41,763

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 27

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	School Programs	Total
SALARIES			
Non-instructional Staff	$ -	$ 67,241	$ 67,241
Board/Trustee Honoraria	10,273	-	10,273
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	3,643	4,829	8,472
SERVICES PURCHASED/CONTRACTED			
Rentals/Leases	4,500	-	4,500
Others	1,912	-	1,912
MATERIALS/SUPPLIES/FREIGHT			
Materials	23,659	361	24,020
Total	$ 43,987	$ 72,431	$ 116,418

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 28

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 9,300	$ 30,906
Due from Related Parties	-	4,802
Accounts Receivable	7,243	518
	16,543	36,226
LIABILITIES		
Accounts Payable and Accrued Liabilities	138	940
Due to Related Parties	9,820	-
Payroll Liabilities	629	875
Deferred Revenue	-	32,845
	10,587	34,660
ACCUMULATED SURPLUS	$ 5,956	$ 1,566

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 29

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Contributions from Divisional Council	$ 22,949	$ 22,949	$ 63,299
Other ECE contributions	50,000	55,973	42,594
Other	-	5,408	4,762
TOTAL REVENUE	72,949	84,330	110,655
EXPENSES			
Indigenous Languages and Education	-	500	3,373
Administration	22,949	26,909	27,374
School Programs	50,000	52,531	84,457
TOTAL EXPENSES	72,949	79,940	115,204
OPERATING SURPLUS	-	4,390	(4,549)
OPENING ACCUMULATED SURPLUS	1,566	1,566	6,115
CLOSING ACCUMULATED SURPLUS	$ 1,566	$ 5,956	$ 1,566

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 30

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	Indigenous Languages and Education	School Programs	Total
SALARIES				
Non-instructional Staff	$ 8,052	$ -	$ 41,448	$ 49,500
Board/Trustee Honoraria	11,750	-	-	11,750
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	1,045	-	2,437	3,482
SERVICES PURCHASED/CONTRACTED				
Postage/Communication	58	-	-	58
Student Travel	3,720	-	-	3,720
Others	2,034	-	-	2,034
MATERIALS/SUPPLIES/FREIGHT				
Materials	250	500	8,646	9,396
Total	$ 26,909	$ 500	$ 52,531	$ 79,940

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 31

NON-CONSOLIDATED BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash and Cash Equivalents	$ 12,048,051	$ 7,651,088
Accounts Receivable	183,166	1,312,436
Restricted Assets	350,881	345,430
	12,582,098	9,308,954
LIABILITIES		
Accounts Payable and Accrued Liabilities	4,754,248	859,820
Due to Related Parties	162,213	107,840
Payroll Liabilities	1,944,033	4,058,168
Deferred Revenue	4,417,875	2,330,279
Post-Employment Benefits	1,672,235	1,653,786
Trust Liabilities	350,881	345,430
	13,301,485	9,355,323
NET FINANCIAL DEBT	(719,387)	(46,369)
NON-FINANCIAL ASSETS		
Prepaid Expenses	19,707	20,157
ACCUMULATED DEFICIT	$ (699,680)	$ (26,212)

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 32

NON-CONSOLIDATED BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2025

	2025 Budget (Unaudited)	2025 Actual	2024 Actual
REVENUE			
Government of the NWT			
Regular contributions	$ 32,938,738	$ 34,316,035	$ 33,047,227
Other ECE contributions	318,000	1,304,341	2,337,278
Other contributions	82,687	294,888	251,875
Total Government of the NWT	33,339,425	35,915,264	35,636,380
Government of Canada			
Jordan's Principle	14,106,974	10,212,572	10,053,932
Other Government of Canada	-	-	-
Total Government of Canada	14,106,974	10,212,572	10,053,932
Board Generated Funds			
Investment Income	360,000	657,059	423,237
Other	249,905	209,395	323,073
Total Board Generated Funds	609,905	866,454	746,310
TOTAL REVENUE	48,056,304	46,994,290	46,436,622
EXPENSES			
Indigenous Languages and Education	2,955,750	3,489,868	3,440,914
Administration	3,304,374	3,924,557	3,600,639
Inclusive Schooling	5,990,171	6,416,790	5,447,844
School Programs	20,979,774	21,671,326	21,983,382
Jordan's Principle	14,106,974	10,212,572	10,053,930
Student Accommodations	-	-	30,307
Operations and Maintenance	-	1,952,645	1,812,351
TOTAL EXPENSES	47,337,043	47,667,758	46,369,367
OPERATING SURPLUS (DEFICIT)	719,261	(673,468)	67,255
OPENING ACCUMULATED DEFICIT	(26,212)	(26,212)	(93,467)
CLOSING ACCUMULATED SURPLUS (DEFICIT)	$ 693,049	$ (699,680)	$ (26,212)

BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL

Schedule 33

NON-CONSOLIDATED BEAUFORT DELTA EDUCATION COUNCIL
DETAILS OF EXPENSES
For the Year Ended June 30, 2025

	Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Operations and Maintenance	Jordan's Principle	Total
SALARIES							
Teachers	$ -	$ 1,747,946	$ 1,674,871	$ 11,980,332	$ -	$ 5,614,645	$ 21,017,794
Instruction Assistants	-	-	-	40,034	-	-	40,034
Non-instructional Staff	1,759,839	2,532,233	153,796	2,783,323	-	2,968,486	10,197,677
Board/Trustee Honoraria	9,348	-	187,304	-	-	-	196,652
EMPLOYEE BENEFITS							
Employee Benefit/Allowance	417,001	1,355,667	661,194	4,782,921	745,275	1,257,639	9,219,697
Leave and Termination	-	-	-	127,776	-	-	127,776
SERVICES							
PURCHASED/CONTRACTED							
Professional/Technical Services	75,006	101,370	103,139	-	-	-	279,515
Postage/Communication	77,506	-	-	117,629	-	-	195,135
Utilities & Leases	5,254	-	-	3,951	-	-	9,205
Travel	253,401	111,477	104,758	54,472	-	4,488	528,596
Student Travel	54,600	80,770	50,384	223,312	-	-	409,066
Advertising/Printing/Publishing	2,409	-	-	-	-	-	2,409
Maintenance/Repair	24,112	-	4,190	21,965	-	-	50,267
Rentals/Leases	242,910	-	30,904	92,818	321,185	-	687,817
Others	243,751	26,385	3,000	78,064	886,185	-	1,237,385
Contracted Services	37,204	205,246	255,267	187,692	-	59,115	744,524
MATERIALS/SUPPLIES/FREIGHT							
Materials	171,238	226,960	175,346	794,868	-	-	1,368,412
Furniture and Equipment	346,817	8,212	70,590	266,379	-	272,126	964,124
Freight	18,976	20,524	15,125	80,596	-	36,073	171,294
CONTRIBUTIONS/TRANSFERS							
Transfers - Other	185,185	-	-	35,194	-	-	220,379
Total	$ 3,924,557	$ 6,416,790	$ 3,489,868	$ 21,671,326	$ 1,952,645	$ 10,212,572	$ 47,667,758

Education Accountability Framework

Commission scolaire francophone des Territoires du Nord-Ouest Operating Plan For the 2024–25 School Year

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1. Operating Plan – Executive Summary

The Commission scolaire francophone des Territoires du Nord-Ouest's (CSFTNO) operating plan for the 2024–2025 school year was prepared in compliance with the *Financial Administration Act* 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 CSFTNO'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) has set the following priorities for the 2024–2025 school year.

They are in line with its Student Exit Profile and 2021–2026 Strategic Plan.

Systemic priorities:

(1) Target: Accede to the Minister of Education's request to open new childcare spaces for 0- to 4-year-olds in each of our schools/communities.

Actions:

a. École Allain St-Cyr (ÉASC) – Garderie Plein Soleil is maintaining 36 spaces for 0- to 4-year-olds and 30 after-school spaces for 4- to 11-year-olds.

b. Yellowknife – The CSFTNO is opening 40 new spaces for 0- to 4-year-olds off ÉASC grounds due to a lack of available space there. It is maintaining 50 after-school spaces for 4- to 11-year-olds.

c. École Boréale (ÉB) – At the request of the Association franco-culturelle du Sud et de l'Ouest, the CSFTNO is opening 20 after-school spaces for 4- to 11-year-olds.

d. Hay River – The CSFTNO is opening 20 new spaces for 0- to 4-year-olds off ÉB grounds due to a lack of available space there.

e. Study the possibility of opening 20 new childcare spaces for 0- to 4-year-olds in Fort Smith.

(2) Target: Ensure that expansion of École Boréale in Hay River is included in the Government of the Northwest Territories (GNWT) capital plan.

Actions:

a. Meet with the Minister to apprise her of our requests.

b. Pursuant to the Minister's response, take all necessary steps to ensure that the GNWT

complies with section 23 of the *Charter*.

(3) Target: In partnership with Collège Nordique Francophone, ensure that construction of a new, separate Francophone high school in Yellowknife is included in the GNWT's capital plan.

Actions:

a. Meet with the Minister to apprise her of our requests.

b. Pursuant to the Minister's response, take all necessary steps to ensure that the GNWT complies with section 23 of the *Charter*.

(4) Target: Following the request by Fort Smith Francophone parents for a French first-language program, work with stakeholders to move the file forward.

Actions:

a. Depending on the Minister of Education's decision, take steps to implement the program and ensure that the GNWT provides the necessary funding.

(5) Target: Transition to the new curricula.

Actions:

a. Develop a teacher training plan for the 2024–2025 school year and implement it with the support of the Department of Education, Culture and Employment.

b. Develop and implement a variety of assessment tools that meet the new requirements.

c. Make the necessary changes to the performance reports (November 1, 2024) and report cards (January 1, 2025).

d. Purchase resources that are more aligned with the new curricula and enhance our school library resources.

(6) Target: Make continuous improvements to our school system.

a. A second satisfaction survey of students in Grades 4, 7, 10, 11 and 12, parents and staff is planned so we can gain a clearer understanding of the positive impact of our programs and services, identify gaps and take innovative/corrective measures that will meet the needs of our school community more effectively and prepare students better for the transition from high school to adult life (post-secondary, job market or other) – May 2025.

b. Create more opportunities for students to become the authors of their own learning by involving them in the education body. The adage "*Don't talk about us without us!*" aligns with the CSFTNO Student Exit Profile. Everything around us is changing, and we need to stop bubble-wrapping our students if they are to become more independent. We have to ask our students what they need in order to learn and have a more positive experience at school.

As adults we must dare to invest ourselves and take risks and cast ourselves as learners in order to meet the needs of today's students.

c. Create more opportunities for staff members to become the authors of their own learning and professional development, so they can learn, grow and respond to the new realities of the profession. The same holds true for school principals, so they can become educational leaders more and more.

(7) Target: Celebrate the contributions and successes of the members of our school community.

a. Develop a plan to acknowledge important milestones.

b. Celebrate significant contributions by our members.

These priorities and targets will enable us to continue making our mark: ***French first-language school, a UNIQUE advantage!***

2. Annual Report – Executive Summary

The Commission scolaire francophone des Territoires du Nord-Ouest's (CSFTNO) operating plan for the 2024–2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The Commission scolaire francophone set very ambitious targets for the 2024–2025 academic year. It is currently developing a daycare project for 0- to 4-year-olds in Yellowknife, negotiating capital projects in Hay River and Yellowknife, supporting Fort Smith's parents that have requested a French first-language program, and continuing the transition to the modified Northwest Territories curricula. Our schools' excellent reputation has led to an increase in enrolment at our two schools.

We are proud of our accomplishments.

Target: Accede to the Minister of Education's request to open new childcare spaces for 0- to 4-year-olds in each of our schools/communities.

In Yellowknife, we started a 0–4 daycare project to accommodate up to 25 children. We leased a house and began major renovations, and we are still in the renovation stage a year later. We had hoped the new daycare would be operational on September 1 this year, but October 15 is looking more likely. Competitions are now open for a manager and a supervisor for the new daycare. These two individuals will be instrumental in starting and growing our operations. We will also be taking on a consultant to finalize the daycare project in Yellowknife, and later in Hay River. We will then hire the educators we need.

Garderie Plein Soleil is maintaining its 38 spaces for 0- to 4-year-olds, and 20 spaces in the after-school group for 4- to 11-year-olds.

The CSFTNO offered 50 places for 4- to 11-year-olds at École Allain St-Cyr (ÉASC), and they were full almost all year long.

Target: Ensure that the expansion of École Boréale (ÉB) in Hay River is included in the Government of the Northwest Territories (GNWT) capital plan.

The CSFTNO has been in negotiations with the Government of the Northwest Territories since September 2024 to come up with a solution for the expansion of École Boréale to include additional classrooms, specialized rooms, a gymnasium and space for a daycare.

Target: In partnership with Collège Nordique Francophone, ensure that the construction of a new and separate Francophone high school in Yellowknife is included in the GNWT's capital plan.

The CSFTNO has been in negotiations with the GNWT since September last year to resolve the issue of

overcapacity at ÉASC (234 students expected at the start of the 2025 school year versus capacity of 199). Clearly, we need to find a solution quickly, as there is no room left to open any new classrooms.

Target: Following the request by Fort Smith Francophone parents for a French first-language program, work with stakeholders to move the file forward.

The Minister of Education's negative response for a French first-language education program was appealed to the court to settle the matter. An interlocutory injunction was denied, but trial dates in December 2025 will see the case move forward. We hope to deliver the program beginning in the 2026–2027 school year.

Target: Transition to the new NWT curricula

The CSFTNO continues to work with its colleagues at the Department of Education and the school boards on the transition for Grades 7, 8 and 10, and assessments in Grades 4 and 10. In 2024–2025, Department of Education employees attended our training day at the beginning of the school year and worked with small groups of grade teachers to gain insights into the competency scale to be used for assessments and reflected on report cards.

Target: Make continuous improvements to our school system.

CSFTNO staff are to be congratulated on a job well done. We are really pleased with our students' academic outcomes (very high reading scores), attendance (+90%) and graduation rate (100%). Our staff is engaged at all levels: welcoming/integrating students and new staff members; academic, sports and cultural programming; and celebrating diversity and inclusion for all.

Target: Celebrate the contributions and successes of the members of our school community.

The retirement of our superintendent, who was with us for 11 years, brings to an end a lengthy period of continuity at the CSFTNO. However, her successor is coming to us with much enthusiasm and a very extensive understanding of minority education rights. A two-month work period will ensure an effective transition.

An early childhood education teacher has been nominated for the Prime Minister's Awards for Teaching Excellence. We are still waiting to hear back.

Several students took part in major community, regional and national activities. A group of ÉASC students went to Costa Rica. A group of ÉB students visited colleges and universities in Alberta and went downhill skiing in Worsley, Alberta.

All staff members were recognized at end-of-year celebrations. The CSFTNO will be implementing its new employee recognition plan in the fall of 2025.

These priorities and targets have allowed us to keep making our mark. The CSFTNO hopes to be able to accommodate 500 students at ÉASC, 100 at ÉB and 50 in the French first-language education program in Fort Smith within five years.

French first-language school, a UNIQUE advantage!

1. Administration and School Services

Administration and School 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* sets out 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.

Although the Department does not serve students directly, it must ensure that they have equitable access to educational programs and services. Under the Act, that responsibility rests with 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 comprised of six elected members, three from Yellowknife and three from Hay River. The last election took place in October 2021, with the next round slated for October 2024. Trustees may stand for a second term. Each December, a new chair and vice-chair are elected, along with chairs of committees and their members.

Education bodies each have a chair who represents their region at the Education Leaders Forum with the Minister. Education body leaders' duties are not limited to representing their regions and communities, however. Their duties also include working collaboratively to achieve the shared goals and priorities of the Northwest Territories education system.

The chair of the Board of Trustees liaises with the Minister of Education, ensures the smooth running of the Board and represents the latter as its spokesperson. There are six elected trustees, with three from Yellowknife (Jean de Dieu Tuyishime, Chair; Simon Cloutier and Flora Camuzet) and three from Hay River (Jessica King, Vice-Chair; Catherine Bélanger and Rachel Cook).

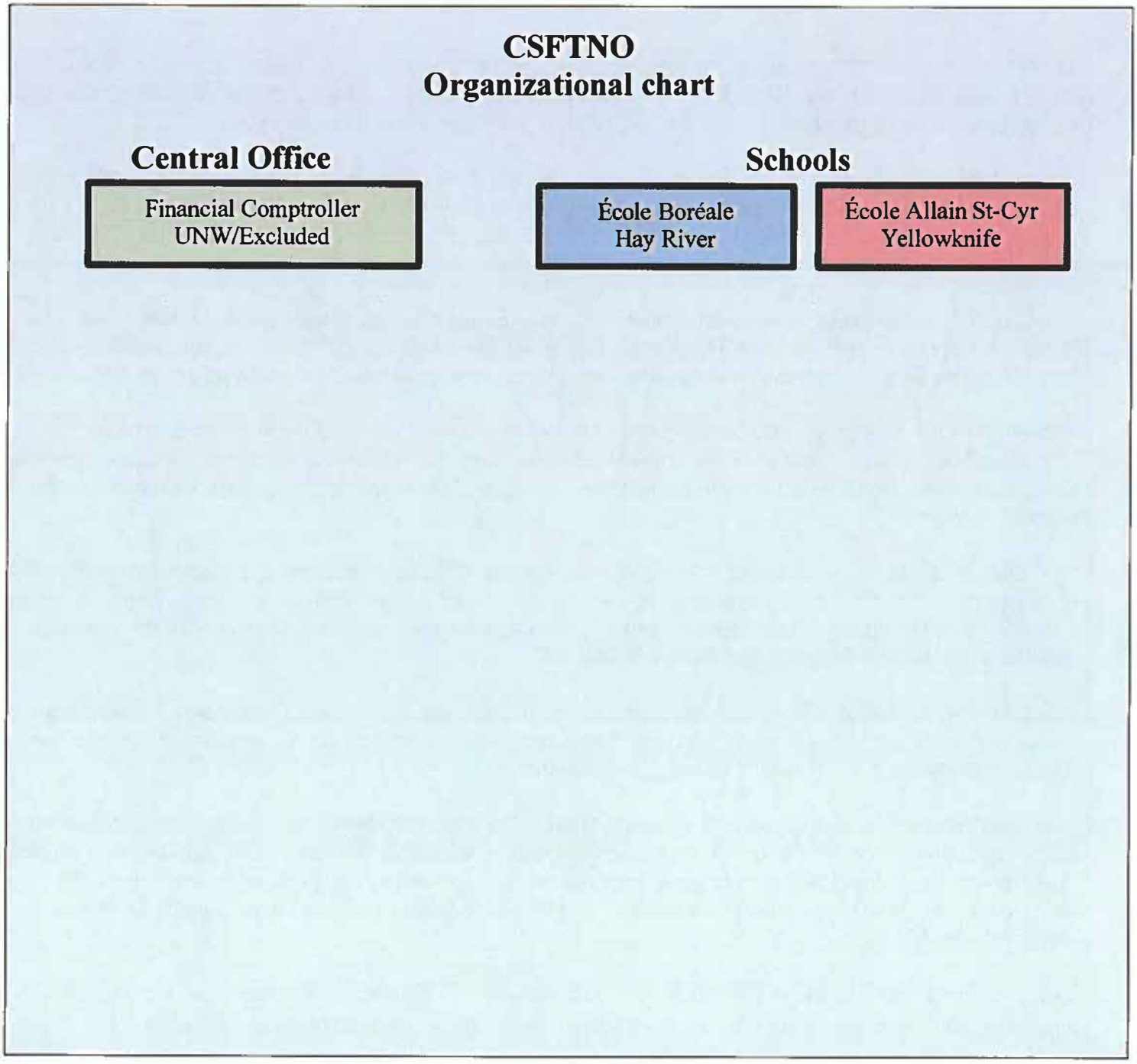
The CSFTNO education body meets monthly, except in July and August. Board meetings are held regularly throughout the school year. The CSFTNO also holds two, two-day retreats, one in the fall and one in the spring. The superintendent is the Board of Trustees' sole employee.

The superintendent is also the education body's leader. The superintendent's main duties are to supervise and see to the delivery of education programs, in compliance with the *Education Act*, regulations, ministerial directives and policies. The superintendent provides advice to the Board of Trustees in areas under his or her jurisdiction and encourages education stakeholders to work together in setting learning goals for Francophone students in the NWT.

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

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	**2**	**Total Anticipated Student Head Count**	**265**
School Name	**Local or Regional Authority**	**Grades Offered**	**Programming Highlights**
École Boréale (53.5 students as at September 30, 2024)	**Hay River**	**JK–12**	**French First Language** **<u>Split grades:</u>** • JK/K • 1/2 • 3/4 • 5/6 • For some subjects, three grades will be combined (1/2/3 and 4/5/6) in response to the education body's needs. • We have a Francization program. • 7/8 • The Grade 9 group will sometimes be paired with Grades 7/8 and occasionally with Grade 10. • The Grade 10 group will sometimes be paired with Grade 12 and occasionally with Grade 9. • No Grade 11 students. • Grade 12 students take some Grade 11 courses (according to our education body, on

			a two-year cycle). Courses -1, -2,-3 are taught in the same time slot by the same teacher. **Secondary level – special programs** • Carpentry, Grades 7 to 12 • Media, Grades 7 to 9 • Students can choose to participate in work experience programs according to their interests, abilities and needs (Grades 10 to 12). • Students in Grades 3 to 12 take the English Language Arts program.
École Allain St-Cyr (202 students as at September 30, 2024)	**Yellowknife**	**JK–12**	**French First Language** **Split grades:** • JK/K • 1 • 1/2 • 3 • 4/5 • 4/5 [sic] • 6 • 7/8 Grade 9s are sometimes paired with the Grade 10s. Grade 10s will occasionally be paired with the Grade 11s and 12s. Clarifications: • Courses such as cooking, journalism and financial literacy will be available as options. • We will be offering Francization. • We will have an arts/sports program for students in Grades 7 to 9. • We will have a nature class for our elementary pupils. • Students in Grades 3 to 12 will take the English Language Arts program. • Some students will be involved in work experiences according to their interests and abilities.

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;
- 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 By-law	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Code of Conduct	20/02/2023					
School Attendance	12/09/2018					
Safe Schools	29/10/2019					
Transportation of Students	X					
Conduct of Business	N/A					
Records Management	X					
Student Assessment	26/08/2019					
Inclusive Schooling	22/09/2018					
Community Senior Secondary Schooling	X					

Honorarium	18/09/2017					
Annual Report	X					
Borrowing Money	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;
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 the following five shared priorities agreed to by Education Leaders and the Department of ECE:

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

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

Regional priorities and goals.	• Improved outcomes in Literacy and Numeracy • Language and Culture • Student & Educator Wellness		
Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
ÉB **NUMERACY** École Boréale students have improved their outcomes in mathematics and are meeting the curricular objectives for their grade level. • Students use mathematical vocabulary (actual/synonyms). • Students are able to reflect on, analyze and evaluate what is asked of them throughout the learning process. • Students can name the	**Operations and basic facts test** In June 2025, 75% of elementary students will score 80% or higher on the CSFTNO's basic facts tests. **Report card results for Grades 1 to 9** In June 2025, 85% of students in Grades 1 to 9 in the regular program will achieve Level 3 or higher on their report card in the *mathematics – Numbers: Concepts and Operations* section. **Diploma exam** In January and June 2025, 100% of	Basic facts Adding: 90% Subtracting: 71% Multiplying: 93% Dividing: 43% *76% of students in Grades 1 to 9 had PR or EXT on their report card in June 2025.* *100% of students passed their*	Numeracy seems to be more challenging, with our interventions tending to have been focused on literacy. We need to have a better understanding of our students' specific needs so we can address numeracy challenges and help students strengthen their familiarity with mathematical concepts. This will enable them to tackle more difficult concepts in the higher grades.

strategies they use to solve mathematical problems. • Students can describe their approach in a clear and structured manner. (Results, elementary basic fact assessments, Grades 1–9 report card results, BC Grade 10 Assessment, Grade 12 diploma exam) **LITERACY** Our students produce clear, structured messages with a wide vocabulary. • Students use precise and varied language in French. • Students understand and adhere to basic sentence structures, both orally and in writing. • Students can judge the quality of their oral and written communication. (Francization assessment, writing proficiency test [TMNRÉ], BC Grade 10 assessment and Grade 12 diploma exams)	students will achieve a passing grade (50%) or higher on their mathematics diploma exams. **Francization** In June 2025, 75% (7/15) [sic] of JK students will achieve 47% or higher on sentence structure. In June 2025, 75% (12/15) of K students will achieve 80% or higher on sentence structure. **TMNCÉ** In June 2025, 65% of students in Grades 1 to 9 will achieve Level 3 or higher on the TMNCÉ. **Assessment of oral communication skills** In June 2025, a high percentage of students in Grades 1 to 9 in the regular program will achieve a satisfactory level of competency for their grade level. **Diploma exams** In January and June 2025, 100% of students will achieve a passing grade or higher on the written portion of the diploma exams (English and French).	*30-1 or 30-2 exams.* *In June 2025, 33% (2/6) of JK pupils achieved 47% or higher on sentence structure.* *In June 2025, 80% (4/5) of K students achieved 70% or higher on sentence structure.* *In June 2025, 100% (6/6) of students in Grade 1 achieved 80% or higher on sentence structure.* In June 2025, 54% of students in Grades 1 to 9 achieved proficiency level or higher on their TMNCÉs. In June 2025, 60% of students in Grades 1 to 9 in the regular program achieved a	Several JK students were absent during the year and missed out on a lot of learning. This year's TMNCÉs at the secondary level were very different, featuring informative texts instead of narrative texts.

		satisfactory level of proficiency for their grade level. 100% of students passed their 30-1 and/or 30-2 exams in French and English.	
ÉASC **Literacy** Our students write clear, structured messages using accurate, precise and varied vocabulary. ● Students understand basic sentence structure in oral and written form, and grasp sentence variations. ● Students can critically assess the quality of written communication. (TMNCÉ, BC Grade 10 Assessment and Diploma Exams) **Numeracy** Students at ***École Allain St-Cyr*** have improved their math results and are meeting the curricular objectives for their grade level. 1. They use mathematical vocabulary. 2. They represent mathematical concepts in a variety of ways: specific materials, diagrams and visual representations, explanations, etc. 3. They transfer their	Smart targets **Sentence structure on the TMNCÉ** Grade 3s will score 50% or higher Grade 4s will score 60% or higher Grade 5s will score 50% Grade 6s will score 50% **Vocabulary on the TMNCÉ** Grade 3s will score 65% Grade 4s will score 60% Grade 5s will score 50% Grade 6s will score 50% Priority – numeracy: • In June 2025, 95% of Allain St-Cyr students in Grades 1 to 6 will achieve Level 3 in mathematics. • In June 2025, 100% of students in Grades 7 to 9 will achieve Level 3 in mathematics. • In June 2024, 100% of students in Grade 12 (Level 30) will achieve a grade of 80% or higher. • In June 2025, 100% of students in Grade 12 will pass their 30-1 or 30-2 exams. • 100% of students in Grades 7 to 12 participate in at least one	**Sentence structure** *% of students obtained PR or EXT* Grade 3s: 43% Grade 4s: 25% Grade 5s: 70% Grade 6s: 67% **Vocabulary** *% of students obtained PR or EXT* Grade 3s: 52% Grade 4s: 43% Grade 5s: 60% Grade 6s: 56% *73% of students in Grades 1 to 6 obtained PR or EXT on their report card in June.* *82% of students in Grades 7 to 9*	

mathematical knowledge to meaningful learning situations (flexibility). 4. They develop long-term knowledge. 5. They develop critical thinking skills and reflect throughout the process. 6. They master basic facts. (Results, elementary basic fact assessments, Grades 1–9 report card results, BC Grade 10 Assessment, Grade 12 diploma exam) Language and Culture Student well-being Students develop a sense of belonging to a safe and healthy school community and are proud of their Francophone culture. 1. **Students take part actively in activities.** **2. Students speak positively of their school and hear good things about it.** **3. Students are able to resolve disputes in a safe and healthy manner.** **4. Students interact with their peers in a respectful manner.**	extracurricular activity per month. • 100% of the school's students participate in at least one Francophone cultural activity per month. • Self-assessment of activities held (to be developed)	*obtained PR or EXT on their report card in June.* *100% of students scored above 80% on their courses.* *100% of students passed their 30-1 exam.* *No student wrote the 30-2 exam.* *95% of students in Grades 7 to 12* *100% participated in monthly activities.*	
Areas of Strength for the region	**ÉB**: The Francization program continues to be one of our region's greatest strengths. The program is constantly being assessed and is improving. This year, for the TMNCÉs for Grades 7 to 9, we adapted our grids and the writing task to be consistent with the NWT's modified French curriculum. Graduation rates are very high, and students are meeting graduation requirements for literacy and numeracy. **ÉASC**: Allain St-Cyr had several successes this year. In literacy, students in Grades 5 and 6 made good progress, especially in sentence structure and vocabulary. In mathematics, most elementary and secondary students met expectations, and all Grade 12 students scored over 80% on their course. All the		

	students also passed their 30-1 French exam. Participation in cultural and extracurricular activities is excellent, with every secondary school student taking part in at least one activity per month. This strengthens their sense of belonging and creates a positive school climate.
Areas for Development for the region	**ÉB**: We need to ensure that the data table is available for teachers at the start of the year. • Strengthen structures for the exchange of best professional practices in line with the plan's objectives, particularly in numeracy. • Improve planning for in-year follow-up with teachers. • Clarify the professional practices to be put in place to improve our students' oral communication skills. • Provide better support for classes in case of extended absences to ensure continuity in learning. **ÉASC**: A few challenges remain. Grade 3 and 4 students' literacy results were lower than expected, both in terms of sentence structure and vocabulary. In mathematics, although results were good, our target of 95% of elementary pupils meeting the expected level was not achieved. What is more, despite the number of activities, we have yet to establish a clear way for students to give their feedback, which somewhat limits our ability to know what is working.
Additional Comments for the region	

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews**, and relevance to regional and shared priorities, for the school year.	The CSFTNO and its schools must prepare an annual improvement plan. The performance of the CSFTNO and its two schools has to be assessed in 2025–2026.

Areas for Development for the region	Continuity in applying procedures and keeping records of events and interventions. • Review our data collection tools to make them more user-friendly for teachers. Data collection is somewhat effective and but is lacking follow-up. • Teacher-instructional coach-principal collaboration re table data to ensure they are meaningful and relevant. In tandem with the transition to the new NWT curricula, dare to reflect deeply on the structure of our curricula (skill development and acquisition through student needs; give students a voice so they take ownership of their learning, become more independent, engage in critical thinking, etc.) to better reflect the CSFTNO Student Exit Profile.
Additional Comments for the region	

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	None of the principals was given proper training in the new GNWT teacher evaluation template. They therefore used the old template. **ÉB**: 1 evaluation – one year – NWTTA 2 evaluations – UNW – PeopleSoft 1 evaluation – principal 1 evaluation – five years – NWTTA 1 evaluation – 10 years – NWTTA 1 evaluation – 15 years – NWTTA **ÉASC**: 4 evaluations – one year 2 evaluations – 10 years – NWTTA 5 evaluations – UNW – PeopleSoft 1 principal evaluation

Areas of Strength for the region	The year-one evaluations were completed, enabling us to identify professional development priorities for everyone. This process opened constructive discussions and helped to build positive principal-staff relations. The team is open to feedback, which facilitates the process. The follow-ups are already having an impact on classroom practices.
Areas for Development for the region	One recommendation would be for teachers who are not in their evaluation year to fill out the professional development section of the new template anyway, rather than use a separate document. This would allow them to familiarize themselves with the format and expectations of the process, while giving them the opportunity to think about their professional goals in a structured way. Thus, by the time they are evaluated, they will already have a good understanding of how the model works, and they

	will be more comfortable with committing themselves fully to the process. This consistency would also foster a shared vision on the team and strengthen the culture of continuous development at our school. Evaluation remains a major challenge, especially for young principals. Little formal training in the use of the PeopleSoft assessment tool for UNW staff is provided, making the process difficult to understand and utilize properly. Some evaluations are overdue or incomplete, particularly those planned for the 10-year mark (NWTTA). Several UNW evaluations are still under way. The lack of clarity and technical support is slowing down the process and putting additional pressure on principals.
Additional Comments for the region	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
Number of teachers and program support teachers (PSTs) formally evaluated during the school year	ÉASC: 1 ÉB: 1	ÉASC: 1 ÉB: 1	
Number of principals and vice-principals formally evaluated during the school year	ÉB: 1 ÉASC: 1	ÉB: 1 ÉASC: 1	
Number of school counsellors and assistant superintendents formally evaluated during the school year	RISC: 1	RISC: 0	The incumbent left the CSFTNO in late March 2025.
Number of superintendents formally evaluated during the school year	1	1	
Areas of Strength for the region	For teachers, the process is easy to follow. Meetings and visits must start early in the year.		
Areas for Development for the region	The number of people to be evaluated must decrease. One school principal cannot evaluate everyone (NWTTA and UNW). What is more, teachers with five or more years' experience are not often evaluated. Priorities determine who is selected.		
Additional Comments			

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 full day or two half-days (during the 2024–2025 school year) to in-service teacher training. It is suggested that this day be chosen at the regional level and be included in regional training and in-service days. These training days will have no impact on the number of hours of student instruction.

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**, with reference to the planning of training days dedicated to the renewal of the NWT curriculum. Please include relevance to regional and shared priorities, for the upcoming school year.	Transition to the new NWT curricula. Teachers' role in Francophone minority schools.		
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	2	
Areas of Strength for the region	The teachers took part actively in the activities scheduled during the two days of training at the start of the year. With the participation of ECE representatives, we offered a variety of activities and workshops on the first day to address needs identified by teachers on earlier surveys. Through our partnerships, we were able to count on the presence of Dr. Phyllis Dalley, who gave a relevant presentation on identity construction. Feedback from teachers about the event was generally positive.		
Areas for Development for the region	Due to the remoteness of our schools and the shortage of substitute teachers, it was difficult to arrange collaborative meetings to follow up on the aspects presented initially. We need to be more innovative and organized to ensure that items presented at the start of the year are applied, and that teachers feel supported in that regard.		

Additional Comments	

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.

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)*
0.5	0.5	1.0		1.0	The difference comes from Heritage Canada funding.

** 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.

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	• Breakfasts are provided to students in need. • Healthy snacks are always available to students. • Milk program in collaboration with Super A (ÉB). • Cooking taught in health classes. • Greater variety of snacks (fruit, vegetables). • Snacks available at sporting and cultural events. • Kitchen utensils purchased to make food preparation easier.

Areas of Strength for the region	**ÉB**: Our region's strengths in connection with the Healthy Food for Learning budget proved very beneficial for students and the school community. The budget allowed us to hold several events with parents, such as the welcome day for new JK–K pupils, making them feel more at home and creating a sense of community. Our secretary set up a good system enabling teachers to order food easily, ensuring that our students' dietary needs are met. In addition, we were able to purchase various ingredients for our chefs' activity, an initiative that continues to be popular among our Grade 5 to 9 students. This cooking activity not only enriches their educational experience; it also strengthens collaborative and creative skills. We were also able to offer snacks/breakfast in the morning to students. Several cooking classes were also held. **ÉASC**: At ÉASC, the Healthy Food for Learning program is based on a strong partnership with the local Francophone community, consolidating the school-community bond. Healthy meals are provided daily, giving students regular access to balanced food offerings. Accessibility is central to the approach in that all students can take part, regardless of their circumstances. This contributes not only to better eating habits, but also to a positive and inclusive school climate.
Areas for Development for the region	**ÉB**: We want to start providing lunches for our students on a more regular basis. **ÉASC**: Although the program is working well, we must keep up our efforts to ensure quality food is available on a regular basis. This requires ongoing efforts in terms of time, coordination and resources. We will also have to continue calling on staff and community members to maintain the partnership and the logistical efficiency of the program. Lastly, we will have to continue looking into ways to improve our lunchtime offerings to meet our students' needs better.

Additional Comments	
School Name	**Type of food program(s) offered** *(Breakfast, Lunch, Snack, etc.)*
École Boréale	Snacks
École Boréale	Emergency lunch
École Boréale	Emergency breakfast and morning snack
ÉASC	Snacks
ÉASC	Emergency lunch
ÉASC	Emergency breakfast and morning snack

** Please complete one row for each program offered in a school. 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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey or Tłı̨chǫ)*	**Type SL program** *(core, immersion, intensive or post-intensive)*	**Grades of SL program** *(per program type)*	**The LS program offered as planned?** (Y/N)	**If No, why not?**
ÉB	English	Regular program	Grade 3 to 12	Y	
ÉASC	English	Regular program	Grade 3 to 12	Y	

** 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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	**Assessment practices and student self-assessment**
SSI Project Proposal Summary	In the ongoing transition to the new curricula (implemented in Grades 7, 8 and 10, and new programs for Grades 4 to 6), this year we would like teachers, through training activities and collaborative work sessions, to • Continue to become familiar with the terminology and best practices for skills-based assessment; • Deepen their understanding of the competency scale used across the territory; • Develop practical tools for using effective assessment practices in the classroom • Make self-assessment and peer assessment a more regular part of their classroom practices in a structured and deliberate manner; and • Use this knowledge and these strategies in conducting assessments, which will be communicated through the new performance reports and report cards.

SSI Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of teaching staff from across the region who participate in SSI professional development activities	100%	100%	
% of support staff from across the region who participate in SSI professional development activities	100%	100%	
Participation in the development of grids and other assessment tools	100%	100%	
Documentation of self-assessment practices in the classroom	100%	100%	
Teachers feel more confident using the competency scale in their assessment practices	100%	100%	

Better alignment between student self-assessment and teacher assessment	100%	100%	
Areas of Strength	Teachers took part in activities, and feedback surveys show that these activities helped them feel more confident in their assessment abilities. We arranged meetings for teachers to collaborate on the development of new assessment tools.		
Areas for Development	Since not all teachers work with the new curricula daily, questions remain about how to apply the various competency-based assessment tools and strategies in the classroom. We will have to continue working on those items with new teachers and with teachers who are starting to use the new programs. Our geographic situation and the shortage of substitute teachers made it difficult to arrange follow-up meetings to deepen teachers' understanding of the assessment. We need to be proactive and innovative so that our teachers feel supported in implementing the proposed new practices.		
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.

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

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	0	0	The RISC left the CSFTNO in late March 2025. We did not replace her. However, we reassigned two employees to coordinate activities.

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation of Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Boréale	1.00	1.00			1.00	
ÉASC	1.43	1.43			1.43	
TOTAL	2.43	2.43			2.43	

C. Support Assistants

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
ÉB	1.00	1		1.0	
ÉASC	2.52	7	*Three new assistants funded through Jordan's Principle*	8.0	Students require more individual and small group interventions. To more adequately to respond to student needs, we had to add additional assistants.
	3.52	8		9.0	We do not have the flexibility to use certain IS funding categories to adequately respond to more complex student needs. With Jordan's Principle funding due to end as of June 2026, CSFTNO will be in dire need of additional and more flexible funding in IS.

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** *($)*	**Explanation for Difference** *(if applicable)*
16,563	16,563		15 915$	We used other funds to support this initiative as well.

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 and Location**	**Was the training held as planned?** *(Yes/No)*	**If No, why not?**
Self-regulation	New employees: Teachers and support assistant	RISC	August	Yes	
Training in inclusion-related topics	PSTs & support assistant	Institut des troubles d'apprentissage	Ongoing, every Thursday	Yes	
Language development in early childhood	PSTs, teachers & support assistant	Speech therapist	Throughout the year	Yes	
Supporting Inclusion – RISC visit to Boréale	All staff as required	RISC	Throughout the year	Yes	
Training in inclusion in the NWT specifically for PSTs	PSTs	RISC	Throughout the year	Yes	
Autism Spectrum Disorder training	School staff who work with this clientele	Centre d'expertise en autisme https://formation.saccade.ca/https://formation.saccade.ca/	As required	Yes	

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

Name of Contractor	**Type of Service** *(Frequency/ Quantity, such as # of assessments or 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** *($)*
Caroline Jansen-Miville	Speech Therapy	No availability	ÉASC and ÉB	9 months	43 535$

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

E. Assistive Technology

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

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

Allocated *($)*	**Actual** *($)*	**Actual Assistive Technology Purchased**	**User Group Type** *(#of classrooms/ individual student, etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
30,192	20 520	Materiels - ÉASC	All Classroom	30,191	
	9 671	Materiels - ÉB	All Classroom		

F. School-based Mental Health and Wellness Services

School-based Mental Health and Wellness Services (SBMHWS) are services and programs designed to enhance mental health and well-being for all students. Quality mental health and wellness programs and services are delivered through a multi-layered, trauma-informed, culturally sensitive, student-centred and compassionate support system.

The following table details the amount of allocated, budgeted and actual amounts spent on SBMHWS programs and services in each school, explanations of potential variances, and deliverables and expenses.

Funding Report **School-based Mental Health and Wellness Services 2024–2025**						
Community and School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference (if applicable)**	**Deliverables** *(choose SBMHWS training or SBMHWS provider)*	**Expenses** *(e.g., educator training, student training, program, staff training, contract services)*
	163,206					
ÉB		63,206	45,014	As the needs were greater at EASC, we allocated more funds to better meet the needs of the students.	TA Institute Training	Psychological services, counselling and well-being.
ÉASC		100,000	146,077	We allocated more resources at EASC given the needs.	OIT-OIM Training	Psychological services, counselling and well-being.
TOTAL		163,206	191,091		Speech Therapy Training - Carrie	

To support school-based mental health and wellness for all students, it is essential that services and programs be aligned with the SBMHWS policies, guidelines and framework.

The following tables detail the regions' different approaches to ensuring that school-based mental health and wellness programs and services are aligned with the above documents to support student mental health and wellness.

REPORT ON SUCCESSES AND CHALLENGES

Provide a brief explanation of how your region uses this funding. What programs and services have your region implemented to meet students' mental health needs? Why has your region chosen the above-mentioned programs and services? Attach any supporting documentation, such as a description of the healthcare professionals' duties, an overview of the program and the resources used, the suppliers who have been hired, etc.

ÉB: The implementation of a 0.5 Well-Being Mentor position has been a major success in our school. This role played a key preventative function by offering classroom-based sessions on a variety of well-being topics, including performance anxiety at the secondary level, anger management, emotional regulation, inclusion, and coping strategies. The mentor also provided support at the elementary level through the implementation of Mouzoom, a social-emotional learning program designed to help younger students develop emotional awareness and regulation skills.

Briefly describe the successes achieved in implementing the SBMHWS **programs and services** chosen by your region.

ÉASC: The hiring of a school counselor dedicated to student wellness provided a real boost to implementing SBMHWS services in our region. Between September 2024 and March 2025, 245 activities were held with students in groups, sub-groups or individually. That sustained presence enabled us to reach more than 27 students individually, some up to 18 times, as well as 11 different class groups, in addition to the diversity and inclusion group.

The topics most frequently addressed concerned emotional regulation and stress management, which testifies to the relevance of our interventions in addressing students' current needs. Access to individualized support, combined with targeted initiatives in the classroom, has had a positive impact on the school climate and on students' ability to manage their emotions better.

These results demonstrate the tangible impact of structured professional support on well-being at school and confirm the added value of implementing SBMHWS school wide. Detailed information is attached for review purposes.

In addition to targeted classroom interventions, the mentor organized and facilitated school-wide activities that promoted student well-being, such as gratitude practices, positive affirmations, and opportunities for reflection. The impact of this position was very positive and noticeable across the school. Students frequently sought out the mentor spontaneously to ask for advice, learn new strategies, or simply take a short mental break.

Briefly describe the challenges encountered in implementing the SBMHWS **programs and services** chosen by your region.

ÉASC: A challenge we anticipate for next year will be to ensure the continuity of the work begun in SBMHWS services, especially since a new school counsellor will be joining us. We will have to review expectations at the start of the year; establish a clear, shared vision; and ensure that we are all on the same page. This transition will

require a period of adjustment and targeted guidance to preserve our achievements and to ensure a coherent, effective approach to student well-being.

ÉB: Despite the overall success of the program, several challenges were observed. As a 0.5 position, the Well-Being Mentor's limited time and capacity made it difficult to fully meet the growing demand for student support and to maintain consistent presence across all grade levels. The strong positive impact of the role also led to an increase in spontaneous student visits, which at times created challenges in balancing preventative, classroom-based programming with individual student support. In addition, coordinating classroom sessions across multiple grade levels required ongoing flexibility and collaboration with teachers, which could be challenging within an already busy school schedule.

The hiring of a 0.5 position to student wellbeing has allowed for more effective implementation of SBMHWS services within our small school community. Despite the lower number of students at École Boréale, this employee's presence has enabled a high-proximity support model, which is essential for addressing the unique challenges of a small school in a rural setting. Between September 2024 and March 2025, some interventions were conducted through individual sessions and some through small groups. This personalized approach allowed us to target some issues such as rising anxiety, stress management, and occasional deviant behaviors observed among the students. However, the part-time position did not enough time to build in whole school supports.

The topics most frequently addressed centered on emotional regulation and the development of healthy coping mechanisms. In the intimate environment of École Boréale, this direct access to structured support has had some positive impacts on the school climate, strengthening students' ability to better manage their emotions and social interactions.

These results confirm that, even for a smaller student population, dedicated professional support is indispensable for fostering student wellbeing and resilience.

G. Alignment of Student Supports

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

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

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	The CSFTNO's schools consist of cohorts that are fairly consistent over time. That is an advantage for us when it comes to aligning supports and monitoring accommodations. We continue to use processes ensuring that supports provided to our students are aligned with the objectives set out in support plans and IEPs. PSTs are responsible for reviewing the plans at the end of the year and having them ready for the start of the new school year in September. When the school year begins, each teacher receives the plans from the previous year. These plans contain important information about strategies that worked well with students in earlier years. The teachers then have a month or more to get to know their students. During that time, the teachers are asked to use the plans as working documents. They may suggest new strategies/accommodations they are comfortable adding to the plans, or they may delete items. The PSTs then meet with the teachers individually and go over the plans together. We are proud of our plans. They are living documents to which the entire school community contributes. We will also be continuing our collaboration with our speech therapist for language development purposes. Furthermore, we will be looking at ways to continue our partnership with Laurentian University's speech language pathology program, as their second-year master's students do their internships at our schools. These partnerships make it much easier for us to identify specific accommodations for special-needs students.

Areas of Strength for the region	ÉB: There are no student who require an IEP at ÉB. We are working with our students that are on other types of support plans. ÉASC: This year, an Individualized Education Plan (IEP) was implemented at École Allain St-Cyr. The process was carried out rigorously and effectively. The school team—made up of the teacher, assistant, PST, school counselor, occupational therapist and speech therapist—worked closely with the RISC and the family. Thanks to this synergy, the student made significant progress in his learning. Students with Autism Spectrum Disorder (ASD) or who were being assessed for ASD were the focus of attention. Specialized teaching materials were purchased to meet their needs, and these students have made significant progress. In addition, the group of assistants was noted for its energy, proactiveness and steadfast commitment to professional development. Lastly, the support program has fully embraced the school's new digital tools, including Google Drive and Google Calendar. This has resulted in enhanced organization, optimized service planning and stronger student follow-up.
Areas for Development for the region	ÉB: The PST position was not continuous during the year, making it difficult to take a stable, consistent approach to developing support plans. That can impact continuity in student follow-up and in the application of planned strategies. What is more, teachers must take the time to carefully review and follow the recommendations included in each support plan to maximize opportunities for student progress. It should also be noted that support plans sometimes include accommodations of a general nature, which can complicate the plans for no reason. A collective reflection process could be considered to clarify what components belong to individualized support, and what could be incorporated into daily teaching practices for

	the benefit of all students. **ÉASC**: Several ways to further harmonize student support have been identified: • Strengthen understanding of inclusive schooling among all teaching staff to ensure consistent and equitable implementation of differentiated teaching practices. • Clarify the differences between the different kinds of support plans to ensure that they are used appropriately and in line with students' needs. • Remind teachers of their role in communicating, initiating, monitoring and maintaining support plans. • Clarify and communicate the role of PSTs to teachers to encourage more fluid and effective collaboration. • Standardize the drafting of support plans: A guide for that purpose was begun with the former RISC, but it has yet to be finalized. Adopting an approach based on Universal Design for Learning (UDL) would prevent general accommodations from being included in individualized plans, which would be left to specialists making recommendations for students' specific needs. • Strengthen collaboration between assistants and teachers, with a view to co-intervention to support student success. • Revisit the records management system for special-needs students to save time and enhance administrative processes. Discussions with our technology expert have begun on this subject.
Additional Comments	It would be a good idea to rethink the range of speech-language pathology services offered, particularly where interns are concerned. Feedback from the trenches indicates that face-to-face sessions with speech language pathology interns are particularly beneficial for students. Reflecting on a service model embodying that process could prove beneficial in the long run. The Francization service would also do well to be clarified and structured. Questions remain as to who is responsible, what reference program should be used, and how responsibilities should be divided between the PSTs, teachers and other stakeholders. A redefined framework for this service would ensure more

	consistent and effective implementation across the region. It should also be noted that the needs of the two schools are truly different, both in terms of student profiles and intervention contexts. Being able to navigate this diversity is essential to ensure substantive equity in the organization and distribution of support and services. What is more, some students have increasingly complex medical needs, necessitating a more tailored, interdisciplinary response. With that in mind, it would be wise to consider taking on more interns from a variety of professions, such as • Social workers • Nurses • Optometry and audiology students (for free vision and hearing screening tests) and • Psychology students to support psycho-educational assessments. This approach would not only address some of the growing needs, but it would also build bridges between the school and the health and social services network, in addition to providing real training environments for future professionals.

H. Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of **flexible instructional strategies**	The principals of our two schools and the RISC assist teachers and support assistants in scheduling time for professional development on flexible instructional strategies. We plan and allocate resources based on needs, and we oversee staff development.

Areas of Strength for the region	The assistants demonstrated considerable agility in implementing flexible teaching strategies, particularly with students with autism spectrum disorders (ASD) or awaiting diagnosis. Those efforts made it possible to better meet their specific needs and promote their inclusion in learning activities.
Areas for Development for the region	Efforts begun to improve understanding of the specific needs of students in foster/adoptive families should be stepped up. These students can have complex emotional, social or cognitive profiles, and greater awareness on the part of the school team would foster more effective teaching practices.
Additional Comments	The growing cultural diversity within the school board is an inescapable educational reality. We must continue our efforts to help teachers and assistants better understand this diversity so they can incorporate it into their teaching practices. This will help strengthen the principles of equity, inclusion and belonging within our schools.

I. School-based Support Team

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

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

Regional approach to **ensure that the tutoring team in place at each school operates effectively** in accordance with the directive	• The RISC provides training to PSTs at 30-minute meetings in August and September. • The RISC sets the dates and attends the initial sessions with the PSTs. • Session notes are saved in a Google Drive file shared with RISCs. SBST meetings are discussed at each PST/RISC gathering.

Areas of Strength for the region	One of our major strengths is the availability of the RISC, whose six years' experience in the field as a PST has proven invaluable. That expertise makes it possible to provide realistic, meaningful support that is anchored in the day-to-day reality of our schools, facilitating buy-in and collaboration with school teams.
Areas for Development for the region	Standardization of certain forms of communication (templates, document formats, digital tools) for the two schools' PSTs would do well to be enhanced to improve consistency, efficiency and clarity at both the regional and local levels.
Additional Comments	Closer collaboration between the RISC, the superintendent, the instructional coach and the school principals is desirable. This would reinforce the notion that inclusion is not a separate service, but rather a transversal pillar incorporated into pedagogical decisions. A shared vision of inclusion as a collective responsibility would foster a more coherent, equitable and sustainable organizational culture.

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 plans are created prior to the resumption of school in August, using data from the previous year. In September, the PSTs meet with the teachers individually to go over the plans for each class. Teachers have a duty to follow the CSFTNO's policy on support plans and IEPs, which set out specific dates and procedures. The plans are sent to parents in October, together with a letter asking them to contact the teacher or PST if they feel that changes are needed.

Areas of Strength for the region	• The RISC took part in every "class profile' meeting, contributing to a shared view of students' needs right from the beginning of the year. • The RISC and the PSTs reviewed all the plans before they were sent out to parents to ensure that procedures were followed and that the content addressed the needs that were identified. • The plans were seen as living documents that were updated on a regular basis as needs evolved. • The PSTs incorporated the specialists' recommendations into the plans and followed up with the teachers to ensure that they had read them and understood how to apply them.
Areas for Development for the region	• It would be beneficial to strengthen proactive communication with families by diversifying means of contact (e.g., calls, virtual meetings, etc.), especially if families do not respond to mailings or speak neither French nor English. • Regular reminders about drafting and updating plans could prove beneficial for teachers, especially new staff

	and long-term substitute teachers. • The use of digital tools in connection with the plans (e.g., formats, track changes, signatures) could be standardized and optimized to facilitate management and ensure traceability.
Additional Comments	• It would be appropriate to strengthen the link between individualized plans and classroom teaching practices, so that the documents are not perceived as an administrative obligation, but rather as a meaningful way to support student success. • Interprofessional collaboration (teachers, specialists, managers, RISC) where the plans are concerned is essential to ensure their relevance and effectiveness. Supporting that dynamic throughout the school year is a continuing priority.

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 spent 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 with the PSTs at the beginning of the year to discuss expectations as regards time use. We discuss 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	**ÉB**: Since we are a smaller school, the PST can often come and support teachers directly in the classroom. **ÉASC**: The team of assistants is very strong, energetic and committed, fostering effective collaboration. The school counsellor was also very available and open to teamwork. The PST and the counsellor met weekly for an hour to review those students requiring special attention. This practice has made it possible to centralize efforts, coordinate actions and implement structured, well-thought-out interventions.
Areas for Development for the region	**ÉB**: The PST's schedule is very heavy and changes frequently, which can affect the stability and continuity of the support provided to students. What is more, the lack of substitute teachers often has a direct impact on this service, as our PST regularly must provide in-house cover for absent teachers. **ÉASC**: The high number of special-needs students means a very heavy workload for a single PST. It is becoming difficult to ensure service quality, manage administrative tasks and respond to spontaneous requests from the trenches. This

	position requires exceptional stamina and frequent overtime, which is not sustainable in the long run. We need to rethink how the position is organized to optimize certain tasks and free up time so that urgent, day-to-day needs can be addressed.
Additional Comments	Closer collaboration between the RISC, school principals and the instructional coach would strengthen the affirmation that inclusion is not solely the preserve of the PST, but rather that it must be integrated transversally into all educational decisions. Such an approach would promote shared accountability and a more cohesive vision of inclusive practices within 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 conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous education and languages must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.25	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)*
ÉASC	• Principal • PST • Support Assistant • Two teachers: elementary and secondary • Cultural Support Worker	Once a month	
ÉB	• Principal • PST • Teacher • Secretary • Cultural Support Worker	Once a month	

C. Indigenous Language Instructors

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

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

School Name	**Allocated** *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
ÉB	20,850	20,850		19,659	
ÉASC	39,000	39,000		67,343	
TOTAL	59,850	59,850		87,003	We overspent at ÉASC. We did so to respond to a safety issue around the original construction of the prospector tent foundation. The base had to be reconstructed and a new stove and pipe installed. We also added benches and a worktable. This allowed us to return to outdoor learning and to expand on our program offerings. We also purchased furniture and other items to create an indoor Indigenous learning area for cold weather days.

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	The CSFTNO does not have a designated ILI as they do not offer core programming in the Indigenous Language. Instead, the schools participate in a whole school approach to Indigenous language.
Plans to recruit and retain language teachers, if any?	The CSFTNO will try to find a mentor who is able and willing to guide it in both communities—an Elder who will support the committee in its holistic approach to the respective languages at each school.
The # of anticipated New ILIs and which schools they are in.	The aim is to hire one Indigenous speaker per school.
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)*
ÉB	17,075	12,075 5,000	To cover the cost of replacing teachers attending camps for professional development purposes	19,659	We overspent slightly. The cost of substitute teachers has risen. We also have to travel to camps so there are costs associated, busing is relatively non-existent in Hay River.	
ÉASC	42,775	33,775 9,000	To cover the cost of replacing teachers attending camps for professional development purposes	67,343	As it is difficult to engage Elders in Yellowknife due to the small number of persons who are willing and comfortable to come into our school, we decided to begin training our own teachers thus sending them to the camps to learn from the outfitter delivering the camps.	
TOTAL	59,850	59,850		87,003		

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?
ÉASC	N	N	$0	Elders hired on an ad hoc basis for specific activities.
ÉB	N	N	$0	Elders hired on an ad hoc basis for specific activities.

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 all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**.

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

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
ÉASC	August 26, 2024: Blanket exercise and presentation of documents by the ILE team. Discover expressions and make a plan for sharing them during the school year. September 27: (a.m.) Exercise: Feeding the Fire and sharing by an Elder (p.m.). Planning for September 30 (National Day for Truth and Reconciliation), May 5 (Red	100	100	Program Support Teacher and Vice Principal had mandatory Territorial wide training with a division of ECE.

	Dress Day) and June 21 (National Indigenous Peoples Day).			
ÉB	August 26, 2024: Half-day introduction to beading and half-day planning for September 30 (National Day for Truth and Reconciliation), May 5 (Red Dress Day) and June 21 (National Indigenous Peoples Day). September 27, 2024: Blanket exercise and presentation of documents by the ILE team.	100		Program Support Teacher and Principal had mandatory Territorial wide training with a division of ECE.

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.

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)*
ÉASC	Dog sledding	15 students 3 staff	2	Y	1 afternoon
ÉASC	Fred Henne nature walk	3 classrooms – 65 students	0	Y	1 day
ÉB	Trapping/dog sledding camp	58 students/14 staff (JK–Grade 12)	3	Y	1 to 2 classes a day over 4 days
ÉB	Ice fishing camp	58 students/14 staff (JK–Grade 12)	2	Y	1 to 2 classes a day over 4 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)*

	ÉB	Fish scale art	15	1	Y	One class
		Tanning wolf hides	15	1	N	One class
	ÉASC	Dog sledding	45	1	N	Once
		Drumming Ceremony	217	1	Y	Once
		Fred Henne	64	1	Y	Once
		Kiuryaq (theater presentation)	45	1	Y	Once
		Beading Demonstration and workshop	22	1	Y	Once

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

School	Land-Based Supplies or Equipment Purchased	# and type of projects (per school) that used the equipment recorded in the previous column
ÉB	• Coats • Boots • Cooking pots and pans	• 5 coats for fishing camp and trapping camp • 5 pairs of boots for fishing camp and trapping camp • Full set of pots and pans for cooking over the fire during camp or outdoor events
ÉASC	• GPS Garmin and monthly subscription • Weighted beaver furs • Teas (Laughing Lichen) • Orange t-shirts	• Provide more safety when out on the land. All classes that participate in on-the-land activities. • Self-regulation tools linked to Indigenous culture • Sourced from local cultural partnership • Participation of all students and staff in the Orange Shirt Day commemorative activities in relation to the history of residential schools

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.
ÉB	Every year, we aim to introduce new Dene Zhatie vocabulary to our students so they can have a conversation. This year, students had the opportunity to practice (hi; how are you; I'm fine/not so good, and you; thank you; see you!). We are also waiting for translations for next year.	Fishing camp. Trapping camp, competitions, displays, beading.
ÉASC	We do our best to support linguistic reappropriation through language posted in the school, cultural acknowledgement in our communications and the visibility of Indigenous languages in our physical environment. However, we realize that these actions, while important, will only be symbolic if they are not accompanied by more significant measures. That is why we want to go further, for example by hiring a new Regional Indigenous Language and Education (RILE) Coordinator who can play an active role in developing a truly comprehensive approach. This change will be accompanied by a renewed administrative stance that is more focused on collaboration with the communities, continuing staff education and the meaningful inclusion of Indigenous languages in daily instructional practices. We recognize that language revitalization is a long-term effort, but we are committed to taking substantive steps to advance this process in a respectful and	Nature Class – The school community was invited to participate at each grade level and contribute their knowledge and expertise.

	permanent manner.	

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 *($)*	**Planned** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
29,122	29,122		54 970$	A prospector tent is located at the back of the school. This structure was unsafe and ÉASC had to address the issue. ÉASC also spent funds to order furniture to create an indoor Indigenous setting.

5. Appendix B: Operating Plan – Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2024-2025 Budget

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

	2024-2025 Budget	2023-2024 Approved Budget	2023-2024 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	5,266,886	5,342,853	5,405,253
SSI (Base Amounts - Schedule 8)	15,000	15,000	15,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	1,503,673	1,170,450	1,603,496
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions	92,240	92,240	295,444
Sub-Total ECE	6,877,799	6,620,543	7,319,193
GNWT Other Contributions	73,770	73,770	73,770
Total GNWT	6,951,569	6,694,313	7,392,963
Federal Government Jordan's Principle (Schedule 8)	180,574	273,603	322,052
Federal Government Other	85,250	0	85,250
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	60,000	35,000	72,351
Donations			
Other	155,000	44,750	276,684
Total Generated Funds	215,000	79,750	349,035
TOTAL REVENUES	7,432,393	7,047,666	8,149,300
EXPENSES			
Administration (see Schedule 2)	975,383	952,150	1,101,273
School Programs (see Schedule 2)	5,096,717	4,981,763	5,677,054
Operations and maintenance (see Schedule 2)			
Inclusive Schooling (see Schedules 2&3)	1,214,834	955,024	1,061,518
Indigenous Languages and Education (see Schedules 2 & 4)	137,843	152,498	152,494
Student/Staff Accomodations (see Schedule 2)			
Debt Service			
Other		0	
Sub-Total Expenses Before Amortization	7,424,778	7,041,434	7,992,339
Amortization (see Schedule 6)			
TOTAL EXPENSES**	7,424,778	7,041,434	7,992,339
ANNUAL OPERATING SURPLUS (DEFICIT)	7,615	6,232	156,961
ACCUMULATED SURPLUS (DEFICIT) OPEN *	-95,929	-260,715	-252,890
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	-88,314	-254,483	-95,929

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

Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	-88,314	-254,483	-95,929
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 Replacemen	0	0	0
Total Closing Accumulated Surplus	-1,357,887	-1,524,056	-1,365,502

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

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		3,839,912			31,173			3,871,085
Regional Coordinators (FSC/FLE)				169,594				169,594
Program Support Teachers				424,185				424,185
Support Assistants				412,846			180,574	593,420
Indigenous Language Instruction								0
Cultural Resource Staff								0
Elders in Schools								0
Non Instructional Staff	531,058	628,790		124,034				1,283,882
Board/Trustee Honoraria	32,000				47,450			79,450
EMPLOYEE BENEFITS								
Employee Benefits/Allowances	80,000							80,000
Leave And Termination Benefits	45,000							45,
STAFF DEVELOPMENT (Including Travel)							0	0
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services	162,100	90,870		21,000				273,970
Postage/Communication	12,859	15,588						28,447
Utilities								0
Heating								0
Electricity								0
Water/Sewage								0
Travel	19,168	11,000		7,916	5,900			43,984
Student Transportation (Busing)		54,415						54,415
Advertising/Printing/Publishing	53,764							53,764
Maintenance/Repair	1,018	41,404						42,422
Rentals/Leases	2,994	30,120						33,115
Other Contracted Services	7,950	52,160		16,728				76,838
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				0				0
Materials	27,472	151,884		38,532	53,320			271,208
Freight		0						0
DEBT SERVICE								0
OTHER								0
SUB-TOTAL OF EXPENSES BEFORE AMORT	975,383	4,916,144	0	1,214,834	137,843		180,574	7,424,778
AMORTIZATION								0
TOTAL	975,383	4,916,144	0	1,214,834	137,843	0	180,574	7,424,778

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Magnet Facilities	Total
SALARIES				
Regional Coordinators	169,594			169,594
Magnet Facility Teachers				0
Program Support Teachers	255,189			255,189
Support Assistants	412,846			412,846
SBMHW		168,996		168,996
Non Instructional Staff	124,034			124,034
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				0
STAFF DEVELOPMENT (Including Travel)				0
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	21,000			21,000
Student Transportation (Busing)*				0
Other Contracted Services	16,728			16,728
MATERIALS/SUPPLIES/FREIGHT				
Assistive Technology				0
Materials	38,532			38,532
Freight	7,916			7,916
TOTAL	1,045,839	168,996	0	1,214,835

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

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	31,173			31,173
Indigenous Language Instruction				0
Cultural Resource Staff				0
Elders in Schools			47,450	47,450
EMPLOYEE BENEFITS				
Employee Benefits/Allowances				0
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services				0
Travel			5,900	5,900
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
MATERIALS/SUPPLIES/FREIGHT				
Materials			53,320	53,320
Freight				0
TOTAL	31,173	0	106,670	137,843

Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget

	Person Years
Administration Staff	4.00
Territorial Schools:	
Teachers	23.81
Consultants	2.00
Classroom Assistants	
Secretaries	2.00
Custodians	2.20
Cultural Facilitators	1.00
Other - Specify (Librarian)	0.50
Inclusive Schooling:	
Regional Coordinator	1.00
Program Support Teachers	2.93
Support Assistants	4.50
Other - Specify (School Counsellor)	1.63
Jordan Principle	
Support Assistants	2.00
Indigenous Languages and Education:	
Regional Coordinator	0.13
Indigenous Languages Instruction Staff	
Other - Specify	
Total Person Years	47.70

Department of Education, Culture & Employment
Council/District Approved 2024-2025 Budget

	INPUT	YK1
	CALCULATED	YCS
	FORMAT	BOTH

Divisional Education Council/District Education Authority

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

	2024-2025 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	-95,929	-95,929
Opening Balance Investment in Tangible Capital Assets	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		-88,314

ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**-88,314**	**-88,314**
		REPRESENTED BY:
Opening Balance Operating Surplus	**-95,929**	
Plus : Annual Surplus (enter positive) or	**7,615**	
Less : Annual Deficit (enter negative)	**0**	
Amortization	**0**	
Capital acquisitions	**0**	
Debenture principal repayment	**0**	
Plus : Transfer from Investment In Capital Assets	**0**	
Plus : Transfer from (to) Decentralized Accumulated Surplus	**0**	
Plus : Transfer from (to) Capital Fund Reserve	**0**	
Plus : Transfer from (to) LED Reserve	**0**	
Closing Balance Operating Surplus	**-88,314**	**-88,314**
Opening Balance Decentralized Surplus	**0**	
Transfer from (to) operating fund surplus	**0**	
Closing Balance Decentralized Surplus	**0**	**0**
Opening Balance Capital Fund Reserve	**0**	
Transfer from (to) operating fund surplus	**0**	
Closing Balance Capital Fund Reserve	**0**	**0**

BUDGET 2024-25 **Schedule 7**

School year July 2024 to June 2025

COMMISSION SCOLAIRE FRANCOPHONE DES TNO

#	Revenue	Amount $
1	Contributions from GNWT	
	Name of Department	
	a) ECE	5,304,886
	b) MACA	30,600
	c) ELCS	30,000
1	Contributions from Related party Entities	
	a)	
	b)	
	c)	
1	Contributions - From other sources*	1,632,093
2	Transfer payments (Government of Canada)	
3	Non - Renewable Resource Revenue**	
4	Interest Income (general)***	60,000
5	Other income (general)	
	From Related Party Entities:	
	a)	
	b)	
	c)	
5	Other income (general) - other sources*	180,574

	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*	194,240
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	
		7,432,393

	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*****	7,424,778
		7,424,778
	Annual operating surplus (deficit)	7,615

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

Schedule 8

Divisional Education Council
Contribution Agreement and Other Dedicated Funding Summary
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)	Jordan's Principle	Total
CONTRIBUTION REVENUES (See Schedule 1)		1,503,673		15,000	180,574	1,699,247
EXPENSES						
Salaries		1,185,247			180,574	1,365,821
Operating & Maintenance						0
Project Based (Minority Language)						0
Other		318,426		15,000		333,426
TOTAL EXPENSES	0	1,503,673	0	15,000	180,574	1,699,247
SURPLUS (DEFICIT)	0	0	0	0	0	0

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

Schedule 9

Action Colour Key

DROPDOWN MENU SELECTION
INPUT
AUTO CALCULATED

Divisional Education Council

Education Body 2024-25 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)

Total Restricted Operating Reserve for Vehicle Replacement $ -

6. Appendix C: Annual Report – Audited Financial Statements

7. Approvals

I. Operating Plan

Education Body Chair

Date

Superintendent or CEO

Date

J. Annual Report

Education Body Chair

Date

Superintendent or CEO

FEB 19 2026

Date

7. Approvals

I. Operating Plan

Education Body Chair

Date

Superintendent or CEO

Date

J. Annual Report

Education Body Chair

FEB 2 . 2026

Date

Superintendent or CEO

FEB 1 0 2026

Date

Education Accountability Framework

Dettah District Education Authority

Annual Report

For the 2024-25 School Year

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4. Indigenous Languages and Education 43

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Annual Report - Executive Summary

The Dettah District Education Authority's Annual Report for the 2024-2025 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:

Due to the full change in administration and staff we did our best to meet the goals outlined above, and in my time with the DDEA we were able to do the following which was based on the previous year's Operating Plan.

Regional Goals and Priorities with Alignment to Departmental Goals and Priorities

Early Childhood Education & Family Support

- Contracted Continuum North to provide SLP / OT / assessments for students.
- Worked with Public Health for immunization clinics to be held at the school, in conjunction with HPV immunization clinics and also dental health check-ins.

Academic Achievement

- Continued to focus on supporting families to understand the importance of regular, on-time attendance at school. Over the year we saw an increase in attendance in many of our students due to the work of our whole school team.
- Supported students as they continue to transition to competency-based learning via the NWT Adapted Curriculum
- Teachers worked in teams to co-construct lessons for the classes in a way that supported their learning and the students.
- Re-focused our efforts around literacy instruction across the curriculum.

Staff Wellness and Retention

- Ensured 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 a trained professional counsellor
- 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 Wiiliideh
- Continuation of the development of take-home resources in the Wiiliideh language, partnered with YK1 during Indigenous Languages Month

Indigenizing Education

- Continuation of localizing the internal school building with natural and cultural elements
- Increase of Wiiliideh signage throughout the building
- Grow the Indigenous literature content in the school and classroom libraries
- Continued to work with the YKDFN to build a school Smoke House and an outdoor culture classroom on school property

Inclusive Schooling & Student Behaviour Support

- 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
- 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
- Hired a School Based Mental Health and Wellness Lead

Competency Based Education

Worked 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

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:

(Anne) Marie Hardisty- Member

Charlene Liske- Chairperson

Alfred Liske- Member

Rebecca Plotner – Vice Chairperson

James Sanderson – Member

Vanessa Sangris– Member

Support for the DDEA Includes:

As the DDEA will experience almost 100% turnover in education staff next year, this operating plan has been written to continuing to support students and families in a way that continues for support a safe, caring, culturally responsive learning environment.

School Support/Wiilideh Language Teacher

The DDEA contracts services from YK1, 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.

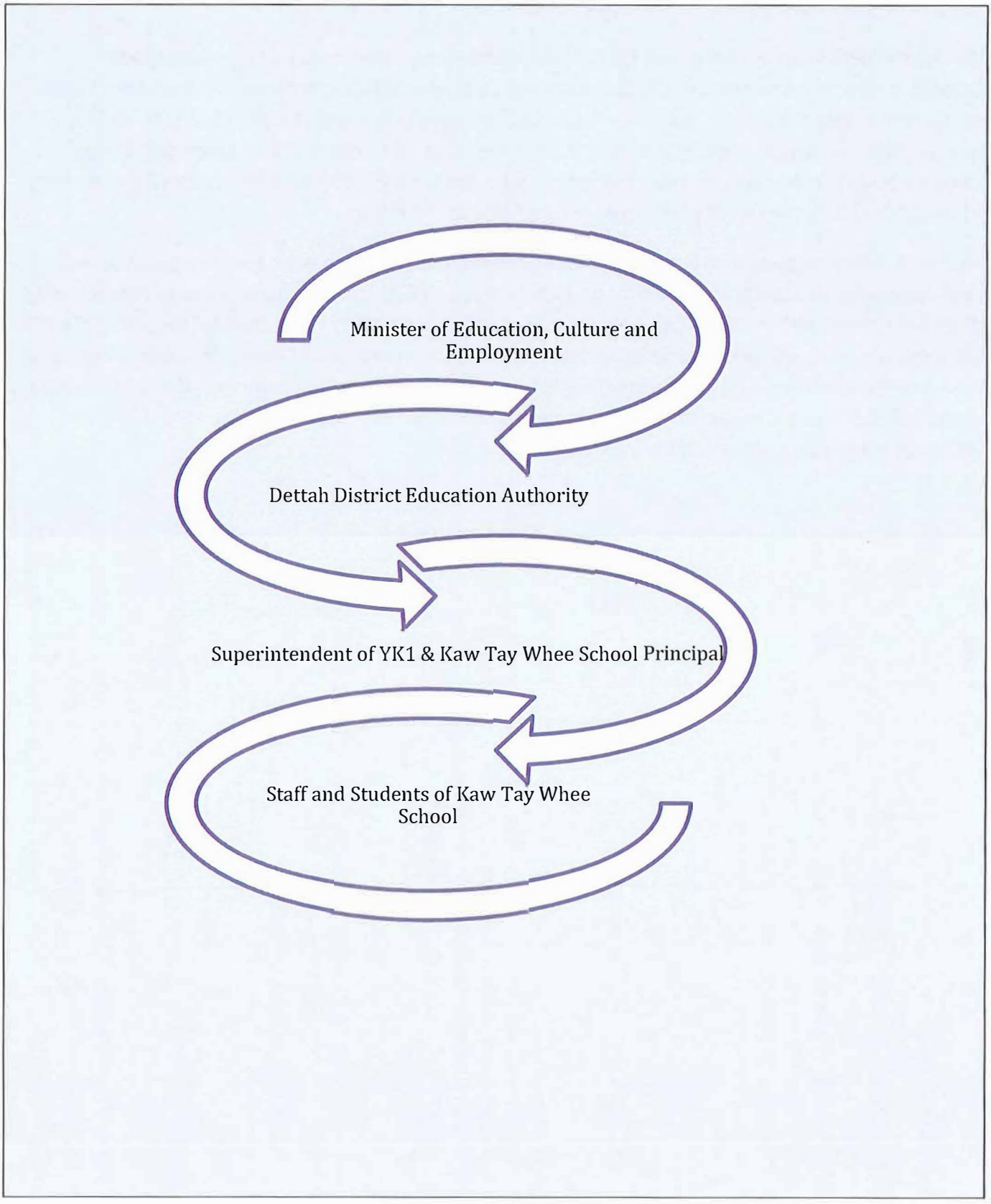
The DEA is very unique in that it does not employ maintenance staff, or HR personnel. Therefore, the principal's role also includes overseeing an annual external audit, all DEA business and its general organization, management and growth.

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. In the 2024-2025, the DDEA plans to employ a 50% Comptroller.

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 also has teaching responsibilities and 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**	**30**

School Name	Community	Grades Offered	Programming Highlights
Kaw Tay Whee	Dettah	JK - 12	Multi age classrooms, daily Wiiliideh 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.

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 (based on SAER directive)
Inclusive Schooling	February 2018 (As per Directive)
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT handbook)

Honorarium	June 2023 (Board Motion) (CHANGE TO THIS YEARS DATE FOR THE ZOOM MEETINGS)
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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	**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** • Continuing to seek Speech Language and Occupational Therapy services • 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 **Academic Achievement** • Continued focus on supporting families to understand the importance of regular, on-time attendance at school • Support students as they 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 parents and community members to read with babies and children at home • Continued focus on literacy 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** **<u>Indigenous Language Revitalization</u>** • Continuation of the development of a "Whole School Approach" to learning Wiiliideh • Continuation of the development of take-home resources in the Wiiliideh language • Increase the amount of Wiilliideh language spoken in the language classroom. **<u>Indigenizing Education</u>** • Continuation of localizing the internal school building with natural and cultural elements • Increase of Wiiliideh 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. To this point, this has been unsuccessful • Continuation of lobbying YKDFN for permission to locate a permanent storage sea can in the community to transform the

current school storage room into an Indigenous Language and Culture classroom. To this point, this has been unsuccessful

Inclusive Schooling & Student Behaviour Support

- 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
- Speech Language Development
- Seek a private Speech Consultant to better support our in-school interventions (if accessible)
- 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 plan to move forward in supporting student, family, and staff mental health
- Continue to contract, trauma-informed, and culturally responsive supports for violent and destructive student behaviour to both help support students working through these behaviours, as well as students who have their learning and safety impacted by these behaviours
- Continuation of work with families to help access services through the medical system to support students and families with challenging and violent behaviours
- Hire a wellness mentor

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference *(if applicable)*
Acquisition of Speech Language and Occupational Therapy Supports, as they are no longer provided by GNWT	All students in need receiving access to services	Hired Continuum North to provide SLP / OT services in the last part of the school year.	
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 (Note: staff has been advocating for this for many years with no success) • continuing to work to acquire permission from YKDFN to proceed with installation of storage to allow construction of a dedicated language and culture room. (Note: GNWT has been advocating for this for multiple years with no response)	All students receiving access to increased key cultural experiences	The work continued, and we have a positive direction moving into the 2025 / 26 school year where we believe the classroom will be built in this school year.	
Successful transition to the competency-based NWT Adapted Curriculum and assessments in ELA and Math for all students	All teachers working with NWT Adapted Curriculum and assessments.	All teachers working with NWT Adapted Curriculum and assessments.	
Areas of Strength for the region	The relationship between the school and community as begun to be rebuilt. More families have indicated that they will be bringing their children back to Kaw Tay Whee for the 2025 / 26 school year.		
Areas for Development for the region	Continue to build the relationship between the school and community, and work with families around regular and on time attendance.		

Additional Comments for the region	It has been a privilege to begin working in Dettah at Kaw Tay Whee in October 2025, and we are very excited to see what the next school year brings. Mashi cho!

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	**Regional Approach to School Improvement** **Early Childhood Education & Family Support** • Continuation to seek Speech Language and Occupational Therapy services • 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 **Academic Achievement** • Continued focus on supporting families to understand the importance of regular, on-time attendance at school • Support students as they 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 parents and community members to read with babies and children at home • Continued focus on literacy 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 expreinces and services to support their physical and mental health • Inclusion of staff wellness on the school Mental Health Framework **Indigenous Languages and Education** **<u>Indigenous Language Revitalization</u>** • Continuation of the development of a "Whole School Approach" to learning Wiiliideh • continuation of the development of take-home resources in the Wiiliideh language **<u>Indigenizing Education</u>** • Continuation of localizing the internal school building with natural and cultural elements • Increase of Wiiliideh 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 • Continuation of lobbying YKDFN for permission to locate a permanent storage sea can in the community to transform the current school storage room into an Indigenous Language and Culture classroom **Inclusive Schooling & Student Behaviour Support**

	• <u>Whole Child and Wrap Around Support Services</u> • 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 • <u>Speech Language Development</u> • Seek a private Speech Consultant to better support our in-school interventions (if accessible) <u>Mental Health and Healthy Relationship Focus</u> • ASIST /MHFA Training for any staff not already certified • Utilize the school school Mental Health Framework and plan to move forward in supporting student, family, and staff mental health • Continuation of advocacy for a school-based, in-person, full-time counsellor • Continue to contract trauma-informed, and culturally responsive supports for violent and destructive student behaviour to both help support students working through these behaviours, as well as students who have their learning and safety impacted by these behaviours • Continuation of work with families to help access services through the medical system to support students and families with challenging and violent behaviours **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	The relationship between the school and community as begun to be rebuilt. More families have indicated that they will be bringing their children back to Kaw Tay Whee for the 2025 / 26 school year.
Areas for Development for the region	Continue to build the relationship between the school and community, and work with families around regular and on time attendance.
Additional Comments for the region	It has been a privilege to begin working in Dettah at Kaw Tay Whee in October 2025, and we are very excited to see what the next school year brings. Mashi cho!

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	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, all staff will require an evaluation.

Areas of Strength for the region	The principal was able to conduct 2 teacher and 1 educational assistant reviews from December 2024 to June 2025.
Areas for Development for the region	Complete an evaluation and growth plan for all staff.
Additional Comments for the region.	n/a

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	**100%**	80%	PST hired in October 2024 and became Acting Principal December 2024.
Areas of Strength for the region	The principal was able to conduct 2 teacher and 1 educational assistant reviews from December 2024 to June 2025.		
Areas for Development for the region	Complete an evaluation and growth plan for all staff.		
Additional Comments for the region	n/a		

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 2024-2025 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. As the DDEA will experience almost 100% turnover in education staff next year, these are recommendations based on previous practice. • 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 to violent and destructive student behaviour, 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, action research, 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	2.0	
Areas of Strength for the region	We had a full turnover of staff this year and we were able to provide student and culturally focused professional development to all staff which allowed us all to become familiar with the school and community.		
Areas for Development for the region	Continue the work started in the 2024 / 25 school year with no loss of staff into the next school year.		
Additional Comments for the region	n/a		

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.

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	.25	.5	N/A	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.

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 on their own time; including shopping for items, and often preparing food at home. 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 most students, for multiple meals each day, without hesitation or stigma. If more traditional foods were regularly available, the school team would excitedly include them. Additional funding from the GNWT for food programming would be beneficial for our students, as it would alleviate the need to spend time writing proposals and reports for outside funders. A per-pupil funding formula for this program does not indicate need or participation. The cost of food has risen dramatically in the past year. * As the DDEA will experience almost 100% turnover in education staff next year, the food programming may change.

Areas of Strength for the region	Meals were provided for all students and staff throughout the day without barriers for accessing.

Areas for Development for the region	Incorporate a more balanced diet with more fruits and vegetables.
Additional Comments for the region	n/a

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	all	8	none	$0

** 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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Kaw Tay Whee	Wiiliideh	Core	All	yes	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	**Unknown**
SSI Project Proposal Summary	Will be determined based on funding and new team.

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.	N/A	100%	
Areas of Strength	We were able to provide some SSI PD to staff despite the fact that there was a new administrator in December 2024.		
Areas for Development	We will fully utilize the SSI funding for PD during the next school year.		
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.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
0.5	0.50	N/A	0.5	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	As Above	**0.5**	

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Kaw Tay Whee	1.00	1.00	N/A		1.0	
TOTAL	1.00	1.00	N/A		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 Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Kaw Tay Whee	0.72	2.0	Student need based on behaviour	2.0	
TOTAL	0.72	2.0		2.0	

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)*
$4,601	$4601		$0	Late staff hiring and a change in admin in Dec 2025 lead to less money being spent.

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 determined by new school team	School team	TBD	As Possible	no	The new principal was attempting to figure out how guide and direct a school with very little transfer of information.

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)*
$ 15,892	$0			$0	The new principal was attempting to figure out how guide and direct a school with very little transfer of information.

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.

Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$ 13,653	$10,000				The new principal was attempting to figure out how guide and direct a school with very little transfer of information.

G. School Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community/ School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
Kaw Tay Whee	$ 65,289					
TOTAL	$ 65,289	$ 65,289	$10,000	Hiring of the SBMHW Lead did not happen until later in the school year.		

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES
Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc.

Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW **programs and services.** We were finally able to hire a SBMHW Lead and I expect to see many changes and growth in the students. The hiring was very late in the 2024 / 25 school year so we have not seen the full success yet.
Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW **programs and services.** Finding a qualified person was difficult, we ended up going through two rounds of 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 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 and Evaluation Working with Stakeholders

Areas of Strength for the region	**With the support of YK1 and other RISC's we were able to navigate the school year with an entirely new staff and we were still able to provide supports and get assessments done for all of the students who required it.**
Areas for Development for the region	**Continue the work that we started this year.**
Additional Comments for the region.	**n/a**

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	**As a fully new staff we were able to support the students despite the challenges we faced.**
Areas for Development for the region	**Continue the work that we all started this year.**
Additional Comments for the region.	**n/a**

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. It is recommended that the school team hold "daily de-brief" meetings after school to share, problem-solve, and celebrate.

Areas of Strength for the region	**As a fully new staff we were able to support the students despite the challenges we faced.**
Areas for Development for the region	**Continue the work that we all started this year.**
Additional Comments for the region	**n/a**

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. Considering the impact of such a "closed campus" during the past three school years, this has continued to be slow and careful work.

Areas of Strength for the region	**All SSP / MEP / IEP's were completed.**
Areas for Development for the region	**Continue to work with families to best support our students.**
Additional Comments for the region	**n/a**

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	**We hired a full time PST in April 2025 and this will continue next school year.**
Areas for Development for the region	**PST training will continue in the 2025 / 26 school year.**
Additional Comments for the region.	**n/a**

4. Indigenous Languages and Education

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

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

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.50	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)*
Kaw Tay Whee	All school team members	Each term; though included in daily de-brief sessions and guide everything we do in the school	

C. Indigenous Language Instructors

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Kaw Tay Whee	0.75	0.75		0.75	

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	Increase in wages
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	Housing is a barrier.

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		$10.000	With the new staff we did not have the time / knowledge to fully utilize the funding.	$0
Total	$ 26,750	$ 26,750		$10,000		

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	No	**Yes**	**ILE 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 all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**.

The following table details school-based 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 School	YKDFN History & Language Learning	**100**	**100%**	
	On the land key cultural seasonal experiences	**100**	**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*
Kaw Tay Whee School	**B-Dene**	**8**	**4**	**Y**	**Monthly, sometimes biweekly.**
	Bushkids	**8**	**2**	**Y**	**Monthly**

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.*
Kaw Tay Whee School	**Dene crafts**	**8**	**0**	**Y**	**Weekly**

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 School	**n/a**	

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 School	Moved language instruction into the main area of the school and into other classrooms.	Open houses, feasts were used to bring the community into the 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)*
$12,177	$12,177		$0	With a fully new staff for the school we were unable to utilize the funding as we were figuring out the best way to support the students, school and community.

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)*
$ 33,662	$33,662		$0	With a fully new staff for the school we were unable to utilize the funding as we were figuring out the best way to support the students, school and community.

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*
We were unable to take this project on with the rebuilding of the school.				

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*
We were unable to take this project on with the rebuilding of the relationship between the school and community.			

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.*
We were unable to take this project on with the rebuilding of the relationship between the school and community.		

Appendix B: Operating Plan - Operating Budget

Appendix C: Annual Report - Audited Financial Statements

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September 24, 2025

Our File No. C19050-001

Travis Stewart, Principal
Dettah District Education Authority
PO BOX 40 Station Main
Yellowknife, NT X1A 2N1

Dear Travis

Re: Audit of 2025 Financial Statements

During the course of our audit of the financial statements of Dettah District Education Authority for the year ended June 30, 2025, we identified some matters that may be of interest to management. The objective of an audit is to obtain reasonable assurance whether the financial statements are free of material misstatement, and it is not designed to identify matters that may be of interest to management in discharging its responsibilities. Accordingly, an audit would not usually identify all such matters. In addition, an audit cannot be expected to disclose defalcations and other irregularities and it is not designed to express an opinion as to whether the systems of internal control established by the management have been properly designed or have been operating effectively.

As a result of our observations, we have outlined some suggestions for your consideration. This report is not exhaustive, and deals with the more important matters that came to our attention during the audit. Minor matters were discussed verbally with your staff.

This communication is prepared solely for the information of management of Dettah District Education Authority and is not intended for any other purpose. We accept no responsibility to a third party who uses this communication.

Yours very truly,

Crowe MacKay LLP
Chartered Professional Accountants

Per: Frederick Deschenes Accounting P.C.
Incorporated Partner

Encl.

(12/13)

Dettah District Education Authority

Observations and Recommendations - Appendix 1

Observation
It was noted that several invoices were not reviewed and approved by the Principal.

Implications
This can increase risk of unauthorized payments.

Recommendation
It is recommended that all invoices are reviewed and signed prior to being recorded. .

Dettah District Education Authority

Observations and Recommendations - Appendix 2

Observation
There are 2 contribution repayable's from prior years on the balance sheet that remain unpaid. Health and wellness from 2019 in the amount of $2,000 and Self Regulation funding from 2022 in the amount of $1,176.47.

Implications
Aged repayable's can hinder your ability to obtain other funding.

Recommendation
We recommend contacting the funders and determining if these are required to be repaid and issuing payment in order to clean up the outstanding repayable list.

Dettah District Education Authority

Financial Statements

June 30, 2025

Dettah District Education Authority

Financial Statements

June 30, 2025 **Page**

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Management's Discussion and Analysis

Introduction

Dettah District Education Administration:
Shirley Zouboules – Superintendent of Yellowknife Education District #1
Travis Stewart– Principal of Kaw Tay Whee School
Sally Ann Drygeese - Administration/Language

Current DDEA Members:
Charlene Liske – Chairperson
Rebecca Plotner – Vice Chairperson
James Sanderson – Hiring Committee
Rebecca Plotner – Hiring Committee
Charlene Liske – Hiring Committee
Marilyn Colin – Finance Committee
Alfred Liske – Finance Committee
Charlene Liske – Finance Committee

Acknowledgements:
The Dettah District Education Authority acknowledges the preparation of the Annual Management Discussion and Analysis as a go-forward responsibility of school management/administration and the Board Members to promote transparency and accountability.

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."

Core Strategies:

- Develop, build, and maintain strong and respectful working relationships between the Dettah District Education Authority and Kaw Tay Whee School management/administration, staff and other stakeholders to best serve students and families
- Provide daily instruction in the Wiiliideh language and frequent opportunities for students to learn traditional ways of the community
- Recruit, train, and retain high quality, and highly qualified teaching and support staff to best serve current and future students; ensuring opportunities to engage in the local language and cultural practices and learning

- Support school staff team to provide a while-child educational experience and to provide a "wrap-around" services model to better support families in the community
- Actively engage in ensuring that students from the community from junior kindergarten to grade twelve attend and engage in educational opportunities; and work with extended families to promote the importance of school attendance and graduation providing students and families with guidance and support to navigate larger school settings and systems as needed
- Offer opportunities for pre-school aged children (0-5) to be involved in the wider life of the school to ease the transition when it is time for these children to register for school
- Support school management in their advocacy for services to be offered in the community school so as to ease challenges with system navigability; including but not limited to health services
- Plan for the future of a healthy thriving school and the possible provision of needed early intervention by networking and supporting new families and new parents
- Carefully ensure maximum fiscal responsibility to best meet the specific needs of students in and out of school
- Support school staff team in their quest to provide ample opportunities for students to have a wide variety of learning experiences so as to broaden their general knowledge base, and have a positive impact on personal health, well-being, confidence, and strong personal cultural identity.
- Support school staff team in their quest to improve access to mental health services in the school setting, and to build their own knowledge and skillset in this area.

Active Committees:

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 is also automatically added to each committee.

As a core value of the Dettah District Education Authority is collaboration and partnership with the school administration, the committees meet on an as-needed basis, and conduct business in collaboration with school management/administration.

School Staff Equivalents:

The school is split into two classrooms to accommodate this number of grade levels and student's needs. The Multi-Age-Grouped classrooms were grouped as junior kindergarten to grade 3, and grades four to eight.

The school employed 2.0 full time teachers, 2.0 full time education assistants, 1.0 language teacher, 1.0 PST, and 1.0 principal, who also encompassed the role of Regional Inclusive Schooling Coordinator (RISC) and Regional Indigenous Languages in Education (RILE).

When considering school population and staffing, it is important to note that the principal/RISC/RILE position includes a variety of responsibilities, not normally required in this role, due to the unique position of the Dettah District Education Authority. The Dettah District Education Authority contracts superintendency services from Yellowknife Education District Number One.

- The DDEA is site-based-managed for funding, and is also independently audited. The day-to-day responsibilities and management of these tasks is part of the principal's job; as are any responsibilities that are designated to him/her by the DEA Chair
- The principal therefore is responsible to ensure that documentation is ready for the annual financial audited statements
- The principal is responsible for working with contractors, the GNWT, and many other bodies directly, as opposed to being filtered through school-board level coordinators
- The principal is also responsible for all pieces of the complete Operating Plan (Accountability Framework), Annual Report, and the Inclusive Schooling Compliance Tool
- The principal also acts as the ATIP coordinator for the DDEA and fulfills other roles and completes other responsibilities as required

Operating Environment

Strengths and Opportunities:

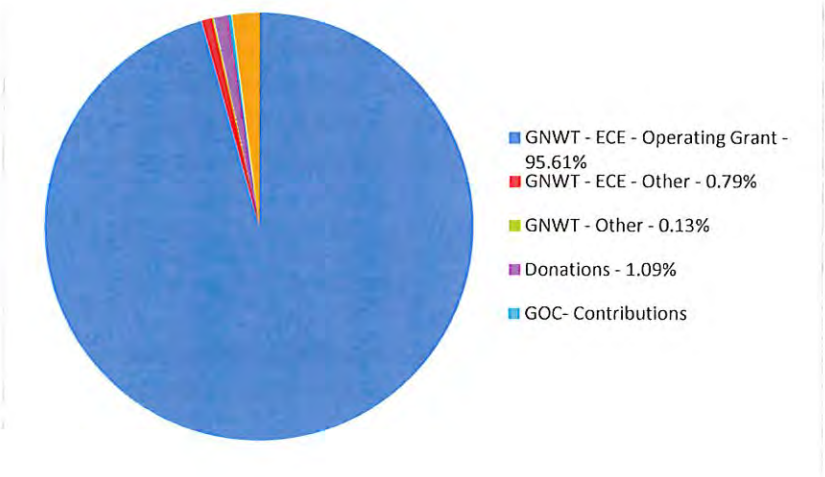
- Consistently positive working relationship between Dettah District Education Authority and Kaw Tay Whee School Staff; maximizing the potential for a positive learning environment for students and support for families
- An increase in the amount and quality of instruction in the local Wiiliideh language, by a caring and qualified individual from the community
- An increase in grades offered over the past several years, to now encompass junior kindergarten to the alternative high school program; therefore maximizing potential for students to access high quality learning in the home community, and ensuring that there are no barriers with transportation if a student is late. This year, the school has continued to offer grade nine to students following IEPs, should they wish to remain in the community
- Over the past twelve years, the school and school staff have received many accolades and awards; including the Prime Minister's Award for Teaching Excellence Certificate of Achievement, and a Canada's Outstanding Principal award; attesting to the change in student achievement, and attendance; most recently the school has been lauded for its multi-award-winning film program
- The Dettah District Education Authority and school management have carefully managed funds to ensure that a reasonable operating surplus is available for the future, should enrollment change due to families moving out of the community, or for a low birth year; both of which can cause a major impact on school enrollment

Challenges and Threats:

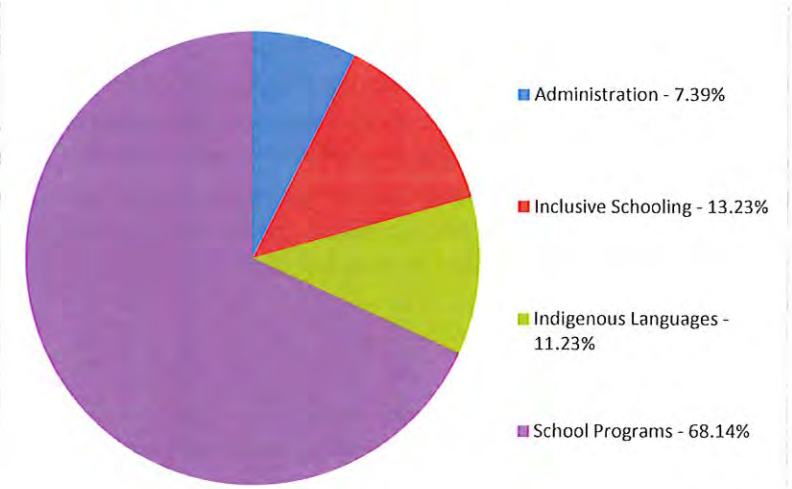
- This year the DEA continued to face financial challenges as many positions or services have either been cut in the funding, or do not receive any funding; examples include a cut to the custodian position, bus funding that does not provide for the actual cost amount, the fee for superintendency services, as well as fees for any book-keeping or the annual audit.
- As in years past; due to large families moving away from Dettah, or a low birth year in the community, school enrollment can be volatile and unpredictable from year to year; thus providing a challenge for the number of grades offered in one room, and in providing assistance for those

students requiring one-on-one support. In order to minimize threat, as school funding changes, the DDEA has ensured a small surplus to attempt to maintain the integrity of school programming and staff allocations to best meet the needs of our students

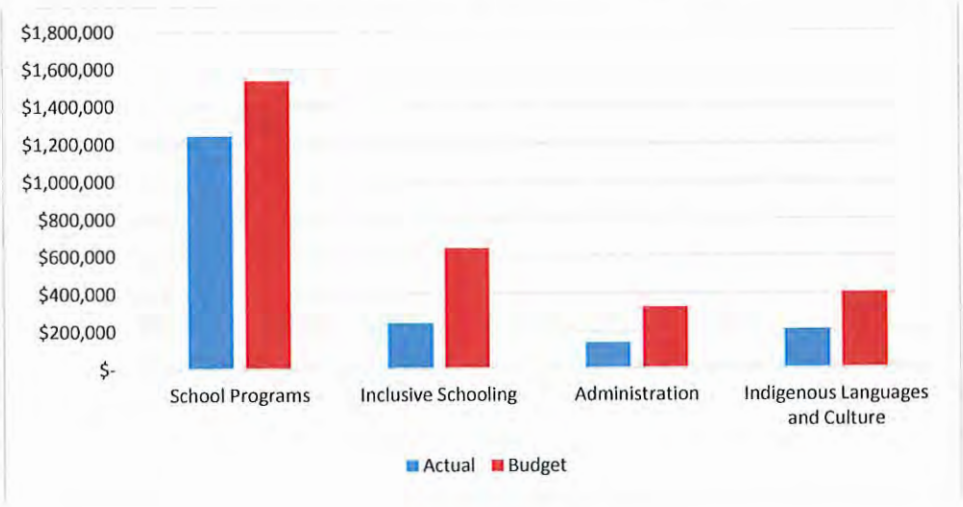
Operating Revenue for the DDEA in 2024-2025



Expenses by program for the DDEA in 2024-2025



Operating expenses actual compared to budget for DDEA in 2024-2025



Financial Condition

The Authority's financial assets increased from $1,808,944 to $2,130,092. This year the net financial assets (financial assets less liabilities) were $1,667,911 compared to $1,199,324 in the prior year, indicating an increased financial position.

The Authority had an operating surplus of $430,171 for the year compared to $132,090 in the prior year. This is due to less costs during the year of approximately $166,000 and increased revenue recognized of approx. $120,000. The accumulated surplus at June 30, 2025 is $1,633,384.

The Yellowknife Education District #1 Payable was $124,615 (2024 – 241,837). This is due to the Authority salaries accrued to August 2025 and timing of payments.

Dettah DEA received 96% (2024 – 96%) of its funding from the GNWT. The core funding increased from $2,024,459 to $2,155,154 in the current year. Other revenues in the current year consists of donations from the Food First Foundation, and the Breakfast Club of Canada, and Arctic Canadian Diamond Company, totaling $24,579.

Summary and Outlook

Achievements and Successes:

- Students in need of speech support has continued to grow; yet students received on-on-one support on a daily basis to improve their skills
- School staff remained consistent;
- Attendance of community members and family members at school events continued to increase

Top Priority Challenges for the Coming Year:

- In order to minimize the impact on school programming, and experiences, school management will continue to work with outside stakeholders and partners to provide opportunities for students without impacting current allocations

Management's Responsibility for Financial Reporting

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

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2025

The Management's Discussion and Analysis, Financial Statements, Schedules and Notes herein submitted have been prepared and approved by management. They provide full disclosure and accurately reflect the financial and non-financial condition of Dettah District Education Authority (the "Education Authority") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("PSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories("GNWT").

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of the Dettah District Education Authority have been conducted within the statutory powers of the Education Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, PSAS, FAM, FAMEA, *Human Resources Manual*, Ministerial Directives and the policies of the Education Authority Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Approved and confirmed on behalf of the Dettah District Education Authority

Chair of the Board
Dettah District Education Authority

September 24, 2025

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Independent Auditors' Report

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

Report on the Audit of the Financial Statements

Opinion
We have audited the accompanying financial statements of Dettah District Education Authority (the "Education Authority") which comprise the statement of financial position as at June 30, 2025, the statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Education Authority as at June 30, 2025, and its results of operations, changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

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

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

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

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

Emphasis of Matter
We draw attention to Note 19 to the financial statements, which describes the correction of an accounting error related to an understatement of contribution repayable and an overstatement in revenues and accumulated surplus for the year ended June 30, 2024. Our opinion is not modified with respect to this matter.

Independent Auditors' Report (continued)

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

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

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

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

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

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

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

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

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

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

Independent Auditors' Report (continued)

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

Report on Compliance with Specified Authorities

In conjunction with the audit of the financial statements, we have audited the transactions of the Education Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the *Financial Administration Act* of the Northwest Territories and regulations, the *Education Act* and regulations, as well as the bylaws and policies of the Education Authority.

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

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

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

Crowe Mackay LLP

Yellowknife, Northwest Territories
September 24, 2025

Chartered Professional Accountants

Dettah District Education Authority

Statement of Financial Position

As at June 30,	2025	2024 (Restated - note 19)
Financial Assets		
Cash and cash equivalents	$ 2,128,902	$ 1,762,439
Accounts receivable (Note 4)	1,190	46,505
	2,130,092	1,808,944
Liabilities		
Accounts payable and accrued liabilities (Note 5)	60,049	260,079
Payroll liabilities (Note 5)	1,322	1,155
Deferred revenue (Note 6)	211,760	-
Contributions repayable (Note 7)	67,378	57,285
Leave and termination benefits (Note 9)	40,002	49,264
Due to Yellowknife Education District No. 1 (Note 13)	124,615	241,837
	505,126	609,620
Net financial assets	1,624,966	1,199,324
Non-financial Assets		
Prepaid expenses	8,418	3,889
Accumulated Surplus	$ 1,633,384	$ 1,203,213

Contractual obligations and contingencies (Note 11 and 12)

Approved on behalf of the Education Authority

Chairperson

Principal

Dettah District Education Authority

Statement of Operations

For the year ended June 30,	2025 Budget	2025 Actual	2024 (Restated - note 19) Actual
Revenues			
Government of the Northwest Territories ("GNWT")			
ECE regular contributions	$ 2,213,092	$ **2,155,154**	$ 2,024,459
ECE other contributions (Note 17)	15,000	**17,718**	10,910
Total GNWT ECE	2,228,092	**2,172,872**	2,035,369
GNWT other contributions (Note 18)	1,300	**2,851**	1,300
Total GNWT	2,229,392	**2,175,723**	2,036,669
Government of Canada			
Menstrual product funding	-	**6,854**	3,820
Education body generated funds			
Donations	30,000	**24,579**	39,700
Investment income	35,000	**46,889**	41,883
	65,000	**78,322**	85,403
Total revenues	**2,294,392**	**2,254,045**	2,122,072
Expenses (Schedule 1)			
School programs	1,537,000	**1,242,834**	1,179,255
Inclusive schooling	640,000	**241,357**	421,352
Administration	325,000	**134,874**	93,671
Indigenous languages and culture	401,000	**204,809**	295,704
	2,903,000	**1,823,874**	1,989,982
Operating surplus (deficit) before other items	**(608,608)**	**430,171**	132,090
Other Items			
Grant in-kind - Assets provided at no cost (Note 10)	-	72,639	42,110
Rent expense - Assets provided at no cost (Note 10)	-	(72,639)	(42,110)
Operating surplus (deficit)	**(608,608)**	**430,171**	132,090
Opening accumulated surplus, previously stated	**1,203,213**	**1,254,545**	1,071,123
Prior period adjustment - note 19	$ -	(51,332)	-
Opening accumulated surplus, restated	1,203,213	**1,203,213**	1,071,123
Closing accumulated surplus	**$ 594,605**	**$1,633,384**	$1,203,213

Dettah District Education Authority

Statement of Changes in Net Financial Assets

For the year ended June 30,	Budget	2025	2024 (Restated - note 19)
Operating surplus	**(608,608)**	**$ 430,171**	$ 132,090
Change in prepaid expenses		**(4,529)**	(758)
Increase (decrease) in net financial assets	**(608,608)**	**425,642**	131,332
Net financial assets, beginning of year	**1,199,324**	**1,199,324**	1,067,992
Net financial assets, end of year	**590,716**	**$ 1,624,966**	$ 1,199,324

Dettah District Education Authority

Statement of Cash Flows

For the year ended June 30,	2025	2024 (Restated - note 19)
Cash provided by:		
Operating transactions		
Operating surplus	**$ 430,171**	$ 132,090
Changes in non-cash assets and liabilities		
Increase in accounts receivable	**45,315**	(46,505)
Increase in accounts payable and accrued liabilities	**(200,029)**	172,530
Increase (decrease) in payroll liabilities	**167**	56
Increase (decrease) in due to Yellowknife District Education No. 1	**(117,222)**	241,837
Increase in contribution repayable	**10,092**	54,110
Decrease in deferred revenue	**211,760**	(6,598)
Increase in leave and termination benefits	**(9,262)**	(10,063)
Increase in prepaid expenses	**(4,529)**	(758)
	(63,708)	404,609
Increase (decrease) in cash and cash equivalents	**366,463**	536,699
Cash and cash equivalents, at beginning of year	**1,762,439**	1,225,740
Cash and cash equivalents, at end of year	**$ 2,128,902**	$ 1,762,439

1. Nature of Operations

The Dettah District Education Authority (the "Education Authority") was established under the *Education Act* (the "Act") of the Government of the Northwest Territories ("GNWT") by order of the Minister dated February 12, 2004. Its purpose is to administer and maintain the standards of educational programs in Dettah as defined under the Act. A full range of instructional programs ranging from kindergarten through grade 12 is offered by the Education Authority.

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

Section 81 of the Act outlines the powers of a Board of Education which for the Education Authority includes all aspects of operation and management. The Education Authority is the lowest (and sole) level of government exercising oversight responsibility.

The Education Authority is a public body performing a function of government in Canada. Paragraph 149(1)(c) of the *Income Tax Act* provides that a public body performing the function of government in Canada is exempt from taxation.

2. Significant Accounting Policies

(a) Basis of Accounting

These financial statements have been prepared in accordance with Canadian public sector accounting standards.

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

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank balances.

2. Significant Accounting Policies (continued)

(c) Financial Instruments

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

Financial asset measured at amortized cost include cash and cash equivalents and accounts receivable.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, contributions repayable, and amounts due to Yellowknife Education District No. 1.

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

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Education Authority because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Education Authority.

(e) Tangible Capital Assets

Tangible capital assets with a cost of lower than a threshold of $50,000 will be expensed in the year of acquisition.

Tangible capital assets over the $50,000 threshold are purchased by the GNWT and are amortized in accordance with the Financial Administration Manual Guidelines by the GNWT. The GNWT retains ownership of the tangible capital assets used by the Education Authority. This includes all buildings and works, furniture, equipment and vehicles. The assets are used by the Education Authority and held on behalf of, or in trust for, by the GNWT. These assets are not recognized in the Statement of Financial Position.

The Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue for the assets provided at no cost.

2. Significant Accounting Policies (continued)

(f) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular Contributions:

The regular contributions from the GNWT is determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Education Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT. Revenues for Inclusive Schooling and Indigenous Languages under GNWT- Regular Contributions are restricted contributions and the revenues should be recognized in the year in which the related expenses are incurred.

Other contributions

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

Revenue from non-exchange transactions

Non-exchange transactions are transactions or events where there is no direct transfer of goods or services to a payor. The Education Authority recognizes revenue from donations in a non-exchange transactions when the Education Authority has the authority to claim or retain an inflow of economic resources, and the asset recognition criteria are met. The Education Authority recognizes revenue from these transactions at realizable value, which is generally the amount of cash or cash equivalent received or receivable..

2. Significant Accounting Policies (continued)

(f) Revenue recognition (continued)

Deferred revenue

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

Investment income

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

Donations

Donations are recognized in the period they are received.

(g) Special Purpose Funds

School activity funds which are fully controlled by the Education Authority with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples might include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than the Education Authority are not included even if custody of the funds is held by the Education Authority. Examples of excluded funds might be student clubs or associations for which the Education Authority has no ongoing responsibility of liability for losses.

(h) Budget Data

The *Education Act* of the Northwest Territories requires that Education Authorities prepare an annual budget, as outlined in Section 117.

The priorities and funding allocations are determined by the Board of Trustees of each Education Authority and the budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

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

This annual budget includes estimates of revenues and expenses for the operating fund surplus. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Authority.

The budget may be amended within a given fiscal year in accordance with Education Authority policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the Minister approved budget for the school year.

2. Significant Accounting Policies (continued)

(i) Measurement Uncertainty

The preparation of financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses during the period. Significant item subject to such estimate and assumption include the estimated leave and termination benefits, actual results could differ from these estimates.

(j) Post-employment Benefits, Compensated Absences and Termination Benefits

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

(k) Expenses

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

(l) Segment Disclosures

The Schedule of Detail of Expense has been prepared in accordance with PS Handbook Section PS 2700 – Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expenditure activities of the Education Authority. For each reported segment, revenue and expenditures represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that falls under the basic public education mandate.

Administration: pertains to the provision of board governance and central office administration, operation and maintenance.

Indigenous Languages and Culture: pertains to indigenous language resource development, support for language teachers and instructors, and enhance community engagement.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

3. Future Accounting Changes

Effective July 1, 2026, the Education Board will be required to adopt the new Conceptual Framework for Financial Reporting in the Public Sector. Earlier adoption of the new framework is allowed. The Education Board is currently assessing the impact of this standard on the financial statements.

Effective July 1, 2026, the Education Board will be required to adopt PS 1202 Financial Statement Presentation. The standard sets out general and specific requirements for the presentation of information in financial statements. The financial statement presentation principles are based on the concepts in the Conceptual Framework. Earlier adoption is permitted if the Conceptual Framework for Financial Reporting in the Public Sector is early adopted. The Education Board is currently assessing the impact of this standard on the financial statements.

4. Accounts Receivable

	2025	2024
GNWT - Retroactive funding	$ -	$ 46,505
Other receivable	1,190	-
	$ 1,190	$ 46,505

5. Accounts Payable and Payroll Liabilities

	2025	2024
Trade payable	$ 60,049	$ 260,079
Payroll liabilities	1,323	1,155
	$ 61,372	$ 261,234

6. Deferred Revenue

	2025	2024
Government of Northwest Territories - Department of Education		
Aboriginal language and culture	$ 54,432	$ -
Inclusive schooling	157,328	-
	$ 211,760	$ -

7. Contributions Repayable

	2025	2024 (Restated - note 19)
Government of the Northwest Territories- Department of Education		
Self-regulation	$ 1,176	$ 1,176
Health and wellness support	2,000	2,000
Jordan's principal	$ -	
2,777		
Student success initiative	6,610	-
National food program	898	-
School based mental health	42,945	51,332
Active after school	13,749	-
	$ 67,378	$ 57,285

8. Pensions

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

The amount contributed to the NEBS pension was $37,739 (2024 - $43,036). The contributions are calculated at a rate of 8% of earning and allowances for employee and employer contribution for a total of 16%. The maximum pensionable earnings is $212,788 as at January 2025, and $204,475 as at January 2024. The maximum monthly contributions is $3,757 as at January 2025, and $3,610 as at January 2024.

NEBS is an employer owned program and as such the Education Authority will be liable for its portion of any shortfall. The Plan serves 4,515 (2024 - 4,205) Employee Members and 119 (2024 - 118) Employer Members (total active, disabled and on leave: 2,469)

As of January 1, 2025, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be $81,271,800 - funded ratio 120.1% (2024 - $66,573,900 and 118.5%) on a going concern valuation basis.

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

9. Post-Employment Benefits and Compensated Absences and Termination Benefits

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2025. The effective date of the next actuarial valuation is March 31, 2026. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2025 and the results extrapolated to June 30, 2025. The values presented below are for all of the benefits under the compensated absences and termination benefits for the Education Authority.

Changes in Obligations	Severance and Removal	Compensated Absences	2025	2024
Accrued benefit obligation, beginning of year	$ 34,355	$ 1,953	$ 36,308	$ 35,706
Current period benefit cost	2,806	129	2,935	3,044
Interest accrued	1,899	110	2,009	1,802
Benefits payments	(11,488)	-	(11,488)	(11,488)
Plan amendments	37	(138)	(101)	
Actuarial (gain)/loss	(177)	5,872	5,695	7,244
Accrued benefit obligations end of year	**27,432**	**7,926**	**35,358**	**36,308**
Unamortized net actuarial (gain)/loss	(5,652)	1,008	(4,644)	(12,956)
Accrued benefit liability	**33,084**	**6,918**	**40,002**	**49,264**
Benefit expenses				
Current service costs	2,806	129	2,935	3,044
Interest costs	1,899	110	2,009	1,802
Amortization of actuarial gains	(1,968)	(750)	(2,718)	(3,421)
	$ 2,737	**$ (511)**	**$ 2,226**	**$ 1,425**

9. Post-Employment Benefits and Compensated Absences and Termination Benefits (continued)

The discount rate used to determine the accrued benefit obligation was an average of 4.3% (2024 - 5.3%). The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2026	$ 4,533	$ 1,935	$ 6,468
2027	3,605	1,564	5,169
2028	2,997	1,239	4,236
2029	2,688	1,023	3,711
2030	2,831	1,191	4,022
2031- 2036	11,207	3,074	14,281
Total	**$ 27,861**	**$ 10,026**	**$ 37,887**

10. GNWT Assets Provided At No Cost

	Cost	Accumulated Amortization	**2025 Net Book Value**	2024 Net Book Value
Kaw Tay Whee School	$ 1,177,718	$ 810,053	**$ 367,665**	$ 157,913

Rent expense of $72,639 (2024 - $42,110) was offset by a grant in-kind.

11. Contractual Obligations

The Education Authority does not have any contractual obligations.

12. Contingencies

The Education Authority does not have any contingencies.

13. Related Parties

The Education Authority is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Authority enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. The Education Authority is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance, and utilities and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are summarized in this note.

13. Related Parties (continued)

	2025	2024
Accounts Receivable		
GNWT - Department of Education, Cultural and Employment	$ -	$ 46,505
Accounts Payable		
Yellowknife Catholic Schools	$ -	$ 121,798
Contributions Repayable		
GNWT	$ 24,433	$ 5,953
Due to Related Party		
Yellowknife Education District No. 1	$ 124,615	$ 241,837

Revenues from related parties		
Government of the Northwest Territories		
Department of Education, Culture and Employment	$ 2,155,154	$ 2,024,459
Department of Education, Culture and Employment - Grant in kind	72,639	42,110
Department of Health and Social Services	1,300	1,300
Municipal and Community Affairs	1,551	-
Department of Education, Culture and Employment - School Based Mental Health	-	10,910
Department of Education, Culture and Employment - Nation School Food Program	17,718	-
Total revenues from related parties	**$ 2,229,093**	**$ 2,067,869**

Expenses paid to related parties		
Ndilo District Education Authority	181,335	139,897
Yellowknife Catholic Schools	124,187	137,048
Yellowknife Education District No. 1	928,579	1,050,225
Government of Northwest Territories	2,395	2,508
Government of Northwest Territories - rent expense	72,639	42,110
Total expenses paid to related parties	**$ 1,236,496**	**$ 1,329,678**

14. Budget Data

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

The budget figures presented are those approved by the Minister of Education, Culture and Employment on June 10, 2024.

15. Financial Instruments

The Education Authority is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below. The Education Authority is exposed to credit and liquidity risks from the its financial instruments. Qualitative and quantitative analysis of the significant risks from the Education Authority's financial instruments is provided by type of risk below.

a) Credit risk

Credit risk is the risk of financial loss to the Education Authority if a debtor fails to make payments of interest and principal when due. The Education Authority is exposed to this risk relating to its cash and cash equivalents. The Education Authority holds its cash and cash equivalents in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the Education Authority's cash in accounts are insured up to $100,000.

The Education Authority's maximum exposure to credit risk is represented by the financial assets balance for a total of $2,130,092 (2024 - $1,808,944). No financial assets are past due or impaired.

Concentration of credit risk is the risk that a customer(s) has a significant portion of the total accounts receivable balance and thus there is a higher risk to the Education Authority in the event of a default. The Education Authority does not have credit risk. At March 31, 2025, receivables from GNWT were nil whereas in the prior year they accounted for 100% of the balance. The Education Authority reduces this risk by monitoring overdue balances. The Education Authority also has concentration risk related to the amount in cash in excess of of insured limits in one federally regulated financial institution. There have been no significant changes from the previous year in the exposure to credit risk.

b) Liquidity risk

Liquidity risk is the risk that the Education Authority will not be able to meet all cash outflow obligations as they come due. The Education Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise. The Education Authority also has a credit facility with a limit of up to $50,000.

The Education Authority's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, payroll liabilities, contributions repayable and amounts due to Yellowknife Education District No. 1 for a total $253,364 (2024 - $560,356).

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

15. Financial Instruments (continued)

The table below shows when various financial assets and liabilities mature.

	Up to 6 months
Financial assets	
Cash and cash equivalents	$ 2,128,902
Accounts receivable	1,190
Total financial assets	**$ 2,130,092**
Total financial assets - prior year	$ 1,808,944

Financial liabilities	Up to 6 months
Due to Yellowknife Education District No. 1	124,615
Contribution repayable	67,378
Accounts payable and accrued liabilities	60,049
Payroll liabilities	1,322
Total financial liabilities	**$ 253,364**
Total financial liabilities - prior year	$ 560,356
Net total	**$ 1,876,728**
Net total - prior year	$ 1,248,588

16. Expenses By Object

	2025 Budget	2025 Actual	2024 Actual
Compensation	$ 1,953,000	$ 939,723	$ 1,065,313
Materials and freight	435,000	156,282	204,961
Services purchased or contracted	515,000	727,869	719,708
	$ 2,903,000	**$ 1,823,874**	$ 1,989,982

17. ECE Other Contributions

	2025	2024 (Restated - note 19)
Government of the Northwest Territories - Department of Education, Culture and Employment		
Health and Wellness Support	$ -	$ 10,910
National School Food Program	17,718	-
	$ 17,718	$ 10,910

18. GNWT Other Contributions

		2025		2024
Government of the Northwest Territories				
Department of Health and Social Services - Drop the pop	$	1,300	$	1,300
Department of Municipal and Community Affairs - After School Physical Activity Program		1,551		-
	$	**2,851**	$	1,300

19. Correction of accounting error

The comparative figures for June 30, 2024 have been adjusted to account for the repayment of unspent school based mental health funding that was recognized in the prior year, to adjust the funding recognized and record the contribution repayable. As a result of the adjustment, the following adjustments were made to the statement of financial position, statement of operations and statement of changes in net assets.

		2025		2024
Statement of Financial Position				
Increase in opening balance contribution repayable	$	51,332	$	-
Increase in closing balance contribution repayable		-		51,332
Decrease in opening accumulated surplus		(51,332)		-
Decrease in closing accumulated surplus		-		(51,332)
		-		-

	2025	2024
Statement of Operations		
Decrease in revenue - GNWT other	-	(51,332)
Decrease in operating surplus	-	(53,332)

Dettah District Education Authority

Schedule 1 - Details of Expenses

For the year ended June 30, 2025	School Programs	Administration	Indigenous Language and Culture (schedule 2)	Inclusive Schooling (schedule 3)	**Total 2025**	Budget 2025	Total 2024
Salaries							
Teachers	$ 309,395	$ 35,500	$ 61,133	$ 200,192	**$ 606,220**	$ 892,000	$ 674,364
Instructional assistant	-	1,100	96,585	-	**97,685**	435,000	117,003
YK1 superintendent	-	21,250	-	-	**21,250**	185,000	36,500
Non-instructional staff	60,581	2,775	2,970	-	**66,326**	260,000	69,194
Board/Trustee honoraria	-	27,260	-	-	**27,260**	26,000	11,170
School secretary	-	-	-	-	**-**	-	-
Total salaries	369,976	87,885	160,688	200,192	**818,741**	1,798,000	908,231
Employee benefits							
Employee benefits and allowances	66,612	9,838	15,306	33,115	**124,871**	120,000	155,657
Leave and termination benefits	(4,727)	(542)	(934)	(3,059)	**(9,262)**	35,000	1,425
Moving costs	5,373				**5,373**		
Total employee benefits	67,258	9,296	14,372	30,056	**120,982**	155,000	157,082
Services purchased or contracted							
Advertising and promotion	21,376	515	252	-	**22,143**	-	35,565
Contracted services	448,483	22,538	5,300	5,003	**481,324**	240,000	472,414
Maintenance and upgrades	1,650	-	-	-	**1,650**	5,000	707
Office	25,596	14,596	-	-	**40,192**	-	77,281
Professional and technical services	27,205	-	2,972	2,720	**32,897**	140,000	45,028
Student transportation (busing)	149,596	-	67	-	**149,663**	130,000	88,713
Total services purchased or contracted	673,906	37,649	8,591	7,723	**727,869**	515,000	719,708
Materials and freight							
Freight	186	-	-	-	**186**	5,000	804
Materials	131,508	44	21,158	3,386	**156,096**	430,000	204,157
Total materials and freight	131,694	44	21,158	3,386	**156,282**	435,000	204,961
Total expenses	**$ 1,242,834**	**$ 134,874**	**$ 204,809**	**$ 241,357**	**$ 1,823,874**	$ 2,903,000	$ 1,989,982

Dettah District Education Authority

Schedule 2
Details of Indigenous Language and Culture Program Expenses

For the year ended June 30, 2025

	Student Instruction
Salaries	
Teachers	$ 61,133
Language consultants	96,585
Non-instructional staff	2,970
School secretary	-
	160,688
Employee benefits	
Employee benefits and allowances	15,306
Leave and termination benefits	(934)
	14,372
Services purchased or contracted	
Advertising and promotion	252
Contracted services	5,300
Professional/technical services	2,972
Student transportation (bussing)	67
	8,591
Materials and freight	
Materials	21,158
Total	**$ 204,809**

Dettah District Education Authority

Schedule 3
Details of Inclusive Schooling Expenses

For the year ended June 30, 2025

	General Inclusive Schooling
Salaries	
Program support teachers	$ 200,192
Employee benefits	
Employee benefits and allowances	33,115
Leave and termination benefits	(3,059)
	30,056
Services Purchased or Contracted	
Professional and technical services	2,720
Other contracted services	5,003
	37,440
Materials and freight	
Materials	3,386
Total	**$ 241,357**

Dettah District Education Authority

Schedule 4
Student Success Initiative

For the year ended June 30, 2025

		2025
Revenue - Government of the NWT Education, Culture and Employment	$	891
Expense - Materials		891
Surplus (Deficit)	$	-

Approvals

Operating Plan

Cliste.
Education Body Chair

Shirley Zoe Boles
Superintendent

Jan. 22/26
Date

Jan. 22/26
Date

Annual Report

Cliste.
Education Body Chair

Shirley Zoe Boles
Superintendent

Jan. 22/26.
Date

Jan. 22/26
Date

Education Accountability Framework

Ndılǫ District

Education Authority

Annual Report

For the 2024-25 School Year

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Operating Plan - Executive Summary

The Ndılǫ District Education Authority's Operating Plan for the 2024-2025 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 2024-2025 school year outlines our commitment to enhancing educational outcomes through targeted initiatives, strategic goals, and addressing pressing challenges. K'àlemı Dene School emphasizes teaching and learning the Wıìlıìdeh language and culture, prioritizing student identity through traditional and cultural teachings, as well as language acquisition, fostering a relationship-focused approach to education that prioritizes social and emotional well-being. Central to our educational philosophy is the belief that every child possesses unique gifts. According to the Dene Way, these gifts must be nurtured and developed through a strength-based approach so that each student may, in turn, share their gifts with their community and beyond.

For the 2024-2025 school year, K'àlemį Dene School aims to achieve three primary goals. First, we seek to enhance cultural competency and inclusivity by developing a deep understanding of colonization and its impacts. This will be accomplished through workshops led by experts in Indigenous history and culture and cultural competency training for all staff. Second, we are committed to implementing competency-based education by designing lessons and units starting with the Dene Kede curriculum, integrating community involvement and protocols, and aligning language programming with the "Our Languages" curriculum guidelines. Third, we aim to refine assessment practices by reviewing and refining current methods, developing a unified KDS assessment plan that supports competency-based education and Indigenous ways of learning, and setting goals to enhance student success through personalized learning paths.

Despite these advancements, K'àlemį Dene School faces significant challenges, including a lack of classroom space due to an increasing student population, the absence of an attached gymnasium for physical education and extracurricular activities, and insufficient facilities. To address these issues, it is crucial for Ndılǫ to have its own high school. This new facility would alleviate overcrowding, provide adequate space for physical education, and ensure quality programming can be maintained, thereby significantly enhancing the learning environment and overall student well-being.

The NDEA is dedicated to achieving the outlined goals and addressing these challenges and, fostering a supportive, inclusive, and culturally rich educational environment for all students in Ndılǫ. With the combined

efforts of our committed staff and support team, we strive to create a learning atmosphere where every student can learn.

Annual Report - Executive Summary

The Ndılǫ District Education Authority's Annual Report for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The 2024–25 school year at K'àlemì Dene School reflected strong progress across several areas of student learning, community engagement, and organizational growth. The ongoing partnership between school leadership and the Ndılǫ District Education Authority supported effective decision-making and improved communication. Regular meetings helped ensure that staff, families, and the broader community remained informed and engaged in school planning and direction.

Land-based education and Dene cultural programming were integrated meaningfully across grade levels. Culture camps were successfully implemented and supported through the involvement of Elders. The revitalization of Wıìlıìdeh Yatıì continued through both classroom use and community initiatives, helping to build student pride and identity. Staff worked collaboratively to design unit plans that honoured both Dene Kede and the YKDFN seasonal calendar, setting a strong foundation for culturally grounded learning.

Academic supports also saw significant development. Foundational literacy and numeracy programming was implemented successfully, particularly through small-group interventions and evidence-based strategies, such as UFLI Foundations. Students benefited from a variety of supports—such as an additional Program Support Teacher, a Speech Language Pathologist, and targeted attendance follow-up—which helped ensure inclusive, wraparound care. Learning environments improved through the use of flexible seating, student-centred displays, and a renewed focus on belonging and safety.

While some initiatives are still in early stages, their foundations are strong. Continued professional development will deepen staff capacity in data-informed planning and formative assessment. Documentation of unit and year plans is underway, and ongoing collaboration will help bring this work to life in classrooms.

Overall, the past year demonstrates that KDS is moving in a positive direction—driven by community values, cultural strength, and a commitment to student success. As we continue to build on these foundations, our focus remains on supporting all learners, strengthening partnerships, and deepening the impact of our work together.

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 – May 2022
- Members serve a three-year term. An election is called every three years in 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 May 2025

Prior to 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.

At present, the NDEA is responsible for making strategic decisions to 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.

It should be noted that the role of the principal is different than at most schools in the NWT. The KDS principal often receives direction directly from the NDEA and is responsible for reporting to the NDEA. With support from the superintendent, the principal is responsible for developing the school budget, reporting to ECE, overseeing the external audit, managing human resource issues and supervising building maintenance. For example, the development of this operating plan was completed by the principal at KDS and then approved by the NDEA.

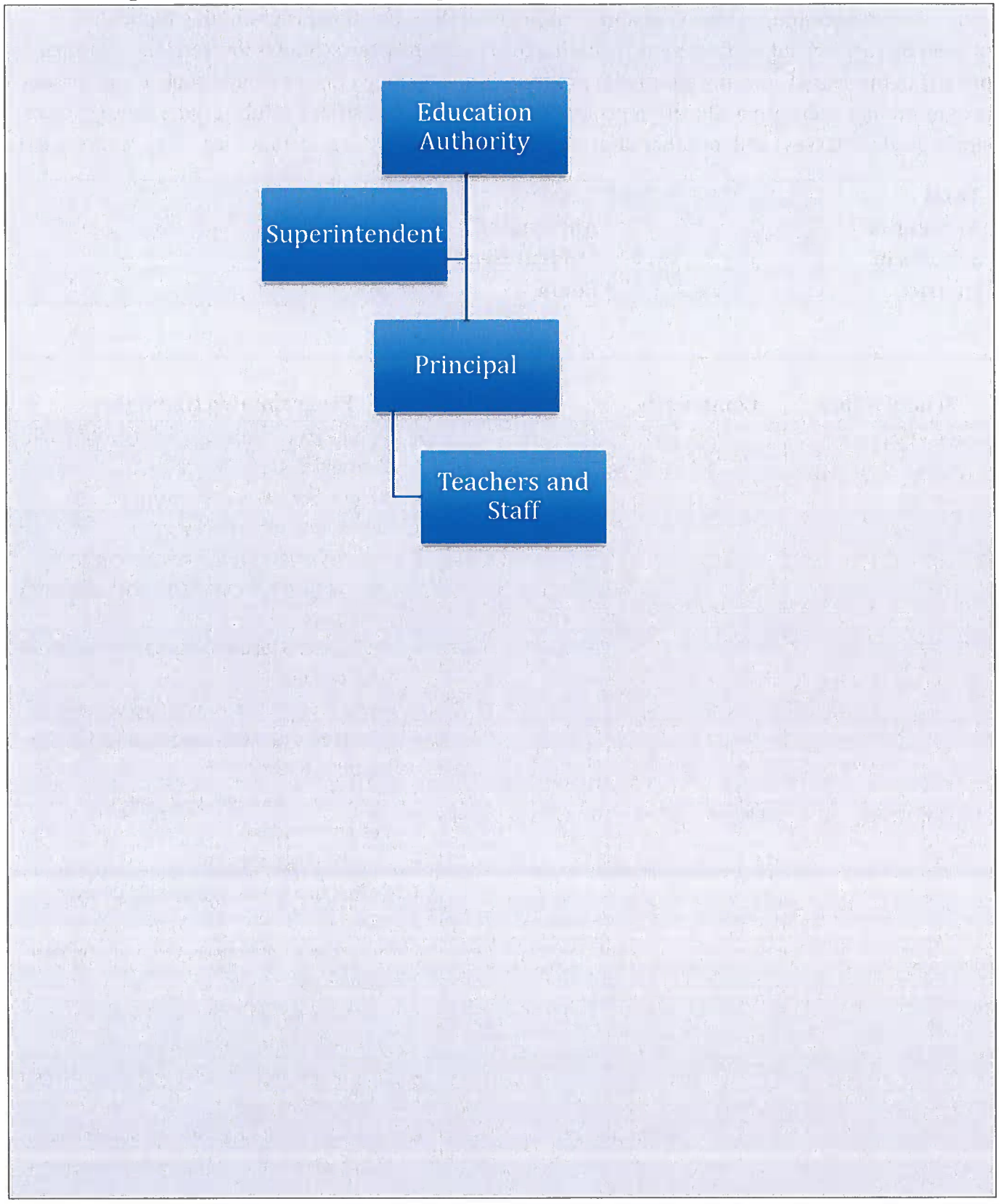
Current Ndılǫ District Education Authority members are:

1. Sarah Erasmus, Chairperson
2. Theresa Black, Vice Chairperson
3. Cecilie Beaulieu, Trustee
4. Christine Black, Trustee
5. Myra Conrad, Trustee

6. Nyra Mackenzie, Trustee
7. Violet Sangris, Trustee

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**	145

School Name	Community	Grades Offered	Programming Highlights
K'àlemį̀ Dene	Ndılǫ	JK-12	• Priority on teaching and learning Wìlìdeh Yatìı and culture • Several key cultural experiences throughout the school year • Increased time on-the-land with grades one through nine spending a half day every other week • Relationship focused approach to teaching and learning • Focus on social and emotional well-being • Access to a Mental Health and Well-Being Coordinator • Focus on assessment practices for academic success • Small multi-grade classes • Access to a library and portable Maker Space Lab • Access to a full-time speech and language pathologist • Extensive and inclusive food program serving breakfast, snack and lunch • Alternative High School Program option for high school students • Intensive focus on career readiness and future planning for high school students.

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	**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	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)
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT Handbook)
Honorarium	January 2021 (Board Bylaws)
Annual Report	August 2017 (following *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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	**K'àlemì Dene School Mission Statement** The NDEA is committed to providing quality education for our students by concentrating on the following four components of learning as identified in the KDS Vision and Mission Statement: • Language and Culture • Academics and Technology • Dene Laws and Wellness • Physical Activity Through the development of these skills, students will grow and develop into respectful, healthy, diligent and strong Dene who will give back to their families, community and the North. Through discussions with the NDEA and KDS staff the following goals, which align with ECE's five shared priorities, have been set for the 2024-25 school year: 1. KDS staff will develop a deep understanding of colonization, how it affects our relationships with students and families, and our ability to build a supportive workplace. 2. KDS staff will plan competency-based lessons, units, routines, etc., starting with the Dene Kede curriculum and honoring the Yellowknives Dene First Nation and the Dene Way of Life. 3. KDS staff will examine the role of assessment in student achievement and competency-based education.

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

KDS staff will develop a deep understanding of colonization, how it affects our relationships with students and families, and our ability to build a supportive workplace.	NDEA will develop a framework for the implementation of this goal. This may include: • Offering workshops and learning opportunities led by experts in Indigenous history and colonization. These workshops can provide staff with a comprehensive understanding of colonization's historical and ongoing impacts on Indigenous communities and strategies for building respectful and supportive relationships with Indigenous students and families. • Understanding what it means to be an ally to Indigenous people and where people are on this journey. • Providing cultural competency and restorative practices training to educate staff about YKDFN culture, language and traditions, and the Dene way of life. • Inviting YKDFN leaders and community members to share their experiences and insights to help staff understand and appreciate the cultural richness and challenges Indigenous communities face. • Co-creating guidelines to encourage open and honest discussions about personal biases, assumptions, and the actions required to foster a more inclusive and respectful atmosphere for all students and families.	NDEA developed a framework for implementing this goal. This included: • Offered workshops and learning opportunities led by experts in Indigenous history and colonization. These workshops provided staff with a comprehensive understanding of colonization's historical and ongoing impacts on Indigenous communities and strategies for building respectful and supportive relationships with Indigenous students and families. • Built an understanding of what it means to be an ally to Indigenous people and where people are on this journey. • Provided cultural competency and restorative practices training to	Please note the originally stated targets were suggestions developed during the early stages of the framework. This served as a starting point for planning and evolved throughout the school year.

		educate staff about YKDFN culture, language and traditions, and the Dene way of life. • Invited YKDFN leaders and community members to share their experiences and insights to help staff understand and appreciate the cultural richness and challenges Indigenous communities face. • Co-created guidelines to encourage open and honest discussions about personal biases, assumptions, and the actions required to foster a more inclusive and respectful atmosphere for all students and families.	
KDS staff will design lessons, units, routines, and other educational activities that start with the Dene Kede	• Begin planning with the "Big Ideas" and integrated curricular connections from the Dene Kede curriculum and the NWT Capable Person framework. • Ensure all plans connect to KDS's whole school approach to language and incorporate community involvement.	• Began planning with the "Big Ideas" and integrated curricular connections from the Dene Kede curriculum and	• Due to staffing issues, KDS was unable to ensure that all plans connected to KDS's whole school approach. The school coordinated a Wiilliideh Yati

curriculum, honoring the Yellowknives Dene First Nation and the Dene Way of Life.	• Ensure all plans include connections to community protocols and traditions and understand their importance. • Align language programming with these initiatives while following the "Our Languages" curriculum guidelines. • Continue key cultural experiences, incorporating whole school language components and all other language and culture initiatives led by the Indigenous Language and Education School-based Committee. • Provide leadership opportunities for high school students to coordinate cultural activities like a drumming group.	the NWT Capable Person framework. • Ensured all plans connect to KDS's whole school approach to language and incorporate community involvement. • Ensured all plans include connections to community protocols and traditions and understand their importance. • Aligned language programming with these initiatives while following the "Our Languages" curriculum guidelines. • Continued key cultural experiences, incorporating whole school language components and all other language and culture initiatives led by the Indigenous Language and Education School-based Committee.	game afternoon where all families were invited to play various games with students and staff. KDS also included Wiiliideh language activities into the annual Family Fun Night.

		• Provided leadership opportunities for high school students to coordinate cultural activities like a drumming group.	
KDS staff will explore and refine the role of assessment in student achievement, aligning it with competency-based education principles and Indigenous ways of learning and knowing.	• Conduct a review of current assessment practices through long-range planning. • Examine and refine data collection practices by the end of the first reporting term in Term 1. • Collaborate to create a unified KDS assessment plan during Term 2 that supports integrating competency-based curriculum principles, Indigenous educational practices and effective strategies to document assessment to support diverse learner needs. • Engage with consultants and learning resources as required in Term 2 and Term 3 (potentially extending into the next academic year) to assist staff in the implementation of the KDS assessment plan, ensuring alignment with best practices in competency-based education and Indigenous pedagogy. • Implement the KDS assessment plan in Term 3. Teachers will set individual and collective goals to enhance student success, using assessment to support personalized learning paths and honor Indigenous ways of knowing. • Teachers understanding will assess through professional learning plans, and teacher evaluations.	• Conducted a review of current assessment practices through long-range planning. • Examined and refined data collection practices by the end of the first reporting term in Term 1. • Collaborated to create a unified KDS assessment plan during Term 2 that supports integrating competency-based curriculum principles, Indigenous educational practices, and practical strategies to document assessment to support diverse learner needs.	K'àlemì Dene School did not engage external consultants, as the collective knowledge, experience, and collaborative spirit of the staff provided a strong foundation for planning and instruction. Classroom and support teachers co-developed and implemented unit plans using competency scales that supported both differentiation and effective assessment. Approximately 2/3 of KDS classroom teachers implemented the draft KDS assessment plan. A finalized version of the assessment plan will be available for teachers in 2025-26.

Areas of Strength for the region	K'àlemì Dene School made significant progress toward embedding Indigenous perspectives and Dene ways of knowing into school culture, curriculum, and staff development. NDEA's framework supported this work by providing clear guidance and opportunities for professional learning, including workshops on colonization, cultural competency, and restorative practices. At K'àlemì Dene School, staff collaboratively developed units rooted in the Dene Kede curriculum, aligning instruction with the Capable Person framework and involving community members in meaningful ways. Leadership opportunities for students, land-based learning experiences, and culture initiatives further strengthened students' sense of belonging, identity, and connection to the land. Staff also began implementing a shared assessment plan grounded in competency-based learning and Indigenous pedagogy, with promising early results. These efforts reflect the growing capacity and commitment across the region to honour Indigenous knowledge systems and create culturally responsive schools.
Areas for Development for the region	While K'àlemì Dene School made meaningful progress toward its goals, several challenges affected full implementation. Some of the initial targets were developed as early-stage suggestions within the evolving NDEA framework and were adjusted as the school year progressed. Staffing shortages hindered the school's ability to implement a whole-school approach to language learning consistently. While many strong practices were in place, not all classrooms were able to align with the school-wide assessment language plan fully. Approximately two-thirds of teachers implemented the draft KDS assessment plan, with a finalized version to be introduced in 2025–26. Moving forward, consistent staffing and ongoing collaboration will be crucial to ensuring the full implementation of school priorities and maintaining alignment with Dene Kede and competency-based education.
Additional Comments for the region	

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	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, the NDEA is committed to completing an external school review process in 2024-25, which will lead into the development of a NDEA strategic plan.

Areas of Strength for the region	K'àlemì Dene School, in partnership with the NDEA, has made substantial progress in advancing school improvement planning through a collaborative and responsive approach. A school review was completed this year, and the final report is anticipated shortly. The findings will play a central role in shaping priorities and actions for the upcoming school year. KDS also finalized a school improvement plan based on the NDEA's regional priorities and goals. One of the school's key strengths is its small size, which enables flexibility and allows for a quick response to emerging needs. Staff collaboration, community involvement, and a shared commitment to student success enable the adaptation of strategies in real-time. The upcoming development of a regional strategic plan will further enhance coherence and provide a clear framework for long-term planning, evaluation, and goal setting.
Areas for Development for the region	While the school's size allows for adaptability, it also presents some challenges in maintaining consistency and sustainability in school improvement planning. Limited staffing capacity and

	the breadth of responsibilities placed on school leadership can sometimes make it difficult to follow through on longer-term planning cycles. The completion of the school review report and the development of a strategic plan will be critical steps in ensuring that future school improvement efforts are both focused and sustainable.
Additional Comments for the region	

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	K'àlemi Dene School follows the process provided by ECE by using three formal observations that include a pre- and post- observation meeting and finishing with a Teacher Evaluation Report. KDS will use the new evaluation template when complete. KDS also uses a ten-minute observation method, where the principal performs a short observation then follows with discussion about strengths and stretches. Staff evaluations are completed according to the schedule maintained by Yellowknife Education District No. 1.

Areas of Strength for the region	K'àlemì Dene School's small size continues to foster strong relationships between staff and administration, enabling frequent informal observations and a high level of instructional visibility. The principal remains actively engaged in classrooms and maintains a strong understanding of daily teaching and learning practices. During the 2024–25 school year, three classroom teacher evaluations, one Program Support Teacher (PST) evaluation, and one Educational Assistant (EA) evaluation were formally completed. Additionally, the superintendent evaluated the principal. These completed evaluations reflect the school's ongoing commitment to professional growth and instructional improvement.
Areas for Development for the region	The staff evaluation process at K'àlemì Dene School continues to be impacted by several key challenges. Time constraints remain a significant barrier, as the principal is often required to respond to urgent student needs, behavioural incidents, and mental health concerns, leaving limited capacity for sustained, focused evaluation work. Even when informal observations occur regularly, the time required for formal documentation, follow-up meetings, and professional growth planning can be difficult to maintain. The current evaluation process and documentation requirements are also cumbersome, making it challenging to track progress efficiently and complete evaluations in a timely manner.

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.	1	3	KDS Principal was able to complete additional evaluations.
Number of principals and assistant principals formally evaluated in the school year.	1	1	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	0	0	
Number of Superintendents formally evaluated in the school year.	0	0	
Areas of Strength for the region	The training and in-services provided at KDS are consistently aligned with the needs of our students. As an illustration, the implementation of the new curriculum became a priority, and KDS was able to adapt PD plans to prepare for the needs of our students. Moreover, KDS is fortunate to have a team of experienced teachers who are willing to work collaboratively and share their knowledge and expertise. Additionally, KDS's partnership with YK1 provided another avenue for training.		
Areas for Development for the region	Frequently, we face time constraints when it comes to planning the training and in-services we desire to implement. Our access to substitute teachers for training sessions scheduled during instructional days is limited.		
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 2024-2025 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 and themes are determined by school priorities, developed in consultation with NDEA trustees and KDS staff. Once these priorities are established and the School Improvement Plan is developed, professional development activities are planned accordingly. These sessions focus on equipping staff with the latest educational strategies, techniques for student engagement, and tools for addressing diverse learning needs, ensuring continuous growth and adaptation to the 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	2	
Areas of Strength for the region	At K'àlemì Dene School, training and in-service activities are thoughtfully aligned with school priorities and responsive to the evolving needs of both students and staff. These priorities are developed collaboratively through consultation with NDEA trustees and staff and are closely linked to the goals outlined in the School Improvement Plan. Professional development sessions have focused on implementing the new curriculum, enhancing culturally responsive teaching, and supporting inclusive and competency-based education. KDS benefits from a dedicated and experienced teaching team that engages in collaborative learning and shares effective strategies across grade levels. The school's ongoing partnership with YK1 continues to strengthen staff development opportunities by		

	providing access to additional workshops, resources, and system-wide initiatives.
Areas for Development for the region	Despite the clear alignment between professional development goals and student needs, logistical constraints continue to impact the delivery of in-service training. One of the main challenges is the limited access to substitute teachers, which restricts the ability to hold professional development sessions during instructional time. This often leads to time pressures in planning and implementing training that is timely, in-depth, and reflective. Additionally, while KDS staff are highly committed to professional growth, continued support for creative scheduling and increased substitute coverage will be essential to fully realize the school's professional learning goals.
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.

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	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.

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.	KDS provides a healthy food program that includes breakfast, snacks, and lunch each school day. The school opens early to serve cereal, yogurt, toast, pancakes, egg bites, and more. For snacks, students have access to fruit and granola bars. Lunch includes sandwiches and vegetables two days a week, with hot meals served three times a week. The menu is based on the Canadian Food Guide, and whenever possible, locally sourced foods are used and celebrated. However, maintaining the food program has become increasingly challenging over the past three years due to rising food costs.

Areas of Strength for the region	K'àlemì Dene School continues to offer a comprehensive food program that provides all students with access to breakfast, snacks, and lunch each school day. This program is supported through a combination of core funding and additional contributions from external partners. The morning breakfast program, in particular, has become a cherished part of the school day, bringing students and staff together in a welcoming, communal space that fosters connection and a strong sense of belonging. By ensuring consistent access to nutritious food, the program plays a vital role in supporting student well-being, focus, and readiness to learn.
Areas for Development for the region	The rising cost of food remains a significant challenge for the sustainability of the school's food program. As prices continue to increase, more families are relying on the program, placing additional pressure on existing resources. While KDS remains committed to meeting the needs of all students, the school was unable to continue providing emergency food cards due to overwhelming demand. Ongoing external funding will be critical to maintaining and expanding the program. Additional support is also needed for equipment upgrades and staffing to ensure the program can operate efficiently and meet the growing needs of the school community.
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'àlemį̀ Dene	Breakfast, lunch and snack	80-90	Everyone welcome	Arctic Diamond Company $15,000. Breakfast Clubs for Learning $9,836 Food First $5,000 Farmers Credit Union $1,000

** 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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
K'àlemį̀ Dene	Wıìlıìdeh Yatıì	Core	JK-K	Yes	
K'àlemį̀ Dene	Wıìlıìdeh Yatıì	Core	Grade 1-8	Yes	
K'àlemį̀ Dene	Wıìlıìdeh Yatıì	Core	Grade 9-10	Yes	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	**KDS Garden Expansion Project**
SSI Project Proposal Summary	The K'àlemį Dene School Garden Expansion Project will revitalize and expand an existing garden space by reclaiming an overgrown flower bed. The project involves clearing the area, testing the soil for nutrient content, and enriching it with additional soil and nutrients as needed. Students will actively participate in planting a variety of northern plants such as rhubarb, raspberries, and other suitable species that can be later harvested to produce teas, salves, jams and preserves. This project offers education staff the opportunity to explore a competency-based, integrated learning project that provides students with practical skills as they learn about gardening and agriculture, food preparation and small business dynamics.

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.	0	3	Three high school teachers worked with an outside consultant to extend the KDS garden and increase learning opportunities for students in growing their own food and developing food-based businesses.
Areas of Strength	This year, K'àlemį Dene School successfully expanded its garden project by reclaiming and converting the final overgrown flower beds into productive growing spaces. These new garden beds now feature hardy northern perennials, including berry bushes and a rhubarb patch. These plants were intentionally selected for their ability to thrive in the northern climate and		

	return year after year, offering students ongoing opportunities to engage in land-based learning. The garden expansion supports integrated, competency-based instruction, allowing students to explore connections between science, traditional knowledge, food security, and small-scale entrepreneurship.
Areas for Development	While the garden expansion has created valuable learning opportunities, the project also faced several challenges. Preparing the neglected beds required significant time and effort, including clearing debris, testing soil, and enhancing nutrient content to support healthy growth. Access to tools, compost, and sufficient-quality soil was limited, which slowed initial progress. Additionally, maintaining the garden during the summer months—when school is not in session—remains a challenge, as consistent care is needed to ensure plant survival and maximize harvests. Continued support for materials, seasonal upkeep, and potential staffing during the summer will be essential to sustaining and growing the program in future years.
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.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
0.50	0.50	0.5	0.5	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	100%	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.

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	1.16	2.0	The funding formula does not take into account the number of grade levels, or student support plans in place. A 1.16 position does not meet the needs of our students.		2.0	
TOTAL	1.16	2.0	See above.		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 Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
K'àlemį Dene	2.14	6	Additional support assistants are required to support classrooms and students. The additional funding comes from Territorial School funding and the NDEA surplus.	9	Three additional EAs were funded through Jordan's Principle.
TOTAL	2.14	6	See above.	9	

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)*
$ 9,496	$9,496		$17,222	Additional professional development was required.

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?**
Colonization Past, Present and Future	All Education Staff	NDEA	TBA	Yes	
Trauma-Informed Teaching: De-escalating challenging behaviours	All Education Staff	Contractor	TBA	No	Training was held with education assistants, not all staff.
Restorative Circles	All Education Staff	Contractor	November 8, 2024	Yes	
Cultural Competency Training	All Education Staff	Contractor	TBA	No	More time was needed in other areas, including understanding colonization and assessment.
Assessment	PST,	Contractor	TBA	Yes	

Workshop	Educators				
Role of the Classroom Assistant	Education Assistants	Contractor	TBA	Yes	

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

Name of Contractor	**Type of Service** *(Frequency / Quantity - such as # of assessments or 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** *($)*
Susan Leslie Restorative Circles	5 days	No GNWT service available	KDS	5 days	$9,504
Mind-Full Consulting	3 workshops	No GNWT service available	KDS	3 days	$3,761
Capable Kids	1 day/month	No GNWT service available	KDS	10 months	$18,651
Dean Educational Psychological Services	3 assessments	No GNWT service available	KDS	2 days	$5,040
Fascets	8 spots in a course	No GNWT service available	KDS	10 days	$4,970

** 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)*
$ 21,962	$4,139	Online subscriptions	5 classrooms, 14 individual students	$21,245	Student needs were met using a combination of existing and new resources, resulting in less equipment being purchased.
	$4,727	Technology	9 individual students		
	$5,731	Resources	7 classrooms		
	$6648	Personal Equipment	7 classrooms and 11 individual students		

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.

Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$ 19,528	$5,286	Counseling	27 individual students	$22,402	Additional resources and services were needed to support students' needs.
	$5,488	Restorative Therapy	Small groups, 7 classrooms, 12 individual students		
	$5,357	Resources	7 classrooms		
	$6,271	Holistic Wellness	Small groups, 7 classrooms, 12 individual students		

G. School Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community/ School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
K'àlemį Dene	$ 130,565	$130,565	$	$118,244	SBMHW Provider	Employee, Training for Educators, Programming
TOTAL	$ 130,565	$130,565	$	$118,244		

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES
Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc. K'àlemį Dene School engaged a contractor to deliver mental health-focused programs and services. This individual facilitated the creation of Wellness Plans, led groups designed to develop leadership skills, confidence, self-esteem, and strategies for coping with anxiety, and trained older students to lead groups. This person gathered data and provided recommendations for a school-based mental health and wellness plan. As well, we have hired a Mental Health and Wellness Lead who will start their position in August 2024.
Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW **programs and services.** Students benefitted from the group work that focused on developing leadership skills, confidence, self-esteem and strategies for coping with anxiety. We saw several students use their skills within the school and show leadership potential especially among younger students. For example, high school student led a grade 6/7 girls' group. With support, she planned and implemented activities for these younger students. Another example, a boost in confidence was observed in among high school students that volunteered with younger students for various after-school programs. We noticed that they older students were much more engaged with the younger students.
Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW **programs and services.** Communication about the funding was not clear and timelines were tight. It was difficult to develop a plan, and implement the plan, with limited information and tight deadlines. We are excited to start the 2024-25 school year with a plan in place and a Mental Health and Wellness Lead hired.

H. Alignment of Student Supports

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

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs 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'àlemį Dene School (KDS), a systematic approach is employed to tailor student supports based on strengths and specific developmental areas. The staff has initiated the development and review of Student Support Plans (SSPs) for the upcoming 2024-25 school year to ensure timely implementation by September. Transition meetings involving teachers are scheduled for June to facilitate continuity and effective planning. Throughout the academic year, SSPs will undergo a minimum of three formal reviews to ensure alignment with evolving student needs. Moreover, students will be encouraged to actively participate in this process, fostering a collaborative approach to their educational journey. The School-Based Support Team (SBST) will convene regularly to deliberate on Individualized Education Plans (IEPs) and adaptations to SSPs, ensuring ongoing refinement and responsiveness to student requirements. This structured framework underscores the commitment of KDS to evidence-based practices and student-centered support systems.

Areas of Strength for the region	K'àlemį Dene School continues to strengthen its approach to student support by building a structured, collaborative, and strengths-based framework. The school remains committed to implementing Individualized Education Programs (IEPs) that emphasize student strengths and promote family engagement—an approach that has consistently received positive feedback from both staff and caregivers. Student Support Plans (SSPs) have been enhanced through the continued use of the SSP "menu," which introduces students to a variety of support strategies and allows them to select those that align with their learning styles. This student-centered method promotes self-awareness and ownership of learning. Additionally, the school has embedded Classroom Support Plans into its Classroom Review process, encouraging teachers to reflect on their students' collective needs and implement universal strategies proactively.

Areas for Development for the region	Despite progress, several challenges remain in fully realizing the vision of aligned and responsive student supports. Time remains a key barrier, particularly in supporting staff in developing, implementing, and reviewing individualized and classroom-wide support plans while balancing daily instructional responsibilities. Ensuring consistency across all SSPs and IEPs continues to be a priority, especially as staff work to integrate executive functioning and culturally relevant supports. While student participation in SSPs has been a positive shift, it also requires time, coaching, and relationship-building to be done meaningfully. Additionally, the growing complexity of student needs, including increased mental health and behavioural challenges, places ongoing pressure on the support team and the availability of specialized services. Continued collaboration, training, and streamlined processes will be crucial to sustaining and deepening this work in the upcoming school year.
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**.	At KDS, we address the diverse needs of our students by fostering strong student-staff relationships and teamwork. We do this through initiatives like School-Based Support Team meetings, transition planning, class reviews, and professional development. These efforts help teachers discuss and implement flexible teaching strategies for both class-wide and individual needs. Our Support Team (RISC, PSTs, SLP, Literacy and Numeracy Support) promotes collaborative co-teaching and planning. This year, our professional development focuses on enhancing assessment practices to support student growth and success, reflecting our commitment to evidence-based practices and continual improvement.

Areas of Strength for the region	K'àlemį Dene School continues to prioritize flexible instructional strategies by fostering strong collaboration among teachers, support staff, and specialists. Regular School-Based Support Team (SBST) meetings, classroom reviews, and transition planning sessions provide structured opportunities for staff to reflect on students' strengths and needs and adapt their teaching accordingly. The support team, including RISC, PSTs, SLP, and Literacy and Numeracy Support, works closely with classroom teachers to promote co-teaching, differentiated instruction, and targeted intervention strategies. This year's professional development has focused on improving assessment practices, equipping staff with tools to understand student progress better and inform instructional decisions. These ongoing efforts reflect KDS's commitment to inclusive, student-centred learning that responds to the diverse strengths and challenges of its learners.
Areas for Development for the region	While collaborative planning is a strength at KDS, scheduling remains a consistent challenge. Staff absences, limited substitute teacher availability, and competing demands on instructional time make it difficult to consistently hold group meetings that support the full implementation of flexible

	teaching strategies. These meetings are crucial for bridging the gap between professional learning and classroom practice, particularly when implementing new assessment approaches or inclusive instructional models. Finding protected time for collaboration and ensuring that all educators can regularly participate will be key to sustaining momentum and embedding these practices more deeply in day-to-day instruction.
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 KDS SBST meets monthly and follows the 30-minute problem solving process always from a strengths-based lens. The team meets for a half day each month and during this time 3-4 student profiles are reviewed. Minutes are kept for these meetings. Teachers are asked to refer students to the SBST, as well as the principal/RISC and PST. SBST meetings are also held to develop IEPs and more challenging SSPs.

Areas of Strength for the region	K'àlemį Dene School's School-Based Support Team (SBST) continues to be a cornerstone of its student support system. The team meets monthly for dedicated half-day sessions, during which 3–4 student profiles are reviewed using a 30-minute strengths-based problem-solving framework. These structured meetings are well-documented, and efforts are made to ensure meaningful participation by teachers and support assistants through the provision of classroom coverage. This model enables staff to focus entirely on collaborative planning without taking on additional responsibilities outside the regular workday. The problem-solving method has proven effective in fostering positive change in classrooms, allowing teams to respond quickly and thoughtfully to student needs. SBST meetings are also used to co-develop more complex Student Support Plans (SSPs) and Individualized Education Plans (IEPs), ensuring a team-based approach to responsive planning.
Areas for Development for the region	For the 2024–25 school year, KDS formally incorporated strengths and personal history into the 30-minute problem-solving framework. While this is a more holistic approach that aligns with Dene values, it requires additional time and preparation. Integrating this perspective also supports a more compassionate and effective strategy. However, this

	enhancement presented logistical challenges. Continued support for scheduling, documentation, and coaching will be essential to embed this more culturally grounded, student-centered process fully.
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.	KDS has a standardized approach to developing SSPs and IEPs that all teachers follow with the support of the PST and principal. Classroom teachers start by contacting parents regarding their child's SSP or IEP to gather their input. Once the SSP or IEP is written, parents are given the opportunity to review the document. The PST and classroom teachers meet to review SSPs and IEPs at each reporting term and changes are made as necessary. When a student is referred to the SBST, if they have an SSP or IEP in place it is reviewed during the meeting. As well, older students review their SSP and provide input through a "menu of supports" created by the KDS PST.

Areas of Strength for the region	K'àlemį Dene School has developed a standardized and collaborative approach to creating and reviewing Student Support Plans (SSPs) and Individualized Education Plans (IEPs), ensuring consistency across classrooms. Teachers begin the process by connecting with families to gather input, and parents are given the opportunity to review completed plans before they are finalized. This practice supports open communication and reinforces the strong relationships KDS has built with families, encouraging them to advocate for their children's needs. SSPs and IEPs are revisited at each reporting term in collaboration with the PSTs, and adjustments are made based on student growth and evolving needs. Older students are encouraged to participate in the planning process using a "menu of supports," which promotes self-awareness and shared ownership of learning. Collaboration with YK1 on professional development related to support planning has also enriched staff understanding and will continue in the future.
Areas for Development for the region	As KDS continues to refine its SSP and IEP processes, one area for development is ensuring that the collaborative approach remains manageable amid ongoing time and workload pressures. Gathering meaningful input from families and students, while valuable, requires sustained time and relationship-building. In addition, as the complexity of student

	needs grows, there is a continued need to build staff capacity in writing effective, culturally responsive, and strengths-based plans. Ensuring that all teachers have sufficient time for deep reflection, revision, and collaborative planning remains a key area of focus. Continued professional development, mentorship, and administrative support will be important to maintaining the quality and responsiveness of support plans.
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 KDS, we strive to meet the Priority Time-Use targets through scheduled meeting time including professional learning communities, assessment-to-instruction and class reviews. These meetings help determine how support will be directed to maximize priority time use targets. PST is responsible for managing time-use through a year plan.

Areas of Strength for the region	Program Support Teachers (PST) at K'àlemį̀ Dene School continue to play a central role in supporting inclusive education through both targeted and ongoing collaboration with staff. The PSTs demonstrate flexibility in scheduling and tailor support to meet the immediate and emerging needs of classroom teachers. This includes shorter, intensive periods of targeted support as well as ongoing coaching to reinforce inclusive practices. Teachers are supported in developing effective, strengths-based SSPs and IEPs that reflect student voice and family input. Notably, support assistants have shown considerable growth in applying effective strategies during small-group and one-on-one work, reflecting the PSTs' impact on capacity-building across the school.
Areas for Development for the region	As the complexity of student needs continues to grow, the demands on the PST role have increased significantly. Balancing the need for individualized planning, student assessments, teacher collaboration, and documentation places substantial pressure on one person. The evolving nature of classrooms—with higher rates of diverse learning needs, mental health concerns, and trauma-informed practices—has further stretched the PSTs' capacity. While the addition of a second PST is a step in the right direction, continued professional development, mentorship, and system-level support will be essential to ensure both PSTs can

	respond effectively and sustainably to the complex realities of today's classrooms.
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 conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
0.50	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'àlemį Dene	• Principal/RILE • Indigenous Language and Culture Instructors • Indigenous Language Instructors • Staff volunteers	Once a month	

C. Indigenous Language Instructors

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

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

School Name	Allocated *(PY)*	Budgeted *(PY)*	Explanation for difference *(if applicable)*	Actual *(PY)*	Explanation for difference or any adjustments to PYs *(if applicable)*
K'àlemį̀ Dene	1.54	2		3	A third person was hired to ensure adequate instruction.
TOTAL	1.54	2		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 planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	*Example: Three Indigenous Language Instructors have been hired on a letter of authority* The Indigenous Language Instructor is an Elder and fluent Wıìlıìdeh speaker, but does not have any training in education. The 2024-25 school year will be her sixth full year with KDS. We recognize that our Elder holds valuable knowledge and we are fortunate to have created a collaborative teaching team to deliver the *Our Languages Curriculum*. Classroom teachers are also present for lessons to further support classroom management, small group activities and student engagement. This past school year, our Elder worked with two Indigenous Language and Education Instructors to help deliver the Our Langauges Curriculum and culture program. While these individuals do not hold Bachelor of Educations, they have worked in school settings, and come with a wealth of traditional knowledge that only YKDFN band members have. At present, they are working with Letters of Authority.
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.* K'àlemį̀ Dene is dedicated to recruiting and retaining language instructors with a specific focus on the Wiilıideh language and YKDFN culture. In the previous school year, our Elder collaborated with two Indigenous Language and Education

	Instructors to deliver the Our Languages Curriculum and cultural program. While these instructors do not possess Bachelor of Education degrees, they bring invaluable experience from working in school environments and hold a profound depth of traditional knowledge unique to YKDFN band members. Currently, they are engaged with Letters of Authority. Looking ahead to the 2024-25 school year, our plan is to transition one individual into a permanent position within this role. This strategic approach reflects our commitment to supporting and preserving Indigenous language education by leveraging the expertise and cultural insights of our community members. We will also explore additional training opportunities provided by ECE. Additionally, KDS is also always bringing in new Community Resource People in hopes of recruiting new and long-term Indigenous Language Instructors for the school. If possible, KDS would support a community to participate in the MAPs program with Indigenous Language Instructor.
The # of anticipated New ILIs and which schools they are in.	2 – K'àlemį Dene School
Challenges and/or barriers faced in the region	• A lack a fluent of speakers. • Some of the trained language speakers in the region are not interested in working at the school. • Many other schools and groups pulling from a small number of language experts.

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'àlemį Dene	$32,100	$32,100		$65,791	KDS overspent on Indigenous Education budget due to higher costs for resources and materials, and additional programming than originally planned. Additionally, the NDEA prioritizes Indigenous Education.	Take-a-Kid-Trapping $8,000
TOTAL	$32,100	$32,100		$65,791		

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	Yes	Yes	• Indigenous Education • Community Support • Language Instructor PY • School Program	

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 all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**.

The following table details school-based 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*
K'àlemį Dene	History of Yellowknives Dene First Nation people	100	90%	Three education assistants were attending a course at YKDFN's Dechinta Naowo.
K'àlemį Dene	Winter Travel	100	90%	Three education assistants were attending a course at YKDFN's Dechinta Naowo.

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	Berry Picking	60 students (grade 1 to 5)	2	Yes	3 days
	Net Fishing	140 students (JK to grade 12)	1	Yes	4 days
	Dog Sledding	100 students (JK to grade 7)	5	No	5 days
	Rabbit Snaring	137 students (grade 1-12)	1	Yes	6 days
	Beaver and Muskrat Trapping	140 students (JK to grade 12)	1	No	6 days
	2 Multiple Night Paddle Trips	18 (grade 6/7) 14 (grade 10-12)	0	No	6 days
	2-Night Snowshoe Trip	5 (grade 10-12)	0	Yes	3 days
	Birch Tapping	110 students (JK to grade 9)	2	Yes	5 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.*
K'àlemį Dene	Skinning fur bearing animals	60 students (JK to grade 3)	1	Yes	Various times over a month
	Moose hides	160 students (JK to grade 12)	5	Yes	3 weeks in the fall, 3 weeks in the spring
	Dissecting animals	14 Biology 20 students and 4 Biology 30	1	Yes	1 day
	Fire safety and how to light fires	60 students (grade 4-9)	0	Yes	During culture afternoons
	Shelter making and related skills	60 students (grade 4-9)	0	No	During culture afternoons
	Cleaning and cooking ducks and geese	160 students (JK to grade 12)	2	Yes	During moose hide camp
	Fish Scale Art	25 Art Students	1	Yes	4 days for high school art class
	Painting Workshop with James Wedzin	25 Art Students	0	No	4 days for high school art class
	Time with Elder/Beading lessons	10 students	1	Yes	Various days throughout the school year
	Harvesting caribou meat	18 students	1	Yes	3 days in Feb
	Wood cutting and safe tool use	60 students (grade 4-9)	0	Yes	During culture afternoons
	Cleaning and cooking fish	60 students (grade 4-9)	0	Yes	During culture afternoons
	Cleaning and cooking rabbits	60 students (grade 4-9)	0	Yes	During culture afternoons

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	• 6 Tents • 20 Sleeping bags/mattresses • Gas • Food	• 6 tents used for one camp, but will be used for multiple camps in the future. This was to replace aging gear. • 20 sleeping bags used for one camp, but will be used for multiple camps in the future. This was to replace aging gear. • Gas – used for snowmobiles, fish, snaring and trapping camps • Food – food supplies for all camps and day trips.

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'àlemį Dene	• Classroom teachers are encouraged to work with language instructors to integrate language into their lessons. • Classrooms are supported to complete a calendar time inWıìlıìdeh Yatıì. • Each morning, the school prayer is said inWıìlıìdeh Yatıì • Classroom teachers and staff attended Wıìlıìdeh Yatıì classes to learn with their students.	• Hosted the first KDS Game Day. Each classroom planned a different game for visitors and families to play. One class played Bingo, another class played Uno, etc. • Each JK to grade 7 classroom learned and sang a Christmas song in Wıìlıìdeh. • Wıìlıìdeh Yatıì was integrated into Family Fun Night. • Students and staff welcome visitors into the school with Wıìlıìdeh Yatıì

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)*
$15,114	$15,114		$14,335	There were some last-minute cancellations, which prohibited us from spending the full amount.

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)*
$ 34,556	$34,556		$14,335	It is challenging to develop resources during the school year.

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*
3 ILIs	OLC	Assessment	Collaboration	Oct 7, Oct 25
3 ILIs	OLC	Resource sharing	Collaboration	Sept 21, Feb 3
2 schools, 2 ILIs	Handbook	Snowshoe trip prep	Collaboration	March 11, April 2-7

7 NDEA trustees, 1 Principal	OLC and Handbook	Indigenizing Education	Think Indigenous Conference	April 3-5

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*
Various swag to promote Wìlìideh Yatìì use		200	Wìlìideh
Wìlìideh calendar was sent home. The days and months were in Wìlìideh. Each month highlighted a different aspect of the YKDF seasonal calendar.	K'àlemį Dene School Calendar	90	Wìlìideh and English
Colour/Feelings Book to help children name their emotions. It used colour words in Wìlìideh, and photos of the students.	When I feel	25	Wìlìideh

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

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Education Body Chair

Superintendent

Aug 8/24
Date

Aug. 8/24
Date

Annual Report

Education Body Chair

Superintendent

Oct 16/25
Date

Oct. 16/25
Date

Appendix C: Annual Report - Audited Financial Statements

Annual Reports for the Education Bodies of the Northwest Territories for the 2024-2025 School Year ending June 30, 2025

Rapports annuels des organismes ténois du milieu de l'éducation pour l'année scolaire 2024-2025 se terminant le 30 juin 2025

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Operating Plan - Executive Summary

The Sahtú Divisional Education Council's Operating Plan for the 2024-2025 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 will focus the following goals and targets in the 2024 – 2025 school year, building upon and extending from the four prior school years that have formed part of the SDEC Strategic Plan for Education, 2020 – 2025:

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.

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 2024 – 2025 through a combination of training support and increased accountability. Accountability through increased principal-supported instructional planning and classroom observations are in place for 2024 – 2025, 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 2024 – 2025, Immersion will continue to be implemented in Tulita, Deline and Fort Good Hope. 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. 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 2024 – 2025.

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.

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.

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.

Annual Report - Executive Summary

The Sahtú Divisional Education Council's Annual Report for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The Sahtu Divisional Education Council's five schools enjoyed a school year (2024 – 2025) with strong focus on positive mental health and well-being priorities; steady and sustained focus on reading, writing and numeracy; implementation of thinking classrooms and Science Technology Engineering and Mathematics (STEM); a winter and spring regional student celebration of innovation in STEM; teacher and support assistant learning hosted at two regional conferences; full implementation of a JK – 12 school counselling program; comprehensive support of identification of and responsive approaches to diverse needs; review of and re-focussing on the *Our Languages Curriculum* in JK-12 Indigenous Language Education; and the launch of a new regional logo and website reflective of the peoples and land-based identity of the Sahtu.

To support children and youth becoming capable NWT persons, 2024 – 2025 continued a full return to student sports travel and a vibrant return to extra-curricular programming in our five schools. This built on the success of 2023 – 2024. To support positive mental health and well-being, the full resurgence of active participation in sports tournaments and cultural and educational school excursions was a substantial highlight.

Sahtu youth participated in a Sahtu Drug Awareness symposium held in Tulita in June 2024 where recommendations were made to continue to support youth mental health counselling access and extra-curricular youth activities through schools and community organizations. The school year, 2024 – 2025, saw all five Sahtu schools addressing mental health and wellness concerns. Student voice and addressing northern concerns relevant to northern youth continued to gain momentum in our Sahtu schools in 2024 - 2025. Participation, social responsibility, active citizenship and student voice are educational elements of the new adapted BC curriculum that support being and becoming capable NWT persons.

The Sahtu also placed substantial resources in school counselling supports so that each community school had student mental health and well being services in addition to those offered through the Community Youth Counsellor (CYC) and NTSSHA. The emphasis on supporting improved mental health and well being for children and youth in the 2024 – 2025 school year saw a combination of School-based Mental Health and Wellness (SBMHW) funding through ECE and additional funding from Jordan's Principle allowing for the hiring of a JK-12 school counsellor in each school, supplemented by services from Northern Counselling and Therapeutic Services (NCTS).

Improved academic achievement continued to receive substantial support through teacher

training and on-site interventions to improve reading, writing and mathematics, especially where learning evidence showed that there were gaps in knowledge. Teachers received substantial amounts of mentoring from consultants whose expertise lies in supporting students who struggle in reading, writing and numeracy. The combination of addressing gaps in student knowledge and intervening in a targeted and timely manner in core areas allows students to make gains in an individualized way.

With the move to the adapted BC Curriculum, it is necessary to adapt teaching and learning to align with competencies-based instruction and learning, with greater emphasis on cross curricular and inquiry-based approaches, social responsibility lenses, and student choice and voice. In 2024 – 2025, the Sahtu completed year one of a three-year initiative to support this change in methodology and pedagogy, with the primary focus in Science, Technology, Engineering, and Mathematics. School leadership training began in May and June 2024 and continued into the 2024 – 2025 school year with mentorship of all teachers, JK-12, in changed approaches to teaching and learning, aligned with the BC curriculum. Impacts of the changed approaches in teaching and learning were evident in the winter and spring regional student celebrations of learning, aptly named The Sahtu Innovators' Showcase.

In October 2024, 67 Sahtu teachers attended a Sahtu Regional Professional Development Conference in Yellowknife. Experts in the fields of experiential learning, place-based learning, STEM, and Indigenization of curriculum offered a variety of workshops to Sahtu teachers. Simultaneously, 40 Sahtu support assistants gathered in Norman Wells and Fort Good Hope to focus training in supporting children and youth on the autism spectrum, along with other pertinent training in supporting students with diverse needs.

In the fall, winter and spring of 2024 – 2025, Indigenous language instructors and Dene Kede Immersion instructors received in-classroom support in recognizing and responsively supporting diverse needs. *Our Languages Curriculum* and assessment/reporting were key themes for Dene Kede teacher learning in the year. JK-12 teachers received hands-on support in Indigenization of curriculum. In May 2025, the SDEC hosted linguists from the University of Alberta who delivered a two-week workshop in language revitalization where a certificate in sound patterns of language was issued to Indigenous language instructors and Dene Kede immersion instructors. Tulita and Deline continued to offer Dene Kede Immersion in JK/K in 2024 – 2025.

January 2025 focussed training for 30 District Education Authority (DEA) members from across the Sahtu. Newly elected and returning DEA members participated in workshops in roles and responsibilities of school governance, and school policy development. This was the second of two workshops designed to support DEA Members in their roles, with the prior workshop held in January 2024.

The Sahtu Divisional Education Council was proud to launch a new logo and new website in 2024 – 2025. The fresh and contemporary designs and approaches capture the spirit of the Sahtu, with strong emphasis on place, culture and Dene Kede language. Northern-based and solutions-based approaches, and northern innovation are key themes captured in the new branding. In 2025 – 2026, the SDEC looks forward to working with education stakeholders in developing a new strategic vision for education.

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

2021-2024 Divisional Education Council Membership

Community	Representative	Position on Board
	Heather Bourassa	Chairperson
Colville Lake	Isabel Orlias	Trustee
Deline	Mary Ann Vital	Trustee
Fort Good Hope	Nadine Tatchinron	Trustee
Norman Wells	Tamara McNeely	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.
Sahtú Divisional Education Council Elections

Election	Length of Term	School Years
October 2018	3 years	2018-2019 2019-2020 2020-2021
October 2021	3 years	2021-2022 2022-2023 2023-2024
October 2024	3 years	2024-2025 2025-2026 2026-2027

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.

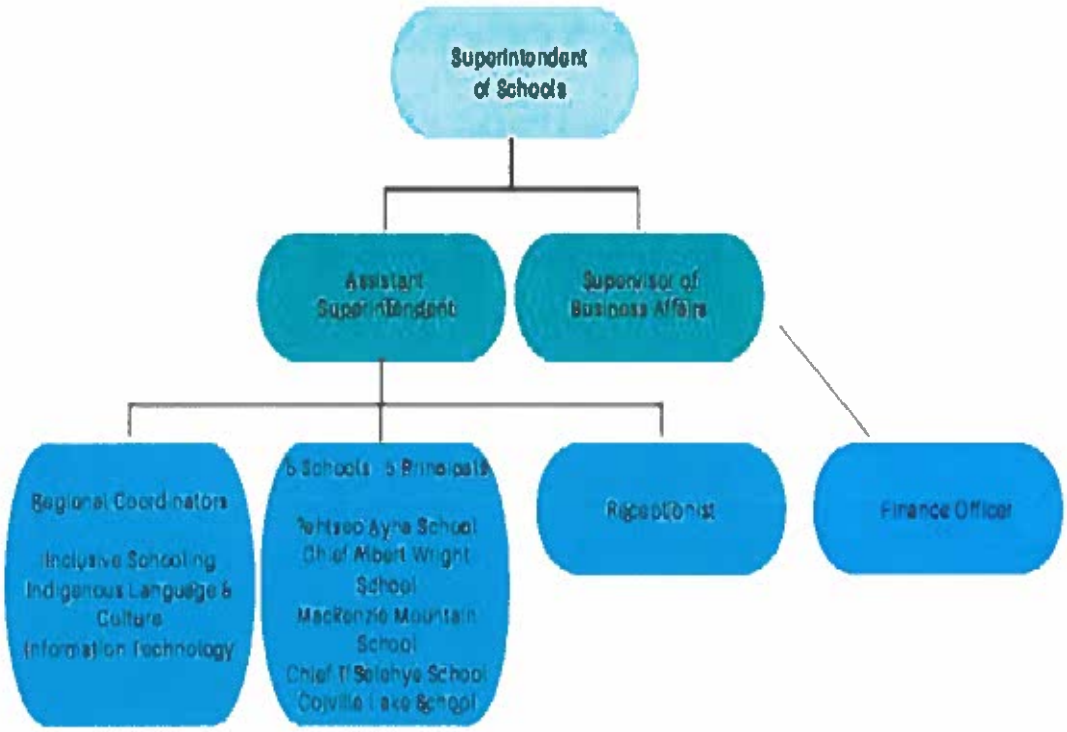
In October 2024, the Sahtú elections will take place, and this may result in a combination of newly elected and returning members to both the community DEAs and the subsequent appointment of trustees to the DEC. With many new members to the DEAs, training is an important tool to ensure members understand 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, schedule for mid-January 2025. In addition, the SDEC will support DEAs in policy development, through a series of workshops that began in March 2024 and will continue in 2024 – 2025. 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 remains vacant in 2023 – 2024 and 2024 – 2025.

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**	496

School Name	Community	Grades Offered	Programming Highlights
Colville Lake School	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	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	Fort Good Hope	JK-12	– Dene Kede Language classes – JK - K Dene Kede Language Immersion – Literacy / Numeracy Intervention – Nai?e?a 15 / 25 / 35 for grades 10-12 – Industrial Arts Classes – Northern Distance Learning

Chief Albert Wright School	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	Norman Wells	JK-12	– Dene Kede Language classes – Literacy / Numeracy Intervention – 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.

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 Schooling	X	X	X	X	X	X
Community Senior Secondary Schooling	X	X	X	X	X	X

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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals	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.

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%	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%	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 - 80% of grade 1-8 students will meet or exceed mathematics curricular expectations in Year 3	100%	60%	The difference accounts for the individual nature of student learning progress and achievement. While programming was implemented with fidelity and rigour, and substantial gains were recorded in assessments of learning, the targets set for the region were not fully achieved in reading, writing and mathematics within the school year. In 2025 – 2026, sustained efforts will continue to bring us closer to the achievement targets.
Areas of Strength for the region	Science, Technology, Engineering, Mathematics (STEM) implementation, supported by teacher learning in this pedagogy, leveraged experiential, cross-curricular, problem-based learning reflective of NWT Key Competencies.		
Areas for Development for the region	On-going targeted intervention in reading, writing and numeracy is necessary to address gaps.		
Additional Comments for the region	The shift to the NWT adapted curriculum facilitates teaching, learning and assessments of learning that will support improved academic results for the Sahtu.		

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	Faltering efforts to establish school reviews in 2020 – 2024, and in decades prior, have culminated in a collaboratively developed "school report card" 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 report card 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	The Sahtu has developed a school "progress report" for implementation in the 2025- 2026 school year. Introduction of the assessment tool to assist in school reviews was postponed until the next school year due to wildfire evacuations in one context and economic disruption in another.
Areas for Development for the region	Accountability in reaching academic and non-academic targets requires a culture of support and growth to reach standards of learning outcomes within schools. The Sahtu is working hard to develop this culture so that reviews of schools are purposeful and sustainable.

Additional Comments for the region	The Sahtu schools' progress report will be introduced in 2025 – 2026.

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	Teacher and principal evaluations are conducted according to the evaluation cycle. In 2023 – 2024, 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 Assistant Superintendent.

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	100%	
Number of principals and assistant principals formally evaluated in the school year.	100% of principals requiring evaluation according to the evaluation cycle	0%	This target will be achieved in 2025 – 2026.
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3	0%	This target will be achieved in 2025 – 2026.

Number of Superintendents formally evaluated in the school year.	1	100%	
Areas of Strength for the region	Schools are actively evaluating performance of staff.		
Areas for Development for the region	Staff evaluations require time, expertise and qualified personnel for the task and this is an area of development for the region during times of minimal staffing in senior management. A strategy is in place for 2025 – 2026 to achieve all required targets.		
Additional Comments for the region	The Sahtu Region experiences a high turnover in teachers and principals resulting in an ongoing cycle of having to complete a high number of evaluations. Declining numbers of staff in the Education Body (one superintendent) makes the evaluation process challenging to complete, while principals also shoulder an exceptionally high number of evaluations each year. Ways to manage the evaluation workload are necessary so that evaluations are completed in a thorough and timely manner.		

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 2024-2025 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 Sahtu 2024 – 2025 school calendars as October 3 and one collaborative STIP day is dedicated to ECE-led training in facets of assessment and reporting aligned with the new curriculum rollout. Other educator training includes: Sahtu Regional Teachers' Conference, October 1-2, where the theme of *Assessment in the new NWT Curriculum* has been identified by educators for focus. 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**	**Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service.	Sahtu Regional Teachers' Conference: One Collaborative STIP day (ECE training); one collaborative STIP Day and one PD	100%	

	Day, by teacher choice. One administration day dedicated to training and in-service.		
Areas of Strength for the region	Sixty-seven teachers participated in the Sahtu Regional Teachers' Conference in Yellowknife, October 1-3, 2024. Collaboration in new initiatives was high as all teachers were able to meet face-to-face in one venue.		
Areas for Development for the region	The Sahtu will increasingly implement virtual training and professional development to mitigate costs of in-person professional development.		
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.

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	0.50	0.50	0.50	

** 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.

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	All Sahtú schools offer daily breakfast programming, and mid-morning and mid-afternoon healthy snacks. Two schools offer lunch programs in addition. Food security during the school day assists children to be learning – ready and assists families in providing access to healthy food options for children.
Areas for Development for the region	Schools are identifying that non-sessional days result in some children not having access to reliable healthy meals. Schools are setting up options for children and youth to access dry and canned goods to take home for meal preparation on non-sessional days.
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)*
Colville Lake	Breakfast Snacks	55	Everyone welcome	0

	morning and afternoon			
ʔehtseo Ayha	Breakfast Snacks morning and afternoon	122	Everyone welcome	0
Chief T'Selehye	Breakfast Snacks morning and afternoon	128	Everyone welcome	0
Chief Albert Wright	Breakfast Snacks morning and afternoon	90	Everyone welcome	$30,000 from Cenovus Energy
Mackenzie Mountain	Breakfast Snacks morning and afternoon	125	Everyone welcome	0

** 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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Colville Lake	North Slavey	Core	JK-9	Y	
ʔehtseo Ayha	North Slavey	Core Immersion	1-9 JK/K	Y	
Chief T'Selehye	North Slavey	Core Immersion	1-9 JK/K	Y	
Chief Albert Wright	North Slavey	Core Immersion	1-9 JK/K	Y	
Mackenzie Mountain	North Slavey French	Core Core	JK-9 JK-9	Y	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	Professional Learning Communities
SSI Project Proposal Summary	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 2024 – 2025, PLCs will be reactivated and realigned as the primary mechanism for teacher learning and for monitoring improved achievement for students.

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%	100%	

Areas of Strength	In 2024 – 2025 PLCs were reactivated and realigned as the primary mechanism for teacher learning and for monitoring improved achievement for students.		
Areas for Development	PLCs will be leveraged to institute evidence-based and data-driven decisions in teaching and student learning.		
Additional Comments			

I. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring NDL students are supported during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long-distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the amount of funding allocated, budgeted, and spent (actual) to provide support to NDL students and the explanation for any variance between each.

School Name	**Allocated** *($)*	**Education Body Contribution** *($)*	**Total Budgeted** *($)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
Colville Lake	$59,211	$10,000	$69,211	$399	ECE discontinued NDL Funding for SY 2024-25 and CLS used internal resources to continue NDL Program.
ʔehtseo Ayha	$58,343	$10,000	$68,343	$77,627.54	The entire amount of $77,627.54 is funded by the SDEC. ECE discontinued funding for NDL SY 2024-2025.
Chief T'Selehye	$58,063	$10,000	$68,063	$48.274.72	The actual of $48,274.72 is the contribution of the SDEC. ECE discontinued funding for NDL Program at CTS.
Chief Albert Wright	$57,312	$10,000	$67,312	$25,223.09	The NDL program of CAWS actuals costs were totally funded by the SDEC.
Mackenzie Mountain	$55,019	$10,000	$65,019	$11,665.68	MMS Actual Costs of NDL were paid by the SDEC.
TOTAL	$287,948	$50,000	$337,948	$162,791.03	NDL is a success in the Sahtu Region, but ECE discontinued funding.

					The total costs of $162,791.03 was paid by the SDEC.

School	Source of NDL Support *(Fulltime In-class support (ISP), Support Assistant (SA), classroom teacher, other)*	Successes and challenges related to providing support to NDL students
Colville Lake	Local hire	Capacity building for a local hire and provision of training and employment. High turnover in the role from year-to-year.
ʔehtseo Ayha	Local hire	Capacity building for a local hire and provision of training and employment. High turnover in the role from year-to-year.
Chief T'Selehye	Local hire	Capacity building for a local hire and provision of training and employment. High turnover in the role from year-to-year.
Chief Albert Wright	Local hire	Capacity building for a local hire and provision of training and employment. High turnover in the role from year-to-year.
Mackenzie Mountain	Local hire	Capacity building for a local hire and provision of training and employment. High turnover in the role from year-to-year.

The following tables detail regional, and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	Provision of consistent high caliber instruction in higher-level courses allowing for greater access to postsecondary options.
Areas for Development for the region	Improve tracking of students accessing post-secondary options and successful graduation from post-secondary with a credential.
Additional Comments for the region	

School Specific Reporting	School	School level Reporting
Top one or two NDL successes at each participating school.	Colville Lake	Increased graduation rates coincide with the provision of NDL at the school.
	ʔehtseo Ayha	Greater variety in higher-level high school course offerings
	Chief T'Selehye	Greater variety in higher-level high school course offerings
	Chief Albert Wright	Increased access to post-secondary options.
	Mackenzie Mountain	Greater variety in higher-level high school course offerings
Top one or two challenges experienced with the implementation of NDL at each participating school.	Colville Lake	None reported. Student absenteeism in high school courses problematic across NDL and regular high school programming.
	ʔehtseo Ayha	None reported. Student absenteeism in high school courses problematic across NDL and regular high school programming.

	Chief T'Selehye	None reported. Student absenteeism in high school courses problematic across NDL and regular high school programming.
	Chief Albert Wright	None reported. Student absenteeism in high school courses problematic across NDL and regular high school programming.
	Mackenzie Mountain	None reported. Student absenteeism in high school courses problematic across NDL and regular high school programming.
Top one or two supports that would help schools better implement NDL next year at each participating school.	Colville Lake	Assistance with tracking student success in transitioning to post-secondary options would be helpful for schools to support current NDL students mitigate impediments to post-secondary transitions.
	ʔehtseo Ayha	Assistance with tracking student success in transitioning to post-secondary options would be helpful for schools to support current NDL students mitigate impediments to post-secondary transitions.
	Chief T'Selehye	Assistance with tracking student success in transitioning to post-secondary options would be helpful for schools to support current NDL students mitigate impediments to post-secondary transitions.
	Chief Albert Wright	Assistance with tracking student success in transitioning to post-secondary options would be helpful for schools to support current NDL students mitigate impediments to post-secondary transitions.
	Mackenzie Mountain	Assistance with tracking student success in transitioning to post-secondary options would be helpful for schools to support current NDL students mitigate impediments to post-secondary transitions.

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.00	1.00		1.00	Funding reallocated within IS to offset underfunding of the position

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

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Colville Lake	1.00	1.00			1.00	
ʔehtseo Ayha	1.00	1.00			1.00	
Chief T'Selehye	1.01	1.00			1.00	
Chief Albert Wright	1.00	1.00			1.00	
Mackenzie Mountain	1.04	1.00			1.00	
TOTAL	5.05	5.00	Funding reallocated within IS to offset underfunding of positions		5.00	Funding reallocated within IS to offset underfunding of 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 Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Colville Lake	0.91	1.20		4.00	1.00 (0.8 PY) position was funded through Inclusive Schooling; 4.00 (0.8 PY) positions was funded through the Jordan's Principle and the Child First Initiative
ʔehtseo Ayha	1.75	1.60		8.80	2.00 (0.8 PY) positions were funded through Inclusive Schooling; 9.00 (0.8 PY) positions were funded through the Jordan's Principle and the Child First Initiative
Chief T'Selehye	1.88	1.60		9.20	2.00 (0.8 PY) positions were funded through Inclusive Schooling; 9.50 (0.8 PY) positions were funded through the Jordan's Principle and the Child First Initiative
Chief Albert Wright	1.25	1.20		5.20	1.50 (0.8 PY) positions were funded through Inclusive Schooling; 5.00 (0.8 PY) positions were funded through the Jordan's Principle

					and the Child First Initiative
Mackenzie Mountain	1.93	2.00		7.20	3.0 (0.8 PY) positions are funded through Inclusive Schooling; 6.0 (0.8 PY) positions are funded through Jordan's Principle and the Child First Initiative
TOTAL	7.72	7.60	Funding reallocated within IS to fund full or half positions.	34.40	9.5 (0.8 PY) positions were funded through Inclusive Schooling; 24.9 (0.8 PY) positions were funded through the Jordan's Principle and the Child First Initiative

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)*
$ 52,831	$52,831		$72,329	The expenses were higher than the budgeted amount due to training initiative of the SDEC. This is a requirement of a professional development as per GNWT. The actual expenses are based on the audited financial statement.

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?**
Healthy Relationships	PSTs, Educators	ECE absorbs this cost	Oct. 8-11, 2024 & in person Jan. 14-17, 2025 & virtual	Yes	
New PST In-service	PSTs	ECE absorbs this cost	Oct. 22-23, 2024, Yellowknife	Yes	

Autism Spectrum Disorder (ASD) Speaker Series	PSTs, SAs	Children's Autism Services of Edmonton	TBD & virtual	No	Continuum North was contracted to provide in-service on this topic to schools
Various Topics	PSTs, Teachers, SAs	Calgary Regional Learning Consortium	TBD & virtual	No	Continuum was contracted to provide in-service on this topic to schools
Various Topics	PSTs, Teachers, SAs	Edmonton Regional Learning Consortium	TBD & virtual	No	Continuum North was contracted to provide in-service on this topic to schools
Foundations in Autism Spectrum Disorder (ASD)	PSTs, Educators, SAs	Children's Autism Services of Edmonton or Continuum North	TBD & in person with virtual aspects	No	Continuum North was contracted to provide in-service on this topic to schools
Foundations in Fetal Alcohol Spectrum Disorders (FASD)	PSTs, Educators, SAs	CanFASD	TBD & virtual	No	This course was offered to schools, but no one registered
Foundations in Down Syndrome	PSTs, Educators, SAs	Edmonton Down Syndrome Society	TBD & virtual	No	This course was offered to schools, but no one registered
Systematic Synthetic Phonics programme (Jolly Phonics)	Educators	Jollyworks	TBD & virtual	No	This course was offered to schools, but no one registered
Self Regulation 101	PSTs, Educators, SAs	The Mehrit Centre	TBD & virtual	No	This course was offered to schools, but no one registered
Supporting Individuals through Valued Attachment (SIVA)	Principals, PSTs, Educators, SAs	SIVA / Continuum North	TBD & in person with virtual aspects	Yes	
				Yes	*This conference was held in addition to

					planned Professional Learning
				Yes	*This training was held in addition to planned Professional Learning
				Yes	*This training was held in addition to planned Professional Learning. Funding was provided through Jordan's Principle.
				Yes	*This training was held in addition to planned Professional Learning.

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** *($)*
Continuum North Education & Health Services	96 days of in-person support; 24 hours of virtual training/ support 2 Education Psychology Assessments were completed	Current levels of Speech-Language Pathologist, Educational Psychologist, Occupational Therapy, TBST and SSW supports were insufficient to meet the needs	?ehtseo Ayha School Chief Albert Wright School Mackenzie Mountain School Chief T'Selehye School	2024-2025 School Year	$43,340 Portion of the total invoiced amount - Jordan's Principle covered the other remainder

		of Sahtu students.	Colville Lake School		
Pearson Canada	Consulting Fees – various times throughout the year	Service not available to meet the needs of Sahtu students	?ehtseo Ayha School Chief Albert Wright School Mackenzie Mountain School Chief T'Selehye School Colville Lake School	2024-2025 School Year	$11, 400 Portion of the total invoiced amount - Jordan's Principle covered the other remainder
TinyEYE	1850 hours of virtual Speech and Language Support	NTHSSA services were insufficient to meet the needs of Sahtu students	?ehtseo Ayha School Chief Albert Wright School Mackenzie Mountain School Chief T'Selehye School Colville Lake School	2024-2025 School Year	$17,588.50 Portion of the total invoiced amount - Jordan's Principle covered the other remainder

** 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 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)*
$ 76,051	$599.38	Timers for Self-Regulation	CAWS: 7 classrooms; any student, as needed	$19,115.15	The Budget for this program was $76,051 and the expenses were $19,115.15. The SDEC allocated most of the expenses to the Jordan's Principles projects. As it is shown in the audited financial statements the PST Salaries were $1,115,123 much higher than funded by ECE. The SDEC is required to manage expenses within the parameter of approved ECE budget, therefore, expenses were allocated to JP Projects as per operational requirements. The auditor reviewed both Inclusive Schooling and JP
	$4,738.20	Sensory Room Items	CTS: 7 classrooms; any student, as needed		
	$1,210.52	Sensory Room Items	MMS: 8 classrooms; any student, as needed		
	$5,249.34	Sensory Room Items	EAS: 8 classrooms; any student, as needed		
	$1,439.43	Sensory Room Items	CLS: 5 classrooms; any student, as needed		
	$2,860.00	Graduation Gifts (K and Gr. 12)	60 students		
	$799.98	Touch Chat Apps	CAWS – 2 students		
	$2,218.30	Freight fees			

					Expenses projects as shown in the audited financial statements SY2024-2025.

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

Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$ 121,308	$17,588.50	TinyEYE Therapy Services	SLP support in 5 Schools for 1 month	$72,329	The SDEC used one GL account for providing Healing and Counselling Services for optimum utilization of budget. Detailed TinyEye/SLP expenses are incurred by the Jordan's Principle projects and total expenses incurred are $2,753,116. This explains that $121,308 budget provided by the ECE was highly inadequate for providing SLP services in the five communities of the SDEC. The audited financial statements is attached with this annual $72,329 report for the further considerations.
	$43,340	Continuum North Consultation Services	Interdisciplinary Services for 5 schools		
	$11,400	Pearson Canada Consultation	SDEC SA Conference Presentation for approximately 40 SAs		

G. School-Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community/ School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
Colville Lake	$ 296,534	$ 41,600				
ʔehtseo Ayha		$ 41,600				
Chief T'Selehye		$ 41,600				
Chief Albert Wright		$ 41,600				
Mackenzie Mountain		$ 129,843	$171,977			Mainly salaries and Professional Development
TOTAL	$ 296,534	$ 296,534	$171,977			Jordan's Principles expenses for mental health counsellors were $876, 471.09. These major expenses

						were not funded by the ECE. The ECE Budget of $296,534 is only adequate for one full time position and one part time position or third party services.

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES
Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc. The funding was primarily used to support the teaching salaries of our SBMHW providers (School Counsellors). The counsellors used the WITS and LEADS programs, as well as supports from the 4th R program. They were trained alongside school staff in SIVA protocol and planning. They joined and utilized the Beaufort Delta Divisional Education Council's virtual presentation of Trauma Informed Approaches training. Our SBMHW providers are licensed NWT educators, the job description used came directly from ECE.
Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW **programs and services.** SDEC SBMHW providers and their schools noted the following successes: - Delivery of developmentally appropriate and timely mental health intervention/support - Increased and timely response to student and community crisis's - High level of relationship-building with students, staff and wider community - Ability to relate mental health supports cross-curricularly - Building capacity with teachers through co-teaching approaches and modelling - Supporting a whole-school approach to Mental Health and Wellness

Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW **programs and services.**

SDEC SBMHW providers and their schools noted the following challenges:

- Lack of clarity around Standard Operating Procedure and Privacy issues
- Lack of clarity for Principals in supporting the providers in the Standard Operating Procedure and Privacy issues
- Lack of in-person connection with other SBMHW providers, both regionally and territorially
- Lack of personal supports for SBMHW providers during and after a community/school crisis situation, when they themselves supporting students and staff
- Lack of training available for SBMHW providers who are educators with classroom and formal education experience

H. Alignment of Student Supports

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 support is 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 will conduct at least one (1) in-person visit to each school in the Sahtú, to support the development, alignment and review of Student Support Plans (SSPs), and Competency-based Individual Education Plans (CBIEPs). The RISC will ensure that Competency-based IEP are created, as per procedures. The RISC will also monitor the alignment of student supports through virtual check-ins with PSTs and further in-person support visits, as needed. SSPs and CBIEPs can be reviewed and changed at any time but are reviewed at least once every reporting period (3-4 times per year) in the Sahtú. A copy of the SSP or CBIEP is sent home at reporting periods. School principals and RISC monitor that SSPs are finalized on time and support teachers in applying differentiated instruction and individualized strategies to support each students' growth.

Areas of Strength for the region	SDEC schools have student-centered. Close working relationship between RISC, PSTs and school staff centered around Inclusive Schooling. Continuum North was able to provide support for each school in IEP goal development.
Areas for Development for the region	Increased educator confidence and capacity with strength-based Universal Design for Learning (UDL) language in SSPs and IEPs. PSTs and educators need further and more in-depth CBIEP training.
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 are informed at the beginning of the school year of expectations regarding setting up conditions to support teachers and support assistants in using flexible instructional strategies. In addition, the RISC and Superintendent monitor the implementation of and provide professional development opportunities for flexible instructional strategies throughout the school year. They also monitor that teachers and support assistants meet to review student progress and needs and that teachers are providing adequate direction to support assistants.

Areas of Strength for the region	Consultants knowledgeable in literacy, numeracy, STEM, and Neurodiversity provided timely, in-person and virtual, place-based strategies and professional learning for school staff and students.
Areas for Development for the region	Increased educator confidence and capacity with strength-based Universal Design for Learning (UDL) supports and strategies through timely and place-based professional learning and modeling.
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 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 Teams will be encouraged to meet weekly, but required to meet at least twice each month for approximately 30-45 minutes to address specific and systemic school issues. Minutes of meetings are kept at the school by the PST, and global reporting is done monthly by the principal and the PST to the SDEC in the form of monthly reports. The Sahtú will build on previous years' successful work with the Territorial-based Support Team when issues cannot be resolved in-house and where outside expertise is needed.

Areas of Strength for the region	Inclusive schooling leadership at each school is knowledgeable about the needs, successes and challenges of their study body.
Areas for Development for the region	Build the capacity and confidence of school staff's knowledge and use of the various functions of SBST meetings through targeted professional learning and open discussions on the topic. Increased and improved SBST record keeping and referral practices.
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.	Parents and students will be included in developing and reviewing SSPs and Competency-Based IEP through in-person meetings. When not possible, discussion can be through teleconference calls or virtual conferences. The expectation is that parents receive a mailed copy of SSPs and Competency-Based IEPs at each school reporting period. SSPs and Competency-Based IEPs can be reviewed and changed at any time, but in the Sahtú, these reviews coincide, at minimum, with reporting periods, at least three to four times per year. Suggested reviews dates are indicated in the Important Dates calendar sent out to Principals and PSTs.

Areas of Strength for the region	All schools conducted reviews of SSP and CBIEPs with parents and students each reporting periods. Where appropriate and feasible, parent and student input was sought and utilized in SSP and CBIEP goal setting and document creation.
Areas for Development for the region	Building educator, student and family capacity for the development and implementation of CBIEP goals.
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.**	PST priority time-use targets in the Sahtú will align with the ECE guidelines of at least 60% of their time supporting teachers, 25% of their time used to help students with complex needs and only 15% of their time used for other functions within the school. The RISC will monitor the implementation of this guideline during monthly meetings and by consulting the PST's monthly report that summarizes their duties.

Areas of Strength for the region	RISC held monthly PST meetings focused on connecting with and supporting the needs of PSTs and their schools. Consultants worked directly with PSTs to provide guidance and support for working with staff to support neurodiverse students. PSTs across the region created/updated sensory rooms to address student self-regulation needs.
Areas for Development for the region	It has been expressed that further professional development/messaging for Principals clearly stating the expectations for the PST role would be beneficial.
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 conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.00	1.00		1.00	

B. Indigenous Language and Education Teams

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

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

Indigenous Language and Education Team			
School	**ILE Team Composition** *(Principal, PST, etc.)*	**Meeting Frequency**	**Explanation if ILE Team was not in place or active** *(if applicable)*
Colville Lake	- Principal - ILI - LCC - Teachers	Last Thursday of every month	
ʔehtseo Ayha	- Principal - PST - ILI - Immersion Teacher - Teachers - Custodian - LCC	3rd Tuesday of each month	
Chief T'Selehye	- Principal - Admin. Assistant - ILI - SAs - Teachers	Once a month	
Chief Albert Wright	- Principal - Immersion teacher - ILI - LCC	Once a month	
Mackenzie Mountain	- Principal - ILI - SAs - Teachers	Once a month	

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Colville Lake	1.00	1.00		1	
ʔehtseo Ayha	1.33	1.00	Funding decreased to allocate funding to another school	1	
Chief T'Selehye	1.34	1.00	Funding decreased to allocate funding to another school	1	
Chief Albert Wright	1.03	1.00	Funding decreased to allocate funding to another school	1	
Mackenzie Mountain	1.10	1.00	Funding increased to provide consistent classes	1.8	Due to uncertainty of ILI, a SA was hired to step in when required
TOTAL	5.80	5.00	5.80	5.8	As per 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 planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	- ILI hired as a substitute teacher while vacancy advertised - Letter of authority to three immersion teachers
Plans to recruit and retain language teachers, if any?	- New hires trained in reading and writing in Dene Kede Workshop - New teachers will observe effective instructional practices in schools - ECE will do virtual sessions on new to OLC and assessment / reporting - Mentor will visit and assist on a rotational basis throughout the year - Courses with CILLDI and/or Aurora College on classroom management - SDEC is participating in ILIEP
The # of anticipated New ILIs and which schools they are in.	Anticipated three new ILIs - Chief Albert Wright School - Chief T'Selehye School - Mackenzie Mountain School
Challenges and/or barriers faced in the region	- Speakers have no teacher training or classroom experience. - Speakers have difficulty with all facets of classroom management e.g. routines, behaviours, inclusive schooling

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)*
Colville Lake	$ 20,500	$20,5OO		$9,548	Resource development expenses exceeded the budget by $121,642. No n-utilized funds were reallocated to resource development.	
?ehtseo Ayha	$ 23,500	$23,500		$12,170	Same as above	
Chief T'Selehye	$ 22,500	$22,500		$21,165	Same as above	
Chief Albert Wright	$ 23,500	$23,500		$25,379	Same as above	
Mackenzie Mountain	$ 20,500	$20,500		$8,275	Same as above	
Total	$ 110,500	$110,500		$76,538	ECE approved budget was $220,650. Allocation of $105,500 was made to community support and $4,650 was allocated to office supplies.	

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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?
Colville Lake	Y	Y	Elders in school by ILE fund Land and Culture Coordinator (LCC) by Jordan's Principle	
?ehtseo Ayha	Y	Y	Elders in school by ILE fund LCC by Jordan's Principle	
Chief T'Selehye	Y	Y	Elders in school by ILE fund LCC by Jordan's Principle	
Chief Albert Wright	Y	Y	Elders in school by ILE fund LCC by Jordan's Principle	
Mackenzie Mountain	Y	Y	Elders in school by ILE fund LCC by Jordan's Principle	

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 all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation.**

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

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference *(if applicable)*
Colville Lake	Regional Language/Cultural workshop-interacting with Elders (elders sharing traditional knowledge)	20	0	We had a regional CILLDI language class instead of a regional workshop with Elders
Colville Lake	Cultural days	100	100	
Colville Lake	First Nations Educator's conference (Edmonton)	10	10	
ʔehtseo Ayha	Regional Language/Cultural workshop-interacting with Elders (elders sharing traditional knowledge)	20	0	We had a regional CILLDI language class instead of a regional workshop with Elders
ʔehtseo Ayha	Cultural days	100	100	
ʔehtseo Ayha	First Nations Educator's conference (Edmonton)	10	10	
Chief T'Selehye	Regional Language/Cultural	20	0	We had a regional CILLDI language class instead of a

	workshop-interacting with Elders (elders sharing traditional knowledge)			regional workshop with Elders
Chief T'Selehye	Cultural days	100	100	
Chief T'Selehye	First Nations Educator's conference (Edmonton)	10	10	
Chief Albert Wright	Regional Language/Cultural workshop-interacting with Elders (elders sharing traditional knowledge)	20	20	We had a regional CILLDI language class instead of a regional workshop with Elders
Chief Albert Wright	Cultural days	100	100	
Chief Albert Wright	First Nations Educator's conference (Edmonton)	10	10	
Mackenzie Mountain	Regional Language/Cultural workshop-interacting with Elders (elders sharing traditional knowledge)	20	0	We had a regional CILLDI language class instead of a regional workshop with Elders
Mackenzie Mountain	Cultural days	100	100	
Mackenzie Mountain	First Nations Educator's conference (Edmonton)	10	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)*
Colville Lake	Setting snare	15	2	Y	0.5 day
	Getting spruce boughs and setting in teepee	15	2	Y	0.5 day
?ehtseo Ayha	Setting fish nets-March	20	3	Y	3 days
	Fishing with hooks	40	2	Y	2 days
Chief T'Selehye	Camp-making fire	40	4	Y	4 days
	Assisting with moosehide tanning	40	4	Y	4 days
Chief Albert Wright	Setting net at Tate Lake	4	4	Y	5 days

	Setting snares-4 miles cultural camp	60	4	Y	5 days
Mackenzie Mountain	Hunting, skinning, and butchering moose	5	2	Y	2 days
	How to dress properly and hunt for a moose in winter	5	2	Y	2 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)*
Colville Lake	Traditional storytelling	30	2	Y	2
	Cooking bannock and meat	30	1	Y	2
?ehtseo Ayha	Preparing fish for cooking	60	2	Y	3
	Storytelling	60	1	Y	1
Chief T'Selehye	Teaching drumming	50	2	Y	1
	Cooking Bannock and fish	50	2	Y	1
Chief Albert Wright	Mukluk making	30	2	Y	3 weeks

	Snowshoe making	30	1	Y	3 weeks
Mackenzie Mountain	Parka cover sewing	25	1	Y	3 days
	Traditional stories and feeding fire	90	4	Y	1 day

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
Colville Lake	Sewing machines	Sewing classes at school
ʔehtseo Ayha	Expedition sleds	Every week, students were brought to the school cabin out on the land
Chief T'Selehye	Various hides, sewing supplies	Created sewing kits for the students
Chief Albert Wright	Caribou hides	Students were taught how to make babiche and drums
Mackenzie Mountain	Freezers	Store traditional food

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.
Colville Lake	Story telling and cooking traditional food	Feast
ʔehtseo Ayha	Bringing Elders in school every Friday to tell stories to the students	Lunch and Elder of the month award
Chief T'Selehye	Truth & reconciliation workshop with Elders	Culture camp with moose hide tanning project
Chief Albert Wright	Prayer song daily	Feast, youth handgames and prayer song
Mackenzie Mountain	Elder brought into to provide traditional knowledge about the fire ceremony	Feeding of fire and drum dance

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)*
$ 98,754	$105,500	Increase in wages / fees.	$89,009	Non-utilized funds re-allocated to resource development.

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)*
$ 147,381	$160,000	Increased costs of travel & accommodation for ILIs attending workshops.	$281,642	For the resource development expenses exceeded the budget by $121,642. These expenses were important for providing funds to the external cultural experts for their visits to the communities.

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
CTS, MMS & CAWS, 3 ILI's 3 SA	OLC	Stay in the language when teaching Dene Kede	Houssni Lhaloui, core French teacher at MacKenzie Mountain School	January 19, Norman Wells
CTS, MMS & CAWS, 3 ILI's 3 SA	OLC	Review OLC outcomes and provided examples of outcomes	RILE, Ed Hodgson building	January 20, Norman Wells
CAWS & EAS, Immersion teachers	ILE/OLC	Supporting Indigenous Language Revitalization	SILR Board and CILLDI, U of A	March 17 & 18, Edmonton, ALTA
CTS, MMS, CAWS & EAS, 4 ILIs & 4 SA Sahtu Dene Council, Deline & Tulita Preschool & FGH Guardians, 14 participants total	OLC	Sounds in language, learning to read and write Dene Kede	CILLDI, U of A	May 5-15, Norman Wells
CAWS, MMS, EAS & CTS, 4 ILI's 4 SA	OLC	Classroom Management Classroom routine Planning and working with SA Supporting Students with Special Needs Assessments	Emily Kakfwi-Stroman	August 19, Sept. 13, Oct 21, Nov. 8, Feb. 3-28, Mar. 31 & April 25
CAWS, MMS, EAS & CTS	ILE Handbook	Assisting teachers with indigenizing education	Betty Barnaby	Oct 21, Nov. 8, Feb. 3-28, Mar. 31 & April 25

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**
Book	Sahtu Ways of Knowing (final version being produced after two regional workshops with Elders)	150	English and Dene Kede
Posters	Sahtu Dene Laws	25	K'ashogot'ine Shutaot'ine Sahtuot'ine English

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**
I-pads	20	In-classroom support to access SDEC developed Dene Kede pronunciation website.
Printers	5	Indigenous Language Instructor in-classroom printers

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2024-2025 Budget

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

	2024-2025 Budget	2023-2024 Approved Budget	2023-2024 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	15,129,916	14,437,667	14,512,331
SSI (Base Amounts - Schedule 8)			
Northern Distance Learning (Schedule 8)	100,000		
Minority Language (Schedule 8)	99,000		
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions		110,000	315,975
Sub-Total ECE	15,328,916	14,547,667	14,828,306
GNWT Other Contributions	366,507	466,507	333,979
Total GNWT	15,695,423	15,014,174	15,162,285
Federal Government Jordan's Principle (Schedule 8)	6,213,145	5,579,122	7,351,701
Federal Government Other			
Property Tax Requisitioned			
Other Education Bodies			
Education Body Generated Funds			
Rentals			
School Generated	586,174	586,174	694,538
Investment Income	259,278	259,278	498,555
JP Admin Fees	335,000	335,000	450,000
Other	25,000	25,000	17,310
Total Generated Funds	1,205,452	1,205,452	1,660,403
TOTAL REVENUES	23,114,020	21,798,748	24,174,389
EXPENSES			
Administration (see Schedule 2)	1,565,433	1,623,326	1,621,070
School Programs (see Schedule 2)	10,671,033	10,681,033	11,260,450
Operations and maintenance (see Schedule 2)	236,904	174,952	241,377
Inclusive Schooling (see Schedules 2&3)	2,541,145	2,231,034	2,231,034
Indigenous Languages and Education (see Schedules 2 & 4)	1,494,245	1,436,701	1,436,245
School Generated Expenses	586,174	586,174	694,538
Jordan's Principle	6,213,145	5,579,122	7,351,701
Other GNWT Contributions	366,507	466,507	333,979
Sub-Total Expenses Before Amortization	23,674,586	22,778,849	25,170,394
Amortization (see Schedule 6)			
TOTAL EXPENSES**	23,674,586	22,778,849	25,170,394
ANNUAL OPERATING SURPLUS (DEFICIT)	-560,566	-980,101	-996,005
ACCUMULATED SURPLUS (DEFICIT) OPEN *	1,884,869	2,269,304	2,880,874
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,324,303	1,289,203	1,884,869

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

Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	1,324,303	1,289,203	1,884,869
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
Total Closing Accumulated Surplus	1,324,303	1,289,203	1,884,869

Department of Education, Culture & Employment
Council Approved 2024-2025 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		7,365,887					2,941,579	10,307,466
Regional Coordinators (RSC/RIS)				195,917	195,917			391,834
Program Support Teachers				872,120				872,120
Support Assistants				1,199,820			1,002,125	2,201,945
Indigenous Language Instruction					733,722			733,722
Cultural Resource Staff					99,694		445,288	544,982
Elders in Schools					110,500			110,500
Non Instructional Staff	855,401	1,843,751						2,699,152
Board/Trustee Honoraria	298,032							298,032
EMPLOYEE BENEFITS								
Employee Benefits/Allowances								0
Leave And Termination Benefits								0
STAFF DEVELOPMENT (Including Travel)	18,000			52,831	33,544			104,375
SERVICES PURCHASED/CONTRACTED								
Professional/Technical Services		309,339		121,308				430,647
Postage/Communication	18,000							18,000
Utilities								0
Heating								0
Electricity								0
Water/Sewage								0
Travel	114,000			23,098	15,000			152,098
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
MATERIALS/SUPPLIES/FREIGHT								
Assistive Technology				76,051				76,051
Materials	17,000	66,520			135,500		1,741,653	1,960,673
Freight	3,000				5,360			8,360
GNWT Other & Contribution Agreements		1,052,681						1,052,681
OTHER	140,000	935,000						1,075,000
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,565,433	11,723,714	236,904	2,541,145	1,494,245	0	6,213,145	23,774,586
AMORTIZATION								0
TOTAL	1,565,433	11,723,714	236,904	2,541,145	1,494,245	0	6,213,145	23,774,586

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

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

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinators	195,917		195,917
Magnet Facility Teachers			
Program Support Teachers	872,120		872,120
Support Assistants	903,286		903,286
SBMHW Positions	296,534		296,534
EMPLOYEE BENEFITS			
Employee Benefits/Allowances			0
STAFF DEVELOPMENT (Including Travel)	52,831		52,831
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	144,406		144,406
Student Transportation (Busing)*			0
Other Contracted Services			0
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	76,051		76,051
Materials			0
Freight			0
TOTAL	2,541,145	0	2,541,145

Department of Education, Culture & Employment
Council Approved 2024-2025 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		195,917		195,917
Indigenous Language Instruction	733,722			733,722
Cultural Resource Staff	99,694			99,694
Elders in Schools	110,500			110,500
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
MATERIALS/SUPPLIES/FREIGHT				
Materials	30,000		105,500	135,500
Freight			5,368	5,368
TOTAL	978,916	404,461	110,868	1,494,245

Department of Education, Culture & Employment
Council Approved 2024-2025 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
Wellness Counsellors	2.00
Other Support Assistants	7.72
Indigenous Languages and Education:	
Regional Coordinator	1.00
Other Indigenous Languages Instruction Staff	5.80

Department of Education, Culture & Employment
Council/District Approved 2024-2025 Budget

INPUT	YK1
CALCULATED	YCS
FORMAT	BOTH

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

	2024-2025 Budget	
TOTAL ACCUMULATED SURPLUS OPEN	**1,884,869**	**1,884,869**
Opening Balance Investment in Tangible Capital Assets	0	
Less : Amortization (enter negative)	0	
Plus : Capital acquisitions	0	
Plus : Debenture principal repayment	0	
Closing Balance Investment in Tangible Capital Assets	0	
Opening Balance LED Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	0	
TOTAL ACCUMULATED SURPLUS CLOSING		**1,324,303**
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	**1,324,303**	**1,324,303**
		REPRESENTED BY:
Opening Balance Operating Surplus	**1,884,869**	
Plus : Annual Surplus (enter positive) or	**0**	
Less : Annual Deficit (enter negative)	**-560,566**	
Amortization	0	
Capital acquisitions	0	
Debenture principal repayment	0	
Plus : Transfer from Investment In Capital Assets	0	
Plus : Transfer from (to) Decentralized Accumulated Surplus	0	
Plus : Transfer from (to) Restricted Vehicle Replacement Reser	0	
Plus : Transfer from (to) Capital Fund Reserve	0	
Plus : Transfer from (to) LED Reserve	0	
Closing Balance Operating Surplus	**1,324,303**	**1,324,303**
Opening Balance Decentralized Surplus	0	
Transfer from (to) operating fund surplus (Retemtion Plan Expenses		
Closing Balance Decentralized Surplus		0
Opening Balance Capital Fund Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Capital Fund Reserve	0	0

BUDGET 2024-25 **Schedule 7**

School year July 2024 to June 2025

#	Revenue	Amount $
1	Contributions from GNWT	
	a) MACA	366,507
	b)	
	c)	99,000
1	Contributions from Related party Entities	
	a)ECE	
	b) NDL	100,000
	c)	
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	
		6,778,652.00
	Expenses	
1	Grants	
	To Related Party Entities	
	a)	
	b)	
	c)	
1	Grants - to others*****	
2	Contributions	
	To Related Party Entities	
	a) MACA	366,507
	b) ECE French	99,000
	c) NDL	100,000
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*****(CONTRACTS)	
		6,778,652.00
	Annual operating surplus (deficit)	-

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

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 2024-2025 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	SSI (Base Amounts)	Jordan's Principle	Total
CONTRIBUTION REVENUES (See Schedule 1)	100,000	99,000			6,213,145	6,412,145
EXPENSES						
Salaries	100,000	99,000			4,388,992	4,587,992
Operating & Maintenance						0
Project Based (Minority Language)						0
Other					1,824,153	1,824,153
TOTAL EXPENSES	100,000	99,000	0	0	6,213,145	6,412,145
SURPLUS (DEFICIT)	0	0	0	0	0	0

Department of Education, Culture & Employment
Council Approved 2024-2025 Budget

Schedule 9

Sahtu Divisional Education Council

Education Body 2023-24 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)
	N/A				N/A			

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 Vehicles and $150K for Buses

Appendix C: Annual Report - Audited Financial Statements

Consolidated Financial Statements of

Sahtu Divisional Education Council

June 30, 2025

Sahtu Divisional Education Council

Consolidated Financial Statements

June 30, 2025

Management Discussion and Analysis

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Management Discussion and Analysis
For the year ended June 30, 2025

INTRODUCTION

This management discussion and analysis is prepared as part of the responsibility of management and the *Sahtú Divisional Education Council* (SDEC) to promote transparency and accountability in its financial reporting.

The Sahtú Divisional Education Council (SDEC) was established in 1989 with a mandate to provide a quality Junior Kindergarten to Grade 12 education in the communities of Dél̨ne, Tulit'a, Norman Wells, Fort Good Hope and Colville Lake. Our FTE enrollment for 2025 – 2026 (as determined by September 2024 enrollment) is 486.5 students, reduced from 496 students (as determined in October 2023). The SDEC is composed of one representative from each of the five community-based District Education Authorities (DEAs). DEAs are elected, appointed or acclaimed at the community-level, and the DEA chooses one of its members to represent them at the regional SDEC meetings. The 2024 - 2025 representatives were as follows:

Heather Bourassa (Chairperson)

Norman Wells - Tamara McNeely replaced by Lynda MacCauley

Dél̨ne - Mary Ann Vital replaced by Brenda Baptiste

Tulit'a - Sally Horassi

Fort Good Hope – Nadine Tatchinron replaced by Jacinta Grandjambe

Colville Lake - Isabel Orlias replaced by David Codzi

Key senior management positions were as follows:

Superintendent – Lorraine Kuer

Supervisor of Business Affairs - Siddik Mohammad (CPA, CMA)

The SDEC and its DEAs are committed to a philosophy of education which is built upon a foundation of enabling and strengthening communities, DEAs, schools, staff members and families to help students reach their full potential.

MISSION

To provide excellent educational environments where students will have the opportunity to experience success and contribute to society.

GROWING FORWARD TOGETHER: STRATEGIC PLAN 2020 - 2025

Taking direction from its mission statement, the Sahtú Divisional Education Council Board of Trustees has set the following Strategic Goals (2020 - 2025):

Increasing Academic Achievement through Advocacy and Support

The SDEC strives to ensure equitable access to learning for all students. We advocate through the District Education Authority (DEA), Divisional Education Council (DEC), the Government of the Northwest Territories, and other political arenas to strengthen equitable access to education for all Sahtú students. Schools will celebrate student success throughout the year. Physical, emotional, spiritual and intellectual aspects of the whole student will be recognized and celebrated.

Becoming a Capable Person in the NWT

The SDEC supports schools in strengthening students in the areas of physical, emotional, spiritual and intellectual wellness. Student wellness will be supported through a balance between in-school support and a strong on-the-land program. In addition to a focus on wellness and identity, schools prepare students with integrated skills, attitudes and capabilities to better make use of post-secondary and work opportunities after grade 12.

Strengthening Language, Culture and Identity

Schools in Sahtú region provide rich on-the-land opportunities to develop traditional skills, building relationships with Elders and Traditional experts and experience life in a cultural camp. To strengthen the Indigenization of education in schools, a whole school approach is implemented where all students and staff are expected to participate. Two of the five Sahtú schools offer a junior kindergarten/kindergarten Dene Kede (North Slavey) Language Immersion program.

Promoting a Respectful and Responsible Learning & Work Environment

The SDEC advocates for equitable access to learning and diverse choices in programming in small schools. Increasing services and providing a safe learning environment is paramount. The SDEC is committed to advocating for school facility improvements in all schools. An open channel between the school and community is a key component of student success. Sahtú schools look to strengthen parental engagement to improve student attendance and to support and improve academic achievement. Parental and community feedback is sought to bring about changes and joint successes, which are continuously identified and celebrated.

OPERATING ENVIRONMENT

Sahtú Divisional Education Council operates five (5) schools in the Sahtú region. The following lists key programming in our schools:

ʔehtseo Ayha School (Délı̨ne)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes

- JK - K Dene Kede Immersion class
- Alternate high school program
- Enhanced Dene Kede Language program for high school students
- Naiɂeɂa 15, 25, and 35
- Enhanced on-the-land programming for students in grades 8 - 12
- Northern Distance Learning

Chief Albert Wright School (Tulit'a)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes
- JK - K Dene Kede Immersion class
- Skills Canada curriculum
- Alternate high school program
- Integrated Dene Kede Language throughout the school
- Naiɂeɂa 15, 25, and 35
- Enhanced Dene Kede Language program for high school students
- Enhanced on-the-land programming for students in grades 8 - 12
- Northern Distance Learning

Mackenzie Mountain School (Norman Wells)

- Junior Kindergarten to Grade 12
- Guided reading and numeracy blocks
- Dene Kede Language classes
- Core French classes
- Increased electives in high school
- Enhanced on-the-land programming for students in grades 8 - 12
- Northern Distance Learning

Chief T'Selehye School (Fort Good Hope)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes
- JK - K Dene Kede Immersion class
- Guided reading blocks
- Naiɂeɂa 15, 25, and 25
- Winter on-the-land camp
- Career and Education programming
- Northern Distance Learning

Colville Lake School (Colville Lake)

- Junior Kindergarten to Grade 12
- Dene Kede (North Slavey) Language classes
- Extensive on-the-land programming
- Individualized targets in reading and numeracy through the support of an instructional coach

- Full-time food preparation program
- Northern Distance Learning

Total Student/Teacher Population by Schools

2024 - 2025	Students	Teachers
ʔehtseo Ayha – Délı̨nę	112.5	11.5
Chief Albert Wright – Tulit'a	80.5	12
Mackenzie Mountain – Norman Wells	124	14
Chief T'Selehye – Fort Good Hope	120.5	13
Colville Lake – Colville Lake	58.5	8
Totals	**496**	**58**

The SDEC received the financial resources for the entire division on an annual basis. This funding is determined by a formula established by the Government of the Northwest Territories, Department of Education, Culture and Employment. Unfortunately, there are several underfunded areas of concern in the funding formula. This letter identifies four main areas of concern:

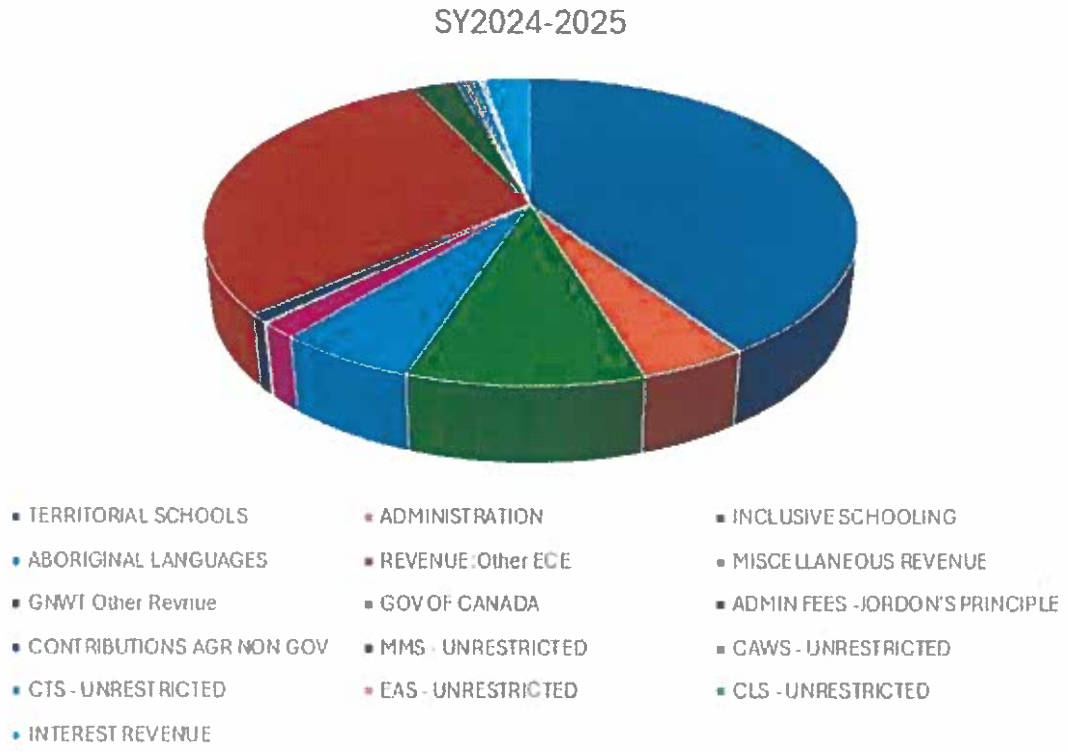
- *Salaries:* Education Bodies are required to pay staff salaries based on Collective Agreements (UNW and NWTTA) and policy (Excluded Managers and Senior Managers). The GNWT funds Education Bodies at mid-range for all salaries, regardless of the provisions outlined in the Collective Agreements and policy. This results in Education Bodies being underfunded for staff salaries, particularly for long-term employees.
- *Casual wages:* The SDEC currently expends a significant amount of the funding received from the GNWT on casual wages. Although the GNWT provides funding for casual wages, the funding is formula-based rather than based on actual costs. As a result, the SDEC is funding the cost of casual wages from dollars meant for student programming.
- *Student transportation:* The GNWT provides funding for student transportation based on the funding formula. The cost of providing transportation services for students is significantly higher than what is provided by the GNWT. As a result, the SDEC is funding the cost of student transportation from dollars intended for student programming.
- *Teacher attrition:* Teacher attrition is a significant concern for the SDEC each school year. Historically, each school year represents approximately 15-20% of teachers leaving the region to seek employment elsewhere in the NWT or in southern Canada. With the onset of the pandemic, the rate of teacher attrition has increased to 20-25% of teachers leaving the region. This poses not only challenges for continuity of

learning for students but also increases the cost of relocation (removal in) as the SDEC hires new teachers to fill vacant positions.

FINANCIAL CONDITION

Revenue: The total revenue of the Sahtu Divisional Education Council in SY2024-2025 is $26.818 million compared to $23.07 million SY2023-2024.

For the year ending June 30, 2025, the SDEC had an operating surplus of $950,291.47. The rationale for the operating surplus is that the Sahtu Divisional Education Council generated more revenue including administration fees of Jordan's Principle.



Funding from the Government of the Northwest Territories, Department of Education, Culture and Employment was $16.357 million. The Jordan's Principle funded $7.883 million programs in SY2024-2025.

Business Plan 2025-20230:

The Sahtu Divisional Education Council approved a business plan (2025-2030), and the Territorial Schools Operating Budget will be $10,681,033 for School Years (2025-2030). This important step was necessary as there was a reduction of $829,000 in funding from ECE for

SY2025-2030. The Trustees focused was on generating SDEC other revenue to finance the operational expenditure of the Territorial Schools. Cost Saving initiatives were also introduced for managing the deficit that included no charter flights and freezing of the hiring of the unfunded position.

The following are the featured financial metrics of SDEC:

- Inclusive Schooling: The approved budget was $2.541 million for the SY2024-2025, and the actual utilization of budget was $2.2588 million, or 101.83% utilization of the budget. This is a remarkable accomplishment in a difficult school year.

- Indigenous Language & ED: The ILE approved budget for SY2024-2025 was $1.494 million and expenses were $1.550 million or 103.75% utilization of approved budget.

- The SDEC completed safety projects on four schools' playgrounds in June 2025. The focus of this student's quality initiative is to provide same standards of safety in using the playgrounds equipment as of well-developed schools across Canada.

Summary and Outlook

The SDEC's vision for education has been to provide excellence in teaching and learning within contexts that honour the culture and language of the community. Safe and caring schools allow all students to achieve success, as defined by individual students' dreams, aspirations and abilities. Learning continues beyond secondary school and students are equipped to meet the demands of changing times by having the skills of life-long learners.

Growing Forward Together: Strategic Plan 2020-2025 captures the Sahtú schools' leadership goal to collaborate widely to find innovative solutions to historical challenges in education, while moving forward jointly with community leadership's vision for its children and what the community aspires to become. With the 2024 - 2025 school year coming to a close, the Sahtú DEC looks to further the implementation of *Growing Forward Together* through collaboration between school and community.

In summary, the Sahtú Divisional Education Council is currently in sound financial health and is planning to manage its financial resources effectively and efficiently due to the budget reduction for SY2024-2025 by the Department of Education, Culture and Employment.

We are seeing an increase in the number of students entering the Sahtú school system with vulnerabilities and complex needs. Our schools have been proactive in applying for and receiving over $7.883 million dollars for SY 2024-2025 for approved programs through the Jordan's Principle and Child First Initiative. The availability of these funds has been a "game changer" for our region and our schools. We have accessed funding to support individual students with one-on-one classroom support, additional healthy nutritional foods, Speech and Language Pathology and literacy and numeracy resources. It is our hope that the important and vital Federal Government funding continues to be available to Education Bodies, including the SDEC.

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

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

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Sahtu Divisional Education Council have been conducted within the statutory powers of the Education Body. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Body Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

The financial statements have been reported on by Ashton Chartered Professional Accountants. The auditors' report outlines the scope of their audit and their opinion on the presentation of the information included in the financial statements.

Lorraine Kuer
Superintendent
Sahtu Divisional Education Council

Sept 08, 2025
Date

Siddik Mohammad
Comptroller
Sahtu Divisional Education Council

Sept 08 2025
Date

ASHTON
Chartered Accountants
Business Advisors

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Hay River, NT X0E 1G2
PH: (867) 874-6775
FX: (867) 874-3775

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment of the GNWT
To the Board of Trustees of the Sahtu Divisional Education Council

Opinion

We have audited the consolidated financial statements of the Sahtu Divisional Education Council, which comprise the consolidated statement of financial position as at June 30, 2025, and the consolidated statements of operations and surplus, changes in net assets (debt), and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the possible effect of the matters described in the Basis of Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Sahtu Divisional Education Council as at June 30, 2025, and the results of its financial performance and cash flow for the year then ended in accordance with the Canadian public sector accounting standards.

Basis for Qualified Opinion

The Government of the Northwest Territories is responsible for the calculation and distribution of the Education Body's wages and benefits expenditure for public service employees, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT is properly reflected in the Education Body's records. As a result, we were not able to determine whether any adjustments might be necessary to expenditure, liabilities or accumulated surplus.

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

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

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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

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

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

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

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

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, that, in our opinion, proper books of account have been kept by the Education Body, the consolidated financial statements are in agreement therewith, and the transactions that have come under our notice have, in all significant aspects, been within the statutory powers of the Education Body.

Ashton

ASHTON
Chartered Accountants
Business Advisors

Hay River, NT
September 10, 2025

Sahtu Divisional Education Council
Consolidated Statement of Financial Position

June 30, 2025

	2025	2024
FINANCIAL ASSETS		
Cash, Note 4	$ 13,355,987	$ 11,808,406
Special purpose funds, Note 5	483,126	180,269
Accounts receivable, Note 8	495,543	775,484
	$ 14,334,656	$ 12,764,159
LIABILITIES		
Accounts payable and accrued liabilities, Note 10	$ 1,005,541	$ 510,841
Payroll liabilities, Note 10	2,138,961	2,178,385
Deferred revenue, Note 11	5,641,780	5,313,284
Other employee future benefits and compensated absences, Note 17	746,604	910,170
	9,532,886	8,912,680
Net Financial Assets (Deficit)	$ 4,801,770	$ 3,851,479
NON-FINANCIAL ASSETS		
Prepaid expenses Note 20	$ -	$ -
ACCUMULATED SURPLUS (DEFICIT)	$ 4,801,770	$ 3,851,479

Contractual obligations, Note 22

Approved on behalf of council

Heather Ba... Chair

... Superintendent

Sahtu Divisional Education Council

Consolidated Statement of Operations and Surplus

For the year ended June 30, 2025

	Budget 2025	Actual 2025	Actual 2024
Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	$ 15,039,916	$ 16,357,089	$ 14,933,253
French Language Instruction	90,000	90,000	99,000
ECE Other Contributions, Note 31	199,000	314,361	442,733
Total ECE	15,328,916	16,761,450	15,474,986
GNWT Other Contributions, Note 32	366,507	256,985	374,884
Total GNWT	$ 15,695,423	$ 17,018,435	$ 15,849,870
Jordan's Principle	6,213,145	7,883,849	5,562,656
Total Government of Canada	6,213,145	7,883,849	5,562,656
Education council generated funds			
School generated funds	504,818	377,527	366,137
Interest income	259,278	717,741	616,969
Other	441,356	850,662	623,532
	1,205,452	1,945,930	1,606,638
	23,114,020	26,848,214	23,019,164
Expenses			
Administration	1,444,433	1,470,800	1,104,875
School programs	11,135,033	11,621,426	10,588,229
Inclusive schooling	2,541,145	2,587,758	2,384,417
Operations and maintenance	236,904	277,638	281,638
Indigenous language and education	1,494,245	1,550,319	1,358,613
Jordan's Principle	6,213,145	7,883,849	5,562,656
GNWT Other	104,863	292,172	394,732
School generated funds	504,818	377,527	370,907
Other employee future benefits, Note 17	-	(163,566)	(53,042)
	23,674,586	25,897,923	21,993,025
Operating Surplus (Deficit) before other item	$ (560,566)	$ 950,291	$ 1,026,139
Other item:			
Surplus retention expenses	-	-	-
	$ (560,566)	$ 950,291	$ 1,026,139
Accumulated surplus (Deficit), beginning of year		$ 3,851,479	$ 2,825,340
Accumulated surplus (Deficit), end of year		$ 4,801,770	$ 3,851,479

Sahtu Divisional Education Council

Consolidated Statement of Changes in Net Assets (Debt)

For the year ended June 30, 2025

	2025	2024
Annual surplus (deficit)	$ 950,291	$ 1,026,139
Change in prepaid expenses	-	-
Increase (decrease) in net financial resources	950,291	1,026,139
Net financial resources, beginning of year	3,851,479	2,825,340
Net financial resources, end of year	$ 4,801,770	$ 3,851,479

Sahtu Divisional Education Council

Consolidated Statement of Cash Flow

For the year ended June 30, 2025

	2025	2024
Cash provided by (used in):		
Operating Transactions		
Operating Surplus (Deficit)	$ 950,291	$ 1,026,139
	950,291	1,026,139
Change in non-cash assets and liabilities:		
Accounts receivable	279,941	(127,638)
Accounts payable and accrued liabilities	494,700	(531,452)
Payroll liabilities	(39,424)	(508,786)
Deferred revenue	328,496	1,809,414
Post-employment benefits	(163,566)	(113,576)
Prepaid expenses	-	31,794
	900,147	559,756
Increase (Decrease) in cash and cash equivalents	1,850,438	1,585,895
Cash and cash equivalents, beginning of year	11,988,675	10,402,780
Cash and cash equivalents, end of year	$ 13,839,113	$ 11,988,675
Consists of:		
Cash	$ 13,355,987	$ 11,808,406
Special purpose funds	483,126	180,269
	$ 13,839,113	$ 11,988,675

Sahtu Divisional Education Council

Consolidated Detail of Expenses

For the year ended June 30, 2025

Function	Council Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Operations & Maintenance	Jordan's Principle	2025 Total	2025 Budget	2024 Total
Salaries									
Teachers' salaries	$ -	$ 1,114,914	$ 820,918	$ 7,358,503	$ -	$ 4,899,172	$ 14,193,507	$ 15,283,873	$ 13,094,644
Instruction assistants	-	939,657	14,636	107,745	-	-	1,062,038	1,135,510	1,057,309
Non-instructional staff	935,253	171,977	189,558	1,467,053	-	-	2,763,841	2,565,381	2,207,350
Board/Trustee honorarium	57,883	-	49,686	-	-	-	107,569	78,800	189,952
	993,136	2,226,548	1,074,798	8,933,301	-	4,899,172	18,126,955	19,063,564	16,549,255
Employee Benefits									
Employee benefits and allowances	-	-	-	1,256	-	-	1,256	5,000	6,158
Leave and termination benefits	-	-	-	889,330	-	-	889,330	935,000	690,154
	-	-	-	890,586	-	-	890,586	940,000	696,312
Services Purchased/Contracted									
Professional services	3,022	288,672	-	89,196	-	2,753,116	3,134,006	643,776	784,201
Postage and communication	19,724	-	10,705	43,956	-	-	74,385	67,300	63,677
Utilities							-		
Heating	-	-	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-	-	-
Travel	80,203	72,466	45,135	98,914	-	-	296,718	287,473	449,974
Student transportation (busing)	2,587	-	-	154,630	-	113,021	270,238	150,536	582,823
Advertising/printing/publishing	-	-	-	59,729	-	-	59,729	37,402	5,669
Maintenance and repair	-	-	1,228	30,170	-	-	31,398	31,000	42,341
Rentals and leases	-	-	-	-	271,458	-	271,458	229,704	274,798
Other contracted services	347,611	-	281,642	445,458	6,180	-	1,080,891	525,200	341,063
Other	-	-	-	7,264	-	-	7,264	12,000	121,512
	453,147	361,138	338,710	929,317	277,638	2,866,137	5,226,087	1,984,391	2,666,058
Materials, Supplies and Freight									
Materials	18,239	-	135,572	368,393	-	118,540	640,744	682,148	1,059,400
Freight	6,278	72	1,239	21,936	-	-	29,525	36,070	24,403
	24,517	72	136,811	390,329	-	118,540	670,269	718,218	1,083,803
Other									
GNWT ECE (NDL, Libraries, TKT)	-	-	-	477,893	-	-	477,893	244,000	285,583
GNWT Other	-	-	-	-	-	-	292,172	104,863	394,732
School generated funds	-	-	-	-	-	-	377,527	504,818	370,907
Other employee future benefits, Note 17	-	-	-	-	-	-	(163,566)	114,732	(53,042)
Total	**$ 1,470,800**	**$ 2,587,758**	**$ 1,550,319**	**$ 11,621,426**	**$ 277,638**	**$ 7,883,849**	**$ 25,897,923**	**$ 23,674,586**	$ 21,993,608

SAHTU DIVISIONAL EDUCATION COUNCIL

Indigenous Languages and Education Expenses

For the year ended June 30, 2025

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and Integrated Community Programs	2025 Total
Salaries					
ALCBE teachers	$ 820,918	$ -	$ -	$ -	$ **820,918**
Language consultants	-	-	-	-	-
Instruction assistants	14,636	-	-	-	**14,636**
Non-instructional staff	189,558	-	-	-	**189,558**
Honoraria	-	-	-	49,686	**49,686**
Elders in schools	-	-	-	46,563	**46,563**
	1,025,112	-	-	96,249	**1,121,361**
Employee Benefits					
Employee benefits and allowances	-	-	-	-	-
Services Purchased/Contracted					
Professional services	-	-	-	-	-
Travel	-	45,135	-	-	**45,135**
Student transportation (busing)	-	-	-	-	-
Advertising, printing and publishing	-	-	-	-	-
Maintenance and repairs	1,228	-	-	-	**1,228**
Rentals and leases	-	-	-	-	-
Other contracted services	-	281,642	-	-	**281,642**
	1,228	326,777	-	-	**328,005**
Materials, Supplies and Freight					
Materials	-	-	-	99,714	**99,714**
Freight	-	-	-	1,239	**1,239**
	-	-	-	100,953	**100,953**
Total	$ 1,026,340	$ 326,777	$ -	$ 197,202	$ **1,550,319**

Sahtu Divisional Education Council

Inclusive Schooling Expenses

For the year ended June 30, 2025

	General Inclusive Schooling	Staff Development	School Based Mental Health and Wellness	Assistive Technology	Magnet Facilities	Total
Salaries						
Regional Coordinator	$ 197,228	$ -	$ 171,977	$ -	$ -	$ **369,205**
Program Support Teachers	1,115,123	-	-	-	-	**1,115,123**
Support Assistants	939,657	-	-	-	-	**939,657**
Other	-	-	-	-	-	-
	2,252,008	-	171,977	-	-	**2,423,985**
Employee Benefits						
Employee benefits and allowances	-	-	-	-	-	-
Services Purchased/Contracted						
Professional/Technical Services	72,329	-	-	19,115	-	**91,444**
Travel	-	72,329	-	-	-	**72,329**
Student Transportation (Busing)	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-
Other contracted services	-	-	-	-	-	-
	72,329	72,329	-	19,115	-	**163,773**
Materials, Supplies and Freight						
Materials	-	-	-	-	-	-
Freight	-	-	-	-	-	-
	-	-	-	-	-	-
Total	$ 2,324,337	$ 72,329	$ 171,977	$ 19,115	$ -	$ **2,587,758**

Sahtu Divisional Education Council

French Language Programs

For the year ended June 30, 2025

	ECE Contributions July 1 to June 30	Commitment from Sahtu July 1 to June 30	Expenses July 1 to June 30
Special projects:			
Core French Instruction	$ 83,000	$ 45,000	$ 148,622
French Program - Other	500	-	-
Professional Development	1,500	-	3,964
Other - Recruitment (Promotion)	5,000	-	-
	90,000	45,000	152,586

Sahtu Divisional Education Council

Jordan's Principle

For the year ended June 30, 2025

	Full Year Total			9 and 3 Month Split	
	June 30, 2025 Budget	June 30, 2025 Actual	June 30, 2024 Actual	July 1, 2024 - Mar 31, 2025 Actual	Apr 1, 2025 - Jun 30, 2025 Actual
Revenue					
Government of Canada					
FN and Inuit Health Branch	$ 7,028,000	$ 8,203,087	$ 6,214,547	$ 3,919,676	$ 4,283,411
Carry Forward from Previous Year		4,834,013	4,182,122	4,834,013	-
Total Revenue	7,028,000	13,037,100	10,396,669	8,753,689	4,283,411
Expenses					
Administration	-	-	-	-	-
Personnel	4,784,742	4,899,173	4,367,084	3,019,258	1,879,914
Transportation	82,500	113,020	415,693	62,500	50,520
Materials and Supplies	108,728	118,540	48,469	85,173	33,367
Rent and Utilities	-	-	-	-	-
Evaluation	2,052,030	2,753,116	473,090	1,604,248	1,148,869
Other	-	-	258,320	-	-
Total Expenses	7,028,000	7,883,849	5,562,656	4,771,179	3,112,670
Net Surplus/(Deficit)	-	$ 5,153,251	$ 4,834,013	$ 3,982,510	$ 1,170,741
Deferred revenue		$ 5,153,251	$ 4,834,013	$ 3,982,510	$ 1,170,741

Sahtu Divisional Education Council

Student Success Initiative Projects

For the year ended June 30, 2025

	Budget 2024-2025	Actual 2024-2025
Revenue		
Education, Culture and Employment	$ -	$ -
NWTTA	18,900	18,900
Total Revenue	18,900	18,900
Expenses		
Professional Development		
Salaries/Wages		
Facilitator fees (include per diem)	-	-
Substitute teacher wages	-	-
Staff (p/y)	-	-
Travel		
Facilitator travel	-	-
Staff travel	-	2,711
Accommodation/Daily per diems	-	10,360
Other expenses	-	-
Workshop Expenses		
Room rental	-	-
Refreshments	-	-
Resources	-	29,685
Miscellaneous	-	-
Total Professional Development	-	42,756
Program Delivery (ECE SSI Funding Only)		
Salaries/Wages		
Facilitator fees (include per diem)	-	-
Substitute teacher wages	-	-
Staff (p/y)	-	-
Other Expenses		
Room rental	-	-
Materials and Supplies	-	-
Miscellaneous	-	-
Total Program Delivery	-	-
Total Expenses	-	42,756
Net Surplus/(Deficit)	18,900	(23,856)

Note 1. **Nature of Organization**

The Sahtu Divisional Education Council ("The Council") was established by the *Education Act* of the Government of the Northwest Territories (GNWT) by order of the Minister dated April 1, 1989. Its purpose is to administer and maintain the standards of education program defined under the *Education Act* in the communities in the Sahtu Region.

Consequently, the Council is dependent on funding from the Department of Education, Culture, and Employment (ECE) of the GNWT. Member Communities have formed local District Education Authorities (DEA) which have assumed responsibility to provide sufficient educational programs within their respective communities.

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

The Council is a public body performing a function of government in Canada. Paragraph 149(1)(C) of the *Income Tax Act* provides that a public body performing a function of government in Canada is exempt from taxation.

The accompanying consolidate financial statements include the operations of the Council, and the member District Education Authorities of Colville Lake, Deline, Fort Good Hope, Norman Wells, and Tulita.

Note 2. **Significant Accounting Policies**

(a) Basis of Accounting

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

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques, and short term highly liquid investments that are readily convertible to cash and with a maturity date of 90 days or less from the date of acquisition.

(c) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash, accountable funds, due from the GNWT and other accounts receivable.

Note 2. **Significant Accounting Policies (continued)**

(c) Financial Instruments

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, accrued salaries, deferred revenue, post-employment benefits and accountable funds.

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

(d) Non-financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by the Education Body because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of the Education Body.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The Minister grants to the Education Body the full occupancy and use of such facilities and equipment where required for the administration and delivery of education system programs. Capital assets with a value in excess of $50,000 are recorded at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Capital assets with a value of less than $50,000 are recorded as a current expenditure.

(f) Revenue Recognition

Government Transfers:

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

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

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

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

(f) Revenue Recognition - (Continued)

GNWT – Regular Contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Education Body retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions:

The Education Body follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

Deferred Revenue:

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

Investment Income:

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

(g) Infrastructure Funding

Any personnel, utilities, and leases infrastructure funding net surplus at the end of the fiscal year is recorded as a payable to the GNWT. Net deficits are not shown as receivable from the GNWT since these amounts are not repayable.

(h) Budget Data

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

The priorities and funding allocations are determined by the Board of Trustees of each Education Body and the budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

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

This annual budget includes estimates of revenues, expenditures and the net operating surplus (deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Education Body.

The budget may be amended within a given fiscal year in accordance with Education Body policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

Note 2. **Summary of Significant Accounting Policies (continued)**

(i) Measurement Uncertainty

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

(j) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by the Education Body are treated as expenditures during the year of acquisition and are not recorded on the statement of financial position.

(k) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Body determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

(l) Post-employment and Termination Benefits

Under the conditions of employment, employees qualify for annual leave of varying lengths depending on length of service. Annual leave is payable within one fiscal year. Employees also earn retirement and severance remuneration based on the number of years of service. Certain employees will also receive assistance with removal costs to return to their point of recruitment. Payment of the removal and termination is dependent on employees leaving the Education Body and other criteria as outlined in the negotiated collective agreements and management handbook guidelines of the GNWT.

Note 2. **Summary of Significant Accounting Policies (continued)**

(m) Special Purpose Funds

School activity funds which are fully controlled by the Education Body with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefits.

Student activity funds which are controlled by students or parties other than the Education Body are not included even if custody of the funds is held by the Education Body.

Note 3. **Future Accounting Changes and Adoption of New Accounting Standards**

Adoption of New Accounting Standards

Effective April 1, 2023, the Education Board adopted PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue that is not otherwise addressed elsewhere in the Public Sector Accounting Handbook. It identifies two types of revenue transactions: exchange and non-exchange. The Education Body applied PS 3400 prospectively, therefore, it is applied only to events and transactions occurring after April 1, 2023, and to any outstanding related balances existing at that date. No cumulative catch-up adjustment is recognized. The prior year's financial statements, including comparative information, have not been restated. The adoption of this standard resulted in additional disclosures in the notes to the financial statements.

Future Accounting Changes

Effective July 1, 2026, the Education Board will be required to adopt the new Conceptual Framework for Financial Reporting in the Public Sector. Earlier adoption of the new framework is allowed. The Education Board is currently assessing the impact of this standard on the financial statements.

Effective July 1, 2026, the Education Board will be required to adopt PS 1202 Financial Statement Presentation. The standard sets out general and specific requirements for the presentation of information in financial statements. The financial statement presentation principles are based on the concepts in the Conceptual Framework. Earlier adoption is permitted if the Conceptual Framework for Financial Reporting in the Public Sector is early adopted. The Education Board is currently assessing the impact of this standard on the financial statements.

Note 4. **Cash and Cash Equivalents**

	2025	2024
Cash	$ 13,355,987	$ 11,808,406
Short term investments	-	-
	$ 13,355,987	$ 11,808,406

Note 5. **Special Purpose Funds**

Special Purpose Funds are based on the contribution agreements for specific purposes for each school in the community. The District Educational Authorities review these expenses on a monthly basis to ensure that these funds are spent as per contributions agreements signed by the SDEC and the contributors.

	2025	2024
Colville Lake	$ 92,853	$ 1,353
Deline	132,357	58,234
Fort Good Hope	109,833	75,841
Norman Wells	71,511	23,661
Tulita	76,572	21,180
	$ 483,126	$ 180,269

Note 6. **Restricted Assets - Not Applicable**

Note 7. **Portfolio Investments - Not Applicable**

Note 8. **Accounts Receivable**

	Receivables 2025	AFDA 2025	Net 2025	Net 2024
GNWT - ECE	$ 204,779	$ -	$ 204,779	$ 64,767
GNWT - ITI	-	-	-	30,000
GNWT - MACA	-	-	-	-
GNWT - Justice	-	-	-	-
GNWT - ENR	-	-	-	-
Total Due from GNWT	204,779	-	204,779	94,767
WSCC	-	-	-	-
Other	401,031	110,267	290,764	680,717
	$ 605,810	$ 110,267	$ 495,543	$ 775,484

Education Body's exposure to credit risk related to accounts receivable is as follows:

	0-30 Days	31-60 Days	61-90 Days	Over 90 Days	Total
Due from Related parties	$ -	$ -	$ -	$ -	$ -
Due from GNWT	140,000	1,028	10,877	52,874	204,779
Due from Gov. of Nunavut	-	-	-	-	-
Due from Gov. of Canada	-	-	-	-	-
Due from WSCC	-	-	-	-	-
Payroll Recoveries	4,134	2,331	50,374	50,766	107,605
Relocation Recoveries	-	-	-	47,792	47,792
Other	83,434	15,600	5,000	31,333	135,367
Total	$ 227,568	$ 18,959	$ 66,251	$ 182,765	$ 495,543

During the year, $0 of accounts receivable (2024 $0) were written off and $0 (2024 $0) were forgiven.

Note 10. **Accounts Payable and Accrued Liabilities**

	2025	2024
Accounts payable and accrued liabilities		
GNWT	$ 172,083	$ 104,365
WSCC	52,903	53,194
Trade payables	780,555	353,282
	1,005,541	510,841
Payroll liabilities		
To GNWT (A)	670,732	599,208
To Employees (B)	1,378,423	1,497,409
Annual Leave	89,806	81,768
Other	-	-
	2,138,961	2,178,385
	$ 3,144,502	$ 2,689,226

Note A: Amount outstanding to be paid to GNWT by the education board for salaries and wages paid by June 30.

Note B: Amount accrued by the education board for salaries and wages to be paid in July and August.

Note 11. **Deferred Revenue**

	2025	2024
Education Culture and Employment		
Library	$ 112,265	$ 96,746
Environment and Natural Resources		
TAKT	8,871	-
Industry Tourism and Investment		
Greenhouse Supplies	-	20,498
MACA		
Sports	9,158	-
After School Physical Activity Program ("ASPAP")	9,063	-
Youth contribution	32,170	-
Depratment of Finance		
Indigenous Diversity Training Program	8,192	-
Other		
Jordan's Principle	5,153,251	4,834,013
MakeWay On the Land Collaborative	15,578	15,026
K'asho Gotine Housing Society	-	48,000
School generated funds	287,829	263,264
DEA funding	5,403	35,737
	$ 5,641,780	$ 5,313,284

Note 12. **Contribution Repayable - Not Applicable**

Note 13. **Due From and To the Government of Canada - Not Applicable**

Note 14. **Capital Lease Obligations - Not Applicable**

Note 15. **Pension - Not Applicable**

Note 16. **Long-term Debt - Not Applicable**

Note 17. **Other employee future benefits and compensated absences**

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

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

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

Valuation results

The last actuarial valuation was completed as at February 12, 2025. The results were extrapolated to March 31, 2025. The effective date of the next actuarial valuation is March 31, 2028. The values presented below are for all th benefits under the Compensated Absences and Termination Benefits for the DEC.

Note 17. **Other employee future benefits and compensated absences (continued)**

	Severance and removal	Compensated Absences	2025	2024
Changes in Obligation				
Accrued benefit obligations beginning of the year	$ 653,387	$ 143,981	$ 797,368	$ 813,746
Current period benefit cost	51,075	13,675	64,750	66,562
Interest cost	34,947	7,996	42,943	39,980
Benefits payments	(195,376)	(13,580)	(208,956)	(60,772)
Actuarial (gain)/loss	179,499	(29,213)	150,286	(62,161)
Plan amendments	-	-	-	-
Accrued benefit obligation end of year	723,532	122,859	846,391	797,355
Unamortized net actuarial gain	(121,391)	21,604	(99,787)	112,815
Net future obligation	602,141	144,463	746,604	910,170
Benefits Expense				
Current period benefit cost	62,363	13,794	76,157	64,750
Interest cost	32,144	5,677	37,821	42,943
Amortization of net actuarial (gain)/loss	314	5,607	5,921	(62,310)
Plan amendment	-	-	-	-
	$ 94,821	$ 25,078	$ 119,899	$ 45,383

The discount rate used to determine the accrued benefit obligation is an average of 4.30% (2024: 5.30%). The Expected inflation rate is 2.0% (2024: 2.0%).

The expected payments during the next five fiscal years are:

	Severance and removal	Compensated Absences	Total
Year 1	$ 76,718	$ 9,252	$ 85,970
Year 2	83,866	12,099	95,965
Year 3	84,514	11,893	96,407
Year 4	83,165	11,795	94,960
Year 5	79,935	12,820	92,755
Next 5 years	409,345	79,899	489,244

Note 18. **Trust Assets and Liabilities under Administration - Not Applicable**

Note 19. **Tangible Capital Asset - Not Applicable**

Note 20. **Prepaid Expenses**

	2025	2024
Prepaid expenses	$ -	$ -

Note 21. **GNWT Assets Provided at No Cost**

	Cost	Accumulated Amortization	Net Book Value 2025	2024
Buildings				
Schools and colleges	$ 68,769,372	$ 33,564,280	$ 35,205,092	$ 36,277,289
Staff Housing	275,800	187,350	88,450	100,791
	$ 69,045,172	$ 33,751,630	$ 35,293,542	$ 36,378,080

Note 22. **Contractual Obligations**

The Education Body has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2025.

The lease on the Council's office expires on August 31, 2026. The annual lease payments are $106,752. In addition, the Council is responsible for its proportionate share of utilities and cleaning services received during its term of occupancy.

Note 23. **Contingencies - Not applicable**

Note 24. **Related Parties and Inter-Entity Transactions**

The Education Body is related in terms of common ownership to all GNWT created departments, agencies and corporations. The Education Body enters into transactions with these entities in the normal course of operations. The Education Body is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the Department of Justice, insurance coverage by the Department of Finance, payroll services by the Department of Human Resources, internal audit services by the Department of Finance, and utility and maintenance by Public Works and Services. Transactions with related parties and balances at year-end not disclosed elsewhere in the financial statements are disclosed in this note. All related parties are disclosed elsewhere.

Note 25. **Budget**

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which may or may not include the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the Education Act.

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

The budget figures presented are those approved by the Minister of Education, Culture and Employment on May 13, 2024 and have not been audited.

Note 26. **Economic Dependence**

The Sahtu Divisional Education Council received its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that Sahtu Divisional Education Council operations would be significantly affected.

Note 27. **Financial Instruments**

The Education Body is exposed to various risks through its financial instruments and has a comprehensive risk management framework to monitor, evaluate and manage these risks. The following analysis provides information about the Education Body's risk exposure and concentration as of June 30, 2025.

Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Education Body has little exposure to credit risk as the majority of its revenues originate from government sources with strong credit worthiness.

Note 27. **Financial Instruments (continued)**

Liquidity

Liquidity risk is the risk the Education Body will not be able to meet its obligations as they come due. The Education Body manages its liquidity requirements by preparing detailed cash budgets and having cash available on hand to meet its obligations.

Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is composed of currency risk, interest rate risk and other price risk.

Currency risk

The Education Body deals exclusively in Canadian funds and therefore has no currency risk.

Interest rate risk

Interest rate risk is the risk that the value of a financial instrument might be adversely affected by a change in interest rates. The Education Body minimizes risk through its normal operating and financing activities and maintains cash in a general bank account.

Note 28. **Expenses by Object**

	2025 Budget	2025 Actual	2024 Actual
Salaries	$ 20,031,977	$ 19,110,981	$ 17,546,852
Employee Benefits	940,000	890,586	696,312
Services Purchased/Contracted	1,984,391	5,226,087	2,666,058
Materials, Supplies and Freight	718,218	670,269	1,083,803
	$ 23,674,586	$ 25,897,923	$ 21,993,025

Note 29. **Subsequent Events - Not Applicable**

Note 30. **Comparative Figures**

Certain comparative figures have been reclassified to conform with current year's presentation.

Note 31. **Other ECE Revenue**

	2025	2024
Library	$ 140,000	$ 126,000
National School Food Program	232,762	-
Northern distance learning	-	287,948
School Based ("SB") Mental Health & Wellness Services	-	282,696
Less: Deferred revenue & contributions repaid	(58,401)	(253,911)
	$ 314,361	$ 442,733

Note 32. **GNWT - Other Contributions**

	2025	2024
Municipal and Community Affairs		
After School Physical Activity Program ("ASPAP")	$ 76,500	$ 76,500
Youth contribution	43,000	33,100
Volleyball	35,500	41,280
Regional Youth Sporting Event	50,271	50,000
Treaty simulation	-	15,000
Indigeneous training	20,000	-
Environment and Natural Resources		
Take a Kid Trapping	40,000	24,000
Health and Social Services		
Drop The Pop	9,345	9,345
Drop The Pop Award	-	1,000
Nutrition North	29,326	29,400
Industry Tourism and Investment		
Greenhouse supplies	-	92,282
Less: Deferred revenue & contributions repaid	(46,957)	2,977
	$ 256,985	$ 374,884

Note 33. **Contingent Assets - Not Applicable**

Note 34. **Contractual Rights - Not Applicable**

Note 35. **Statement of Remeasurement Gains and Losses - Not Applicable**

Sahtu Divisional Education Council

Schedule A-1 - Statement of Council Operations and Financial Position (Non-Consolidated)

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	$ 15,039,916	$ 16,357,089	$ 14,933,253
French Language Instruction	90,000	90,000	99,000
ECE Other Contributions, Note 31	199,000	314,361	442,733
Total ECE	15,328,916	16,761,450	15,474,986
GNWT Other Contributions, Note 32	366,507	256,985	374,884
Total GNWT	$ 15,695,423	$ 17,018,435	$ 15,849,870
Jordan's Principle	6,213,145	7,883,849	5,562,656
Total Government of Canada	6,213,145	7,883,849	5,562,656
Education council generated funds			
School generated funds	504,818	377,527	268,510
Interest income	259,278	717,741	616,969
Other	441,356	735,930	320,243
	1,205,452	1,831,198	1,205,722
	23,114,020	26,733,482	22,618,248
Administration	1,444,433	1,325,736	1,079,487
School programs	11,135,033	11,621,426	11,260,450
Inclusive schooling	2,541,145	2,587,758	2,298,053
Operations and maintenance	236,904	277,638	233,080
Aboriginal languages	1,494,245	1,550,319	1,362,148
Jordan's Principle	6,213,145	7,883,849	3,169,586
GNWT Other	104,863	292,172	-
School generated funds	504,818	377,527	-
Other employee future benefits, Note 17	-	(163,566)	(53,042)
	23,674,586	25,752,859	19,349,762
Excess (Deficiency) of Revenue over Expenditure	$ (560,566)	$ 980,623	$ 3,268,486
Other item:			
Surplus retention expenses		-	-
	$ (560,566)	$ 980,623	$ 3,268,486
Accumulated surplus (deficit), beginning of year		5,981,796	2,713,310
Accumulated surplus (deficit), end of year		$ 6,962,419	$ 5,981,796

SATHU DIVISIONAL EDUCATION COUNCIL

Schedule A-2 - Details of Council Expenses (Non-Consolidated)

For the year ended June 30, 2025

Function	Council Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Operations & Maintenance	Jordan's Principle	2025 Total
Salaries							
Teachers' salaries	$ -	$ 1,114,914	$ 820,918	$ 7,358,503	$ -	$ 4,899,172	$ 14,193,507
Instruction Assistant	-	939,657	14,636	107,745	-	-	1,062,038
Non Instructional Staff	881,391	171,977	189,558	1,467,053	-	-	2,709,979
Board/Trustee Honoraria	17,418	-	49,686	-	-	-	67,104
	898,809	2,226,548	1,074,798	8,933,301	-	4,899,172	18,032,628
Employee Benefits							
Employee benefits and allowances	-	-	-	1,256	-	-	1,256
Leave and termination benefits	-	-	-	889,330	-	-	889,330
	-	-	-	890,586	-	-	890,586
Services Purchased/Contracted							
Professional/Technical Services	3,022	288,672	-	89,196	-	2,753,116	3,134,006
Postage/Communication	19,724	-	10,705	43,956	-	-	74,385
Utilities							-
Heating	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-
Travel	80,203	72,466	45,135	98,914	-	-	296,718
Student Travel (busing)	-	-	-	154,630	-	113,021	267,651
Advertising/Printing/Publishing	-	-	-	59,729	-	-	59,729
Maintenance/Repair	-	-	1,228	30,170	-	-	31,398
Rentals/Leases	-	-	-	-	271,458	-	271,458
Other - Contracted Services	300,449	-	281,642	445,458	6,180	-	1,033,729
Other - Miscellaneous	-	-	-	7,264	-	-	7,264
	403,398	361,138	338,710	929,317	277,638	2,866,137	5,176,338
Materials, Supplies and Freight							
Materials	18,239	-	135,572	368,393	-	118,540	640,744
Freight	5,290	72	1,239	21,936	-	-	28,537
	23,529	72	136,811	390,329	-	118,540	669,281
Other							
GNWT ECE (NDL, Libraries, TKT)	-	-	-	477,893	-	-	477,893
GNWT Other	-	-	-	-	-	-	292,172
School generated funds	-	-	-	-	-	-	377,527
Other employee future benefits, Note 17	-	-	-	-	-	-	(163,566)
Total	$ 1,325,736	$ 2,587,758	$ 1,550,319	$ 11,621,426	$ 277,638	$ 7,883,849	$ 25,752,859

SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-1 District Education Authorities
Statement of Operations - Non-Consolidated

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Contributions from Divisional Council	$ 114,732	$ 114,732	$ 115,247
Other (One-time DEC contribution)	-	-	(28,342)
Transfer to DEA	-	-	-
Total revenue	114,732	114,732	86,905
Expenditure			
Administration	114,732	145,064	106,704
School programs	-	-	-
Inclusive schooling	-	-	-
Student accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	114,732	145,064	106,704
Surplus (Deficit)	-	(30,332)	(19,799)
Opening equity		35,736	55,535
Closing equity		$ 5,404	$ 35,736
Composition of Ending Accumulated Surplus			
Cash		$ -	$ -
Accounts receivable		5,404	35,736
Accounts payable		-	-
		$ 5,404	$ 35,736

SAHTU DIVISIONAL EDUCATION COUNCIL

Schedule B-2 - Details of DEA Expenses
Non-Consolidated
For the year ended June 30, 2025

Function	Council Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Student Accom.	Operations and Maintenance	Total
Salaries							
Teachers' Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Assistant	-	-	-	-	-	-	-
Non-instructional Staff	53,862	-	-	-	-	-	53,862
Board/Trustee Honorarium	40,465	-	-	-	-	-	40,465
	94,327	-	-	-	-	-	94,327
Employee Benefits							
Employee Benefits and Allowances	-	-	-	-	-	-	-
Leave and Termination	-	-	-	-	-	-	-
	- -	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Heating	-	-	-	-	-	-	-
Electricity	-	-	-	-	-	-	-
Water/Sewage	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-
Student Transportation (busing)	-	-	-	-	-	-	-
Advertising/Printing/Publishing	2,587	-	-	-	-	-	2,587
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Fees	-	-	-	-	-	-	-
Other - Special Requests	47,162	-	-	-	-	-	47,162
	49,749	-	-	-	-	-	49,749
Materials/Supplies/Freight							
Materials	-	-	-	-	-	-	-
Freight	988	-	-	-	-	-	988
	988	-	-	-	-	-	988
Total	$ 145,064	$ -	$ -	$ -	$ -	$ -	145,064

COLVILE LAKE

District Education Authority
Statement of Operations

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Contributions from Divisional Council	$ 19,601	$ 19,601	$ 18,698
Other (One-time DEC contribution)	-	-	-
	19,601	19,601	18,698
Expenses			
Administration	19,601	21,353	14,379
School programs	-	-	-
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	19,601	21,353	14,379
Surplus (Deficit)	-	(1,752)	4,319
Opening equity	-	3,632	(687)
Closing equity		$ 1,880	$ 3,632
Composition of Closing Equity			
Cash		$ -	$ -
Accounts Receivable		1,880	3,632
Accounts Payable		-	-
		$ 1,880	$ 3,632

COLVILLE LAKE

District Education Authority
Details of Expenses

For the year ended June 30, 2025.

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	-	-	-
Board/Trustee Honoraria	-	-	-	-	7,496	-	7,496
	-	-	-	-	7,496	-	7,496
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	13,857	-	13,857
	-	-	-	-	13,857	-	13,857
Materials/Supplies/Freight							
Materials	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Total	$ -	$ -	$ -	$ -	$ 21,353	$ -	$ 21,353

NORMAN WELLS

District Education Authority
Statement of Operations

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Contributions from Divisional Council	$ 25,148	$ 25,148	$ 25,706
Other	-	-	-
Transfer to school generated funds	-	-	(28,342)
	25,148	25,148	(2,636)
Expenses			
Administration	25,148	28,398	24,100
School programs	-	-	-
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	25,148	28,398	24,100
Surplus (Deficit)	-	(3,250)	(26,736)
Opening equity		1,606	28,342
Closing equity		$ (1,644)	$ 1,606
Composition of Closing Equity			
Cash		$ -	$ -
Accounts Receivable		(1,644)	1,606
Accounts Payable			-
		$ (1,644)	$ 1,606

NORMAN WELLS

District Education Authority
Details of Expenses

For the year ended June 30, 2025

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff		-	-	-	13,441	-	13,441
Board/Trustee Honoraria	-	-	-	-	8,193	-	8,193
	-	-	-	-	21,634	-	21,634
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel		-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-		-		-	-	-
Maintenance/Repair	-	-	-	-		-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	6,764	-	6,764
	-	-	-	-	6,764	-	6,764
Materials/Supplies/Freight							
Materials		-	-	-	-	-	-
Freight		-	-	-	-	-	-
	-	-	-	-	-	-	-
Total	$ -	$ -	$ -	$ -	$ 28,398	$ -	$ 28,398

DELINE

District Education Authority
Statement of Operations

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Contributions from Divisional Council	$ 23,987	$ 23,987	$ 22,912
Other	-	-	-
	23,987	23,987	22,912
Expenses			
Administration	23,987	23,431	23,822
School programs	-	-	-
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	23,987	23,431	23,822
Surplus (Deficit)	-	556	(910)
Opening equity		(681)	229
Closing equity		$ (125)	$ (681)
Composition of Closing Equity			
Cash		$ -	$ -
Accounts Receivable		(125)	(681)
Accounts Payable		-	-
		$ (125)	$ (681)

DELINE

District Education Authority
Details of Expenses

For the year ended June 30, 2025

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	13,129	-	13,129
Board/Trustee Honoraria	-	-	-	-	5,568	-	5,568
	-	-	-	-	18,697	-	18,697
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	2,298	-	2,298
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	2,436	-	2,436
	-	-	-	-	4,734	-	4,734
Materials/Supplies/Freight							
Materials	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Total	$ -	$ -	$ -	$ -	$ 23,431	$ -	$ 23,431

FORT GOOD HOPE

District Education Authority
Statement of Operations

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Contributions from Divisional Council	$ 24,331	$ 24,331	$ 25,707
Other	-	-	-
	24,331	24,331	25,707
Expenses			
Administration	24,331	19,844	26,821
School programs	-	-	-
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	24,331	19,844	26,821
Surplus (Deficit)	-	4,487	(1,114)
Opening equity		(890)	224
Closing equity		$ 3,597	$ (890)
Composition of Closing Equity			
Cash		$ -	$ -
Accounts Receivable		3,597	(890)
Accounts Payable		-	-
		$ 3,597	$ (890)

FORT GOOD HOPE

District Education Authority
Details of Expenses

For the year ended June 30, 2025

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff	-	-	-	-	13,816	-	13,816
Board/Trustee Honoraria	-	-	-	-	5,039	-	5,039
	-	-	-	-	18,855	-	18,855
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	289	-	289
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	700	-	700
	-	-	-	-	989	-	989
Materials/Supplies/Freight	-	-	-	-	-	-	-
Materials	-	-	-	-	-	-	-
Freight	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Total	$ -	$ -	$ -	$ -	$ 19,844	$ -	$ 19,844

TULITA

District Education Authority
Statement of Operations

For the year ended June 30, 2025

	2025 Budget	2025 Actual	2024 Actual
Revenue			
Contributions from Divisional Council	$ 21,665	$ 21,665	$ 22,224
Other	-	-	-
	21,665	21,665	22,224
Expenses			
Administration	21,665	52,038	17,582
School programs	-	-	-
Inclusive schooling	-	-	-
School accommodations	-	-	-
Operations and maintenance	-	-	-
Aboriginal language/cultural programs	-	-	-
	21,665	52,038	17,582
Surplus (Deficit)	-	(30,373)	4,642
Opening equity		32,069	27,427
Closing equity		$ 1,696	$ 32,069
Composition of Closing Equity			
Cash		$ -	$ -
Accounts Receivable		1,696	32,069
Accounts Payable		-	-
		$ 1,696	$ 32,069

TULITA

District Education Authority
Details of Expenses

For the year ended June 30, 2025

Function	School Programs	Inclusive Schooling	Student Accommodation	Operations & Maintenance	Administration	Aboriginal Languages	Total
Salaries							
Teachers' Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Instruction Assistant	-	-	-	-	-	-	-
Non Instructional Staff		-	-	-	13,476	-	13,476
Board/Trustee Honoraria	-	-	-	-	14,169	-	14,169
	-	-	-	-	27,645	-	27,645
Employee Benefits							
Employee Benefits/Allowances	-	-	-	-	-	-	-
Leave and Termination Benefits	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
Services Purchased/Contracted							
Professional/Technical Services	-	-	-	-	-	-	-
Postage/Communication	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
Travel	-	-	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Advertising/Printing/Publishing	-	-	-	-	-	-	-
Maintenance/Repair	-	-	-	-	-	-	-
Rentals/Leases	-	-	-	-	-	-	-
Other - Contracted Services	-	-	-	-	-	-	-
Other - Special Requests	-	-	-	-	23,405	-	23,405
	-	-	-	-	23,405	-	23,405
Materials/Supplies/Freight							
Materials	-	-	-	-	988	-	988
Freight	-	-	-	-	-	-	-
	-	-	-	-	988	-	988
Total	$ -	$ -	$ -	$ -	$ 52,038	$ -	$ 52,038

Approvals

Operating Plan

Heather Bourque
Education Body Chair

June 25, 2024
Date

Superintendent

June 25, 2024
Date

Annual Report

Heather Bourque
Education Body Chair

September 19, 2025
Date

Superintendent

September 19, 2025
Date

Education Accountability Framework

South Slave Divisional Education Council (SSDEC)

Annual Report

For the 2024-25 School Year

SOUTH SLAVE DIVISIONAL
EDUCATION COUNCIL

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Operating Plan - Executive Summary

The SSDEC's Operating Plan for the 2024-2025 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 SSDEC'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 2024 - 2025

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 80% of SSDEC new staff will be able to engage and respond to greetings, words of appreciation and gratitude, and use at least three more phrases of salutation/thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)
3. At least 80% of SSDEC established staff and students will be able to engage and respond to greetings, words of appreciation and gratitude and use at least three more phrases of salutation/thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder) in addition to 8 more advanced phrases that action intent (come, go, turn around, get, give, etc…).
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)

<u>To improve student success in numeracy</u>

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
3. 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)
4. At least 90% of parents say they understand their child's growth in math (with 80% response)

<u>To increase understanding and practice of socially responsible behaviour by all members of the school community</u>

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.

Alignment to Departmental Goals and Priorities (ERI) including Indigenous Language and Education as well as Inclusive Schooling:

Our Community Education Planning Policy and structure, Cultural Orientation days utilizing community resource people (Elders), 3-Way Conferencing, school events that genuinely include parents in authentic collaboration, and our Indigenizing education efforts including staff learning local Indigenous language greetings, workshops to help understand the historical trauma of residential schools, and divisional planning to increase awareness of indigenous issues in education, will all contribute to strengthening School-Community Relationships.

Under the umbrella of Student Wellness, all schools will have updated Safe School Plans that clarify their bullying responses and LGBTQ2S+ support. Social Responsibility is a regional priority and our RISC and RILE both support our schools in meeting their inclusive schooling and Indigenous language responsibilities.

In the area of Educator Wellness, policies and practices regarding work/life balance have been added to the divisional ethos, new staff are paired with mentors, new and existing principals are supported by the Assistant Superintendent, and wellness (work/life balance) is always a component of our Regional In-service.

Our regional goals/targets, and our comprehensive Literacy and Numeracy initiatives, in particular, support effective implementation of the K-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, and our offer to expand NDL further supports our communities and students.

Regional and school administrators will continue to provide priority related progress reports to their respective education governing bodies (SSDEC and DEAs) and monthly principal reports will continue to be an expectation.

Having had staff complete the GNWT's Living Well Together program, our focus is to maintain the momentum and highlight DEI priorities throughout schools, staff and wider community as needed.

Annual Report - Executive Summary

The SSDEC's Annual Report for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The division continues to enjoy success in many areas leading the territory in many initiatives to maintain or improve on benchmarks established by previous administrators and council. The Council priorities are threefold: Literacy, Numeracy and Social Responsibility. These are established and widely recognized as the cornerstone of strong pedagogy. Each of these priorities informed strategic planning to support student achievement. All interventions had at least one of these themes as rationale for design and implementation.

Literacy: The SSDEC continues to implement region wide literacy interventions to support reading and writing. This year saw a shift from balanced and structured literacy and developed a new approach meant to incorporate the best of both initiatives, the Science of Reading. The Science of Reading has taken centre stage as the de facto approach to literacy for the next few years. This evolved approach will yield long term improvements in student reading abilities and will expand student capacity and success.
The Fountas and Pinnell results continue to show steady growth in our schools. This year's results were 72%. SSDEC Literacy results continue to be a success for the division exceeding expectations and meeting targets established by the DEC. Given the National and territorial decline in similar targets, it's a credit to the schools and teachers that improvements in Literacy continues to be a constant in the Division.

For the upcoming year, a new target for literacy will be included in our annual planning (70 % of students achieving proficient and above in the new NT proficiency scale) this is on par with a similar target for Numeracy.

Numeracy: The numeracy results for the SSDEC were measured exclusively using the new NT proficiency scale. Students were considered to have reached an acceptable level of learning if they scored as developing or higher in the proficiency scale. SSDEC results were 73% of students achieving this benchmark. Our target was 75%. The slight discrepancy in achieved results vs attained results is due partially to the implementation dip that is common when new strategies are implemented. I am confident these numbers will steadily improve over the upcoming years.

In support of both academic council priorities, parents reporting satisfaction with the efforts from the schools in regards to Literacy and Numeracy were a positive sign. The results averaged 85% to 87%. This is a slight decline from the intended target (90%). Notwithstanding the discrepancy, the continued efforts of the schools in informing parents and keeping open communication with the school community has yielded a positive environment that promises to continue to improve over the next school year.

Social Responsibility: Students and staff continue to work towards a standard of citizenship that meets the outcomes outlined by the Territorial curricula. In particular, the SSDEC schools have focused on the identification of local challenges and the development of interventions to address these needs. Each year, the OurSchool survey identifies the greatest needs in a school as reported by students. The school administration and staff collaboratively design interventions to address these needs and implement throughout the year. The following year, if the need persists, a different approach is undertaken to resolve the issue using a Spirals of Inquiry approach. If a new need is identified the process resets and begins anew. This methodology has allowed schools to custom design solutions to their unique social needs.

In addition to socialization, the SSDEC keeps track of attendance over the years. The results from 2024/25 suggest a 4.2% increase over the previous year's attendance. This is partly due to attendance initiatives implemented by new Principals in two of our most vulnerable communities.
Lastly, under the banner of Social Responsibility, the SSDEC boasts a 93% engagement statistic for the % of parents participating in at least one school wide event addressing student and school community wellbeing. This means that we have made meaningful contact with the large majority of our families at least once. A significant benchmark that paves the way for greater engagement.

The SSDEC refocused their efforts to develop - over the last three years and for the foreseeable future- a binary brand of mental Health (Work Life balance) and Indigenizing Education. Both these worldviews have significant value and importance to the wellbeing of our students and staff.

To this end, in 20024/25 the division embarked on a campaign to collect and report on significant data regarding these two-system shifts to develop an infrastructure of support that will build upon past successes and anticipate future challenges. The Board travelled to all our communities and shared with the staff of each school the results of three important and equally meaningful reports on engagement: *The GNWT Engagement Survey, The OUR School teacher survey and the Well at Work Survey*. The results of all three surveys pointed to the same trend in Teacher and Staff wellbeing, our staff is burning out at unprecedented numbers which is resulting in the disengagement from the system. Moreover, certain demographics within our schools are more vulnerable to work overload and burnout and feel more alienated resulting in higher turnover. This is not new to the board, but for the first time, the empirical data corresponds to the anecdotal data which gives us leverage to advocate for supports with actual facts, not just perceptions.

Not all the data was doom and gloom. The Well at Work survey, which included a qualitative and quantitative component, suggested a deep and meaningful degree of informal leadership at all levels of education. These are people who took on leadership roles that were not necessarily part of their job description because of a perceived void. This is rare in large organizations as people default to their job descriptions when disengaged form the process. This data tells us that despite the overwhelming pressure and demands of the job, people were still engaged and positive about their participation in the educational process. The board committed to redistribute money to schools to support work life balance initiatives and address some of the issues highlighted by the surveys.

Indigenizing education, the second SSDEC umbrella, continues to grow with the further expansion of existing initiatives and the development of new projects meant to enhance the opportunities available to our students. In addition to the Cultural camps in each community and the Indigenous language classes offered throughout, schools continue to incorporate Dene Kede in their teachings making Indigenous cultural values a key component of instruction. Connected North continues to be a critical component in delivering original content to our students and school community. This program has been expanded to include all schools regardless fo the remote nature of their communities. Money was secured through a third party to re-establish the culture camp at Saw Mill Island. This location used to be a vibrant cultural destination for the schools in Fort Smith. The land is owned by the SSDEC and the plan moving forward is to reconstruct the camp previously in existence at that location. This would be similar to Sandy Creek Culture camp in Katlodeeche.

Staffing continues to be a challenge in our communities in general, but particularly poignant and difficult in rural and isolated communities. This trend has not abated and looks to be an ongoing struggle. Housing costs and shortages, and lack of amenities continue to conspire against our staffing efforts. As indicated in every report prior to this one, it's difficult to create and sustain programming when staff turnover necessitates a significant time of onboarding that disrupts long term continuity. The changes to the Jordan's Principle funding will have serious impacts on our ability to staff our schools with supports for indigenous students. This ongoing battle will further erode our ability to meet the needs of our students. Although our positions have been renewed for the most part for the 2025/26-year, funding beyond the upcoming school year is doubtful.

Lastly, in regards to the implementation of the new curriculum, despite the limited resources available to our schools from external sources, teachers have adapted well and are starting to make strides in assimilating these new changes and adjusting their pedagogy accordingly to meet the needs of our students and the parameters of the new curriculum. Resources have been developed by the Literacy and Numeracy coordinators to prepare teachers and schools for the last stage of the paradigm shift.

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 2025)
Hay River	Pennie Pokiak (Chairperson)	3-year term (Oct 2024)
Fort Smith	Crystal McKinnon (Vice Chair)	3-year term (Oct 2024)
Kátł'odeeche	Crystal Sabourin	3-year term (Jun 2025)
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.

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.

As per **Policy BHA** – DEA Development, in recognition of the commitment of Council to lifelong learning and continuous improvement, it is expected that all District Education Authority (DEA) representatives 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.

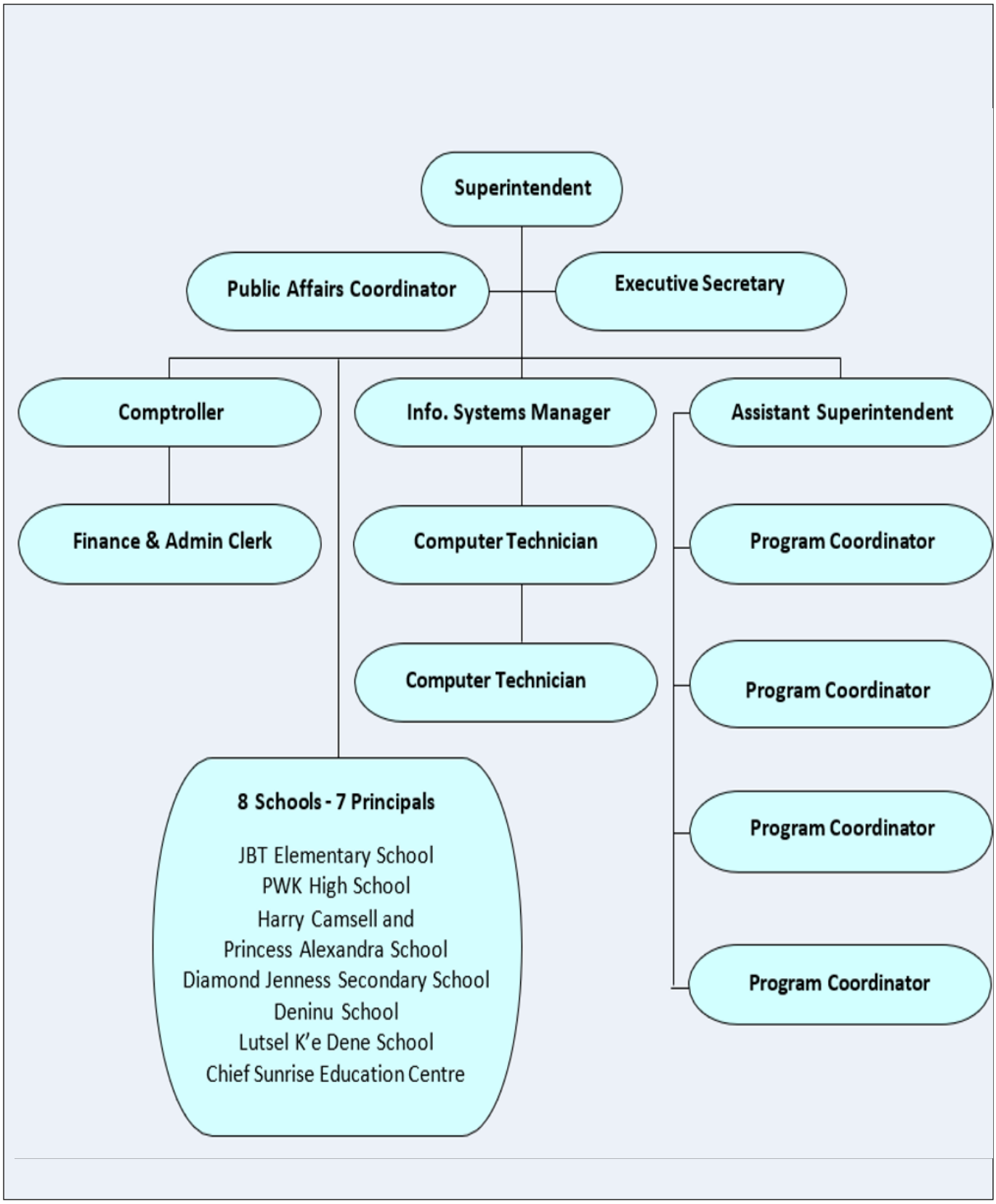
The Formula Funding and Staffing workshops are highly recommended for new DEA members. Other workshops include, but are not limited to: Policy Development, Leadership for Literacy, Community Education Planning, Implications of the Education Act, Harassment Awareness Workshop, Fundraising, Partnerships, 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)

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**	**1207**

School Name	Community	Grades Offered	Programming Highlights
Joseph Burr Tyrrell Elementary School (JBT)	Fort Smith	JK-6	● Single-grade, split-grade & multi-grade classes ● Chipewyan ● Nēhiyaw ● 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 ● 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)

Deninu School (Deninu)	Fort Resolution	JK-12	• Multi-grade classes • Dene Sutline • Northern Distance Learning
Łutselk'e Dene School (Łutselk'e Dene)	Łutselk'e	JK-12	• Multi-grade classes • Dene Sutline • Northern Distance Learning
Chief Sunrise Education Centre (CSEC)	Kátł'odeeche First Nation	JK-12	• Multi-grade classes • Dëne Yatie and Sandy Creek 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**

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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	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 Implement all Health and Safety Protocols as per OCHP approved school re-entry plans. These were reviewed prior to school start up and throughout to ensure ongoing awareness of safety processes and procedures.

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%	68%	Within expected range. Consistent result within

			5% of regional year over year trend
SSDEC new staff will be able to engage and respond to greetings, words of appreciation and gratitude, and use at least three more phrases of salutation/thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder)	80%	100%	Strong response from new Staff
SSDEC established staff and students will be able to engage and respond to greetings, words of appreciation and gratitude and use at least three more phrases of salutation/thanks in the local Indigenous language(s) (8 phrases to engage/respond without reminder) in addition to 8 more advanced phrases that action intent (come, go, turn around, get, give, etc…).	80%	90% Staff 95% Stds.	Within expected range
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%	93%	Within expected range
Parents say they understand the next steps in their child's growth as a reader (with 80% response rate)	90%	90%	Within expected range
Numeracy			
Students attain a level of developing or higher on the NT scale in their classroom final grade in math	70%	73%	Concentrated effort from schools with the help of the Numeracy Coordinator to support student learning
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%	93%	Within expected range
Parents say they understand their child's growth in math (with 80% response)	90%	91%	Within expected range
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%	N/A	Varies for each school. The target is dynamic as interventions yield improved results year over year.
School Attendance will increase	3% more than previous year	4.2%	New attendance initiatives in two of our rural schools (new administrative team)
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%	93%	Within expected range
Areas of Strength for the region	The three pillars that frame pedagogy at the SSDEC (Numeracy, Literacy and Social responsibility) continue to show strong results. The year over year average is within range of 5% over the last 10 years. The connection between schools and community continues to be strong with numbers suggesting high community participation in the educational process.		
Areas for Development for the region	Stronger and more focused Indigenous language targets are necessary to remove the limited nature of their validity. Currently, the targets are very basic and can be quickly accomplished within a year with no follow up for continuous growth. Furthermore, given the multitude of Indigenous languages taught in the division, a more benign target allowing for growth for individual abilities is necessary. A new target, that is mindful of these needs has been created for next year.		
Additional Comments for the region	N/A		

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	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 K-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	Collaboration and inclusivity of stakeholders in long term decision making regarding vision and direction for school and the board. Active engagement with DEA/DEC to provide accountability and effective governance. Efficiency in the operation of schools with supports from the community.
Areas for Development for the region	Needs for greater active participation from community members. Although participation is consistent and relatively high, greater participation would provide a more accurate reflection of the will of the community.
Additional Comments for the region	Multiple schools in multiple communities can sometimes provide challenges in providing a consistent message and a unified direction. It is to the credit of the schools and the administrative teams that the messaging and ethos of the organization remains consistent despite the diversity and local differences between our communities gathered under one umbrella.

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	The regional office tracks (for each school) those staff members who are up for evaluation each year. This list is confirmed with the principals at the beginning of the school year. 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. 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	Teacher and Administrative evaluations continue to be administered consistently to help support and guide professional growth for our schools. The revised format helps give flexibility and fluidity to the process allowing for a personal stake in the development of growth plans.
Areas for Development for the region	The electronic system for evaluation (Board office and SA's) continues to be a struggle given its inflexibility. It is not a user-friendly tool and discourages people from using it with fidelity.
Additional Comments for the region.	A uniform approach to evaluations that share commonalities would be beneficial for consistency and use. More diligence in using the electronic evaluation model would help provide expedient formal feedback to staff.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	107	107	

Number of principals and assistant principals formally evaluated in the school year.	13	13	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	5	4	Technical issues prevented a smooth execution of the process, resulting in an incomplete formal evaluation. An Informal evaluation was provided.
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	The diligence and consistency of our administrators and board staff in completing evaluations is to be commended as these processes take an inordinate amount of time. The quality and validity of the evaluations offer meaningful feedback and support to our staff.		
Areas for Development for the region	Timelines for completion could be improved upon as expediency is of great importance given the deadlines imposed by the collective agreement.		
Additional Comments for the region	We are willing to comply with the evaluation processes outlined by ECE; however, a more streamlined process needs to be implemented to help facilitate evaluations currently on an electronic platform.		

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 2024-2025 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 2024/ 2025 the focus is on Indigenizing Education with Carolyn Roberts (Moving from Performative to Accomplice) and Work Life balance (Building resilience) with Maryanne Baynton. These speakers have been contracted to facilitate our collaborative learning teams on these days in August 27th and 28th, 2024. This builds on the work undertaken in 2021/2022 with Katie White and 2022/2023 with Vince Bustamante and Leyton Schnellert – no in-service took place in 2023/24 due to the evacuations from the fires. This year, in addition to the 2 traditional days of in-service, ECE will also be providing teacher training in preparation for the adoption of the new curriculum on August 26th. Over the past twelve years of the Leadership for Literacy (L4L) initiative, we have added many research-based practices that have benefited our students and staff in their learning. We are endeavouring to refocus on deeper implementation of the cornerstones of our initiative, and make sure that we are not "a mile wide and an inch deep". Utilizing the collaborative time available through STIP, schools will be going deeper with PLCs to ensure

	teachers hone in on competencies and content and know how to collaboratively assess and analyze results to inform instruction and interventions for improved results. We are also reinvigorating strategies that brought forth the greatest impact on results earlier on in the L4L initiative, such as Balanced Literacy (inc. guided reading), SmartLearning (evidence-based instructional process that works in all grade levels), and Reading Apprenticeship. A focus on developing phonological awareness in the JK-2 division using the work of Heggerty is being explored as are the research-based practices around the Science of Reading. The on-going work preparing Instructional coaches to assume their roles, saw us working collaboratively with Jim Knight in providing frequent and sustained support to better prepare them for their coaching responsibilities. His work on collaborative/strength-based approaches is fundamental in the training of new staff to better support their schools. Currently we are working with several BC districts and ECE in supporting teachers with the transition to the Renewed Curriculum. This work requires an intimate collaborative approach with the Instructional coaches, PSTS and teachers. Some schools are planning on continuing their partnership with Ryan Sikkes in preparation for the curriculum renewal. Their work focuses on inquiry -based instruction and assessment that is student centered. These are cornerstones of our new curricular directive. Other school districts are currently and will continue to work with our Literacy and Numeracy coaches as well as the RISC and RILE to further enhance their pedagogic capacity. We are reminded of four key questions to help us all focus individually and in collaboration (professional learning communities): 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? In addition, we encourage professional self-reflection around the PLC+ model which adds further questions for consideration - most notably the questions of who benefitted from my instruction today and who didn't, and how can I drive learning forward in line with high expectations? Regional PD (to select groups) will primarily focus in the following areas: · Collaborative Learning Teams (Common Assessments), · Literacy, · Numeracy, · Indigenous Languages, Indigenizing Education, · Trauma Sensitive Schools, · Program Support/Inclusive Schooling, · STEM (Science/Technology/Engineering/Math), and · Leadership . Work/Life balance and wellness Due to the previous 3 years' challenges and impacts of the Covid-19 pandemic and the recent fire and flood evacuations, greater supports and focus may be needed to enhance social and emotional learning as one of our divisional priorities, and regional staff who have expertise and skills in these areas will make themselves available to support all schools at the request of the principal/DEAs. 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 to support this shift as well as programming and workshops to support staff 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. The 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	2.5	
Areas of Strength for the region	The in service was an opportunity to bring together 5 very distinct communities together to create a sense of identity that would define the division's direction moving forward. The themes of the in service were in direct response to the needs identified by the schools and were well received. The collaborative and responsive nature of the division's leadership made this event a success.		
Areas for Development for the region	Feedback was received from participants that pointed to different approach to meet the needs of their communities. This included a shorter informational schedule with opportunities for staff collaboration, one location to ease the planning aspect of the in-service and more on the land opportunities for learning.		
Additional Comments for the region	This established kick off for the school year has become a much-anticipated event. As we adapt to the changing needs of our teachers, the quality and implementation of this event will continue to attract positive feedback and active engagement from all participants.		

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.

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)*
0.5	O.5	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.

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.i. 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.

Areas of Strength for the region	The community and outside agencies continue to step up and, in collaboration with the schools and the board, provide supports, financial, human and material to support meal programming and delivery in the schools. No student goes hungry at the SSDEC. Food is not an impediment to learning.
Areas for Development for the region	Established lunch programs are in the development stages for the regional elementary schools (Fort Smith) to provide a safe on-site lunch space. This requires participation from staff, community members and funding. This will be possible in part through the Federal Food grant and the planning from the administrative team.
Additional Comments for the region	Despite meeting the nutritional needs of our students, the cost of food is escalating at a faster rate than the funding is able to

	support. This will require additional funding and more support from our partners, territorial, federal and municipal.

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	Snack	250	Everyone welcome	Food First ($3000) Parents (500) FS Metis (2500) SRFN (5000) Local Business (approx. 1500)
PWK	Breakfast Snack Lunch Available to all	Breakfast – 82 Snack – 153 Lunch – 47	Everyone Welcome Breakfast & Lunch (on demand) Snacks available to all	Food First ($10,000) Community donations (Which were extremely limited this year, $2000)
HC	Breakfast Snack Lunch Available to all	Breakfast – 12 Snack – 119 Lunch – 8	Everyone Welcome Breakfast & Lunch (on demand) Snacks available to all	Food First Community donations accepted
PA	Breakfast Snack Lunch Available to all	Breakfast – 15 Snack – 130 Lunch – 16	Everyone Welcome Breakfast & Lunch (on demand) Snacks available to all	Food First Community donations accepted
DJSS	Breakfast Snacks during & after school Lunch Available to all	Breakfast - 75 Snacks-150 Lunch- 10 After school snacks-25	Everyone welcome Breakfast & snacks Lunch - on demand	Food First Community Donations- milk program & Active After School
CSEC	Breakfast, AM snack, Lunch, PM Snack	70	Everyone welcome	~$1000 - recycling

Deninu	Breakfast	Breakfast 62	Everyone welcome	Food First
Lutsel K'e	Breakfast Snacks-During and After School	Breakfast-45 Snacks-45	Everyone welcome	Food First Glasco

** 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*** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
JBT	Chipewyan	Core	K-6	Y	
	Cree	Core	K-6	Y	
	French	Core	K-6	Y	
	French	Immersion	1-4	Y	
PWK	Dëne dédlıné yatı	Core	7-12	Y	
	Nēhiyaw	Core	7-12	Y	
	Français	Core	7-12	Y	
	Français	Immersion	7-9	N	Not enough students registered to offer a full immersion program.
HC	Dene Yatie	Core	JK-3	Y	
	French	Core	JK-3	Y	
PA	Dene Yatie	Core	4-7	Y	
	French	Core	4-5	Y	
	French	Intensive	6	Y	
DJSS	Dene Yatie	Core	8-12	Y	
	French	PIF	8-12	Y	
DN	Nēhiyaw	Core	JK-12	Y	

LK	Nēhiyaw	Core	JK-12	Y	
CSEC	Dene Yatie	Core	JK-9	Y	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	**Leadership for Literacy (L4L)- Renewed Curriculum**
SSI Project Proposal Summary	For the past 17 years, the L4L initiative in the SSDEC has focused on improving students' ability to read, write, and problem-solve mathematically, socially and personally. Entwined in this is the belief that culture and language are vital components of our educational programming, it is essential that we do our part. Over time, we have met and improved on our targets. The impact of COVID-19 hampered our growth and we continue working to get our schools and students back on a growth track. We are seeing improvements and it is our goal to continue improving as we work together for the betterment of our students and schools. As a region, we have strived to work collaboratively to re-establish 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. Through our work with the Gradual Release of Responsibility framework, we continue to commit to student achievement, attendance and engagement while encouraging and supporting teachers, through the work of our coordinators, as we continue navigating the NWT redesigned curriculum. Our strategic focus on setting and meeting high, manageable goals encompasses all that we do in the SSDEC and in our schools. 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. For 2024-2025, 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 2024-2025 school year conveys the need for us to continue building our own capacity as leaders and learners in our classrooms, schools and school division so that we may continue to help our students develop into capable young people ready to give back to the world we all share. Our intention is to develop critical and creative educators who are equipped with the necessary knowledge and skills to support student learning and achievement through the lens of the whole child, ensuring that our students see themselves reflected in the classroom, school and region. Our SSI proposal and supporting evidence does just that.

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%	100%	
% of students achieving improvement in reading.	70%	60%	Some students are demonstrating gaps in foundational reading skills, which is contributing to lower overall reading levels. Moving forward, there will be a focused effort to ensure that key components of foundational literacy (phonology, sound-symbol correspondence, syllable awareness, morphology, syntax, semantics, and comprehension) are systematically embedded within each school's reading program across all grade levels.
% of parents satisfied with their child's growth as a reader/mathematician.	90-100%	N/A	Data not collected as phrased, refer to SSDEC Focus and Alignment
% of students achieving improvement in mathematics.	70%	N/A	Data not collected as phrased, refer to SSDEC Focus and Alignment
% of teachers implementing NWT redesigned curriculum indigenizing	100%	100%	

lessons and units in all core subjects.			
Areas of Strength	The SSDEC has invested a significant number of resources to develop strong communication channels with our community and provide opportunities for feedback from our partners. This continues to be a source of strength for the division and it's something we have and will continue to leverage to create a truly collaborative system.		
Areas for Development	It will be challenging to the division and to the territory to educate parents on the new proficiency scale and assessment methodology as the language will be foreign to them. This is important to ensure that our families continue to engage with their children and the schools in helping support their learning.		
Additional Comments	There are still obstacles to fully and genuinely indigenizing the curriculum given that there is no formalized training for new and/or non indigenous teachers. Their willingness to try different approaches and to be flexible in their pedagogy is helpful but far from ideal.		

I. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring NDL students are supported during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long-distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the amount of funding allocated, budgeted and spent (actual) to provide support to NDL students and the explanation for any variance between each.

School Name	**Allocated** *($)*	**Education Body Contribution** *($)*	**Total Budgeted** *($)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
Deninu	$51,401	$0	$51,401	$0	
TOTAL	51,401	$0	$51,401	$0	

School	**Source of NDL Support** *(Fulltime In-class support (ISP), Support Assistant (SA), classroom teacher, other)*	**Successes and challenges related to providing support to NDL students**
Deninu	Support Assistant and full time in-class support	Financial support from ECE

The following tables detail regional, and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	The areas of strength are the availability of the programming for schools who are unable to provide subject specific courses required for graduation. Unfortunately, that is the only positive given that the incentive (financial) that existed to encourage schools to sign up for NDL to support students is no longer available.
Areas for Development for the region	The Division will be seeking other distance offerings from BC to support students
Additional Comments for the region	Students gain experience in virtual/independent learning — a skill that mirrors post-secondary expectations. Graduates of NDL often report smoother transitions into college or university environments. In order to grow our own territorial distance education program, we need to offer the support to make it a reality. This includes funds to staff it and develop additional material resources. Otherwise, other alternatives outside of the territory will trump anything offered by ECE.

School Specific Reporting	**School**	**School level Reporting**
Top one or two NDL successes at each participating school.	Deninu	Academic Growth Encourages independent learning and responsibility since students must manage time and workload in a semi-virtual environment.

		Promotes higher-level thinking and problem-solving through exposure to rigorous coursework.
Top one or two challenges experienced with the implementation of NDL at each participating school.	Deninu	Connectivity, and internet issues
Top one or two supports that would help schools better implement NDL next year at each participating school.	Deninu	Financial support from ECE, better connectivity

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.0	1.0	N/A	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	0	N/A

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
JBT	2.29	2.3	N/A	1 PST **0.3** PST/IC 1PST/VP/PR	2.3	N/A
PWK	2.29	2.3	N/A	2 PST **0.3** PST/VP	2.3	N/A
HC	1.0	1.0	0.5 PST/VP 0.5 PST	**0.5** PST /VP shared between HC & PA 0.5 PST	1.0	VP, PST, LC half time at each school
PA	1.1	1.1	0.5 PST/VP 0.5 PST	**0.5** PST/VP shared between HC & PA 0.5 PST	1.0	VP, PST, LC half time at each school
DJSS	1.55	1.7	Needs of Students	N/A	2	Needs of Students
Deninu	1.0	1.0	N/A	N/A	1	N/A
Łutselk'e Dene	1.0	1.0	N/A	1.0 PST/VP	1	N/A
CSEC	1.0	1.0	N/A	N/A	1	N/A
TOTAL	11.23	11.4	N/A		11.6	Student needs

C. Support Assistants

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
JBT	4.48	4.8	Needs exceed funding, resources allocated to meet needs	11.2 with JP	Student needs exceeded allocated and budgeted PYs. Jordan's Principle and staffing reallocation supplemented funding.
PWK	4.0	4.0	N/A	7.2 with JP	Student needs exceeded allocated and budgeted PYs. Jordan's Principle and staffing reallocation supplemented funding.
HC	2.5	2.5	N/A	8.9 with JP	Higher needs than expected for the school year. More 1:1 Support. Jordan's Principle and staffing reallocation supplemented funding
PA	1.67	1.67	N/A	8.07 with JP	Higher needs than expected for the school year. More 1:1 Support. Jordan's Principle and staffing reallocation supplemented funding
DJSS	2.5	2.5	N/A	9.3 with JP	Higher needs than expected for the school year. More 1:1 Support. Jordan's Principle and staffing reallocation supplemented funding
Deninu	1.43	1.8	N/A	7.4 with JP	Higher needs than expected for the school year. More 1:1 Support.

					Jordan's Principle and staffing reallocation supplemented funding
Łutselk'e Dene	0.83	0.83	N/A	4.83	Higher needs than expected for the school year. More 1:1 Support. Jordan's Principle and staffing reallocation supplemented funding
CSEC	1.37	4.0	Needs exceed funding, resources allocated to meet needs	7.2 with JP	Student needs exceeded allocated and budgeted PYs. Jordan's Principle and staffing reallocation supplemented funding.
TOTAL	18.79	22.1	See above	64.1	Student 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)*
$82,266	$82,266	N/A	$109,709.64	High number of complex needs students, resources to support overall student mental health and well-being and support for adapting nwt curriculum and assessment 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?**
Meetings Coaching Cycle Outside Contractors- New Curriculum, Authentic assessment, Literacy	Instructional Coaches	SSDEC /RISC	TBD	Yes	
SSSC meetings Online training (ConnectEd)	SA	ECE	TBD	Yes	
In Service Workshops	PSTs	ECE	TBD	Yes	

IEP renewal					
Meetings Training sessions Work Plan	PSTs	SSDEC	TBD	Yes	

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

Name of Contractor	**Type of Service** *(Frequency / Quantity - such as # of assessments or 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** *($)*
Randall & Associates	Ed psych assessments with recommendations and strategies and teacher/parent consultations with follow-up for student program support	Not available	HC, PA, DJSS, LK, JBT, PWK, JBT	3 mo. with option for additional support throughout year	$39,000
Blyth & Bath	St John Ambulance First Aid	Not available	JBT	2 days	$3200.00
Youth Mental Health Canada	Supporting mental health in youth	Additional SBMHW support	PWK	2 days	$978,00
NACTAR/CTIP	Trauma & Violence Response Training	Not available	PWK	2 days	$315.00
CPI	Crisis Prevention training	Not available	JBT	2 days	$2605.64
Jack Hirose & Associates Inc	Skills for behavioural, developmental & emotional challenges with children and adolescents	Not available	HC, PA, DJSS, LK, JBT, PWK, JBT	3 days	$996.00

Children's Autism Services of Edmonton	Support for learning, and resources for children with autism	Not available	HC, PA, DJSS, LK, JBT, PWK, JBT	3 days	$500.00
Mehrit Center	Strategies for self-regulation	curriculum and inclusive schooling support in addition to GNWT provisions	CSEC	1 day	$1565.00
Aurora College	De-escalation course	Not available	CSEC	1 day	$550.00
SSDEC expertise	cost of committee training, travel and resources	regional specific travel for inclusive schooling	HC, PA, DJSS, LK, JBT, PWK, JBT	1 year	$40,000
Arnold Kraus	IT support assessment and PD support	Assessment support for adapted NWT curriculum	HC, PA, DJSS, LK, JBT, PWK, JBT	As needed throughout year	$20,000
					$109,709.64

** 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)*
$110,684	$42,492.00	Computers, iPads and peripheries for Assistive writing,	8 schools, JK to 12	**$114,081.00**	Student Needs

		assessment accommodations, Augmentative and Alternate communication			
	$1462.00	Redcat audio Systems	1 elementary classroom		
	$3, 488.00	Subscriptions for Lesson Pix augmentative communication, Text to Speech and ESL support	8 schools, individual students as per SSP/IEP accommodations		
	$6,565.00	Physio Support, Sensory room and classroom equipment and adapted furniture	7 schools, JK to 12 as per SSP/IEP accommodations		
	$3,583.00	Social Emotional and Self-Regulation Support Tools	8 schools, JK to 12 as per SSP/IEP accommodations		
	$25,000.00	Literacy and Numeracy Support resources texts, manipulatives	8 schools, JK to 12 as per SSP/IEP accommodations		
	$10,000.00	Headphones and earbuds to support hearing and focus	8 schools, JK to 12 as per SSP/IEP accommodations		
	$1,491.00	Social responsibility support	8 schools, JK to 12 as per SSP/IEP accommodations		
	$20,000.00	Connected North interactive programming for Inclusive schooling, social responsibility, inquiry learning, subject enhancement, PD	8 schools, JK to 12 as per SSP/IEP accommodations		

F. Healing and Counselling

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$156,102	$156,102	school resources, staffing, staff training, presenters, community resources/activities for students	Jk to 12/ 8 schools used their budgeted amount of the total allocation to support students.	$156,102	N/A

G. School Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community/ School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
JBT	**$**610,244	$82,505	$106,850	Mental Health & Wellness Worker. UNW judged annual salary for 1.0 PY increased in new contract, staff training and contracted services costs	SBMHW Provider and Education	$90,000 employee $4850- staff training $12,000- contracted services $0- received ECE training
PWK		$98,859.5	$103,803	Mental Health & Wellness Worker. UNW judged annual salary for 1.0 PY increased, staff training, student training, resources and contracted services	SBMHW Provider and Education	$90,000 employee $3,543- staff training $8,050- student training $1000- resource

						$12,100- contracted services $0-received ECE training
Harry Camsell		$41,252.5	$34,000.00	Mental Health & Wellness Worker. UNW judged annual salary of $90,000 per annum for 1.0 PY. shared with PA. SBMHW began in Dec.	SBMHW Provider and Education	$34,000- employee $0- received ECE training
Princess Alexandra		$41,252.5	$34,000.00	Mental Health & Wellness Worker. UNW judged annual salary of $90,000 per annum for 1.0 PY. shared with HC. SBMHW began in Dec.	SBMHW Provider and Education	$34,000- employee $0- received ECE training
DJSS		$98,859.5	$82,500	1st hire Aug-Sept 30 and then transferred. 2nd hire Nov 4 - present	SBMHW Provider and Education	$82,500- employee $0- received ECE training
Deninu		$82,505	$63,230	Mental Health & Wellness Worker. hired in Jan. and contracted services and staff training	SBMHW Provider and Education	$58,000- employee $2,250- staff training $2,980- contracted services $0- received ECE training
Łutselk'e Dene		$82,505	$3,350	Received PST and community support due to	SBMHW Provider	$0- staffing; received PST

				inability to staff the mental health and wellness worker position. LKDS will try again to staff in 2025-26	and Education	and community support $2250- staff training $1,100- contracted servies $0- received ECE training
Chief Sunrise		$82,505	$41,390	Unable to staff the mental health and wellness worker position, CSEC will try again to staff in 2025-26. Supported SBMHW through contracted services, Elder teaching and Katlodechee shared youth counsellor	SBMHW Provider and Education	$0- employee services from PST and shared Katlodochee youth counsellor $4,365- staff training $1,025- contracted services $36,000- Elders and community resources and activities $0- received ECE training
TOTAL	**$**610,244	$610,244	$468,853	PD provided by SSDEC, ECE and schools offset cost Late hire for Deninu School DJSS hired 0.8 FTE Lutsel K'e couldn't hire PST picked up role	SBMHW Provider and Education	

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES

Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc.

The RISC is the SBMHW regional lead. 6 of the 8 schools have hired student wellness workers to attend to levels 1 & 2 wellness needs. The other 2 schools have not been been able to fill these positions in this school year, but they have utilized a whole school approach to wellness and enlisted community support, staff and contracted counselling services. Supports were given to whole school (universal), targeted (specific groups) and intensive (one to one). Student Wellness Support Workers received training and access to SBMHW documents as they were approved. CYC referrals were made to Health for required clinical counselling and when this service was not available, counselling services were independently contracted both in-person and virtually depending on need and availability.

Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW **programs and services.**

- Job descriptions were developed for the School Wellness Worker positions and 6 of the 8 schools were staffed
- Access to contracted counsellors for immediate referrals when hospital employed CYC was not available.
- Contributed to trust and relationship building with trusted adults within the school
- Timely and systemic approach to supporting student mental health and wellness
- Entrenched into the school approach to educating the whole child

Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW **programs and services.**

- Hiring for the School Wellness Worker positions was a challenge, but we were successful in hiring for 6 of the 8 schools. The positions have been extended and the other 2 schools will again attempt to fill the positions.
- Summer availability of level 1 and 2 services for students
- Synchronizing staff training opportunities.

H. Alignment of Student Supports

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

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs 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, reviews 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	At regional PST committee meetings, the criteria for establishing SSP-IEP goals along with aligning accommodations to support goals is reviewed. Questions that arise are addressed and collaboratively the regional PSTs and RISC share strategies and ensure we are operating according to Inclusive Schooling guidelines and adhering to the NWT Ministerial Directive. We have 3 reporting periods where the RISC consults with PSTs and reviews SSPs and IEPs before ECE data upload.
Areas for Development for the region	Stay current as Inclusive Schooling criteria is developed to be aligned with overall curriculum renewal and adaptations. Monitor the ongoing development of Inclusive Schooling criteria to ensure alignment with overall curriculum renewal and adaptation efforts.
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 ensure the staffing and supervision of a Program Support Teacher and an Instructional/Literacy Coach 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.

Areas of Strength for the region	In addition, to the usual teacher growth plans and formal teacher evaluation cycle, principals in the region have scheduled PLC times where teachers collaborate and are in-serviced on flexible instructional strategies and best evidence-based teaching practices. As well, PSTs and Instructional Coaches have coaching times scheduled into regular classroom visits. Class reviews are also an opportunity to discuss whole class and individual student goals that can be addressed through flexible teaching strategies.
Areas for Development for the region	Continue to reflect on instructional strategies and provide professional development through both the school and regional levels.
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.	Our 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 2024/2025.

Areas of Strength for the region	Schools have regularly scheduled meeting times for SBST meetings. There is a referral process that allows for specific information to be discussed, goals set and review times. Parents attend and have input into SBST meetings.
Areas for Development for the region	Continue to share successes of SBST procedures and monitor the regularity and consistency of meetings.
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 of and have the opportunity to consult as part of the review process.

Areas of Strength for the region	The region has established and consistent procedures for IEP-SSP data updates and reviews. Time within the month of September is established for PST-Teacher meetings to create individual program plans that will include recommendations from Ed Psych, rehab, assessments and teachers. Parents and students are involved in the process and add their approval, goals, criteria and suggested accommodations. Regular formal reviews and updates occur at least 3 times per year and SBST meetings occur as needed. In addition, RISC-PST consultations and training occur throughout the year at scheduled and as needed times.
Areas for Development for the region	Review SSP-IEP criteria with a curriculum renewal lens and keep schools updated as department criteria is finalized.
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	At regional PST and Principal committee meetings, the PST Priority Time-Use is discussed to keep it in the forefront of our priorities as the daily operational requirements of a school are met. PSTs are considered as important members of the school leadership team and as such their priority time use targets must remain respected.
Areas for Development for the region	Continue to prioritize training for SAs and School Student Wellness workers. Appropriately trained support staff allows for PSTs to maintain their priority time use targets.
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 conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.0	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	Language teachers, admin (P), interested staff	Once a month	ILE team is active at JBT
PWK	IL Instructors (2), Leadership Team (P, VPs, IC, PST) and staff (Teachers/SAs)	Team: bi-weekly All staff: 1/month	ILE team is active at PWK
HC	Principal, PST. IC, ILE, Teachers	Once per Month	ILE team is active at HC
PA	Principal, PST. IC, ILE, Teachers	Once per Month	ILE team is active at PA
DJSS	Principal, Vice Principal, PSTs, Instructional Coach, ILE Teacher and all Jr. and Sr. High Teachers	Once per month - whole group. Numerous break out groups for planning ILE events/ camps	ILE team is active at DJSS
Deninu	Principal, PST, IL Instructor,	Monthly	ILE team is active at Deninu
Łutselk'e Dene	IL Instructors, Principal, PST, teachers, SAs	Monthly	ILE team is active at Lutselk'e
CSEC	Principal, PST, IL instructor, IL support, teachers, SA	8 times per year	ILE team is active at CSEC

C. Indigenous Language Instructors

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
JBT	2.0	2.0	N/A	1.0 Cree 1.0 Chipewyan	
PWK	2.1	2.0	Inability to hire 0.1 FTE	2.0	Inability to hire .1
HC	0.6	1.0	Needs based	1.0	Need to have full time position
PA	0.8	1.5	Needs based	1.5	Need to have full time position
DJSS	1.0	1.0	N/A	1.0	
CSEC	1.0	1.0	N/A	1.0	
Deninu	1.11	1.0	Inability to hire 0.11 FTE	1.0	Inability to hire.1
Łutselk'e Dene	1.11	2.0	Needs based budget increase	2.0	Needs based increase
TOTAL	9.75	11.5		11.5	

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 planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	Several Indigenous Language Teacher's trainees have been hired through the apprenticeship program. In 2023/24 two RILES (0.5 FTE each) were hired to provide better support for our diverse languages – funding will be sought through JP to mimic this approach Not all Il staff members are fully fluent but these teachers are participating in programs (CILDI) to further develop their fluency.
Plans to recruit and retain language teachers, if any?	Although no current plan exists to hire new ILE teachers as we have a full staff, recruitment of trainees to support language instruction is underway. Also, several elders have been hired for language support as SAs. The SSDEC has developed and implemented an IL trainee program where trainees participate in job-embedded training to gain competency in language fluency and instructional skills.
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. Lack of clarity from ECE regarding direction for indigenous language teaching. Fewer adults in the community who fluently speak the language.

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
JBT	$81,200	$52,047	ILE Community support ($14,246), Indigenizing education across the grades ($37,801)	52,047+	Funds used to purchase resources for ILE teachers & their language classrooms, to help fund culture camps, and ordering materials (drums, sewing, etc.)	$20,000 On the Land Collaborative $8000 Take A Kid Trapping
PWK		$40,000	Spent more money on fall winter and spring camps (return of the grade 9 canoe trip), the ordering of more ILE resources (hide and equipment for drum making) and Indigenous Language supports	$119,444	Spent more money on fall winter and spring camps (return of the grade 9 canoe trip), the ordering of more ILE resources (hide and equipment for drum making) and Indigenous Language supports	$35000 On the Land Collaborative $15000 MACA Youth Corps $8000 Take a Kid Trapping $5000 Fort Smith Metis Council
HC	$99,900	$37,891	Elder/Community Support ($6,950), ILE Resources/Indigenizing education ($30,941)	$37,891	Spent More Funds	Not included in total: 8000 Take A Kid Trapping, 22,500 On the Land Collaborative divided between HC & PA

PA		$38,633	Elders in the Classroom ($7,692), ILE Resources ($30,941),	$38,633	Spent More Funds	Not included in total: 8000 Take A Kid Trapping, 22,500 On the Land Collaborative divided between HC & PA
DJSS		$39,871	Elders in the classroom ($10,769), Language and Culture Resources ($30, 941), Community Support ($8,930)	$50,640	Added 10,769 more to ILE budget to include language Elders in classrooms & camps	Not included in total $8000 Take A Kid Trapping, $8,000 SSDEC additional for Culture Camp stairs 8600 Aboriginal Sports Circle funding for Hand Games
Deninu	$39,900	$80,000	Culture camp facilitators/Indigenizing education ($30,000), Fall Winter and Spring camps ($35,000), Indigenous Education Resources ($15,000)	$80,000	Added more funds for more on the land experiences	$8000 Take a Kid Trapping/ $15000 NWT On the Land
Lutsel K'e	$34,500	$30,000	Spring Camp and day trips ($30,000) Additional monies were allocated to substantiate language instruction staffing	$34,500	Added more funds for more on the land experiences	$8000 Take a Kid Trapping/ $15000 NWT On the Land
CSEC	$33,300	$35,000	Cultural orientation ($10,000), Elders in the school ($10,000), Classroom Cultural camp ($5,000) Cultural experts ($6,500), Equipment ($3,500)	$35,000	We have additional funds due to Developing Personal Power initiative	
TOTAL	$288,800	$353,442		$448,155		

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, SSDEC Support Indigenous education funding	
Deninu	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 all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**.

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

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.

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	100%	100%	

	(1) Year End all day cultural experiences including Winter & Summer cultural camp, dene games, food prep, local crafts, outdoor cultural activities and learning			
PWK	On-the-land experiences, local history, food preparation, dene games, drumming …	100%	100%	Cultural Experience were achieved
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%	100%	Cultural Experience were achieved
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%	100%	Cultural Experience were achieved
DJSS	Feeding the water & river ceremonies, culture camp activities, dene games, traditional food preparation and sampling, story-telling and sharing of local history/music/drumming Cultural & on the land experiences grades 8-12	100%	100%	All Key Cultural experiences and activities were completed as per our 2024-5 ILE Plan
Deninu	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%	100%	Cultural experiences were completed in full

Łutselk'e Dene	Feeding the Fire ceremony, on the land activities led by ILE instructors and community experts.	100%	100%	All experiences were completed
Chief Sunrise	Feeding the Fire, On-the-land experiences, local history, food preparation, dene games, drumming, fishing, traditional medicine, Sandy Creek school cabin	100%	100%	

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	Winter Camp	250	6	Yes	3 classes a day over 5 days
	Summer Camp	250	7	Yes	3 classes a day over 4 days
PWK	Winter Camp	12 Students, 4 staff	5	Yes	5 days intensive (5 days/4 nights)

	Ice Camp	All staff and students (164	6	Yes	Over the course of 3 days
HC	Fall, Winter & Spring Cultural Fun Days	All teachers and students participate in these events (140)	12 Experts and Elders	Yes	One school each day over 2 days
	Trapping & Dog Sledding	All teachers and students participate in these events (140)	6 Experts and Elders	Yes	One class over a few days
PA	Fall, Winter & Spring Cultural Fun Days	All teachers and students participate in these events (150)	12 Experts and Elders	Yes	One school each day over 2 days
	Trapping & Dog Sledding	All teachers and students participate in these events (150)	6 Experts and Elders	Yes	One class over a few days
DJSS	Gr 9 Ice Fishing Camp	Open to all grade 9 (33 students) 28 students participated & 4 staff	2 elders & 3 cultural resource experts	Yes	Two days
	Gr 12 Feeding the River Grad Camp	25 students & 7 staff	2 Elders, 1 cultural resource expert	Yes	1 day/evening
Deninu	Winter camp Spring camp	All teachers and students participated in these events 67/16	2 Elders/3 Experts	Yes	5 days

Lutsel K'e	Winter Camp	48 (JK-12)	2 Elders/3 Experts	Yes	3 Days
	Spring Camp	46 (JK-12)	2 Elders/3 Experts	Yes	3 Days
CSEC	Indigenizing our practice - on-the-land Sandy Creek Thursdays	70 Students at least 1 monthly	4	Yes	1 time a month for 10 months = 10 trips
	Sandy Creek Fridays with Auntie Diane	70 Students at least 1 monthly	4	Yes	1 time a month for 10 months = 10 trips

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	Preparing for and participating in a Hand Games Tournament and Traditional Games Tournament	18 students, 5 staff, Grades 4-6	1	No - some used, mostly communicated in English	2-3 days (1-2 nights)
	Culture Camp	250	8	Yes	3 classes visited camp for 1 day throughout the week
	Sewing, beading, storytelling, learning traditions	190	6 hired through the year	Yes	Daily during Cree and Chipewyan class as Elder available

PWK	Drum Making	36 Students, 5 Staff Grades 7, 8 & 9 dëne dédlıné yatı classes and after school	1	Yes	Once a year (4-week workshop)
	Preparing for and participating in South Slave Hand Games Tournaments	58 Students, 6 Staff Grade 7-12 Second Language Classes	1	Yes	Throughout the year (2-week workshops before the tournament and after school club all year)
HC	Trapping, Skiing & Snowshoeing (Ski Club)	All Classes	4	Yes	Twice a year
	Weekly Culture Camp Visits	All Classes	2-4 Elders	Yes	At least once a month
PA	Trapping, Skiing & Snowshoeing (Ski Club)	All Classes	4	Yes	Twice a year
	Weekly Culture Camp Visits	All Classes	2-4 Elders	Yes	At least once a month
DJSS	Moccasin Making in Sr Dene Yatie Classes	Gr 10-12 S1 14 students + 2 staff S2 11 students + 2 staff	2 Elders & 1 Cultural Resource Expert	Yes	all year 1/week 2hour session (double class block) two groups one in S1 & one in S2
	DJSS 1st Annual Hand Games Tournament	open to all classes 40 DJSS students participated & 12 staff	3 elders, 4 cultural resource experts	Yes	Numerous practices, preparations days and then 1 day event
Deninu	Annual Hand games tournament Culture camp	Open to all classes	4 Elders/4 Experts	Yes	Throughout the school year

	Drum making	51 students participated & all staff			
Lutsel K'e	Art with John Rombough	All Students	1 Expert	Yes	2 Days
	Rabbit Camp	All Students	2 Cultural Resource	Yes	2 Days
CSEC	Drum making and learning songs	25	3	50%	each student experienced at least 1 per month for 10 months + workshop of 4 days
	Traditional arts and crafts	70	5	505	each student experienced at least 5 sessions per month for 10 months = 50 sessions

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	Food Camp Stove Sleeping Bags Food for students & staff, elders Gas for Elders/Knowledge Keepers transportation out of town Beading supplies Sewing Supplies Sewing machine Filet knives & safety gloves	Food purchased for all culture camps (biggest expense next to honorariums) Sleeping bags used twice over the year by students Camp stove used throughout week at 2 camps Sewing/beading supplies used throughout the whole school year Sewing machine used as needed in class for sewing projects Filet knives & safety gloves used twice to teach students how to fillet and gut fish

PWK	5 Ski-doos Gas Food for Camps Stove Drum Supplies	Ski-doos and gas used by the winter camp, ice camp and outdoor education programs. Food supplies for all camps (Sweetgrass, winter camp, ice camp, grade 9 canoe trip) Stove to help winterize our school teepee Drum supplies (hides and frames for drum-making)
HC	Drums, skies, snowshoes, gas, wood, groceries, fishing gear, art supplies, warm clothing for students. New tents, stoves, poles. Building supplies for tent bases.	Facility rentals, bus rental, skidoos rentals
PA	Drums, skies, snowshoes, gas, wood, groceries, fishing gear, art supplies, warm clothing for students. New tents, stoves, poles. Building supplies for tent bases.	Facility rentals, bus rental, skidoos rentals
DJSS	Facility & bus rental, DJSS Culture Camp tree clearing, Tent frame upgrades to decrease break ins, tanned beaver and moose hides, installed stairs to allow for better access to cook tent, food	Grade 8 Trapping Camp, Grade 10 Dry meat camp, Grade 11 Dry Fish Camp, Grade 12 Feeding the River Camp, multiple day use camps for cultural activities, multiple language & arts and on the land classes.
Deninu	Bus, skidoo, and ATV rental, wheelchair ramp installed to accommodate Elders	Older grades went trapping and fishing multiple day use camps for cultural activities, multiple language & arts and on the land classes.
Lutsel K'e	Tent Frames, Moose Hides and Beaver Furs, Paint Supplies and Canvases	Cultural Camps, Indigenous art activities, Ongoing Indigenous craft activities
CSEC	Skidoo additional floating dock overhang on cabin new camp equipment for cooking new stove new tipi and McPherson tent	Weekly Sandy Creek Thursday and Friday 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.*
JBT	-ILE staff practiced saying greetings or a phrase - increase language used in classroom environment - sharing resources - make thank you cards with Cree & Chipewyan on cards Student made posters with Cree & Chip labels or titles Monthly Indigenous language poster challenge Indigenous Languages Evening	- Indigenous Languages evening in February (community invited, various stations to attend throughout the school) -CEP day had a ILE & Knowledge Keeper/Elder table - Drumming and feed the fire at beginning of school year - Drumming to open events - Jigging performances
PWK	-IL at staff meetings introduce/ reinforce words and phrases - IL created QR codes and posted around the school linked to common phrases in dëne dédlıné yatı and nēhiyaw -Il created posters to be displayed in each classroom to promote the use of common phrases in dëne dédlıné yatı and nēhiyaw	Cultural Feasts for students/families End of the year Assembly Remembrance Day (3 languages) Drumming & Prayers to open all events Jigging/hoop dancing performances Graduation ceremony/awards
HC	• · *Staff Language Activities once a month* • · *Family Literacy Day with language games and activities* • · *Metis Bev -Jigging and History* • · *Language use integrated across the curriculum*	• · *Cultural Feasts for students* • · *Christmas Assembly-Language songs* • · *End of the year Assembly* • · *Remembrance Day (3 languages)*

	● · *Cultural Fun Day activities with language* ● · *Dene Yatie and French-Greetings of the month on school calendars* ● · *Stories, novels and picture books that share cultural themes* ● · *Authentic use of Dene Language in classes and cultural camp activities* ●	● · *Drumming & Prayers to open* ● · *Traditional Art Displays* ● · *Jigging performances* ● ●
PA	● · *Staff Language Activities once a month* ● · *Family Literacy Day with language games and activities* ● · *Metis Bev -Jigging and History* ● · *Language use integrated across the curriculum* ● · *Cultural Fun Day activities with language* ● · *Dene Yatie and French-Greetings of the month on school calendars* ● · *Stories, novels and picture books that share cultural themes* ● · *Authentic use of Dene Language in classes and cultural camp activities*	● *Cultural Feasts for students* ● · *Christmas Assembly-Language songs* ● · *End of the year Assembly* ● · *Remembrance Day (3 languages)* ● · *Drumming & Prayers to open* ● · *Traditional Art Displays* ● · *Jigging performances* ● ●
DJSS	-Drumming and prayers to open school year -Language used daily in announcements -Elders in classrooms using language -Whole school language blitz contest days -Water Ceremony to close school year -Language used in camps & cultural activities -Regular language integration in all classes - immersive language experience provided during a staff Cultural Orientation -Sr Dene Yatie classes running both semesters - O Canada & Speeches done in Dene Yatie during Graduation	Hand Games Tournament Graduation Exercises Remembrance Day Assembly Christmas Feast Opening Prayer School Year Opening & Closing Ceremonies
Deninu	-Prayers to open school year and continued on a daily basis. O Canada sang in Dene -Language used daily in announcements -Elders in classrooms using language -Whole school language days, where we are only allowed to answer in Dene -Language used in camps & cultural activities -Regular language integration in all classes	Hosted Hand Games Tournament Graduation Exercises Remembrance Day Assembly Christmas Feast Opening Prayer School Year Opening & Closing Ceremonies

	- immersive language experience provided during a staff Cultural Orientation and during the year we are tested by the language teacher with phrase and greetings - Dene classes are throughout the school year from K-12	
Lutsel K'e	-ILE staff practiced saying greetings or a phrase - increase language used in classroom environment - sharing resources -Speeches done in Dene Yatie during Graduation -Drumming and prayers to open school year -Language used daily in announcements -Regular language integration in all classes	-Cultural Feasts for students/families -End of the year Assembly -Remembrance Day -Drumming & Prayers to open all events -Graduation ceremony/awards
CSEC	staff meeting sessions monthly themes Videos	community events FB posts Ceremonial revival

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)*
$102,951	$102,951	N/A	$102,951	

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)*
$151,522	$151,522	N/A	$151,522	

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*
ILI's	OLC	Report Cards	RILE/Private Contractor	Sept 23-24 Ft Smith
ILI's	OLC	Assessment/Tracking	RILE	Nov 29 Virtual
ILI's	OLC	Planning	RILE	Feb 5 Virtual
ILI's	OLC	Long Range Planning	RILE	May 13-14 Hay River
Admin Teams	ILE Handbook	Over View	ECE	May 22 Virtual

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*
Wordless Book	On the Trap Line	100	Dene Yatie, Dene Suline, Cree
Website Design	ILE Section	1	Dene Suline

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.*
Computer	1	To facilitate audio visual programming
	1	For instruction

Upgraded SMART board		

Appendix C: Annual Report - Audited Financial Statements

South Slave Divisional Education Council
Consolidated Financial Statements

June 30, 2025

South Slave Divisional Education Council

Consolidated Financial Statements

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Management Discussion and Analysis
For the year ended June 30, 2025

Introduction

This management discussion and analysis is prepared as part of the responsibility of management and the *South Slave Divisional Education Council* (SSDEC) to promote transparency and accountability in its financial reporting.

The SSDEC was established in 1991 with a mandate to provide quality pre-kindergarten (4 yr. old) to grade twelve education to approximately 1,200 students in the communities of Hay River, Fort Smith, K'atlodeeche, Fort Resolution and Lutsel 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 2024/25 representatives were as follows:

Fort Smith – Alan Karasiuk (Vice Chair)
Fort Resolution –Lisa Miersch
Hay River – Pennie Pokiak (Chairperson)
K'atlodeeche – Clifford Fabian
Lutsel K'e – Iris Catholique

Key senior management positions during the year were as follows:

Superintendent – Dr. Souhail Soujah
Asst. Superintendent – Cora America
Comptroller –Ogom Ugoji, CPA; succeeded by Shawn Brace in November 2025

The SSDEC and its DEAs are committed to a philosophy of education built upon a foundation of enabling communities, DEAs, schools, staff members, and parents to help students reach their potential. Student achievement is at the heart of everyone's work at the SSDEC and is the common thread connecting the Council's vision, mission, beliefs and values.

VISION
All individuals reach their full educational potential
MISSION
The South Slave Divisional Education Council strives to prepare students to create their futures by ensuring high levels of learning for ALL.

The SSDEC is committed to improving student *literacy*, *numeracy* and *social responsibility* as the key priorities for student success in school and life.

Below is a summary of student and staff levels at each school for the 2024/25 year.

School	Students (FTE's)	Staffing (PY's) *
Joseph Burr Tyrrell	252.5	36.2
Paul William Kaeser	280	34
Sub-total (Fort Smith)	**532.5**	**70.2**
Harry Camsell	127.5	19.4
Princess Alexandra	119.5	19
Diamond Jenness	181	30.2
Sub-total (Hay River)	**428**	**68.6**
Chief Sunrise Education Centre (K'stlodeeche)	101.5	18.2
Deninu School (Fort Resolution)	90.5	20.2
Lutsel K'e Dene School (Lutsel K'e)	56	16.2
Overall Totals	**1208.5**	**193.4**

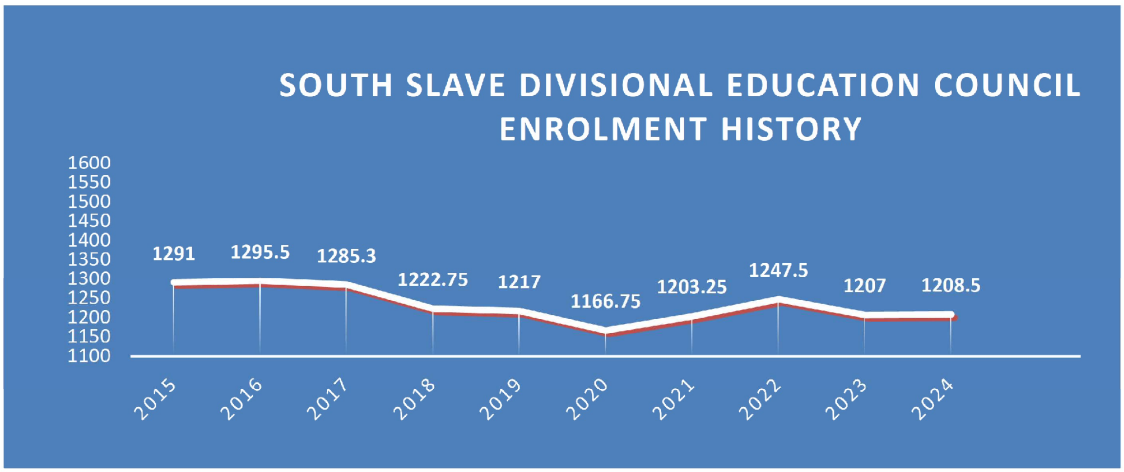
- Includes staff hired with Jordan's Principle funding.

Operating Environment

The SSDEC receives the financial resources for the entire division annually, mainly through a funding formula established by the *GNWT Department of Education, Culture and Employment (ECE).* Unfortunately, there are some unfunded and underfunded areas in the formula. For example:

- School boards are funded based on prior year teacher salaries, yet collective agreement provisions provide annual salary increments to staff, which school boards must pay. ECE also underfunds school boards for salaries of long-term UNW, Excluded and Managers
- School boards are funded for homeschooling the year following the enrollment of the home-schooled students, creating a temporary deficit
- ECE confirms that they are underfunding school boards by more than $1 million per year for the hiring of casuals resulting from staff leave provisions in the collective agreements
- Some of the funding formula line items are not indexed to keep up with inflation and have not increased in over 15 years
- Funding cuts due to the sustainability framework after the unprecedented fires of 2023/24 continue to severely affect our ability to provide comprehensive programming to support staff and students.
- Per student ECE allocations for inclusive schooling have also decreased over the past several years.

Shrinking enrolment has also brought significant challenges over the last several years. South Slave student enrolment is now less than 70% of what it was fifteen years ago (1208.5 now vs. over 1800 previously).



Fewer students mean less funding, less flexibility for the Council to allocate the resources necessary to fund its priorities, and a diversity of program offerings. We have plateaued at around 1150-1200 students for the last few years, with a slight increase in 2024. Whether this stability continues is an uncertainty we deal with by allowing schools to maintain staffing surpluses. These surpluses allow schools to smooth out any potential wrinkles caused by sudden drops in enrolment and make for an easier transition to having fewer students in the future.

Finalizing the GNWT's policy on surpluses clarifies what Education Bodies are allowed to retain. The policy encourages and allows a surplus of up to 7% of the last audited figure for overall revenue. This includes any school and DEA surpluses.

The SSDEC continues to address the funding challenges by annually reviewing and applying their budget assumptions and priorities:

1. Approve a regional budget each year that prioritizes funding for the Council priorities.
2. Approve a yearly budget that maintains an accumulated fund balance of at least $500,000 after considering school staffing surpluses.
3. Ensure fair and equitable distribution of funds to schools and DEAs and minimize conflict between Council reps/DEAs.
4. Provide for significant community-based priority setting and related budgeting.
5. Provide transparency in budget process and allocations, and
6. Consider expenditures against a Council surplus over $500,000 after considering yearly school staffing surpluses.

Each year, the SSDEC determines the key priorities, the unfunded and underfunded areas that can't be overlooked, and budgets for those costs first. Upon notification of resulting allocations, staffing plans are developed by school principals for approval of their respective DEAs and the superintendent (before March 15th) so that the majority of teacher staffing for the next year can occur while quality applicants are still available. The SSDEC and schools have also successfully identified, applied for and obtained third-party funding to supplement program offerings. This reliance on federal funding is a concern as new legislation governing Jordan's principle has severely limited our ability to apply for supports.

Another challenge for the Council is the low readiness levels of many young children entering the school system, poor attendance by many students, and disengaged parents, probably related to the intergenerational effects of residential schooling. These varying levels and engagement can make it challenging to catch up and retain these students so that they progress and reach their potential.

To improve the life chances of more and more children, since 2007, the SSDEC has focused on a few key priorities, with carefully chosen research-based strategies, and a long-term and relentless commitment to results:

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 trustees, staff and students demonstrating responsible behaviour

Accordingly, the Council has remained committed to funding the *Leadership for Literacy* initiative that places and trains experienced teachers in instructional coach roles in their respective schools. These coaches provide training and in-classroom support to other teachers and support staff so that more students will succeed in literacy and math, the essential skills required for success in school and life.

In *Literacy,* we saw a maintenance in the percentage of students reading at or above acceptable levels (68%) compared to 2018-2019. Each school maintained a full-time Literacy Coach supported by our Regional Literacy Coordinator. Our *Numeracy* project also has each school with an identified math lead who works closely with our regional coordinator. Overall, the number of students meeting an acceptable standard in math is currently at 73% using a new measure (Proficiency Scale standards). In the area of *Social Responsibility*, the SSDEC targets for 2024/25 were (student attendance, parent participation, and social-emotional learning) The targets were met.

South Slave staff and students are excelling and benefitting accordingly as well. Aside from the recognition of the Council and the impressive recipients of the *SSDEC Excellence in Education Awards*, the current Superintendent was the recipient of the Distinguished Service Award by NWTSA and CASSA, as well as being nominated for the Nelson award for Excellence in Leadership. The South Slave DEC also has 13 NWT Education Hall of Fame inductees.

Three of the South Slave's educators have also received *Inspire Indigenous Educator Awards;* another Indigenous teacher received the *Prime Minister's Award for Teaching Excellence.*

These awards are examples of how effective literacy efforts are being encouraged and supported in our Indigenous language programs in Cree, Slavey and Chipewyan, in addition to English and French. The SSDEC recently had an Indigenous Language educator receive the *Premier's Award of Excellence,* while another received the *NWTTA Indigenous Educator Award*.

There has also been an increase in staff use of short and long-term leave requests due to mental health issues. As we are unsure when staff will be able to return to their classrooms, we increasingly find ourselves hiring unqualified substitutes for repeated one and two-month periods. This is disruptive to the classroom routine, compromises the quality of students' education, and is costly for the SSDEC.

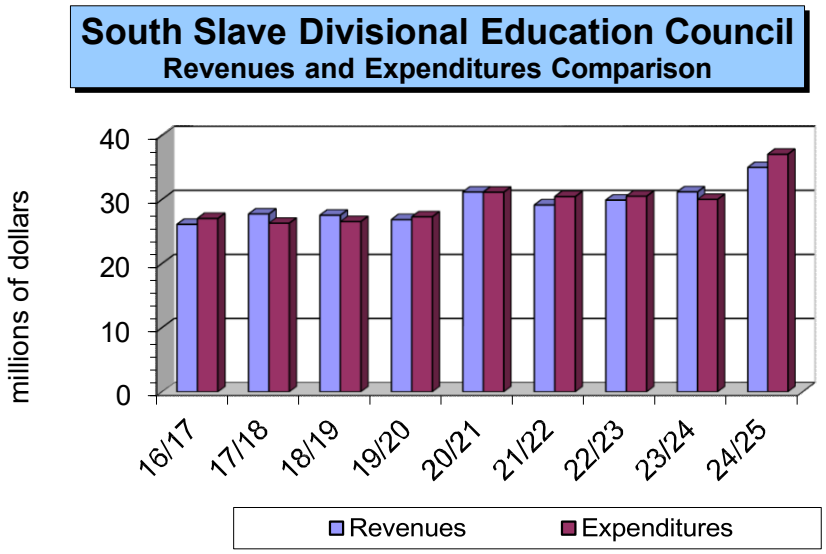
Compounding by the shortage of suitable applicants, teacher turnover means a need to engage in more formalized transition planning. Specialist positions are continuing to be challenging to fill, particularly Indigenous Language teachers, shop teachers, French Immersion and senior Math/Science, as well as teachers for remote communities (Lutsel K'e and Deninu). These problems are compounded by the lack of housing or increased costs for available units making recruitment and retention of staff extremely difficult.

ECE's *Education Renewal and Innovation* initiative also includes aspects that help educate and support staff and students' mental health and wellness. Recent SSDEC strategies and targets are also intended to improve student attendance, ownership of their learning (inquiry-based, 21st-century learning), pride and resiliency as part of its academic and social responsibility priorities.

The SSDEC staff's mental health workers for regional schools and supports community schools through contracted therapeutic services. This is part of our School-Based mental health framework, funded by ECE as part of the inclusive budget.

Financial Condition

The bar chart below provides a historical comparison of revenues and expenditures over the past ten years.



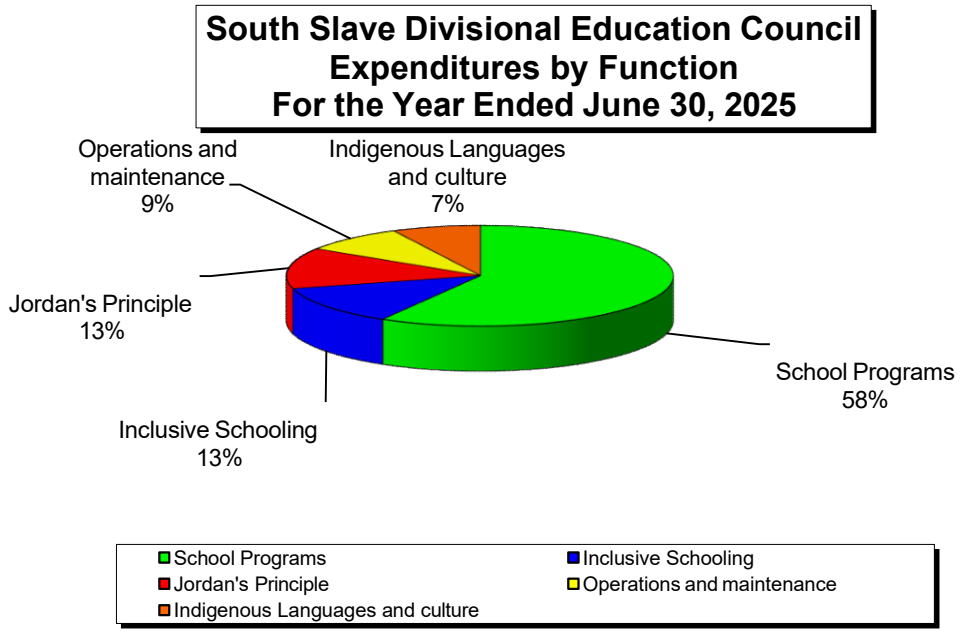
For the year ended June 30, 2025, the Council had an operating deficit of **($2,065,638)** inclusive of DEA surpluses and deficits. This was higher than the projected deficit of ($330,560) due mostly to increased payroll expenses to teachers and instructional assistance over funding increases with ECE and other GNWT departments. Other reasons for the result include but are not limited to, increased inflation causing a general increase in freight, materials, contracted services and professional/technical services.

The accumulated uncommitted fund balance for the Council now sits at $386,889 (see chart below), which is $113,111 below the Council's minimum fund balance of **$500,000** and below the Council's maximum fund balance of **$2,184,251** spelled out in policy DFAA – Financial Surplus (or 7% of last audited annual revenue figure).

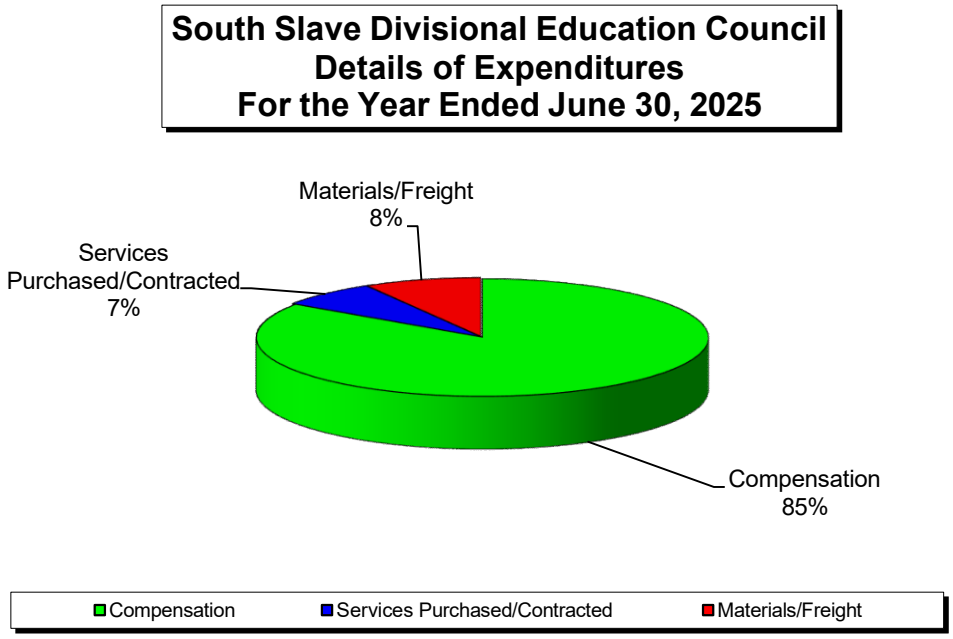
	2025 $	2024 $
Accumulated Fund Balance at beginning of year	3,193,007	2,017,303
Operating Surplus/(Deficit) for year	(2,065,638)	1,175,704
Accumulated Fund Balance at end of year	1,127,369	3,193,007
Commitments against Fund Balance (incl. bus purchase)	(740,480)	(1,245,151)
Uncommitted Fund Balance (deficit) at end of year	386,889	1,947,856

Currently, the Council's liquidity position is good, but given ECE's back-end loading of allocations to school boards, there is still the concern that funds could be short around the end of March. Given that about 85% (see second chart below) of the SSDEC's expenditures are for staffing payroll and benefits, any unanticipated reductions in allocations from ECE or unexpected expenditures would be difficult to adjust until the following school year.
The chart below breaks down the Council's expenditures according to the functions identified. ECE mandates that 15% of the Council's expenditures be in Inclusive Schooling. Although the expenditures in Inclusive Schooling fell slightly short of ECE mandate by 2%, due mainly to increased cost in operating these programs, Indigenous Languages Education expenditures were above what was funded by ECE.

During the 2024/25 year, the Council is expecting a total reimbursement of $122,090 for termination costs related to the 2024/25 fiscal year, covering retirements/resignations.



The chart below breaks down the Council's expenditures into three main categories: Compensation (Salaries and Employee Benefits), Materials/freight and Purchased/Contracted Services.



Summary and Outlook

In summary, the SSDEC is currently in a positive financial position. However, the SSDEC is challenged with balancing its annual budget and meeting the operating needs of the district. Increased expenditures will have a negative impact on the SSDEC's positive financial position.

It should also be noted that in the past four years, our accumulated surplus has decreased primarily due to planned deficits to comply with the Council's Financial Surplus Policy. The DEC is currently near the minimum amount required for compliance with this policy and will have little room to incur a deficit for 2025-2026.

We are also seeing an increase in students entering the system with complex needs and vulnerabilities. At the same time, our core Inclusive Schooling funding has decreased. Our schools have proactively applied for and received additional funding through the Jordan's Principle initiative. However, given the enactment of recent legislative changes to Jordan's principle, this funding will no longer be available to meet the needs of our Indigenous students.

Council is concerned that the significant progress that has been made in the South Slave in the past several years could be undone with any further efforts to reduce local input and centralize, combined with any further reductions in allocations, compounded by existing unfunded and underfunded expenses (salary increments, casual costs, etc.) and cost increases (several formula funding lines not indexed to keep up with inflation), resulting in a decrease in the quality and quantity of education programs and services that can be offered.

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

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2025

The Management Discussion and Analysis, Consolidated Financial Statements, Schedules and Notes herein submitted have been prepared by management. They provide full disclosure and accurately reflect the financial and non-financial condition of South Slave Divisional Education Council ("SSDEC") in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of South Slave Divisional Education Council have been conducted within the statutory powers of the SSDEC. The operations and administration of the Education Council as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Authority Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Approved and confirmed on behalf of the South Slave Divisional Education Council.

Superintendent

Comptroller

November 29, 2025

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Independent Auditors' Report

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

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion
We have audited the consolidated financial statements of South Slave Divisional Education Council ("SSDEC"), which comprise of the consolidated statement of financial position as at June 30, 2025, and the consolidated statement of changes in net financial assets, consolidated operations, consolidated statement of accumulated surplus and consolidated cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies and other explanatory information.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion paragraphs, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the SSDEC as at June 30, 2025, and its results of operations, changes in net assets, and its cash flows for the year ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion
Salaries and benefits paid to management and employees of the Council are administered by the Government of the Northwest Territories and are audited as part of the Government of the Northwest Territories. Our audit scope was limited as we did not audit the components of salaries and benefits expenses and related balances. Accordingly, we were not able to determine whether any adjustments might be necessary to salaries and benefits expenses for the years ended June 30, 2025 and 2024; employee deductions payable, vacation payable, salaries and wages payable, post-employment benefits payable at June 30, 2025 and 2024, and accumulated surplus as at July 1 and June 30 for both 2025 and 2024 years.

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

Other Matter
The consolidated financial statements of South Slave Divisional Education Council for the year ended June 30, 2024, were audited by another auditor who expressed a qualified opinion on those statements on September 21, 2024. The basis for the qualified opinion related to a limitation of scope surrounding salaries and benefits paid to management and employees as in the basis for qualified opinion paragraph above.

Independent Auditors' Report (continued)

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

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

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

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

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

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

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

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

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

Report on Other Legal or Regulatory Matters
In conjunction with the audit of the consolidated financial statements, we have audited transactions of the SSDEC coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

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

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

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

The specified authorities include requirements that are subject to significant interpretation. Our interpretation may differ from other interpretations.

Crowe MacKay LLP

Yellowknife, Canada
November 29, 2025

Chartered Professional Accountants

South Slave Divisional Education Council

Consolidated Statement of Financial Position

As at June 30,	2025	2024
Financial Assets		
Cash and cash equivalents (Note 4)	$ 6,729,586	$ 10,090,515
Restricted investments (Note 6)	76,217	76,717
Accounts receivable (Note 8)	333,822	1,144,165
	7,139,625	11,311,397
Liabilities		
Accounts payable and accrued liabilities (Note 10)	142,813	199,933
Accrued payroll liabilities (Note 10)	1,752,916	3,274,285
Trust liabilities (Note 6)	76,217	76,717
Deferred revenue (Note 12)	3,289,730	3,734,605
Post-employment benefits and compensated absences (Note 16)	1,102,472	1,004,982
	6,364,148	8,290,522
Net Financial Assets	775,477	3,020,875
Non-Financial Assets		
Tangible capital assets (Note 18)	319,387	172,132
Prepaid expenses (Note 19)	32,505	-
	351,892	172,132
Accumulated Surplus	$ 1,127,369	$ 3,193,007

Contractual Obligations (Note 21)

Approved on behalf of the Board

Superintendent

Council Member

South Slave Divisional Education Council

Consolidated Statement of Operations

For the year ended June 30,	2025 Budget	2025	2024
Revenues			
Government of the Northwest Territories			
ECE - Regular Contributions	**$ 26,527,615**	**$ 27,171,499**	$ 25,767,736
ECE - Other contributions (Note 28)	**551,000**	**1,183,704**	768,455
Total ECE contributions	**27,078,615**	**28,355,203**	26,536,191
GNWT - Other contributions (Note 29)	**1,209,843**	**430,771**	352,530
Total GNWT contributions	**28,288,458**	**28,785,974**	26,888,721
Government of Canada			
Jordan's Principle (Schedule 6)	**3,324,463**	**5,064,036**	3,610,988
Total Government of Canada contributions	**3,324,463**	**5,064,036**	3,610,988
Education authority generated funds			
Investments	**405,003**	**439,517**	466,561
Other	**65,000**	**256,818**	78,385
Donations	**-**	**-**	4,700
Non-GNWT Contributions	**-**	**122,828**	154,225
Total generated funds	**470,003**	**819,163**	**703,871**
	32,082,924	**34,669,173**	**31,203,580**
Expenses			
School Programs (Schedule 1)	**17,802,447**	**21,137,059**	17,161,554
Inclusive Schooling (Schedule 2)	**5,405,614**	**4,603,886**	4,202,343
Operations and Maintenance (Schedule 1)	**2,448,187**	**3,195,705**	2,983,950
Indigenous Languages and Culture (Schedule 3)	**2,234,000**	**2,734,125**	2,069,041
Jordan's Principle (Schedule 1)	**3,444,458**	**5,064,036**	3,610,988
	31,334,706	**36,734,811**	30,027,876
Annual operating surplus (deficit) before other items	**748,218**	**(2,065,638)**	1,175,704
Other items			
Grant in-kind - GNWT assets provided at no cost (Note 20)	**-**	**2,637,316**	1,584,579
Rent expense - GNWT assets provided at no cost (Note 20)	**-**	**(2,637,316)**	(1,584,579)
Operating surplus (deficit) after other items	**748,218**	**(2,065,638)**	1,175,704
Opening accumulated surplus	**3,193,007**	**3,193,007**	2,017,303
Closing accumulated surplus	**$ 3,941,225**	**$ 1,127,369**	$ 3,193,007

South Slave Divisional Education Council

Consolidated Statement of Changes in Net Assets

For the year ended June 30,	2025 Budget	2025 Actual	2024 Actual
Operating surplus (deficit)	$ 748,218	$ (2,065,638)	$ 1,175,704
Acquisition of tangible capital assets	-	(173,124)	-
Amortization of tangible capital assets	-	25,869	19,125
Change in prepaid expenses and deposits	-	(32,505)	-
Increase (decrease) in net assets	**748,218**	**(2,245,398)**	1,194,829
Net assets, beginning of year	**3,020,875**	**3,020,875**	1,826,046
Net assets, end of year	**$ 3,769,093**	**$ 775,477**	$ 3,020,875

South Slave Divisional Education Council

Consolidated Statement of Cash Flows

For the year ended June 30,	2025	2024
Cash provided by (used in):		
Operating transactions		
Operating surplus (deficit)	$ (2,065,638)	$ 1,175,704
Items not affecting cash:		
Amortization	25,869	19,126
	(2,039,769)	1,194,830
Changes in non-cash working capital items		
Decrease (increase in) accounts receivable	810,343	(924,005)
Decrease (increase) in prepaid expenses	(32,505)	-
Increase (decrease) in accounts payable and accrued liabilities	(57,120)	79,935
Increase (decrease) in accrued payroll liabilities	(1,521,369)	835,574
Increase (decrease) in post-employment benefits and compensated absences	97,490	(456,466)
Increase (decrease) in deferred revenue	(444,875)	1,466,081
	(1,148,036)	1,001,119
Cash provided by (used in) operating transactions	**(3,187,805)**	2,195,949
Capital transaction		
Acquisition of tangible capital assets	(173,124)	-
(Decrease) increase in cash and cash equivalents	(3,360,929)	2,195,949
Cash and cash equivalents, beginning of year	10,090,515	7,894,566
Cash and cash equivalents, end of year	**$ 6,729,586**	$ 10,090,515

1. Nature of Operations

The South Slave Divisional Education Council ("SSDEC") was established under the Education Act of the Government of the Northwest Territories ("GNWT") by order of the Minister dated July 1, 1991. Its purpose is to administer and maintain the standards of educational programs defined under the Act in the member communities of the South Slave region.

Member communities have formed local District Education Authorities ("DEA") which have assumed the responsibility to provide adequate educational programs within their respective communities.

The consolidated financial statements reflect the assets, liabilities, revenues and expenses, changes in net financial assets (debt) and change in financial position of the reporting entity. This entity comprises the Education Council operations plus all of the member District Education Authorities that are owned or controlled by the South Slave Divisional Education Council and are, therefore, accountable to the Council for the administration of their financial affairs and resources. At present, the DEA's that are owned or controlled by the organization are Fort Resolution, Fort Smith, Hay River, K'atlodeeche First Nations and Lutsel K'e.

Interdepartmental and organizational transactions and balances between these organizations have been eliminated for consolidation purposes.

2. Significant Accounting Policies

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards ("PSAS"). The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations which are controlled by the SSDEC.

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

(b) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques and short term highly liquid investments that are readily convertible to cash and with a maturity date of 90 days or less from the date of acquisition.

2. Significant Accounting Policies (continued)

(c) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash and cash equivalents, restricted assets, and accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, post-employment benefits and trust liabilities.

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

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by SSDEC because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of SSDEC.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT, with the exception to some equipment. The minister grants to the South Slave Divisional Education Council the full occupancy and use of such facilities and equipment where required for the administration and delivery of the education programs.

Tangible capital assets purchased by SSDEC with a value in excess of $50,000 are recorded at cost and amortized using the straight line method over 15 years in accordance with the Financial Administration Manual guidelines by the GNWT. Tangible capital assets with a value of less than $50,000 are recorded as a current expense.

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

2. Significant Accounting Policies (continued)

(f) Revenue Recognition

Government Transfers

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

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

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

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

GNWT - Regular Contributions

The regular contributions from the GNWT are determined by a funding formula, based on student enrolment, and are received in monthly installments. SSDEC retains surpluses and are responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions

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

Deferred Revenue

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

Investment Income

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

Special Purpose Funds

School activity funds which are fully controlled by SSDEC with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples may include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than SSDEC are not included even if custody of the funds are held by SSDEC. Examples of excluded funds might be student clubs or associations for which SSDEC has no ongoing responsibility of liability for losses.

2. Significant Accounting Policies (continued)

(f) Revenue Recognition (continued)

Other Revenues
Other revenues and donations are recorded as the service is provided and receipt of funds is reasonable assured.

(g) Budget Data

The *Education Act of the Northwest Territories* requires that Education Authorities prepare an annual budget, as outlined in Section 117, must be first approved by the GNWT.

The priorities and funding allocations are determined by the Board of Trustees of each Education Authority and the budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

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

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

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

The budget may be amended within a given fiscal year in accordance with SSDEC policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

(h) Measurement Uncertainty

The preparation of consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenues and expenses during the period. Management makes accounting estimates when determining allowance for doubtful accounts, significant accrued liabilities, post- employment benefits and the useful lives of tangible capital assets. Actual results could differ from these estimates.

2. Significant Accounting Policies (continued)

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by SSDEC are treated as expenses during the year of acquisition and are not recorded on the consolidated Statement of Financial Position.

(j) Payroll Liabilities

According to the Northwest Territories Teachers Association ("NWTTA") and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT payroll for NWTTA starts with the annualized salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1, 2024 and July 31, 2025. Pay periods falling in July are therefore accrued as a liability.

The duties and compensation base for Union of Northern Workers ("UNW") School year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the SSDEC determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff are accrued to include earnings to June 30.

(k) Post-employment benefits, Compensated Absences, and Termination Benefits

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

(l) Expenses

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

2. Significant Accounting Policies (continued)

(m) Segment Disclosure Policy

The Schedule of Operating Fund - Detail of Expenses has been prepared in accordance with PS Handbook Section PS2700 - Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expense activities of the Board. For each reported segment, revenues and expenses represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that fall under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Administration: pertains to the administrative operations, board governance and maintenance of SSDEC facilities.

Indigenous Languages and Culture: pertains to indigenous language resource development, support of language teachers and community engagement.

Transfers and others: pertains to inter-council transfer of funds from SSDEC to the associated district education authorities.

Jordan's Principle: pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at SSDEC schools.

3. Future Accounting Changes

The Conceptual Framework for Financial Reporting in the Public Sector

PSAB's Conceptual Framework for Financial Reporting in the Public Sector replaces the conceptual aspects of Section PS 1000, Financial Statement Concepts, and Section PS 1100, Financial Statement Objectives. The Conceptual Framework applies to fiscal years beginning on or after April 1, 2026 Earlier adoption is permitted. This Conceptual Framework is to be applied prospectively. The impact of the transition to this proposed accounting standard is being reviewed by management.

Financial Statement Presentation, Section PS 1202

Section PS 1202 "Financial Statement Presentation", will replace the existing Financial Statement Presentation section PS 1200. The new standard will relocate the calculation of net financial liabilities (formerly known as 'net debt') to its own statement, introducing two categories of liabilities: financial and non-financial. The new standard will restructure the statement to present assets, followed by liabilities, followed by net assets or net liabilities. This section applies to fiscal years beginning on or after April 1, 2026. Earlier adoption is permitted. PS 1202 will be applied prospectively. The impact of the transition to this proposed accounting standard is being reviewed by management.

4. Cash and Cash Equivalents

		2025		2024
Cash and cash equivalents	**$**	**6,729,586**	$	10,090,515

The cash is held in a bank account with the Canadian Imperial Bank of Commerce ("CIBC") and is invested with the GNWT's investment pool.

5. Special Purpose Funds

SSDEC does not have special purpose funds.

6. Restricted Assets

The Council received a bequest to establish the Piche Scholarship Fund. The terms of the bequest state that the principal shall remain in tact and the net annual income therefrom shall be made available to graduate students of who have demonstrated academic or athletic merit and who plan to continue their studies at an institution of higher learning.

		2025		2024
Comprised of:				
Short term - Fort Smith Piche Trust Account	**$**	**76,217**	$	76,717
Piche Scholarship Fund:				
Principal proceeds received	**$**	**71,117**	$	71,117
Interest earned to date		**12,796**		12,296
Expenses to date		**(7,696)**		(6,696)
Total restricted assets	**$**	**76,217**	$	76,717

7. Portfolio Investments

SSDEC does not have any portfolio investments.

8. Accounts Receivable

	Accounts Receivable	Allowance for doubtful accounts	2025	2024
Due from GNWT (note 22)	**$ 81,676**	**$ -**	**$ 81,676**	$ 922,226
Due from others	**121,999**	**-**	**121,999**	95,309
Due from employees	**130,147**	**-**	**130,147**	90,735
Due from Government of Canada	**-**	**-**	**-**	35,895
Total	**$ 333,822**	**$ -**	**$ 333,822**	$ 1,144,165

9. Inventories

SSDEC does not have any inventories.

10. Accounts Payable and Accrued Liabilities

	2025	2024
Trade payable	$ 142,813	$ 146,253
Government of Northwest Territories	-	53,680
	$ 142,813	$ 199,933
Accrued payroll liabilities		
GNWT - Teacher and staff wages	$ 1,612,995	$ 2,825,377
Annual leave	136,004	1,109,141
Other	3,917	2,208
	$ 1,752,916	$ 3,274,285

11. Contribution Repayable

SSDEC does not have any contribution repayable.

12.Deferred Revenue

	June 30, 2024	Funding received or receivable	Revenue recognized	June 30, 2025
Government of Canada				
First Nations and Inuit Health Branch - Jordan's Principle	$ 2,938,623	$ 5,233,474	$(5,064,036)	$ 3,108,061
	2,938,623	5,233,474	(5,064,036)	3,108,061
Government of the Northwest Territories				
GNWT - ECE - Health and Wellness	724,697	-	(724,697)	-
GNWT - ECE - SSI Funding	52,937	-	(52,937)	-
GNWT - H&SS - Drop the Pop	8,348	16,695	(25,043)	-
GNWT - ECE - National School Food Program	-	127,398	-	127,398
	785,982	144,093	(802,677)	-
Fort Smith Culture Camp	-	40,000	-	40,000
Others	10,000	14,271	(10,000)	14,271
	10,000	54,271	(10,000)	-
	$ 3,734,605	$ 5,431,838	$(5,876,713)	**$ 3,289,730**

Deferred revenue consists of amounts received for which project completion dates extending beyond the fiscal year end, or conditions attached to the use of the funds have not yet been met, or an operating advance received from a funding agency for the upcoming fiscal year. These amounts will be recognized in revenue as eligible expenses are incurred or conditions of funding are satisfied.

13.Capital Lease Obligations

SSDEC does not have any capital lease obligations.

14 Pensions

SSDEC does not have any pensions.

15. Long-Term Debt

SSDEC does not have any long-term debt.

16. Post-Employment Benefits and Compensated Absences

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

Severance benefits are paid to SSDEC employees based on the appropriate combinations that include inputs such as when the employee was hired, the rate of pay, and the number of years of continuous employment. Removal benefits are paid to SSDEC employees based on the number of years of continuous employment. The benefits under these two categories were actuarially valued using the projected unit credit methodology.

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

Valuation results

The actuarial valuation was completed as at March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2025 and the results extrapolated to June 30, 2025. The values presented below are for all the benefits under the Compensated Absences and Termination Benefits for the Authority.

Reconciliation of Accrued Benefit Obligation

	Severance and removal	Compensated absences	**2025**	2024
Accrued benefit obligation, beginning of year	$ 1,259,622	$ 371,908	$ 1,631,530	$ 1,689,349
Current service cost	75,586	24,505	100,091	103,172
Interest cost	66,602	20,173	86,775	81,568
Benefits paid	(61,246)	(31,571)	(92,817)	(515,918)
Actuarial gains/losses	(126,778)	(103,625)	(230,403)	273,359
Accrued benefit obligations, end of year	1,213,786	281,390	1,495,176	1,631,530
Unamortized net actuarial gain/loss	(485,645)	92,941	(392,704)	(626,548)
Accrued benefit liability	**$ 728,141**	**$ 374,331**	**$ 1,102,472**	$ 1,004,982

16. Post-Employment Benefits and Compensated Absences (continued)

Benefits Expense

	Severance and removal	Compensated absences	**2025**	2024
Current service cost	$ 75,586	$ 24,505	$ 100,091	$ 103,172
Interest cost	66,602	20,173	86,775	81,568
Amortization of net actuarial loss	(20,098)	23,539	3,441	(125,289)
Benefit expense, end of year	**$ 122,090**	**$ 68,217**	**$ 190,307**	$ 59,451

The discount rate used to determine the accrued benefit obligation was an average of 4.30% (2024 - 5.30%).
The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2026	$ 152,160	$ 24,185	$ 176,345
2027	123,668	17,466	141,134
2028	119,729	22,260	141,989
2029	120,255	23,470	143,725
2030	126,176	25,719	151,895
Next 5 years	619,708	146,777	766,485
Total	**$ 1,261,696**	**$ 259,877**	**$ 1,521,573**

17. Trust Assets Under Administration

SSDEC does not have any trust assets under administration.

18. Tangible Capital Assets

	Cost	Additions	Disposals	Amortization	Accumulated Amortization	Net Book Value, June 30, 2025	Net Book Value, June 30, 2024
Equipment - Buses	**$ 262,356**	**$ 173,125**	**$ -**	**$ 25,869**	**$ 116,094**	**$ 319,387**	$ 172,132

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19. Prepaid Expenses and Deposits

	2025	2024
Total	**$ 32,505**	$ -

20. GNWT Assets Provided At No Cost

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

	Cost	Accumulated Amortization	**Net Book Value 2025**	Net Book Value 2024
Joseph Burr Tyrrell School	$ 10,354,271	$ 7,037,221	$ 3,317,050	$ 3,602,427
Paul William Kaeser ("PWK") School	8,532,469	6,943,966	1,588,503	1,417,996
Deninu School	5,447,087	5,291,643	155,444	172,099
Lutsel K'e Dene School	16,791,305	5,578,501	11,212,804	11,780,540
Princess Alexandra School	7,762,884	7,207,802	555,082	838,416
Diamond Jenness School ("DJS")	34,388,973	17,698,868	16,690,105	17,511,667
Harry Camsell School	6,949,011	5,107,608	1,841,403	1,970,045
Chief Sunrise Education Centre	3,342,966	1,893,047	1,449,919	1,575,934
DJS Trades Building	2,423,804	890,136	1,533,668	1,594,208
PWK High School Seacan	687,229	652,868	34,361	80,177
PWK Welding Shop	389,368	103,832	285,536	295,271
	$ 97,069,367	$ 58,405,492	$ 38,663,875	$ 40,838,780

Rent expense of $2,637,316 (2024 - $1,584,576) was offset by a grant in-kind.

21. Contractual Obligations

SSDEC has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to the June 30, 2025.

The future minimum payments are as follows.

	2026	2027	2028	2029+	Total
Xerox Altalink C8255	$ 4,068	$ 4,068	$ 4,068	$ 2,034	$ 14,238
Xerox C625 Color MFP	1,709	1,709	1,175	-	4,593
Fort Smith Construction Ltd.	206,874	206,874	206,874	103,437	724,059
	$ 212,651	**$ 212,651**	**$ 212,117**	**$ 105,471**	**$ 742,890**

22. Related Parties

SSDEC is related in terms of common ownership to all GNWT created departments, agencies and corporations. SSDEC enters into transactions with these entities in the normal course of business. These transactions have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties. SSDEC is provided with various administrative services by the GNWT, the value of which is not reflected in these financial statements. The administrative costs include legal services by the department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by the Department of Infrastructure. Transactions with related parties and balances at year-end disclosed in the financial statements are summarized in this note as follows:

Due from related parties:

	Accounts Receivable	Allowance for doubtful accounts	2025	2024
Government of the Northwest Territories				
Department of Education, Culture and Employment	$ 47,811	$ -	$ 47,811	$ 32,398
Department of Finance	33,865	-	33,865	889,828
Total due from related parties	**$ 81,676**	**$ -**	**$ 81,676**	**$ 922,226**

Revenues from related parties:

	2025	2024
Government of the Northwest Territories		
Department of Education, Culture and Employment	$ 28,355,203	$ 26,536,191
Department of Municipal and Community Affairs	185,868	195,530
Department of Health and Social Services	95,000	-
Department of Environment and Climate Change	122,600	157,000
	$ 28,758,671	$ 26,888,721

23. Budget Data

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

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

The budget figures presented are those approved by the Minister of Education, Culture and Employment and have not been audited.

24. Economic Dependence

SSDEC receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that SSDEC operations would be significantly affected.

25. Risk Management

SSDEC is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the SSDEC's financial instruments is provided by type of risk below.

(a) Credit risk

Credit risk is the risk of financial loss to the SSDEC if a debtor fails to make payments of interest and principal when due. The School Board is exposed to this risk relating to its cash and cash equivalents, due from the Government of Canada, and accounts receivable. The SSDEC olds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the SSDEC's cash is covered up to the insurable limit.

Credit risk related to accounts receivable is mitigated by controls over arrears accounts for ultimate collection and policies in place for debt collection. SSDEC's maximum exposure to credit risk at June 30, 2025 is as follows:

	2025
Cash and cash equivalents	$ 6,729,586
Restricted assets	76,717
Accounts receivable	333,822
Maximum credit risk exposure	**$ 7,140,125**

At June 30, 2025, the following accounts receivable were past due but not impaired.

30 days	60 days	90 days
$ -	$ 2,470	$ 190,004

At June 30, 2025, SSDEC does not have any impaired accounts receivable.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

25. Risk Management (continued)

(b) Liquidity risk

Liquidity risk is the risk that the SSDEC will not be able to meet all cash outflow obligations as they come due. The SSDEC mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The SSDEC's maximum exposure to liquidity risk is represented by accounts payable and accrued liabilities, accrued payroll liabilities, and trust liabilities for a total of $1,971,946 (2024 - $3,550,935).

The financial assets including cash, restricted investments, and accounts receivable mature within 6 months. The financial liabilities including accounts payable and accrued liabilities, accrued payroll liabilities, and trust liabilities mature within 6 months.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures, and methods used to measure the risk.

26. Expenses By Object

	2025 Budget	**2025 Actual**	2024 Actual
Amortization	$ -	$ 25,869	$ 19,126
Compensation	28,234,046	31,303,868	25,853,088
Materials/Freight	1,030,847	2,783,452	2,027,739
Services Purchased/Contracted	2,069,813	2,621,622	2,127,923
	$ 31,334,706	**$ 36,734,811**	**$ 30,027,876**

27. Comparative Figures

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

28. ECE Contributions

		2025		2024
French language funding	$	400,608	$	386,307
Mental Health and Wellness		335,304		171,937
National School Food Funding		216,156		-
Trade Awareness Program		103,646		-
Career Coordinator		-		158,900
Northern Distance Learning		-		51,311
Student Success Initiative		60,000		-
Supporting Childhood Inclusion and Participation		23,680		-
Community Library		35,000		-
Other		9,310		-
	$	**1,183,704**	$	768,455

29. GNWT - Other Contributions

		2025		2024
Department of MACA				
Active After School	$	64,900	$	142,400
Youth Contribution Program		30,000		53,130
Child/Youth Resiliency		27,272		-
Department of Health and Social Services				
Drop the Pop		36,196		-
Resilience Through Creative Connection		22,500		-
Drumming Rejuvenation		72,500		-
Department of Environment & Natural Resources				
Take a Kid Trapping		62,600		157,000
On the Land Women in Leadership		25,000		-
Executive and Indigenous Affairs				
Gender Equity Grant		5,000		-
Gender Based Violence		80,000		-
Others		4,803		-
TOTAL	**$**	**430,771**	$	352,530

30. Contingent Assets

SSDEC does not have any contingent assets.

31. Contractual Rights

SSDEC has entered into a number of contracts that will become assets and revenues in the future when the terms of the contracts are met, including Jordan's Principle funding ($3,341,931) and core funding ($28,290,019) for fiscal 2026.

South Slave Divisional Education Council

Schedule 1
Operating Fund - Detail of Expenses

For the year ended June 30, 2025

	School Programs	Inclusive Schooling (Schedule 2)	Administration	Indigenous Languages and Culture (Schedule 3)	Jordan's Principle	**Total 2025**	**Budget 2025**	**Total 2024**
Salaries								
Teachers	$ 12,981,213	$ 257,860	$ 1,512	$ 1,175,507	$ 1,407,401	**$ 15,823,493**	**$ 15,979,000**	**$ 12,172,678**
Instruction assistants	1,449	2,638,861	-	197,453	1,977,677	**4,815,440**	**4,483,000**	**4,242,635**
Non-instructional	1,448,574	187,552	1,493,519	517,057	21,113	**3,667,815**	**2,861,000**	**3,071,434**
Board honoraria	-	500	18,226	600	-	**19,326**	**75,000**	**29,910**
	14,431,236	**3,084,773**	**1,513,257**	**1,890,617**	**3,406,191**	**24,326,074**	**23,398,000**	**19,516,657**
Employee Benefits								
Employee benefits	3,675,880	880,030	310,975	442,963	1,072,399	**6,382,247**	**4,609,046**	**6,227,096**
Leave and termination benefits	595,547	-	-	-	-	**595,547**	**227,000**	**109,335**
	4,271,427	**880,030**	**310,975**	**442,963**	**1,072,399**	**6,977,794**	**4,836,046**	**6,336,431**
Services Purchased/Contracted								
Advertising/publishing	-	9,732	34,410	5,197	-	**49,339**	**42,000**	**24,043**
Communication	31,802	-	79,166	-	-	**110,968**	**61,000**	**127,353**
Contracted services	336,374	218,301	162,048	58,083	341,187	**1,115,993**	**286,609**	**808,368**
Maintenance and repairs	15,056	-	37,516	1,251	-	**53,823**	**342,500**	**92,323**
Other	3,388	-	15,310	-	-	**18,698**	**663,123**	**2,690**
Professional/technical	26,215	86,320	226,305	27,819	237,892	**604,551**	**298,043**	**424,739**
Rental/leases	49,647	-	306,523	-	-	**356,170**	**15,000**	**297,055**
Student transportation	-	-	-	-	-	**-**	**325,038**	**-**
Travel	87,333	100,660	71,458	46,262	6,367	**312,080**	**36,500**	**351,352**
	549,815	**415,013**	**932,736**	**138,612**	**585,446**	**2,621,622**	**2,069,813**	**2,127,923**

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South Slave Divisional Education Council

Schedule 1 (continued)
Operating Fund - Detail of Expenses

For the year ended June 30, 2025

	School Programs	Inclusive Schooling (Schedule 2)	Administration	Indigenous Languages and Culture (Schedule 3)	Jordan's Principle	**Total 2025**	**Budget 2025**	Total 2024
Materials/Freight								
Materials	$ 1,881,329	$ 223,998	$ 366,936	$ 261,933	$ -	**$ 2,734,196**	**$ 1,030,847**	**$ 2,002,989**
Freight	3,252	72	45,932	-	-	**49,256**	**-**	**24,448**
Student resources	-	-	-	-	-	**-**	**-**	**302**
	1,884,581	**224,070**	**412,868**	**261,933**	**-**	**2,783,452**	**1,030,847**	**2,027,739**
Amortization	**-**	**-**	**25,869**	**-**	**-**	**25,869**	**-**	**19,126**
	$ 21,137,059	**$ 4,603,886**	**$ 3,195,705**	**$ 2,734,125**	**$ 5,064,036**	**$ 36,734,811**	**$ 31,334,706**	**$ 30,027,876**

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South Slave Divisional Education Council

Schedule 2
Detail of Inclusive Schooling Expenses

For the year ended June 30, 2025

	Staff Development	General Inclusive Schooling	Assistive Technology	School Board Wellness Mentors	Total
Salaries					
Teachers	$ -	$ 257,860	$ -	$ -	**$ 257,860**
Instruction assistants	-	2,638,861	-	-	**2,638,861**
Non-instructional	1,225	105,596	-	80,731	**187,552**
Board honoraria	-	500	-	-	**500**
	1,225	**3,002,817**	**-**	**80,731**	**3,084,773**
Employee Benefits	**-**	**861,699**	**-**	**18,331**	**880,030**
Services Purchased/Contracted					
Advertising/publishing	9,732	-	-	-	**9,732**
Contracted services	-	218,301	-	-	**218,301**
Professional/technical	17,663	-	-	68,657	**86,320**
Travel	76,906	23,754	-	-	**100,660**
	104,301	**242,055**	**-**	**68,657**	**415,013**
Materials/Freight	**42,980**	**145,540**	**35,550**	**-**	**224,070**
	$ 148,506	**$ 4,252,111**	**$ 35,550**	**$ 167,719**	**$ 4,603,886**

South Slave Divisional Education Council

Schedule 3
Indigenous Languages and Culture Program Expenses

For the year ended June 30, 2025

	Student Instruction	Teacher/ Learning Resources	School and Community Programs	Total
Salaries				
Teachers	$ 1,175,507	$ -	$ -	**$ 1,175,507**
Instruction assistants	197,453	-	-	**197,453**
Non-instructional	-	517,057	-	**517,057**
Board honoraria	-	600	-	**600**
	1,372,960	**517,657**	**-**	**1,890,617**
Employee Benefits	**442,963**	**-**	**-**	**442,963**
Services Purchased/Contracted				
Advertising/publishing	-	-	5,197	**5,197**
Contracted services	-	-	58,083	**58,083**
Maintenance and repairs	1,251	-	-	**1,251**
Professional/technical	-	27,819	-	**27,819**
Travel	29,497	16,765	-	**46,262**
	30,748	**44,584**	**63,280**	**138,612**
Materials/Freight	**262,493**	**(560)**	**-**	**261,933**
	$ 2,109,164	**$ 561,681**	**$ 63,280**	**$ 2,734,125**

South Slave Divisional Education Council

Schedule 4
French Language Programs

For the year ended June 30, 2025

	Contribution from GNWT	Commitment from SSDEC	Actual Expenses
Bilateral Agreement Funding Special Projects			
Core French 1-12 (salary and benefits)	$ 30,000	$ 397,700	$ 276,713
Immersion Program (salary)	214,000	364,500	342,387
Intensive and post-instruction french (salary)	-	289,200	174,712
Additional Language Coach/Assistant	50,000	-	51,646
French Resources	4,000	15,000	-
French Monitor (rent assistance)	-	5,000	-
Professional development	17,000	5,000	-
Partnership among NWT Education Bodies	10,000	-	-
Recruitment	5,000	3,000	-
Total	**$ 330,000**	**$ 1,079,400**	**$ 845,458**

South Slave Divisional Education Council

Schedule 5
Jordan's Principle

For the year ended June 30, 2025

	June 30, 2025 Budget	June 30, 2025 Actual	June 30, 2024 Actual	July 2024 to March 2025 Actual	April 2025 to June 2025 Actual
Revenues					
Government of Canada					
First Nation and Inuit Health Branch	$ 1,060,439	$ 5,233,474	$ 4,281,087	$ 3,949,913	$ 1,283,561
Carry Forward from Previous Year	2,264,024	2,938,623	2,268,524	2,938,623	595,522
Total Revenues	**3,324,463**	**8,172,097**	**6,549,611**	**6,888,536**	**1,879,083**
Expenses					
Administration	-	111,981	-	111,981	-
Personnel	3,444,458	4,366,609	3,335,865	1,853,583	2,513,025
Transportation (Bus)	-	182,844	83,053	85,165	97,679
Materials and Supplies	-	402,602	192,070	76,604	325,999
Total Expenses	**3,444,458**	**5,064,036**	**3,610,988**	**2,127,333**	**2,936,703**
Net surplus to carry forward to next year	**$ (119,995)**	**$ 3,108,061**	**$ 2,938,623**	**$ 4,761,203**	**$(1,057,620)**

Draft - December 1, 2025

Fort Smith District Education Authority

Schedule 6
Statement of Financial Position

	2025	2024
Financial Assets		
Cash and cash equivalents	**$ 198,481**	$ 199,032
Restricted assets	**76,717**	76,717
Accounts receivable	**1,320**	1,320
	276,518	277,069
Liabilities		
Accounts payable and accrued liabilities	**22,569**	466
Deferred revenue	**50,728**	52,489
Trust liabilities	**76,717**	76,717
	150,014	129,672
Net Financial Assets	**126,504**	147,397
Accumulated Surplus	**$ 126,504**	$ 147,397

Fort Smith District Education Authority

Schedule 7
Statement of Operations

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Regular contributions	**$ 638,613**	**$ 629,868**	$ 638,613
Other SSDEC contribution	**180,000**	**552,283**	-
Other ECE contributions	**230,000**	**57,051**	457,133
Other GNWT contributions	**-**	**84,121**	157,000
Jordan's Principle	**-**	**193,918**	-
Investment income	**1,500**	**3,209**	4,190
Other	**45,000**	**140,135**	166,876
Total revenue	**1,095,113**	**1,660,585**	1,423,812
Expenses			
Administration	**180,500**	**333,616**	328,421
Inclusive Schooling	**90,750**	**100,220**	-
Indigenous Languages and Education	**110,000**	**108,410**	27,953
School Programs	**748,275**	**945,314**	1,024,499
Jordan's Principle	**-**	**193,918**	-
Total expenses	**1,129,525**	**1,681,478**	1,380,873
Operating surplus (deficit)	**(34,412)**	**(20,893)**	42,939
Opening accumulated surplus	**147,397**	**147,397**	104,458
Closing accumulated surplus	**$ 112,985**	**$ 126,504**	$ 147,397

Fort Smith District Education Authority

Schedule 8
Detail of Expenses

	Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Jordan's Principle	Total
Salaries						
Non-instructional staff	$ 117,368	$ 5,220	$ 11,611	$ 19,535	-	$ 153,733
Services Purchased/Contracted						
Communication	37,959	-	-	-	-	37,959
Maintenance and repairs	2,649	-	-	-	-	2,649
Rentals/leases	23,826	-	-	-	-	23,826
Contracted services	20	95,000	96,799	223,277	193,918	609,014
Materials/Freight						
Materials	140,721	-	-	702,501	-	843,222
Freight	11,074	-	-	-	-	11,074
Total	$ 333,616	$100,220	$ 108,410	$945,314	$193,918	$1,681,478

Hay River District Education Authority

Schedule 9
Statement of Financial Position

	2025	2024
Financial Assets		
Cash and cash equivalents	**$ 130,004**	$ 75,602
Accounts receivable	**20,030**	-
	150,034	75,602
Liabilities		
Accounts payable and accrued liabilities	**1,613**	1,422
Deferred revenue	**41,888**	38,655
	43,501	40,077
Net Financial Assets	**106,533**	35,525
Non-financial assets		
Tangible capital asset	**154,919**	172,132
Accumulated Surplus	**$ 261,452**	207,657

Hay River District Education Authority

Schedule 10
Statement of Operations

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Regular contributions	**$ 474,420**	**$ 463,859**	$ 474,419
Other SSDEC contribution	**175,500**	**146,023**	-
Other ECE contributions	**68,950**	**149,259**	173,549
Other GNWT contributions	**-**	**93,596**	26,859
Jordan's Principle	**-**	**89,769**	82,581
Investment income	**3,000**	**2,993**	6,276
Other	**-**	**46,617**	-
Total revenue	**721,870**	**992,116**	763,684
Expenses			
Administration	**80,500**	**83,010**	85,273
Inclusive Schooling	**-**	**964**	954
Indigenous Languages and Education	**125,000**	**156,935**	132,586
School Programs	**625,000**	**607,643**	487,462
Jordan's Principle	**-**	**89,769**	82,581
Total expenses	**830,500**	**938,321**	788,856
Operating surplus (deficit)	**(108,630)**	**53,795**	(25,172)
Opening accumulated surplus	**207,657**	**207,657**	232,829
Closing accumulated surplus	**$ 99,027**	**$ 261,452**	$ 207,657

Hay River District Education Authority

Schedule 11
Detail of Expenses

	Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Jordan's Principle	Total
Salaries						
Non-instructional staff	$ 55,945	$ -	$ 21,405	$ -	-	$ 77,350
Honoraria	4,896	-	-	-	-	4,896
Services Purchased/Contracted						
Communication	2,463	-	-	22,852	-	25,315
Rentals/leases	-	-	-	49,647	-	49,647
Contracted services		-	-	79,024	89,769	168,793
Materials/Freight						-
Materials	-	964	135,530	452,868	-	589,362
Freight	2,493	-	-	3,252	-	5,745
Amortization	17,213	-	-	-	-	17,213
Total	**$ 83,010**	**$ 964**	**$ 156,935**	**$ 607,643**	**$ 89,769**	**$ 938,321**

K'atlodeeche First Nation District Education Authority

Schedule 12
Statement of Financial Position

	2025	2024
Financial Assets		
Cash and cash equivalents	**$ 280,362**	$ 42,730
Accounts receivable	**70,809**	49,976
	351,171	92,706
Liabilities		
Accounts payable and accrued liabilities	**15,359**	42,046
Deferred revenue	**116,752**	92,078
	132,111	134,124
Net Financial Assets	**219,060**	(41,418)
Non-financial assets		
Tangible capital asset	**164,469**	-
Prepaid expenses	**15,266**	-
	179,735	-
Accumulated Surplus	**$ 398,795**	$ (41,418)

K'atlodeeche First Nation District Education Authority

Schedule 13
Statement of Operations

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Regular contributions	**$ 181,270**	**$ 119,999**	$ 181,271
Other SSDEC contribution	**105,000**	**824,427**	-
Other ECE contributions	**25,000**	**69,625**	13,828
Other GNWT contributions	**175,650**	**119,238**	123,835
Jordan's Principle	**-**	**75,905**	205,249
Investment income	**3**	**3**	3
Donations	**-**	**-**	4,700
Other	**-**	**16,049**	4,499
Total revenue	**486,923**	**1,225,246**	533,385
Expenses			
Administration	**170,000**	**153,581**	171,430
Indigenous Languages and Education	**165,825**	**175,720**	153,297
School Programs	**205,450**	**318,472**	111,409
Jordan's Principle	**-**	**137,260**	205,249
Total expenses	**541,275**	**785,033**	641,385
Operating surplus (deficit)	**(54,352)**	**440,213**	(108,000)
Opening accumulated surplus	**(41,418)**	**$ (41,418)**	66,582
Closing accumulated surplus	**$ (95,770)**	**$ 398,795**	$ (41,418)

K'atlodeeche First Nation District Education Authority

Schedule 14
Detail of Expenses

	Administration	Indigenous Languages and Education	School Programs	Jordan's Principle	Total
Salaries					
Non-instructional staff	$ 45,325	$ 14,426	$ 17,983	$ 21,113	$ 98,847
Services Purchased/Contracted					
Communication	4,380	-	-	-	4,380
Maintenance and repair	500	1,977	7,397	-	9,874
Rentals/leases	9,967	-	-	-	9,967
Contracted services	35,627	99,050	21,210	4,950	160,837
Student transportation	-	20,229	10,061	5,292	35,582
Materials/Freight					-
Materials	36,585	40,038	261,820	105,905	444,348
Freight	12,542	-	-	-	12,542
Amortization	8,656	-	-	-	8,656
Total	**$ 153,582**	**$ 175,720**	**$318,471**	**$ 137,260**	**$ 785,033**

Fort Resolution District Education Authority

Schedule 15
Statement of Financial Position

	2025	2024
Financial Assets		
Cash and cash equivalents	**$ 144,673**	$ 123,856
	144,673	123,856
Liabilities		
Accounts payable and accrued liabilities	**2,098**	2,208
Deferred revenue	**14,001**	13,845
	16,099	16,053
Net Financial Assets	**128,574**	107,803
Accumulated Surplus	**$ 128,574**	107,803

Fort Resolution District Education Authority

Schedule 16
Statement of Operations

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Regular contributions	**$ 167,980**	**$ 166,139**	$ 167,980
Other SSDEC contribution	**45,500**	**72,300**	-
Other ECE contributions	**115,950**	**177,800**	66,278
Other GNWT contributions	**-**	**60,960**	1,455
Jordan's Principle	**-**	**57,500**	-
Investment income	**500**	**548**	-
Other	**-**	**17,970**	31,888.00
Total revenue	**329,930**	**553,217**	267,601
Expenses			
Administration	**105,055**	**214,817**	122,576
Inclusive Schooling	**-**	**38,210**	-
Indigenous Languages and Education	**55,000**	**22,000**	21,721
School Programs	**168,455**	**199,919**	113,685
Jordan's Principle	**-**	**57,500**	-
Total expenses	**328,510**	**532,446**	257,982
Operating surplus (deficit)	**1,420**	**20,771**	9,619
Opening accumulated surplus	**107,803**	**107,803**	98,184
Closing accumulated surplus	**$ 109,223**	**$ 128,574**	$ 107,803

Fort Resolution District Education Authority

Schedule 17
Detail of Expenses

	Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Jordan's Principle	Total
Salaries						
Non-instructional Staff	$ 36,189	$ -	$ -	$ -	$ -	$ 36,189
Services Purchased/Contracted						
Advertising/Publishing	21,399	-	-	-	-	21,399
Communication	10,787	-	-	-	-	10,787
Maintenance and repairs	65,997	-	-	-	-	65,997
Professional/technical	-	-	-	7,400	-	7,400
Rentals/leases	27,396	-	-	-	-	27,396
Contracted services	-	-	-	41,370	-	41,370
Student transportation	-	-	-	10,284	-	10,284
Travel	19,180	-	-	-	-	19,180
Materials/Freight						-
Materials	27,867	38,210	22,000	140,865	57,500	286,442
Freight	6,002	-	-	-	-	6,002
Total	**$ 214,817**	**$ 38,210**	**$ 22,000**	**$ 199,919**	**$ 57,500**	**$ 532,446**

Lutsel K'e District Education Authority

Schedule 18
Statement of Financial Position

	2025	2024
Financial Assets		
Cash and cash equivalents	**$ 97,687**	$ 120,145
Accounts receivable	**1,008**	156
	98,695	120,301
Liabilities		
Accounts payable and accrued liabilities	**5,919**	23,844
Deferred revenue	**10,600**	10,212
	16,519	34,056
Net Financial Assets	**82,176**	86,245
Accumulated Surplus	**$ 82,176**	86,245

Lutsel K'e District Education Authority

Schedule 19
Statement of Operations

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Regular contributions	**$ 117,983**	**$ 122,543**	$ 117,983
Other SSDEC contribution	**45,000**	**101,680**	-
Other ECE contributions	**55,650**	**90,908**	21,730
Other GNWT contributions	**57,960**	**-**	-
Other	**-**	**73,867**	35,100.00
Total revenue	**276,593**	**388,998**	174,813
Expenses			
Administration	**75,000**	**125,992**	63,699
Inclusive Schooling	**-**	**-**	-
Indigenous Languages and Education	**50,000**	**73,554**	-
School Programs	**145,850**	**193,521**	88,398
Total expenses	**270,850**	**393,067**	152,097
Operating surplus (deficit)	**5,743**	**(4,069)**	22,716
Opening accumulated surplus	**86,245**	**86,245**	63,529
Closing accumulated surplus	**$ 91,988**	**$ 82,176**	$ 86,245

Lutsel K'e District Education Authority

Schedule 20
Detail of Expenses

	Administration	Indigenous Languages and Education	School Programs	Total
Salaries				
Honoraria	$ 2,300	$ -	$ -	$ 2,300
Services Purchased/Contracted				
Communication	8,499	-	-	8,499
Contracted services	32,560	-	21,446	54,006
Maintenance/repair	10,033	-	-	10,033
Rentals/leases	20,781	-	-	20,781
Student transportation	-	-	20,604	20,604
Travel	3,471	-	-	3,471
Materials/Freight				-
Materials	21,627	73,555	151,471	246,653
Freight	26,720	-	-	26,720
Total	**$ 125,991**	**$ 73,555**	**$ 193,521**	**$ 393,067**

Non-consolidated South Slave Divisional Education Council

Schedule 21
Statement of Financial Position

	2025	2024
Financial Assets		
Cash and cash equivalents	**$ 5,852,333**	$ 9,529,150
Accounts receivable	**276,615**	1,092,713
	6,128,948	10,621,863
Liabilities		
Accounts payable and accrued liabilities	**109,088**	133,741
Payroll liabilities	**1,748,999**	3,270,504
Deferred revenue	**3,183,882**	3,652,527
Post-Employment Benefits	**1,102,472**	1,004,982
	6,144,441	8,061,754
Net Financial Assets	**(15,493)**	2,560,109
Non-financial assets		
Prepaid expenses	**145,361**	125,201
Accumulated Surplus	**$ 129,868**	2,685,310

Non-consolidated South Slave Divisional Education Council

Schedule 22
Statement of Operations

	2025 Budget	2025 Actual	2024 Actual
Revenues			
Regular contributions	**$ 24,947,349**	**$ 27,171,499**	$ 25,767,736
Other ECE contributions	**714,293**	**1,115,714**	768,455
Other GNWT contributions	**70,000**	**313,468**	156,036
Total GNWT contributions	**25,731,642**	**28,600,681**	26,692,227
Government of Canada			
Jordan's Principle	**3,324,463**	**4,889,288**	3,323,158
Total Government of Canada contributions	**3,324,463**	**4,889,288**	3,323,158
Board Generated Funds			
Investment income	**400,000**	**432,764**	454,637
Other	**20,000**	**74,095**	57,120
Non-GNWT Contributions	**-**	**104,858**	154,225
Total Board Generated Funds	**420,000**	**611,717**	665,982
Total revenue	**29,476,105**	**34,101,686**	30,681,367
Expenses			
Administration	**1,837,132**	**2,356,851**	2,212,551
Inclusive Schooling	**5,314,864**	**4,319,802**	4,201,389
Indigenous Languages and Education	**1,728,175**	**2,463,316**	1,733,484
School Programs	**15,909,417**	**18,955,227**	15,336,100
Jordan's Principle	**3,444,458**	**4,849,048**	3,323,158
Transfer to DEAs	**1,382,388**	**3,712,894**	2,641,084
Total expenses	**29,616,434**	**36,657,138**	29,447,766
Operating surplus (deficit)	**(140,329)**	**(2,555,452)**	1,233,601
Opening accumulated surplus	**2,685,310**	**2,685,310**	1,451,709
Closing accumulated surplus	**$ 2,544,981**	**$ 129,858**	$ 2,685,310

Non-consolidated South Slave Divisional Education Council

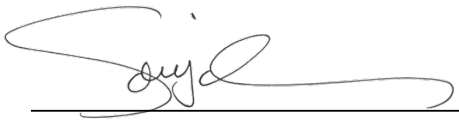
Schedule 23
Detail of Expenses

	Administration	Inclusive Schooling	Indigenous Languages and Education	School Programs	Jordan's Principle	Total
Salaries						
Teachers	$ -	$ 241,155	$ 1,175,506	$ 12,982,662	$ 1,407,401	$ 15,806,724
Instruction assistants	-	2,638,861	197,453	-	1,977,678	4,813,992
Non-instructional staff	1,232,653	187,552	517,057	1,352,741	-	3,290,003
Board honoraria	4,154	500	600	-	-	5,254
Employee Benefits						-
Employee benefits	310,975	880,030	442,961	3,675,880	1,072,399	6,382,245
Leave and termination benefits	-	-	-	595,547	-	595,547
Services Purchased/Contracted						-
Adversting/publishing	13,011	9,732	5,197	-	-	27,940
Communication	18,965	-	-	-	-	18,965
Contracted services	129,468	3,750	36,083	21,040	-	190,341
Maintenance and repairs	24,218	-	-	-	-	24,218
Rentals/leases	224,553	-	-	-	-	224,553
Other	7,910	-	-	3,388	-	11,298
Professional/technical	195,252	86,320	27,819	-	391,570	700,961
Travel	48,807	100,661	16,765	56,445	-	222,678
Materials/Freight						-
Materials	146,218	171,169	43,875	267,524	-	628,786
Freight	667	72	-	-	-	739
Amortization	-	-	-	-	-	-
Contributions/Transfers						
Transfers - Other	-	-	-	3,712,894	-	3,712,894
Total	**$ 2,356,851**	**$ 4,319,802**	**$ 2,463,316**	**$ 22,668,121**	**$ 4,849,048**	**$ 36,657,138**

Approvals

Operating Plan

Education Body Chair



Superintendent

June 25th, 2025

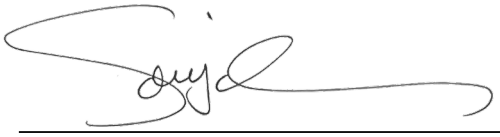
Date

June 25th, 2025

Date

Annual Report

Education Body Chair



Superintendent

November 30, 2025

Date

November 30, 2025

Date

Education Accountability Framework

Tłı̨chǫ Community Services Agency

Annual Report

For the 2024-25 School Year

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Operating Plan - Executive Summary

The Tłı̨chǫ Community Services Agency's Operating Plan for the 2024-2025 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 870 students (head count 2023-2024). 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 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;
- Partner with Healing Path to implement curriculum based Suicide Awareness and Intervention training; 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 Tłı̨chǫ̀ 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 7-12 (such as CPP, myBlueprint, and working with Tłı̨chǫ̀ 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 Tłı̨chǫ̀ 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 Tłı̨chǫ̀ as a second language, and one school offers Tłı̨chǫ̀ immersion in K-2. In 2024-2025 the TCSA will investigate an alternative model of language program delivery (Language Partner);
- Monitor the implementation of the Our Languages Curriculum by establishing baseline data using the oral language proficiency assessment;
- 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 Tłı̨chǫ̀ 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 Tłı̨chǫ̀ 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 Culture Based Integrated Planning (CBIP), locally developed courses, Tłı̨chǫ̀ History, and numerous Tłı̨chǫ̀ 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 Tłı̨chǫ Community Services Agency's Annual Report for the 2024-2025 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:

Executive Summary: Governance and Educational Landscape of the Tłı̨chǫ Community Services Agency

This executive summary outlines the governance structure, educational priorities, and operational landscape of the Tłı̨chǫ Community Services Agency (TCSA), a unique entity in the Northwest Territories. Established under the Tłı̨chǫ Agreement in 2005, the TCSA stands out as a Government of the Northwest Territories (GNWT) Agency that integrates Tłı̨chǫ values and aims for eventual transition to a Tłı̨chǫ Government agency. Notably, it is the only agency in the NWT to deliver both health and social services and education programs under a single entity, as defined by the Tłı̨chǫ Community Services Agency Act. This dual mandate necessitates accountability to both the GNWT Department of Health and Social Services and the Department of Education, Culture and Employment (ECE), with separate financial reporting for health and education programs. The TCSA is overseen by the TCSA Board comprised of a chairperson and four members. Each of the four Tłı̨chǫ Community Governments (Behchokǫ̀, Gamètì, Wekweètì, and Whatì) appoints one representative, who collectively function as the Tłı̨chǫ district education council (DEC).

The TCSA currently operates five schools across its district, serving an anticipated 870 students. Each school offers culturally responsive programming based on Chief Jimmy Bruneau's vision of Strong Like Two People.

Strategic Planning and Performance

The TCSA's overarching Strategic Plan (2022-2026) guides its operations, with foundational principles rooted in Tłı̨chǫ values and a commitment to strong, capable, and healthy communities. Key strategic priorities include delivering responsive quality programs, strengthening Tłı̨chǫ identity, enhancing partnerships, ensuring operational sustainability, and providing integrated, accessible services in a safe work environment.

For 2022-2026, the TCSA Education has specific goals aligned with these priorities:

- Culturally responsive programs and services: Indigenizing education to develop capable Tłı̨chǫ people.

- Student Achievement (Literacy and Mathematics): Supporting high-quality instruction and interventions.
- Wellness and Student Support: Ensuring equitable opportunities through student-centered programming.
- Lifelong Learning: Developing capable learners through professional development and career focus.

Performance indicators show mixed results. Efforts to support 'Our Languages' Curriculum implementation, strengthen Integrated Language Education (ILE) teams, and develop local resources have largely been met or exceeded, with three new Tłı̨chǫ language resources created. However, student achievement targets in oral language, reading, and mathematics were partially met, primarily attributed to student attendance. While there was significant individual student progress, overall targets for students meeting or exceeding benchmarks were not reached. Lifelong learning targets, particularly concerning career portfolio development and technology capacity, were also partially met, partly due to a vacant GNWT Career and Education Advisor position and limited IT experience among some staff. Wellness and student support targets, including refining key transition processes and strengthening multi-tiered systems of support, were met.

Areas of Strength and Development

Key strengths for the region include the TCSA's leadership in culturally responsive programming, the consistent growth in student achievement despite attendance challenges, robust wellness and student support services primarily funded through Jordan's Principle, and a prioritized approach to building local staff capacity through individualized coaching and post-secondary coursework. The TCSA's annual school review process has proven successful in monitoring and improving educational outcomes. The leadership team is strong, and evaluations are tied to agency goals. Job-embedded, personalized coaching for staff has also been highly effective.

Areas for development include improving the utilization and accessibility of existing cultural resources, continuing the focus on literacy to ensure students meet grade-level requirements, and adopting a more holistic, community-based approach to address student wellness vulnerabilities identified by the Early Development Index (EDI) and Middle Year Development Instrument (MDI). Further development in career-focused education and expanding technological skills among staff is also needed. Addressing the challenges of providing consistent explicit literacy instruction to students with diverse needs, particularly in early reading, remains a priority.

Critical Challenges: Attendance and Staffing

Student attendance is identified as the number one factor impacting student achievement and a significant concern. The average attendance rate for Tłı̨chǫ students as of June 2025 was

59.9%, meaning students effectively miss one full year of school every three years. Analysis shows a direct correlation between higher attendance and improved reading levels, with students attending at least four days a week being 2.5 times more likely to read at grade level. Addressing chronic absenteeism (affecting 83% of TCSA students) requires collaborative community and family-based strategies.

Teacher and staffing shortages are also a persistent challenge across the country. While improved housing availability in Tłı̨chǫ communities has positively influenced recruitment and retention, the high turnover of NWTTA staff and the large number of UNW staff requiring annual evaluations place considerable workload pressure on a limited number of managers and principals.

The Vision and Mission of 'Strong Like Two People'

The TCSA is committed to providing culturally relevant and high-quality education, demonstrating consistent effort in a complex and often changing environment. The TCSA's work continues to make a meaningful difference, supporting educational development and community well-being in the Tłı̨chǫ region.

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, and 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

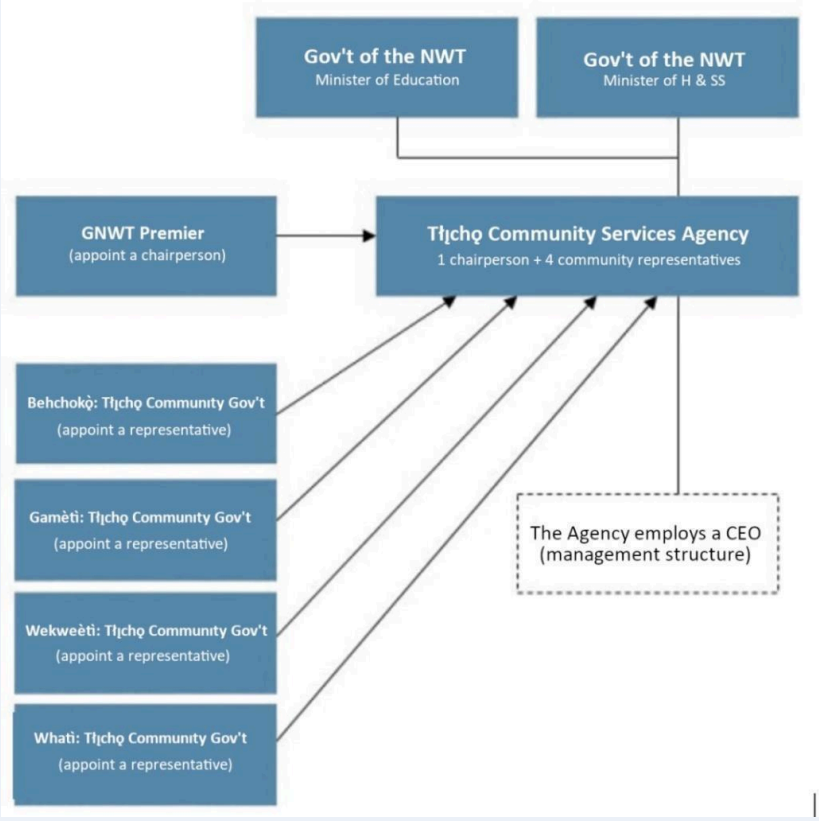
Affairs appoints the chairperson after consultation with the Agency appointees and the Tłı̨chǫ Government. The term for Agency Board members is determined by the entity appointing them and may not exceed four years. Members may be reappointed for consecutive terms. The TCSA Board meets quarterly throughout the year: additional meetings are scheduled as/when the need arises.

The current TCSA Board members include:

- Acting Chairperson – Alex Nitsiza
- Behchokǫ̀ Representative – TBD
- Whatì Representative – Walter Beaverho
- Gamètì Representative – Irene Mantla
- Wekweètì Representative – Marie Adele Football

Alex Nitsiza is the Acting Chairperson while the appointment of the new Chairperson is considered.. 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 October 2025. Behchoko has undertaken a competitive process for their next representative.

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

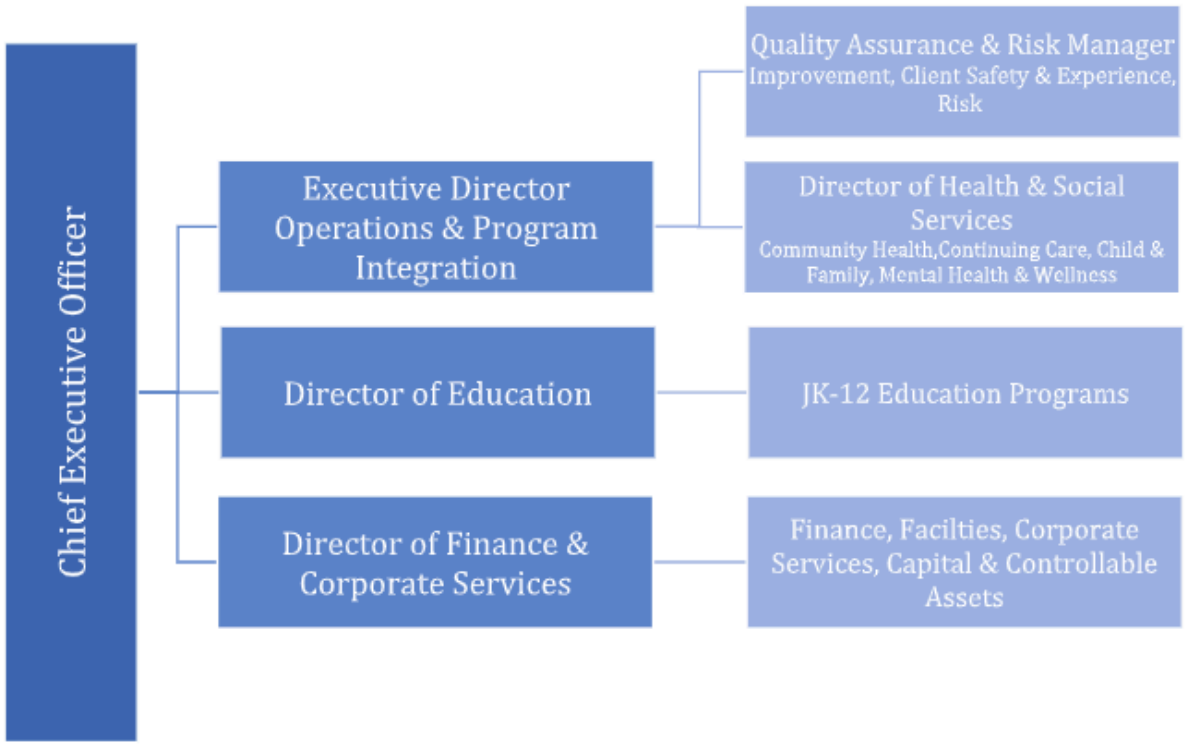
The CEO fulfills legislated roles under GNWT legislation including that of "Deputy Head" for the public service, and "Superintendent" under the Education Act. The Early Childhood and First Nations Social Programs, initially transferred to the TCSA by the Tłı̨chǫ Government, were returned to the Tłı̨chǫ Government in 2012 as a step towards self-government.

B. Functional Organizational Chart

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

Tłı̨chǫ Community Services Agency Functional Organizational Chart

Figure 3: Management and Program Function Structure of the Tłı̨chǫ 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 headcount 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 Headcount**	**870**

School Name	Community	Grades Offered	Programming Highlights
Alexis Arrowmaker School (AAS)	Wekweètì	JK – 10	- Culturally responsive programming - NDL School - Tłı̨chǫ language whole school approach - Multi-grade programming
Chief Jimmy Bruneau School (CJBS)	Behchokǫ̀	JK – 12	- Culturally responsive programming - NDL School - Tłı̨chǫ language whole school approach - Single grad, multi-, and split-grade programming - Transitional Program - Adult Program in partnership with Aurora College
Elizabeth Mackenzie Elementary School (EMES)	Behchokǫ̀	JK – 6	- Tłı̨chǫ Immersion (K-2) - Culturally responsive programming - Tłı̨chǫ language whole school approach - Split-grade programming
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK – 12	- Culturally responsive programming - Tłı̨chǫ language whole school approach - Multi- and split- grade programming - NDL School
Mezi Community School (MCS)	Whatì	JK – 12	- Culturally responsive programming - Tłı̨chǫ language whole school 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.

Type of Policy or Bylaw	**Tłı̨chǫ Community Services Agency Board**
Code of Conduct	Aug 1, 2019
School Attendance	June 28, 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 2017
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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	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 Tłı̨chǫ 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 Tłı̨chǫ 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 Tłı̨chǫ 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. Investigate an alternative model of language program delivery (Language Partner). b. Gather baseline data on the Oral Language Proficiency Assessment. 2. Pilot language focused spaces within each school (ex: EMES Tłı̨chǫ̨ language physical education program). 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 Tłı̨chǫ̨ language media (ex: song, book, camp photo prompting guide).	1. a. Met b. Met 2. Partially met 3. a. Met b. Met (exceed)	2. JWGS and CJBS were able to pilot in physical education classes and cafeteria spaces respectively 3. b. Three resources were created (books, math cards)
Student Achievement Work towards Canadian standards in/through: 1. Oral Language Initiative 2. Reading and Early Literacy Initiatives	1. TROLL: by Spring 2025, 60% of kindergarten students at or above the 25th percentile with 25% above the 50th percentile 2. F&P Close the Gap: by Spring 2025, 60% of students will close their reading gap by improving more than one grade level.	1. Partially met - 46.7% at or above the 25th percentile, and 26.7% above the 50th percentile 2. Partially met - 36.8% 3. Met 59.1%	1. Although we did not achieve this goal, there was significant progress at the individual student level. 2. Down from previous years growth. Attribute to declining attendance.

3. Mathematics Instruction and Assessment	3. CTBS Close the Gap: by Spring 2025, 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 7-12. 3. Increase the capacity to utilize technology across the region.	1. Ensure every staff receives a variety of onsite and virtual coaching throughout the year to meet individual needs and develop local capacity through individualized on-the-job training and collaborative professional development. 2. Career Focused Programming: 100% of students in grade 7-12 will have a career portfolio using myBluePrint developed in conjunction with partners (school staff, TG, GNWT – CEA, and Regional Coordinators). 3. Expand on IT instruction and capacity through the region with a focus on Google Workspace.	1. Met 2. Partially met 3. Partially met	2. Partially Met - 22.3% (GNWT did not fill the CEA position - vacant all year) 3. Partially Met - With a significant number of staff with limited IT experience, we are at capacity to expand IT.
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. Refining key transitions processes to improve student programming. (ex: kindergarten screening, and high school pathways). 2. Strengthen tier 1 instruction through multi-tiered systems of support, universal design for learning (UDL), differentiation, and using assessments to drive planning, teaching, and learning.	1. Met 2. Met 3. a. Met b. Met	

	3. a. Creating safe and predictable school environments and processes. b. Implement curriculum based Suicide Awareness and Intervention training for all senior high students in collaboration with TCSA HSS and TG Healing Path.		
Areas of Strength for the region	**Culturally responsive programs and services** – The TCSA is a leader in the NWT in cultural programming by prioritizing language and culture programming. Schools are using innovative strategies to use Tłı̨chǫ language, culture and way of life as the foundation for all of our work. **Student achievement** – The progress made in student achievement in oral language, literacy, and mathematics is directly impacted by attendance, social determinants of health, and student wellness. Student achievement has improved within each year (fall to spring growth). Oral Language at or above 25th percentile: 46.7% in 2025, 59.4% in 2024, 43.2% in 2023, 42% in 2022, 47.7% in 2021, 55.3% in 2020, Reading growth of more than 1 year: 36.8% in 2025, 48% in 2024, 34.6% in 2023, 36% in 2022, 54.4% in 2021, 13.5% in 2020, and Mathematics students at level: 59.1% in 2025, 46.1% in 2024, 40% in 2023, 17.2% in 2022, 12.9% in 2021, and 2.5% in 2020. Considering the dramatic impact of chronic absenteeism in 2024-2025 these results speak to the consistent and sustained instruction and interventions provided, and to the investment the region has made into student achievement through instruction. **Wellness and Student Support** – Schools continued to provide access to services such as SLP, OT, Behaviour Support, Counseling, Literacy Interventions, and Educational Psychology to ensure that all students receive programming that is individualized and responsive. These services were funded primarily through Jordan's Principle funding agreements. **Lifelong Learning** – The TCSA has prioritized building capacity in local staff as an agency-wide effort to reduce reliance on southern hiring and address staffing shortages. An individualized approach has been developed that ensures staff have access to job embedded training, and post-secondary coursework. This has included coursework through several training institutes, universities and colleges. The GNWT Indigenous Development and Training Program Funding has been very helpful in this area.		
Areas for Development for the region	**Culturally responsive programs and services** – The TCSA has considerable resources to support this area (both material and human resources) however		

	they are not always utilized to their full potential. Working to improve access and integration is key to all staff using the resources at their disposal. Accessible storage of the extensive materials and resources including digitizing resources is a critical element to successful programming. Developing new resources that align with Curriculum Renewal is on-going work. **Student Achievement** – The region must continue to focus on literacy to ensure that students meet grade level requirements needed to transition to post-secondary programs. In addition, the TCSA math coach will continue to support teachers to utilize math resources, including manipulatives and interventions to improve in this area. **Student Wellness** – A holistic and community based approach to addressing the results of the Early Development Index (EDI) and Middle Year Development Instrument (MDI) is vital. Most Tłı̨chǫ youth report that they are vulnerable in these measures. Increased support, programs, and services to address these vulnerabilities require an integrated approach that focuses on the community as a strong partner. The TCSA used alternative solutions to meet significant student mental health and wellness needs. **Lifelong learning** - Career focused education is a priority including improved relationships with Career Advisors from both Tłı̨chǫ Government and GNWT. The region has moved to the Google platform to increase 21st century skills, and continued training is required in technology, as well as academic skills such as organization, time management, and other executive functioning skills. The TCSA also had an adult learning center in partnership with Aurora College.
Additional Comments for the region	**Attendance** – There has been a significant reduction in attendance due primarily to social determinants of health. Attendance is the number one factor in student achievement. Community and family based strategies are essential to improve attendance in all grades in the future. Tłı̨chǫ students have an average attendance rate of 59.9% (as of June 2025). This means that they lose ONE WHOLE YEAR of school every 3 years, and by grade 12 are at least 4 YEARS BEHIND. Recent analysis of attendance and reading levels also has found: - 70% of Tłı̨chǫ students miss at least 1 day a week (which is the same as missing 2 months of school per year) - The higher a student's attendance the more reading levels they gain - Students who attend at least 4 days a week are 2.5X more likely to read at grade level than those that attend less - If you attend at least 4 days a week you will gain (on average) one grade level in reading

	- To close reading gaps a student must come MORE than 4 days a week **Staffing** – There are teacher shortages across the country and we continue to have challenges to staff teachers and other school positions. Housing availability has improved significantly in all Tłı̨chǫ communities which has positive impacted our recruitment and retention of teachers.

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	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	Principals are regular members of the Community Government meetings and Interagency Community meetings. Along with school open house events, these community meetings serve as an opportunity for principals to have meaningful relationships with parents, community leaders, local governments, and other stakeholders. The collaborative relationships in these settings have ensured community direction in the School Improvement Plans (SIP) and partnerships such as work placements. Attendance has become a regular agenda item on these meetings to continue to bring awareness to the issue of chronic absenteeism.

	There is a strong sense of purpose across the region in committing to our goals. The goals require a consistent and persistent effort thus do not change much from year to year. Literacy is another strength within the region. All staff are committed to and part of the plan to improve literacy at all levels. The region has consistent growth through the use of PLC teams, strengthening instructional practice, using evidence to make decisions, and a committed focus. The TCSA has moved to a Structured Literacy Framework with intentional coaching, assessing, and lesson planning. The annual school review process that was developed in the region was a successful model to determine if the curricular learning outcomes for all students are within or above the range of reasonable expectation. The annual review was a process of continuous growth; thus it was expected that through the annual review cycle schools will review, assess, celebrate, and refocus on targets. Using a rotating schedule ensures schools can meaningfully engage in the improvements they set for themselves with the Director and other regional staff.
Areas for Development for the region	The TCSA has a strong vision for integrating language and culture programming. However, the region needs to continue to expand on fully integrated, rigorous, and authentic language and culture programming. The TCSA also needs to build up local resources to enhance the language and culture experience. The TCSA successfully piloted a 'Language Partner' approach in 24-25 at CJBS. This approach addressed the declining number of language teachers and increased the whole school approach to language. Career and Lifelong Learning continues to be an area in which the TCSA is developing a plan based on emerging evidence. The TCSA favours individualized coaching for staff over common workshops and in-services. This approach has improved teaching and learning in the region. The region continues to look for opportunities to expand career focused programming for students. This is challenging in remote communities with limited employment, limited post-secondary training, and where centralized approaches are rarely successful.
Additional Comments for the region	Attendance is a significant concern, and barrier to student success. TCSA schools have had a significant reduction in attendance in all grades. Chronic absenteeism is where a student is absent for more than 10% of the time and is linked to future absenteeism, poor academic achievement, particularly in social skills and reading, as well as poor health outcomes. 83% of TCSA students are considered to have chronic absenteeism.

Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	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. 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.

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 7 CJBS: 17 JWGS: 3 MCS: 4	AAS: 1 EMES 7 CJBS: 17 JWGS: 5 MCS: 7	Additional teachers needed an evaluation
Number of principals and assistant principals formally evaluated in the school year.	3 P 2 vp	3 P and 1 VP (Unmet)	VP were not completed due to time
Number of Education Body School Support Consultants	1	Met	

formally evaluated in the school year.			
Number of Senior Managers (CEO and Director) formally evaluated in the school year.	2	Met	
Areas of Strength for the region	The TCSA has a strong leadership team that values the results of conducting staff evaluations and performance reviews. Teacher and support staff evaluation targets were met despite the considerable workload on the limited number of principals/supervisors. Evaluations are all tied to the operating goals of the agency and closely aligned with the TCSA mission/vision.		
Areas for Development for the region	Due to a relatively high turnover of NWTTA staff, and a high number of UNW staff that require annual evaluations there is a considerable workload concern in this area. Education has relatively few managers for the number of staff they oversee.		
Additional Comments for the region	The TCSA has consistently provided feedback that the piloted NWT Teachers Evaluation and Growth Guides address the above noted factors of limited supervisors, time, and workload.		

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 2024-2025 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 2024-2025 school year this includes: a regional conference for support staff and teachers trialing the adapted NWT Curriculum, 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 coaching and workshops in mental health, PLCs, literacy, numeracy, and Indigenizing education. Virtual training options are often utilized, but several sessions are in person. Administrative days are used to complete administrative tasks not in-servicing or training, however the region supports 4 professional development days with local content as options for staff. 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.

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	Met	
Areas of Strength for the region	A clear strength has been the region's move towards job embedded, personalized coaching. Feedback from staff, coaches, mentors, and supervisors is the approach works well given the variety of experience staff bring to their positions. For example, support assistants who work directly to support SLP or early childhood receive coaching and workshops that directly support their students' and program's needs. Teachers have a wide range of experience and education, thus		

	personalized coaching draws on their strengths and supports growth. The region uses evidence from student assessments to provide targeted coaching. The region is also benefiting from enhancements to the internet that allow virtual training options throughout the region.
Areas for Development for the region	Providing consistent explicit literacy instruction to students with such a wide range of needs is challenging given many teachers are inexperienced in early reading instruction. Expertise in foundational oral language, phonological awareness, and early reading instruction must be provided. The TCSA is a small education body with limited capacity to provide this support to an ever changing staff, thus the TCSA has moved to a Structured Literacy Framework and Coaching model to provide direction for literacy instruction, planning, intervention, and assessment.
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 SAs 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.

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)*
0.5	0.5	1.0		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.*

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.

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	The TCSA schools received a variety of healthy food funding that support breakfast and snack programs for all students. The TCSA has developed an Indigenous Food Policy to encourage and support traditional foods in schools. Another strength for the TCSA has been identifying high need families who require additional support to deal with food insecurities. This was successful with partnerships and additional contribution agreements. All Tłı̨chǫ schools offer a warm breakfast that follows the TCSA Healthy Food in School Policy.
Areas for Development for the region	With the National School Food Progam the region has been able to upgrade kitchen equipment and spaces, and thanks to partnerships with Tłı̨chǫ Government is moving towards dedicated staff to support food programs.

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	Breakfast	10	Everyone welcome	Foods First Foundation $2000
AAS	Snack	10	Everyone welcome	
EMES	Breakfast	200	Everyone welcome	Foods First Foundation $9000 Breakfast Club $15,900 (plus $22,280 carryover)
EMES	Snack	200	Everyone welcome	
CJBS	Breakfast	250	Everyone welcome	Food First Foundation $11,000 PC Children Chartiy $12,960 Breakfast Club $34,650
CJBS	Lunch	250	Everyone welcome	
CJBS	Snack	250	Everyone welcome	
JWGS	Breakfast	65	Everyone welcome	Breakfast Club $5300
JWGS	Snack	65	Everyone welcome	
MCS	Breakfast	100	Everyone welcome	Food First Foundation $5000
MCS	Snack	100	Everyone welcome	

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

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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
AAS	Tłı̨chǫ	Core	JK - 10	Yes	
EMES	Tłı̨chǫ Tłı̨chǫ	Core Immersion	JK - 6 K - 2	No	Immersion was offered from JK-2
CJBS	Tłı̨chǫ	Core	JK - 9 10 - 12	Yes	
JWGS	Tłı̨chǫ	Core	JK - 9 10 - 12	Yes	
MCS	Tłı̨chǫ	Core	JK - 9 10 - 12	Yes	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	**Multi-Tier System of Support – Tier 1, 2, and 3**
SSI Project Proposal Summary	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 BC Curriculum the PLC and MTSS approach will allow time for teachers to plan together using the new curriculum.

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%	100%	
Analyzing the results of assessments to guide targeted instructional practice	TROLL: by Spring 2025, 60% of Kindergarten students at or above the 25th percentile with 25% above the 50th percentile F&P Close the Gap: by Spring 2025, 60% of students will close their reading gap by improving more than one grade level.	1. Partially Met 46.7% at 25th or higher Exceeded 26.7% above 50th percentile 2. Partially Met 36.8%	Student attendance (see in previous sections)
Building greater capacity in the PLC process and structures	PLC teams that are collaborative, data driven and focused on improving tier 1 reading instruction through the BC Curriculum	46.5% of staff surveyed identified tier 1 as the priority in their school 27/37 teachers reported that they use evidence to drive instruction. 25/37 teachers reported that their PLCs focus on instructional strategies 31/37 teachers reported they use assessment to drive literacy instruction. 4/6 support staff reported that PLCs and interventions were supporting their school's literacy goal. 33/36 teachers reported that they meet weekly to collaborate and analyze data.	The TCSA has used these results for school and regional leadership teams to support schools at varying levels of implementation.
Implementing strategic, differentiated instructional	MTSS approach that is responsive to students needs and provides tier 2	29/37 teachers reported that they use evidence to determine which students need interventions.	

approaches to support learning need as indicated by the assessments for RTI	(and 3 as appropriate) interventions	27/37 teachers reported that their school had built time to receive tiered interventions. 27/37 teachers reported that their school responded to tier 3 needs.	
Areas of Strength	The region piloted a structured literacy framework, focused coaching schedule, and revamped the All Region Write to align with the new Curriculum. This work has inspired several other grassroots projects such as classroom phonic assessments, trialling alternative interventions, and training for staff. We continue to see the results of this dedicated approach to literacy using PLC and MTSS.		
Areas for Development	The region and its leaders need to stay focused on our priority targets. This can be very difficult with increasing demands on school leadership, teachers, and students. Requests to interrupt learning routines with special guests, trips, and unregulated behaviours and distractions are becoming frequent. The region has to maintain a continued and determined focus on our priorities. Quality programs over quantity.		
Additional Comments			

H. Northern Distance Learning

Northern Distance Learning (NDL) provides opportunities for small community high school students to have equitable access to higher-level academic courses. Schools participating in NDL are responsible for ensuring NDL students are supported during their NDL classes, all classroom supplies are purchased and to ensure a classroom with access to a long-distance telephone and document camera is provided. All other equipment and supplies for the NDL program are provided.

The following tables detail the amount of funding allocated, budgeted and spent (actual) to provide support to NDL students and the explanation for any variance between each.

School Name	Allocated *($)*	Education Body Contribution *($)*	Total Budgeted *($)*	Actual *($)*	Explanation for Difference *(if applicable)*
AAS	$52,385	In kind	$52,385		
CJBS	$47,076	In kind	$47,076		
JWGS	$52,515	In kind	$52,515		
MCS	$52,347	In kind	$52,347		
TOTAL	$204,323	In kind	$204,323	$0	Territorial funding for NDL was cut.

School	Source of NDL Support *(Fulltime In-class support (ISP), Support Assistant (SA), classroom teacher, other)*	Successes and challenges related to providing support to NDL students
AAS	No NDL students at AAS in the 2024-2025 school year.	Greater need for expanded NDL classes that go beyond the academic student. No students signed up for NDL classes in the 2024-2025 school year.
CJBS	Shared among admin and teachers.	No staff available to support NDL students due to lack of funding. Students were supported by teachers in neighbouring classrooms or by administration.
JWGS	Shared between principal, PST and 1 SA.	Reduction of funding did not allow us to have a dedicated support person for NDL. Therefore, students were left to seek in person support from staff members in other areas of the school when needed. As a school, we had to change the schedule

		to have someone check in on the 3 students in full time NDL this year.
MCS	Other teachers and staff supported NDL on a limited basis.	Loss of funding for an ISP meant that we were not able to support our NDL students.

The following tables detail regional, and school specific reporting related to Northern Distance Learning, along with the noted areas of strength and areas for development.

Areas of Strength or promising practices for the region, including examples of positive impacts that NDL may have had on students.	TCSA students are given the opportunity to take courses that may not otherwise be offered in their communities. The TCSA would like to see courses expanded beyond 'academic' courses to more specialized courses that are difficult for new teachers to offer such as Career courses, Northern Studies, ADST, French and other languages.
Areas for Development for the region	While expectations are set with students when they apply to the programs, there is often the lack of connection between the NDL teachers and the school leadership who can help facilitate conversations with students and families particularly in areas where students are not meeting with success.
Additional Comments for the region	The school calendar and daily schedule do not align with the TCSA calendar or daily schedule. The TCSA consistently tries to align with the NDL calendar/schedule however it is becoming increasingly difficult to justify doing so for a handful of participating students. In drafting the NDL calendar most regions found the calendar misaligned and no changes were made even with feedback. A suggestion to alleviate the calendar and schedule alignment would be to create morning and afternoon blocks where students were active in NDL for the whole morning or afternoon rather than by periods. This would decrease the need to align the daily schedules.

School Specific Reporting	**School**	**School level Reporting**
Top one or two NDL successes at each participating school.	AAS	No AAS students participated in the NDL program this 2024-2025 school year.
	CJBS	1 student completed a NDL course this year.
	JWGS	3 students completed NDL this year allowing students who graduated to come back and get courses at higher levels.
	MCS	One of our students was able to meet his graduate requirements because he was able to take an NDL course that we did not have the capacity to offer in person
Top one or two challenges experienced	AAS	Prior NDL students have expressed requests for expanded classes beyond the NDL academic class offerings.

with the implementation of NDL at each participating school.	CJBS	No support person available in our school. Class times do not match our school schedule. We are limited to 5 students in an NDL class. This created extra pressure on our school schedule to offer a science course for only 6 students. Given the high dropout rate in NDL we'd suggest at least 8.
	JWGS	No support person to assist students with in person needs. This results in school staff having to take on additional duties despite large number of NDL staff in territory.
	MCS	No funding for an ISP. Bell schedules don't align and calendar has large breaks of time with no school.
Top one or two supports that would help schools better implement NDL next year at each participating school.	AAS	A guaranteed method for the NDL laptop(s)/device(s) to arrive at AAS, *before* the NDL classes begin.
	CJBS	Better alignment with average bell schedules and calendars. Increase class limit per school to 8. NDL teachers communicating with school supports for students who aren't successful.
	JWGS	Funding for in person support. (ISP) Better alignment with school bells and calendar.
	MCS	Funding for an ISP. Increase the variety of courses offered.

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.0	1.5	Due to high need	1.5	

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation for Difference** *(if applicable)*
% of RISCs allocated as less than a 1.0 FTE	50%	50%	

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
AAS	0.50	0	Supported by Regional staff with high travel costs		0.5	Supported regionally
CJBS	3.25	3.00	Unable to staff a partial position.		3.00	
EMES	1.55	2.00	High level of complex needs.		2.00	
JWGS	1.00	1.00			1.00	
MCS	1.10	1.50	High level of complex needs.	VP/PST	1.5	
TOTAL	7.4	7.5	High level of complex needs.		8.0	High regional need

C. Support Assistants

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
AAS	0.22	0.87 1.86 (JP)	Unable to staff partial position	0.87 1.74 (JP)	Split with another position
CJBS	6.59	3.48 15.81 (JP)		3.47 16.53 (JP)	Increased need
EMES	2.86	4.35 11.16 (JP)	Multiple JK/K classrooms, and high needs.	4.35 10.44 (JP)	Student transfers
JWGS	0.89	1.74 6.51 (JP)	High number of students with high needs.	1.74 6.09 (JP)	Student transfers
MCS	2.04	2.61 5.58 (JP)		1.74 5.22 (JP)	Staff on leave filled with casual where possible
TOTAL	13.16	13.05 40.92 (JP)	JP demonstrates the high number of students with complex needs.	12.17 40.02 (JP)	Due to vacancies and staff on leave

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)*
$59,603	$59,603		$178,666	High needs.

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	Yes	
Suicide Awareness and Intervention (ASIST, Mental Health First Aid, Healing Path Youth Program)	Support Assistant / Elders/ PSW / Secretaries / Teachers	TCSA Mental Health / Contractors / GNWT ELM	Regional Orientation / PD & STIP Days	Yes	
Trauma Practices Struggling readers in JH-SH Peer	PSTs	RISC/Literacy Coordinator/ Contractor	Monthly Meetings TBD	Yes - Partial	Trauma-informed practices and targeted literacy interventions were the focus of contractor visits and ongoing regional support.

Mentoring					
Coaching / Collaborative Practice	Classroom Teachers / PSTs	RISC, Peer Mentors - PSTs and Classroom Teachers	Fall, Spring School sites	Yes	
Building Capacity in Coaching	PST / Literacy Interventionists	Literacy Coordinator, and Contractor	Fall and Spring on-going	Yes	
Conferencing: Oral Language and Early Literacy	Support Assistants / Educators	SLP Coordinator, and Contractors	PD Days for SAs and weekly meetings for teachers and e-helpers Initial training was provided to all SAs on the effectiveness of JUNO sound systems on oral language; later extended to school staff after school.	Yes	

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

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

	days of consultation)	*(GNWT service unavailable, etc.)*			
Heinemann / Pearson (Fountas & Pinnell)	10 days job-embedded coaching for classroom teachers, PSTs and LLI teachers	Not offered by GNWT	EMES, CJBS	20 days (fall and spring)	$22,400
Arctic Response	Certifications (ex: first aid)	Not offered by GNWT	Regional staff	2 days	$15,984
Mental Health First Aid	2 days, and materials	Not offered by GNWT	All School	For duration of training	$10,991
SparkBTS	Leadership Coaching	Not offered by GNWT	Selected Staff	5 days for staff	$2625
0999750 BC	PLC and Leadership Consultant	Not offered by GNWT	All staff	Quarterly visits (5 days x 4)	$27,469

** 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)*
$82,025	$52,339	Mathology	All grades K-9	$56,838	Used to cover other inclusive schooling areas.
		Front Row / Juno (sound system)	Replacement, and expanding to ~10 classrooms		
		Heggerty (literacy)	JK-2 classrooms		
		Sensory Room and Equipment	Individual Students		
		Digital Technology (ex: headsets, ipads)	Individual Students		
	$4500	Contract service (Licences)	All grades JK-12		

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

Allocated *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual students/ etc.)*	**Total** *($)*	**Explanation for Difference** *(if applicable)*
$118,719	$7,640	Materials	All students	$127,245	High need in this area.
	$119,604	Contract Services	~30 students		

G. School Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and well-being of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community / School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
AAS	$413,715	Applied regionally to fund Peer Support Workers and Health and Wellness Elders	$413,715		SBMHW Elders and Peer Support Workers	SBMHW Provider Employee
EMES						
CJBS						
JWGS						
MCS						
TOTAL	$ 413,715	$413,715	$413,715			

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES

Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc.

The TCSA supports level/tier 1 and 2 Mental Health in schools through two key positions: Peer Support Workers (PSW) and Mental Health and Wellness Elders (MHWE). The region has opted for the use of these positions in our schools to address the significant and persistent mental health demands in our region (based on the EDI and MDI data). The GNWT SBMHW funds 4 of the 8 MHWE required for the region and 0 of 7 PSW.

Peer support workers can offer a variety of services that connect students with a community of peers, and use several different methods of support to meet the diverse needs of students in our Tłı̨chǫ schools. Peer support workers offer students the opportunity to connect with others who have similar experiences and learn from them directly. Job description for PSW

Peer support workers enable students to more effectively navigate the system (reach the 'right' level of care/service), find community so they don't feel alone, and improve the likelihood of them reaching out for help.

Peer support encourages peer connections throughout the school and assists students in developing practical skills to enhance social emotional well-being and reduce stress. The Middle Years Instrument (MDI) given to grade 4 and grade 7 students indicates a need to strengthen peer relationships especially as students move from upper elementary into junior high. Peer support workers will act as a coach or mentor and help or guide peers to other resources within the school or community and build a sense of community to create meaningful connections.

Mental Health and Wellness Elders can offer a variety of services that connect students with their cultural identity. Mental Health and Wellness Elders offer students the opportunity to learn traditional ways of knowing and doing, building cultural safety, and are role models. Job description for MHWE

The Mental Health and Wellness Elders (MHWE) have significant benefits to the cultural, social, and emotional well-being of our students. Located in each community and reporting to the school Principal, the position is part of a collaborative multidisciplinary approach to the delivery of direct mental health and wellness services to support the needs of children, youth, and their families. This position ensures that traditional ways of knowing, being, and doing are followed and meet the individual needs of the child, youth, and family. The Indigenous Health and Wellness Elder provides direct student care including listening and sharing of traditional knowledge, advises and collaboratively delivers language and cultural programming, and participates in school-wide initiatives to create cultural safety.

The Indigenous Health and Wellness Elder is part of a team that collaborates with other community services that may include school principals, teachers, regional coordinators, Child and Youth Counsellors,

social workers, nurses, physicians, Community Health Representatives, RCMP, probation, Victim Services, and local Indigenous and Non-Government Organizations to provide a comprehensive, person and family-centered approach to care. They guide the school in planning culture programming, as well as co-teaching in Indigenous Languages and other classrooms. Indigenous Health and Wellness Elders spend approximately 60% of the day providing mental health and wellness support and guidance for students and approximately 40% of the day supporting Tłı̨chǫ language and culture instruction.

Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW **programs and services.**

Elders

Our Mental Health and Wellness Elders (MHWE) are part of a collaborative multi-disciplinary approach to the delivery of mental health and wellness services to support the needs of all our Tłı̨chǫ students in the region.

Their role is to ensure that language, culture and the Tłı̨chǫ way of life to foster cultural identity and ensure cultural safety.

They share their knowledge in language and cultural programming, mentoring staff, provide mental health and wellness support and guidance for students in a culturally safe manner with a holistic approach through storytelling, listening and sharing of traditional knowledge.

Our MHWEs have become an integral part of school culture. They are actively involved in cultural programming within the school and on the land. Through their teaching of traditional skills, they can provide student care in a safe and caring way. They are located centrally within the school and are available to all students at any time of the day. Students may be referred to the Wellness Elders, but more often, students request or choose to access their services as needed and in a more informal manner. This year, projects were done within schools, and students had the opportunity to share, work, and listen with the Wellness Elders while learning to sew, scrape hides, make drums, vests, and prepare traditional food. Their presence in the schools provides all students with a level of comfort and familiarity, and it was remarkable to observe students seeking out Wellness Elders to hear their stories, asking questions, and seeking solace throughout the school day. MHWE are an integral part of culture and language in our schools, actively supporting students in grieving by leading a feeding of the fire.

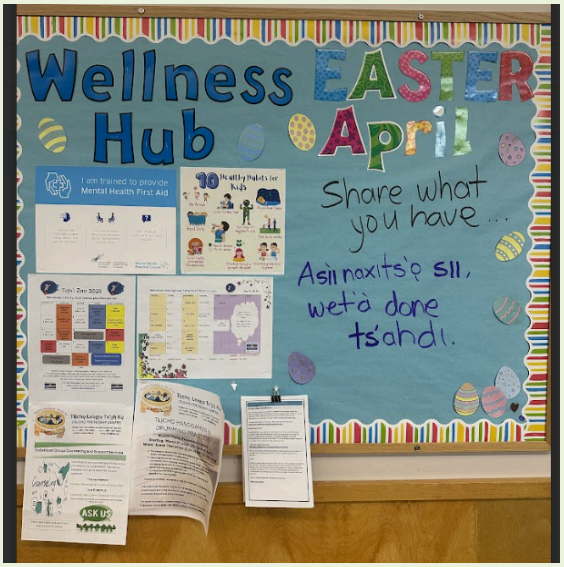
An example that outlines the healing power of MHWE, happened in Gameti where a young boy was learning a skill on the land and asked the Elder about his grandfather who had died. The Elder was able to share stories of his skills on the land and brought the student to his gravesite to tend, and say prayers. The student has proudly shared his family's story with his peers and staff, and has become proud of his heritage in a way that only an Elder could bring about.

Peer Support Workers

Building Connections

Peer Support Workers (PSW) offered a variety of services that connect students with a community of

peers and use many strategies to support the diverse needs of students in Tłı̨chǫ schools. Peer support workers offer students the opportunity to connect with others who have similar experiences and learn from them directly. PSW would facilitate small groups with topics centred around the Dene Laws, bullying, healthy relationships, and self-care. They encouraged peer connections throughout the schools and assisted students in developing practical skills to enhance social-emotional well-being and reduce anxiety. PSWs acted as mentors. For example, they supported our young ladies with a regional menstrual project. Teaching both traditional rites of passage and pertinent health and hygiene.



Attendance

A large part of the PSW role is working with school administrators to support student attendance. Those families identified with lower attendance are connected with a PSW to see what can be done to get their child to school. The PSW can support families with the cleaning of clothes, good hygiene practices (e.g. showering and brushing teeth at school, as many houses don't have regular water delivery), and the school's food programs. Once a student is coming to school, the PSW will do check-ins to ensure the child continues to come.

Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW **programs and services.**

Territorial direction has been restrictive and focused on level/tier 3 and 4 supports, as well as hugely time consuming reporting. This approach takes front line staff such as PSW and Elders away from their primary duties and responsibilities to supporting mental health and wellness of students. This is an underfunded program area.

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 support is 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. 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	The TCSA uses evidence from the IEP/SSP audit to target improvements in these plans. The TCSA continues to support school specific training in developing SSPs and IEPs that are consistent within the region and specific to the student. The TCSA prides itself on providing teachers support to implement IEP/SSP's through the 'Multi Tiered System of Support' (MTSS) model. As the needs within classrooms are exceptionally high, a systemic and structured tiered approach is required. The MTSS approach ensures alignment throughout assessments, development of plans, instructional practice, and interventions. The TCSA Literacy Action Plan and Oral Language Initiative use universal design learning principles such common cueing systems, a variety of instructional and assessment strategies to ensure a wide variety of evidence based approaches to literacy instruction. The TCSA enhanced the JK/K transition planning for children entering school with 'open house screenings' in preparation for an integrated services model in response to our EDI data, and ensured programming is aligned with student

	needs. These events are conducted with support from the TCSA Health and Social Services division. The MTSS approach is based on the evidence gathered in the classroom assessment record (CAR); this tool is aimed to provide teachers with information on their students assessments to support instructional planning.
Areas for Development for the region	Class profiles and CARs are under-utilized in some schools as planning and coaching tools. As the CARS continue to expand the need for teachers to regularly use this tool becomes critical to drive instruction and interventions. Tier 1 instruction continues to be an area of focus. Managing such a large database of student information is time consuming.
Additional Comments for the region.	Without Jordan's Principle the region would not be able to provide the extensive support recommended for students in their program plans.

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	Purposeful collaboration times were embedded into teacher and support assistant schedules to work with the coaches to support Tier 1, Tier 2 and Tier 3 instruction/interventions. Increased professional development for SAs in the areas of complex needs, speech and language (SLP), self regulation (Interoception Curriculum), sensory skills, and Occupational Therapy and programming allows them to support flexible learning strategies in the classroom. The TCSA strives to embed explicit literacy instruction based on student assessments in all grade levels. TCSA focuses on the primary grades on oral language through our Oral Language and Literacy Initiatives. All measures of literacy have improved using the PLC and MTSS model.
Areas for Development for the region	Evidence based instructional planning is the foundation of creating learning environments that foster independence. The TCSA has identified instructional planning as an area for development.
Additional Comments for the region.	Teachers often require the support of a Support Assistant in order to implement flexible learning strategies. The TCSA continues to support SAs with professional development in the areas of complex needs to include: SIVA/NVCI, SLP, behavioural, occupational therapy, early childhood development, sensory, and self-regulation. The TCSA has developed an approach to building capacity in local staff to reduce reliance on southern hires. This is difficult given the short amount of time to provide training within the school year, and the high needs of 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 2024-2025 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	TCSA schools believe that all of our students can learn at high levels and our programming reflects this. The SBST model has created the environment which has allowed the development of the larger system processes to support schools in their work. The TCSA encouraged creative and efficient solutions to record keeping - these solutions have increased our ability to maintain accurate records, privacy, and have improved service coordination for students/families.
Areas for Development for the region	The TCSA continues to strengthen territorial and community partnerships to the SBST meetings through an integrated services approach. The TCSA supported some schools to improve record management and meeting effectiveness.
Additional Comments for the region	The TCSA continues to advocate that documentation from SBST meetings be kept on TIENET / Special Programs in PowerSchool to ensure notes and actions logs are kept in one area for individual students. This change to systemic record keeping practices requires support from ECE as they administer that system.

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	All TCSA schools continue to have parent contact on reporting periods. Supporting documentation such as SSPs and IEPs are reviewed during these visits with the student and parents/guardian, and consent forms are also signed to allow the student to access other services. All schools increased participation in behaviour planning (e.g. safety plans) and Grade Transition sessions with parents/guardians and students where required. This is a collaborative approach that includes parents, students, teachers and community partners to develop a comprehensive plan to support the student's individual and support plans moving forward.
Areas for Development for the region	TCSA recognizes the value of work experience and will continue to support students with gaining hands-on practical experience. Reviewing SSPs and IEPs with a post-secondary and career pathway lens is an area the TCSA needs to continue to focus on.

	The TCSA recognizes that student involvement in support and future planning is critical. Each student in grades 7-12 was given support to become more involved in considering different pathways and developing their associated support plans. MyBluePrint training was provided to all education staff (grades 7-12) to enhance students' awareness of career paths and academic requirements, however was not as widely adopted as intended (target only partially met).
Additional Comments for the region	Authentic parental involvement can be challenging to achieve with such low attendance and parental participation. The TCSA will need to continue to encourage early, regular, and rich parental involvement in student support planning.

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 spent 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	TCSA with support from Jordan's Principle are meeting more of the complex needs of our students. The number of vulnerabilities in the Tłı̨chǫ region is exceptional (see EDI, MDI, TROLL, and territorial assessments). The region has consistently taken systemic approaches to support students that prioritizes 'working directly with students' and ensuring the appropriate documentation and referral systems are followed (other functions). The TCSA has created a personalized structured coaching model to improve the literacy coaching that teachers receive based on their needs and evidence from the CARs.
Areas for Development for the region	The region needs to continue to advocate for a more flexible funding model and approach to Inclusive Schooling support given the diverse needs and strengths of the region. PSTs continue to spend most of their time performing administrative duties and working directly with students.
Additional Comments for the region.	The priority use guideline presented above does not reflect the reality of the Tłı̨chǫ 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 conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.0	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)*
AAS	Principal, Indigenous Language Instructor, custodian, teacher, SAs and secretary	Bi-Weekly	ILE team met on a regular, monthly basis.
CJBS	Vice Principal, selected teachers, Indigenous Language Instructors, Culture Instructor, Elders, SAs	Weekly	ILE team was intended to meet during PLC/ STIP time; however this proved to be unreasonable due to other responsibilities of members of team. Team met monthly.
EMES	Administration, Tłı̨chǫ Immersion teachers and support assistants, Indigenous Language Instructor, PE teacher	Bi-Weekly	Monthly meetings as bi-weekly were deemed too frequent
JWGS	Indigenous Language Instructor, Elders, Cultural SA, Principal	Weekly	ILE team met on a regular, monthly basis.
MCS	Principal, Indigenous Language Instructors, Elder, Selected Teachers, PST, SA	Weekly	ILE team met on a regular, monthly basis.

C. Indigenous Language Instructors

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
AAS	0.5	1.0	Unable to staff a partial position.	1.0	
CJBS	4.11	3.87	Reallocated to support immersion and small schools. New position language partner Culture SA	4.0	Culture SA works full day
EMES	1.92	5.61	Support for Tłı̨chǫ immersion 2 SA 2 Immersion teachers 1 ILI Culture SA	6.41	Maternity leave
JWGS	1.0	1.0		1.0	
MCS	1.5	1.5		1.5	
TOTAL	9.03	12.98	Over staff to run Immersion and culture program	13.91	See above

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	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.
Plans to recruit and retain language teachers, if any?	The TCSA would like to pilot a new approach to Indigenous Languages. In phase 1 a language partner would work with existing ILI to co-plan and develop lessons, administer assessments, coteach, and reporting. In phase 1 the increased position/support would allow the partners to develop a curriculum map and sequence as the foundation for phase 2. In phase 2, classroom teachers become the language teacher with the ILI acting as a language partner in their classrooms. 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.	Two for 2024-2025
Challenges and/or barriers faced in the region	Many of the new 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 diff. *(if applicable)*	Actual *($)*	Explanation for difference *(if applicable)*	3rd Party Funding *($)* / Source *(If applicable)*
AAS	$33,250	$33,250		$5,287		Ekati $15,000 Take a Kid Trapping $8,000
CJBS	$44,400	$44,400		$39,293		Beverly & Qamanirjuaq Caribou Managment Board Caribou Hunt $10,000 Aboriginal Sports Circle Dog Mushing $18,200 On-the-land Collaborative $40,000 Ekati $15,000 Take a Kid Trapping $8,000 MACA Youth Leadership $20,000
EMES	$33,300	$33,300		$87,692		On-the-land Collaborative $11,000 Ekati $15,000 Take a Kid Trapping $8,000
JWGS	$33,250	$33,250		$12,158		On-the-land Collaborative $5000 Ekati $15,000 Take a Kid Trapping $8,000
MCS	$39,900	$39,900		$48,811		On-the-land Collaborative $10,000 Ekati $15,000 Take a Kid Trapping $8,000 MACA Traditional Games $17,850

TOTAL	$184,100	$184,100		$193,242	Funds shared across region, priority area	

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	No		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 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 <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 -Mitt sewing project -Setting up outdoor culture camp -Setting up Fort Mcpherson Tent	100%	100%	
CJBS	Living Well Together -ICAST History of Tłı̨chǫ Region Oral Storytelling, traditional foods, harvesting and hide scraping, rabbit snaring, beading & sewing, berry picking and traditional medicine, feeding of the fire canoe trip, ducks and Geese, muskrat trapping, fish camp	100%	100%	
EMES	Living Well Together - ICAST Various seasonal activities - traditional foods, hide scraping, fish nets, beading & sewing, traditional medicine	100%	100%	
JWGS	Living Well Together - ICAST Sewing and Beading activities Seasonal Activities: canoeing/boating, berry picking, fish net setting and checking, setting up fall and spring camps,	100%	100 %	

MCS	Living Well Together - ICAST Seasonal cultural activities - traditional foods, hide scraping, fish nets, beading & sewing, traditional medicine, Tea boiling competition, berry picking	100%	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)*
AAS	Fish Camp	School-wide	School Staff in conjunction with TG staff	Y	Week-long, not overnight.
	Ice Fishing	School-wide	School Staff in conjunction with TG staff	Y	Week-long, not overnight.
CJBS	Caribou Hunt	6 students / school wide	School staff + TG staff	Y	Week-long, overnight
	Bison Hunt	6 students/ school wide	School staff + ENR officer	Y	Week-long
EMES	Berry Harvesting and Traditional Medicine	School-wide	All School staff	Y	Two weeks
	Winter Fish camp	School-wide	All School staff	Y	Two weeks
JWGS	weekly camps (on the land nature walks, sewing and beading etc)	School wide	School staff	Y	During the day
	integration of culture activities with regular	School wide	School staff	Y	During the day

	classroom instruction (cutting up caribou in science class, fishing as part of science or math class etc),				
MCS	Caribou monitoring camp	4 students	School staff	Y	4 days
	Fish netting	All students	School staff	Y	8 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)*
AAS	Caribou Meat Processing and Preparation.	School-wide	School staff in conjunction with TG staff.	Y	2 days
	Fish Processing and Preparation.	School-wide	School staff in conjunction with TG staff.	Y	2 days
CJBS	Caribou Hide Prep/ Drum making	School-wide	School Elders & culture workers	Y	1 week
	Post-hunt meat preparation	School-wide	School Elders & culture workers	Y	1 week
EMES	Rabbit skinning and preparation for meals	All Students	All Staff	Y	Two Weeks

	Muskrat Skinning/Stretching and Storytelling	All Students	All School Staff	Y	Two Weeks
JWGS	Beading and Sewing in all classes	All students	School Staff	Y	week long during the day
	Dry meat making	All students	School Staff	Y	week long during the day
MCS	Dry fish making	All students	2	Y	5 days
	Hand Games	20 students	1	Y	Weekly for 2 months

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**
AAS	nothing over $1000	
CJBS	dry cleaning firewood sewing supplies Elders photoshoot	- items used at all camps - updated Elders wall in school
EMES	Sewing materials	- end of year sewing projects
JWGS	Outdoor Cothing and camp supplies Boat motor	- items used at all camps
MCS	Outdoor Clothing Building materials for cabin Cultural goods (ex: sleeping bags, hachets)	- items used at all camps - school Cabin and teepee improvements

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.
AAS	ILE team (as well as AAS staff as a whole) meets and gathers together to promote common, daily phrases in Tłı̨chǫ. Tłı̨chǫ language is also used every morning during morning prayer(s) as well as during the Feeding of the Fire(s) and Paying of the Water(s). Staff and students rotate to lead the Tłı̨chǫ prayers and announcements.	Daily announcements. School Orientation. Graduation and Christmas concerts. Kindergarten graduation. Feeding of the Fire(s). School Open Houses. Alexis Arrowmaker Day.
CJBS	Monthly Tłı̨chǫ Themes Cultural Days Staff Language Competition during Language Month Language Partnership Model (Pilot)	Namesake Celebrations Graduations, Christmas concerts Community Expos Tłı̨chǫ Caribou Meetings Community Open House MMIW Community Walk Feeding of the Fire
EMES	Schoolwide Monthly Themes integrated with Dene Kede ILE Team Collaboration Staff Culture Days	Elizabeth Mackenzie Day Library events (Tłı̨chǫ literacy) Open-Houses Christmas Concert Graduation MMIWG
JWGS	Tracking of how many students are greeting in Tłı̨chǫ Monthly feeding of the fire ceremonies Dene Staff Board Namesake celebration	Christmas concerts Graduation ceremonies Mother and Fathers day events Open House events Walks: Missing Murdered and Indigenous Women Day, Truth and Reconciliation day
MCS	Staff culture days, ILE meetings	School orientation, Christmas concert, Graduation ceremony, orange shirt day and community bbq, literacy night open house

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)*
$ 90,410	$ 90,410		$16,509	Remaining funds were used for salaries within other categories of Indigenous Education

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)*
$121,996	$121,996		$80,528	Projects came in under budget. Funds used to support school programs.

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**
Al ILIs, TCSA Boardmembers, TCSA Coordınators	Language Partnership: OLC and ILE	Thıcho̱ Yatı Ełets'ǫ̀tsedı Hazo̱ǫ̀-Ełexè Hadetsłeto̱	TCSA staff collaboratıon -Leadershıp	February 20-23, 2025 Blachford Lodge, NWT

	"Whole School Approach…"	Thıchǫ Language Partnership "We are all learnıng -together	-Language and Culture -Curriculum	
CJBS, EMES, JWGS, AAS, MCS	OLC - Unıts and Themes	Unıts, themes, Professional Development and Personal Growth,	TCSA - RILE	Vırtual -google meet Last Thursday of each month
CJBS, EMES, JWGS, AAS, MCS, 7 ILIs, EMES Immersıon 2	OLC Oral Proficiency Assessment	Oral Profcıency Assessment -test and data collectıon -develop traınıng vıdeo	TCSA staff collabratıon (Lıteracy, Math, Language and Culture)	TCSA office, Behchokǫ̀, Vırtual -JWGS, MCS, AAS, CJBS, EMES

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**
Video: 3-5 mınute	Thıchǫ Chant "Łekǫ, Łekǫ"	Digital	Thıchǫ, produced by Fırst North Productıon, Thıchǫ company
classroom supplıes	chart holder cart, rug, flannel storıes,	8 x 3= 24	To be used ın Thıchǫ language class
Book	"Roots of Wellness"	100 + digital	Tlicho and English
Math Resource / Manipulative	Math Cards	30 + digital	Tlicho and English
Books - Student written	"A dog's adventure" and "Different"	Digital	English

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**
N/A		

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
Council/District Approved 2024-2025 Budget

Tlicho Community Services Agency
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

	2024-2025 Budget	2023-2024 Approved Budget	2023-2024 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	17,632,190	17,885,002	18,039,694
Northern Distance Learning (Schedule 8)	119,750	119,750	204,323
ECE Other Contributions	154,000	144,000	541,765
Sub-Total ECE	**17,905,940**	**18,148,752**	**18,785,782**
GNWT Other Contributions	147,000	153,000	154,390
Total GNWT	**18,052,940**	**18,301,752**	**18,940,172**
Federal Government Jordan's Principle (Schedule 8)	9,750,200	8,989,227	8,340,554
Education Body Generated Funds			
Rentals			
School Fees			
Investment Income	60,000	50,000	142,468
Other	230,200	184,000	659,884
Total Generated Funds	**290,200**	**234,000**	**802,352**
TOTAL REVENUES	**28,093,340**	**27,524,979**	**28,083,078**
EXPENSES			
Administration (see Schedule 2)	1,295,150	1,373,034	1,276,189
School Programs (see Schedule 2)	12,505,776	13,019,746	13,377,036
Inclusive Schooling (see Schedules 2&3)	3,656,284	3,244,077	2,664,033
Indigenous Languages and Education (see Schedules 2 & 4)	2,345,029	2,002,651	1,722,037
Other	9,750,200	8,989,227	8,340,554
Sub-Total Expenses Before Amortization	**29,552,439**	**28,628,735**	**27,379,849**
Amortization (see Schedule 6)	**101,506**	**93,942**	**97,724**
TOTAL EXPENSES**	**29,653,945**	**28,722,677**	**27,477,573**
ANNUAL OPERATING SURPLUS (DEFICIT)	**(1,560,605)**	**(1,197,698)**	**605,505**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**1,852,200**	**1,246,695**	**1,246,695**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**291,595**	**48,997**	**1,852,200**

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

Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	291,595	48,997	1,852,200
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	(282,691)	(384,197)	(384,197)
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	(200,000)	-	-
Total Closing Accumulated Surplus	**(191,096)**	**(335,200)**	**1,468,003**

Appendix C: Annual Report - Audited Financial Statements

Statement I

Tlicho Community Services Agency
Education Division
Statement of Operations
For the year ended June 30, 2025

	Unaudited 2025 Budget	2025 Actual	2024 Actual
Operating Fund - Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	$ 17,632,189	$ 19,264,875	$ 18,613,107
ECE Other Contributions	273,750	425,595	775,208
Total ECE (Note 9)	17,905,939	19,690,470	19,388,315
GNWT Other Contributions (Note 10)	147,000	164,850	154,390
Total GNWT	18,052,939	19,855,320	19,542,705
Government of Canada - Jordan's Principle	9,750,200	9,573,369	8,490,507
Generated Funds			
Investment Income	60,000	91,850	139,351
Other (Note 11)	230,200	481,572	535,500
Total Generated Funds	290,200	573,422	674,851
Total Revenue	**28,093,339**	**30,002,111**	**28,708,063**
Operating Fund - Expenses			
Indigenous Languages/Cultural (Schedule 2)	2,345,029	2,388,226	1,836,345
Administration (Schedule 1)	1,295,150	1,886,818	1,352,423
Inclusive Schooling (Schedule 3)	3,656,284	3,550,248	2,833,921
School Programs (Schedule 1)	12,505,776	14,556,435	13,837,328
Jordan's Principle (Schedule 5)	9,750,200	9,573,369	8,490,507
Amortization (Schedule 1)	101,506	101,506	97,724
Total Expenses (Note 15)	**29,653,945**	**32,056,601**	**28,448,248**
Surplus/(Deficit)	**(1,560,606)**	**(2,054,490)**	**259,815**
Opening Accumulated Surplus	**1,506,510**	**1,506,510**	**1,246,695**
Closing Accumulated Surplus/ (Deficit)	**(54,094)**	**(547,980)**	**1,506,510**
Amortization	427,850	427,850	326,344
Capital acquisitions	(910,541)	(710,541)	(710,541)
Closing Operating Accumulated Surplus/ (Deficit)	**$ (536,786)**	**$ (830,671)**	**$ 1,122,313**

Approvals

Operating Plan

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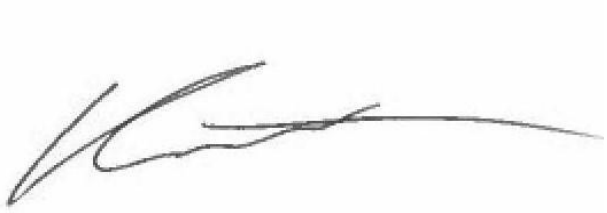
Education Body Chair

June 28, 2024

_____

Date



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Superintendent

June 28, 2024

_____

Date

Annual Report

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Education Body Chair

September 29, 2025

_____

Date

_____

Superintendent

September 29, 2025

_____

Date

Tlicho Community Services Agency
Education Division
Behchoko, NT

Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus
For the Year Ended June 30, 2025

Tlicho Community Services Agency
Education Division
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Management Discussion and Analysis

June 30, 2025

Introduction:

The Tłı̨chǫ Community Services Agency (TCSA) was established under the Tłı̨chǫ Agreement effective August 4, 2005, and 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. 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*.

The Agency Vision "Do Nake Lani Nats'etso...Strong like Two People"
In 1971 a frail Chief Jimmy Bruneau officially opened the new Edzo School that was to bear his name. On this occasion, he spoke of the importance of a model of bicultural and bilingual education where equal emphasis must be given to educating children in two cultures.

The TCSA serves a population of approximately three thousand people (3,000) in the communities of Behchokǫ̀, Whatì, Gamètì, and Wekweètì. The TCSA delivers its education programs through five schools from junior kindergarten to grade 12. In fiscal 2024-2025, we had 811 students (FTE) enrolled in school.

The Agency is accountable to the Departments of Health and the Department of Education which have two different fiscal year ends. The Agency prepares annual audited financial statements for health and education as of March 31 which is the Government of the Northwest Territories fiscal year end, as well as these audited reports for the department of education's fiscal year ending June 30.

Operating Environment:

The Agency faces many challenges. To ensure our children and youth have everything they need to become productive, self-sufficient, and successful members of society. We must teach students how to think, how to analyze, and how to solve problems. In the Northwest Territories, and within the Tłı̨chǫ region, teachers are changing how they teach, principals are changing how they lead, and school boards are changing the nature and depth of their involvement so that our schools are fully supported in affecting positive changes in developing 21st century leaders. The TCSA is part of the larger GNWT move to British Columbia curriculum which aligns well with the agency's goal to develop strong, capable, healthy Tłı̨chǫ individuals, families, and communities.

Staff retention and recruitment is a critical issue for the Agency. National teacher shortages, qualified support staff shortages, staff housing availability and quality, influence retention for demanding positions. The Agency's education division employes over 200 employees, over 50% of those are Tłı̨chǫ.

Our staff members are at the heart of our programs and services: we remain committed to supporting their continued development and learning. Creating a workplace culture that is safe, inspiring, and collaborative weaves through every priority area and is an overarching goal of the operating environment. Only by investing in our workforce can we provide truly excellent services for our communities.

Indigenized education programs reflect the culture, language, and histories of the Tłı̨chǫ citizens our schools serve. Supporting the development of capable Tłı̨chǫ students through culturally responsive spaces, pedagogies, and programs, continues to be the foundation of the education system in the Tłı̨chǫ region. In addition, the Agency is working toward Canadian standards in academic achievement. To accomplish this the Agency has established specific measurable goals and objectives to reach its targets.

These goals can be summarized under the four main priorities of education in the Tłı̨chǫ region:

- *Student Achievement: Supporting high quality instruction, structures, and training.*
- *Wellness and Student Support: Ensure all students have equal opportunity to succeed.*
- *Lifelong Learning: Developing capable lifelong learners.*
- *Culturally responsive programs and services: Indigenizing education.*

Financial Condition:

Education funding for the Agency is based on a formula, with enrollment numbers each year being the key driver. The annual education budgeted revenue for the fiscal 2024-2025 was $28,093,340 and budgeted expenses were $29,653,945 and the budgeted deficit of $(1,560,605). As of June 30, 2025, the Agency had an operating deficit of $(2,054,490).

Salaries and benefits are the key cost drivers for education and represent 85% of total expenditures. Education programs are delivered under the main categories of territorial schools, Indigenous languages, inclusive schooling, administration, and infrastructure.

Operational Highlights:

Through a variety of core funded and contribution agreements the Agency has been able to offer high quality core programming such as:

- Offering both core and immersion Tlicho language programs at all 5 schools, including a new 'Language Partnership Model'
- Reading instruction and interventions leading to an increase in reading levels from 1% of students reading at level in fall 2020, to 12.3% of students reading at level in spring 2025
- Speech and Language services leading to a decrease in vulnerabilities in oral language on both the TROLL (Kindergarten 70% in 10th percentile in 2017 to 33% in 10th percentile in 2025) and the EDI (decrease in overall vulnerability from 78% vulnerable in one domain in 2017 to 44% vulnerable in one domain in 2025, and a specific improvement in the 'language and cognitive development' domain from 56.9% to 14.8% in the same time period)
- Math performance on the Canadian Test of Basic Skills (CTBS) from 0.9% of students at level in 2019 to 28.3% at level in 2025
- Feeding over 800 students a nutritious daily breakfast and snack
- Offering culture based programming with extensive all season camps and in school key cultural experiences, including full time Mental Health and Wellness Elders in all schools
- Diverse Mental Health supports including Peer Support Workers, clinical counsellors, after hours support, and school based tier 1 and 2 programming
- Alternative programming including transition centers, adult learning centers, Northern Distance Learning, and several community based learning projects in partnership with Tłı̨chǫ Government

In school year 2024-2025, the Agency celebrated the graduation of 37 students obtaining their grade 12. We will continue to work with the Government of the Northwest Territories and the Tłı̨chǫ Government on improving education results by following our strategic plan and the four priorities of education.

_____

Kevin Armstrong
Chief Executive Officer
Tłı̨chǫ Community Service Agency
September 1, 2025

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

Management Responsibility for Financial Reporting with respect to the school year ended June 30, 2025

The Management Discussion & Analysis, Non-Consolidated report on Revenues and Expenses and Accumulated Surplus, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the Agency in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) as well as the Financial Administration Manual (FAM) and the Financial Administration Manual for Education Authorities (FAMEA) of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; those duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well- defined areas of responsibility. The operations and administration of Tłı̨chǫ Community Services Agency Education Division have been conducted within the statutory powers of the Education Authority.

The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives, and policies including but not limited to the *Education Act, Financial Administration Act,* FAM, FAMEA, *Human Resources Manual,* Ministerial Directives, and the policies of the Education Authority. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Approved and confirmed on behalf of the Tłı̨chǫ Community Services Agency

Kevin Armstrong
Chief Executive Officer
Tłı̨chǫ Community Services Agency
September 22, 2025

INDEPENDENT AUDITOR'S REPORT

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

Qualified Opinion
We have audited the Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus of the Tlicho Community Services Agency – Education Division, and a summary of significant accounting policies and other explanatory information (together "the financial statement") for the year ended June 30, 2025.

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion section of our report, the accompanying Non-Consolidated Report on Revenues and Expenses and Accumulated Surplus present fairly, in all material respects, the results of operations for the year ended June 30, 2025 in accordance with Canadian Public Sector Accounting Standards.

Basis for Qualified Opinion
The GNWT is responsible for the calculation and distribution of the salaries and wages that appear on the statement of operations, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT was accurately reflected in the Agency's records.

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

Responsibilities of Management and Those Charged with Governance for the Financial Statements
Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Auditor's Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but

INDEPENDENT AUDITOR'S REPORT, Cont'd

is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional scepticism throughout the audit.

We also:

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

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

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

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

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

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

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, in our opinion, proper books of account have been kept by the Tlicho Community Services Agency, the non-consolidated financial statement is in agreement therewith and the transactions that have come under our notice have, in all significant respects, been within the statutory powers of the Agency.

INDEPENDENT AUDITOR'S REPORT, Cont'd

Other Matters

Our audit was conducted for the purposes of forming an opinion of the non-consolidated financial statement of Tlicho Community Services Agency – Education Division, taken as a whole. The supplementary information included on Schedules 1 to 27 is presented for purposes of additional information and is not a required part of the non-consolidated financial statement. Such supplementary information has been subjected to the auditing procedures only to the extent necessary to express an opinion on the audit of the non-consolidated financial statement taken as a whole.

Yellowknife, NT
September 22, 2025

EPR Yellowknife Accounting Professional Corporation
Chartered Professional Accountants

Tlicho Community Services Agency
Education Division
Statement of Operations
For the year ended June 30, 2025

	Unaudited 2025 Budget	2025 Actual	2024 Actual
Operating Fund - Revenue			
Government of the Northwest Territories			
ECE Regular Contributions	$ 17,632,189	$ 19,264,875	$ 18,613,107
ECE Other Contributions	273,750	425,595	775,208
Total ECE (Note 9)	17,905,939	19,690,470	19,388,315
GNWT Other Contributions (Note 10)	147,000	164,850	154,390
Total GNWT	18,052,939	19,855,320	19,542,705
Government of Canada - Jordan's Principle	9,750,200	9,573,369	8,490,507
Generated Funds			
Investment Income	60,000	91,850	139,351
Other (Note 11)	230,200	481,572	535,500
Total Generated Funds	290,200	573,422	674,851
Total Revenue	**28,093,339**	**30,002,111**	**28,708,063**
Operating Fund - Expenses			
Indigenous Languages/Cultural (Schedule 2)	2,345,029	2,388,226	1,836,345
Administration (Schedule 1)	1,295,150	1,886,818	1,352,423
Inclusive Schooling (Schedule 3)	3,656,284	3,550,248	2,833,921
School Programs (Schedule 1)	12,505,776	14,556,435	13,837,328
Jordan's Principle (Schedule 5)	9,750,200	9,573,369	8,490,507
Amortization (Schedule 1)	101,506	101,506	97,724
Total Expenses (Note 15)	**29,653,945**	**32,056,601**	**28,448,248**
Surplus/(Deficit)	**(1,560,606)**	**(2,054,490)**	**259,815**
Opening Accumulated Surplus	**1,506,510**	**1,506,510**	**1,246,695**
Closing Accumulated Surplus/ (Deficit)	**(54,094)**	**(547,980)**	**1,506,510**
Amortization	427,850	427,850	326,344
Capital acquisitions	(910,541)	(710,541)	(710,541)
Closing Operating Accumulated Surplus/ (Deficit)	**$ (536,786)**	**$ (830,671)**	**$ 1,122,313**

Approved

_____ Chief Executive Officer

_____ Chairperson

See the accompanying notes and schedules

Tlicho Community Services Agency
Education Division
Notes to the Non-Consolidated Report on Revenues and Expenses
For the Year Ended June 30, 2025

1. Nature of Organization

The Tlicho Community Services Agency (TCSA) was established under the *Tlicho Government Act* by order of the Minister dated August 4, 2005. Its purpose is to administer and maintain the standards of Health and Educational programs defined under the respective Acts in the Member communities of the Tlicho Region.

The Agency was formally the Dogrib Community Services Agency and all assets and liabilities of the DCSB were transferred to the TCSA effective August 4, 2005.

Member communities have formed Community Services Authorities (CSA) which have assumed responsibility to provide sufficient educational programs within their respective communities of Behchoko, Gameti, Wekweeti and Whati. The financial report includes the accounts of the Tlicho Community Services Agency - Education Division (TCSA), and the five schools of the CSA's including Chief Jimmy Bruneau School, Elizabeth Mackenzie Elementary School, Mezi Community School, Jean Wetrade Gameti School, and Alexis Arrowmaker School. All inter-entity balances have been eliminated.

2. Significant Accounting Policies

a) Basis of Accounting

This financial report has been prepared in accordance to Canadian public sector accounting standards relevant to the report of revenue and expenses. The financial report has, in management's opinion, been properly prepared within reasonable limits of materiality. Requirements of the *Education Act* are also taken into consideration in preparation of the statement and related notes. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

b) Non-Consolidated Report

This report includes only the revenue and expenses of TCSA - Education Division. Asset, Liability and Equity balances of the organization are not reflected herein. The operations of Health and Social Services are not included in these reports and as such are non-consolidated.

c) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles valued in excess of $50,000 and purchased with the GNWT capital funds are the property of the GNWT. The Minister grants to the Agency full occupancy and use of such facilities and equipment required for the administration and delivery of the education programs within the division. Capital assets with a value of less than $50,000 are recorded as a current expenditure. Capital assets with a value in excess of $50,000 provided by the GNWT at no cost are reported at cost and amortized in accordance with the Financial Administration Manual guidelines by the GNWT. Other capital assets with a value in excess of $50,000 are reported at cost and amortized at the following rates:

Class and Rate: Mobile and Heavy Equipment (School Buses):	7-15 years

2. Significant Accounting Policies (cont'd)
d) Budget Data

The *Education Act* of the NWT requires that the Agency prepare an annual budget as outlined in Sections 128 and 129.

The priorities and funding allocations are determined by the Agency and the budget is then legally adopted by a motion of the Agency in accordance with Section 135 (3) of the *Education Act*.

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

This annual budget includes estimates of revenues, expenses and the net operating surplus/(deficit). Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Agency.

The budget may be amended within a given fiscal year in accordance with Agency policy, regulations and approved budget procedures. The budget data presented in the non-consolidated statement reflects the Minister approved budget for the school year.

e) Measurement Uncertainty

The preparation of these non-consolidated financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of revenue and expenses during the period. Actual results could differ from these estimates. Accounts subject to measurement uncertainty are post-employment benefits determined by the actuary.

f) Revenue Recognition

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

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

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

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

2. Significant Accounting Policies (cont'd)
Revenue Recognition (cont'd)

GNWT - Regular Contributions:
The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Education Body retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

Other Contributions:
The Agency follows the deferral method of accounting for other contributions. Unrestricted contributions are recognized as revenue when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred.

g) Deferred Revenue

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

h) Investment Income

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

i) Payroll Liabilities

According to the Northwest Territories Teachers Association (NWTTA) and GNWT Collective Agreement, teaching staff have their salary issued by the GNWT bi-weekly pay system. NWTTA staff will have earned their annual salary by June 30th which provides for continued payment during the summer. GNWT Payroll for NWTTA starts with the annualised salary commitment for compensation and then allocates the complete payout of that value over the number of pay periods between August 1 and July 31. Pay periods falling in July are therefore accrued.

The duties and compensation base for UNW School Year employees are scheduled to align with the academic year although actual start dates and durations vary by specific location and job function. Accordingly, the Education Authority determines the start dates of their UNW employees and accrues the related payroll liability as appropriate.

All other staff is accrued to include earnings to June 30.

j) Post-Employment Benefits, Compensated Absences, and Termination Benefits

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

2. Significant Accounting Policies (cont'd)
k) Expenses

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

l) Financial Instruments

The Agency classifies it financial instruments at cost or amortized cost. The Agency's accounting policy for this financial instrument category is as follows:

Financial instruments held at cost or amortized cost includes cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities and deferred revenues. They are initially recorded at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instruments.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the write-down being recognized in the statement of operations.

3. Future Accounting Changes and Adoption of New Accounting Standards

(a) Adoption of New Accounting Standards

No new accounting standards for 2025

(b) Future Accounting Changes

Effective July 1, 2026, the Education Board will be required to adopt the new Conceptual Framework for Financial Reporting in the Public Sector. Earlier adoption of the new framework is allowed. The Education Board is currently assessing the impact of this standard on the financial statements.

Effective July 1, 2026, the Education Board will be required to adopt PS 1202 Financial Statement Presentation. The standard sets out general and specific requirements for the presentation of information in financial statements. The financial statement presentation principles are based on the concepts in the Conceptual Framework. Earlier adoption is permitted if the Conceptual Framework for Financial Reporting in the Public Sector is early adopted. The Education Board is currently assessing the impact of this standard on the financial statements.

4. Tangible Capital Assets

	Cost	Addition	Accumulated Amortization	Net Book Value 2025	Net Book Value 2024
School Buses	$ 883,859	$ -	$ 601,168	$ 282,691	$ 384,197

The Agency has purchased buses from operating fund provided by the ECE. These vehicles are being amortized over a straight-line basis over 7 years.

5. GNWT Assets Provided at No Cost

	Cost	Accumulated Amortization	Net Book Value 2025	Net Book Value 2024
Alexis Arrowmaker School	$ 2,998,970	$ 1,898,533	$ 1,100,437	$ 668,801
Chief Jimmy Bruneau School	9,459,123	9,082,938	376,185	488,143
Elizabeth MacKenzie School	5,969,651	4,778,985	1,190,666	1,100,598
Jean Wetrade School	10,360,806	5,715,212	4,645,594	4,973,499
Mezi School	6,650,035	6,113,059	536,976	485,988
Lease Improvement - Nishi Khon	190,000	190,000	-	-
Total	**$ 35,628,585**	**$ 27,778,727**	**$ 7,849,858**	**$ 7,717,029**

6. Post-Employment Benefits, Compensated Absences and Termination Benefits

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2025. The effective date of the next actuarial valuation is June 30, 2026. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2025 and the results extrapolated to June 30, 2025. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and Removal	Compensated Absences	2025	2024
Changes in Obligation				
Accrued Benefit Obligation Beginning of Year	$ 451,161	$ 182,232	$ 633,394	$ 612,939
Current Period Benefit Cost	39,330	15,955	55,285	57,463
Interest Accrued	25,175	10,135	35,311	31,225
Benefits Payments	(21,736)	(13,904)	(35,640)	(83,880)
Actuarial (Gain)/Loss	440,004	(20,925)	419,077	15,646
Accrued Benefit Obligation End of Year	**933,934**	**173,493**	**1,107,427**	**633,393**
Unamortized Net Actuarial Gain	(497,929)	(9,244)	(507,169)	(53,979)
Net Future Obligation	**436,005**	**164,249**	**600,258**	**579,414**
Total Employee Future Benefits and Compensated Absences	**436,005**	**164,249**	**600,258**	**579,414**
Benefits Expense				
Current Period Benefit Cost	39,330	15,955	55,285	57,463
Interest Accrued	25,175	10,135	35,310	31,225
Amortization of Actuarial Gains	(44,301)	10,189	(34,112)	(69,702)
	$ 20,204	**$ 36,279**	**$ 56,483**	**$ 18,986**

The discount rate used to determine the accrued benefits obligation is an average of 4.30%. No inflation rate was applied.

6. Post-Employment Benefits, Compensated Absences and Termination Benefits (cont'd)

The expected payments for the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
2026	$ 149,775	$ 16,937	$ 166,712
2027	83,312	15,898	99,210
2028	83,031	12,731	95,762
2029	86,927	14,763	101,690
2030	84,168	13,672	97,840
	$ 487,213	**$ 74,001**	**$ 561,214**

7. Contributions Repayable

Nil Report

8. Deferred Revenue

	2025	2024
Ekati Cultural Programs	$ 80,944	$ 21,630
Breakfast Club	-	22,280
On the Land Collaborative	10,000	49,458
Public Library	-	124,880
Jordan's Principle (Community Home Care)	39,299	27,088
Jordan's Principle	247,230	-
National Food Program	80,635	-
Other	105,869	37,579
	$ 563,977	**$ 282,915**

9. ECE Revenue

	Budget 2025	2025	2024
Territorial Schools	$ 11,681,972	$ 12,976,419	$ 12,368,514
NWTTA Retroactive Funding	-	-	573,413
Inclusive Schooling	3,231,636	3,410,918	2,933,088
Admin. and School Service	1,004,414	1,064,452	1,001,914
Indigenous Languages & Culture	1,714,167	1,813,086	1,736,178
	17,632,189	**19,264,875**	**18,613,107**
Teaching and Learning Centres	**-**	**-**	**-**
Public Library	154,000	149,228	134,887
School Based Mental Health & Wellness	-	-	394,408
Self-Regulation	-	-	1,412
Northern Distance Learning	119,750	-	204,323
National Food Program	-	276,367	-
Emergency Prep (Wild Fire Evacuation)	-	-	11,495
Emergency Prep (COVID-19 Support	-	-	28,683
	273,750	**425,595**	**775,208**
	$ 17,905,939	**$ 19,690,470**	**$ 19,388,315**

10. GNWT Other Revenue/Contribution

		Budget 2025	2025	2024
GNWT - Health and Social Services	Drop the Pop	$ 10,500	$ 10,500	$ 10,000
GNWT - Industry, Tourism & Investment	Harvesting/Trapping	40,000	40,000	32,000
GNWT - Municipal and Community Affairs	Active After School/Youth	76,500	76,500	76,500
GNWT - Municipal and Community Affairs	Youth Sport Event	-	17,850	-
GNWT - Municipal and Community Affairs	Youth Corp.	20,000	20,000	20,000
GNWT - Municipal and Community Affairs	Volleyball	-	-	12,750
GNWT - Municipal and Community Affairs	Seedling	-	-	3,140
		$ 147,000	**$ 164,850**	**$ 154,390**

11. Other Revenue

	Budget 2025	2025	2024
BHP/Dominion Diamond Ekati Corp.	$ 125,000	$ 15,687	$ 149,099
PC Children Charity	-	12,960	-
Food First Foundation	-	27,000	50,340
NWTTA - Student Success Initiatives	-	26,550	57,819
Make Way Culture (On the Land Collaborative)	-	123,221	40,542
Breakfast Club	55,200	78,130	91,767
STEM Learning	50,000	50,000	-
Aboriginal Sport Circle of the NWT - Dogmushing	-	18,200	-
Aboriginal Sport Circle of the NWT - Sports	-	12,075	-
Beverly & Qamanirjuag Caribou Management Board (BQCMB)	-	10,000	-
Miscellaneous	-	107,749	145,933
	$ 230,200	**$ 481,572**	**$ 535,500**

12. Related Party Transactions

The Agency is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Agency enters into transactions with these entities in the normal course of operations. The Agency is provided with various administrative services by the GNWT, the value of which is not reflected in this non-consolidated financial statement. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties not disclosed elsewhere in the non-consolidated financial statement is disclosed in this note if applicable.

	2025	2024
Revenue From Related Parties:		
Government of Northwest Territories		
Department of Education, Culture & Employment	$ 19,690,470	$ 19,388,315
Department of Health and Social Services	10,500	10,500
Department of Industry, Tourism & Investment	40,000	32,000
Department of Municipal and Community Affairs	114,350	112,390
Accounts Payable to Related Parties		
Department of Education, Culture & Employment	21,741	-
Department of Finance (Payroll Liabilities)	6,322,431	10,329,524
Accounts Receivable from Related Parties		
Government of Northwest Territories		
Department of Education, Culture & Employment	72,639	584,455
Department of Health and Social Services	$ -	$ 10,500

13. Budget Amounts

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Agency.

The annual budget includes estimates of revenue and expenses. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Agency.

The budget figures presented are those approved by the Minister of Education, Culture and Employment and have not been audited.

14. Economic Dependence

The Tlicho Community Services Agency - Education Division receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Tlicho Community Services Agency - Education Division operations would be significantly affected.

15. Expense By Object

	2025	2024
Compensation	$ 27,115,653	$ 23,585,315
Other	4,839,442	4,765,209
Amortization	101,506	97,724
Total	**$ 32,056,601**	**$ 28,448,248**

16. Financial Instruments

The Agency is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risk from the Agency's financial instruments by type of risk is provided below:

(i) Credit risk

Credit risk is the risk of financial loss to the Agency if a debtor fails to make payments of interest and principal when due. The Agency is exposed to this risk relating to its, cash, special purpose funds, trust assets and accounts receivable.

The Agency holds its cash, special purpose funds and trust assets deposits in trust accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

Accounts receivable are due from various governments, government agencies, corporations and individuals. Credit risk related to accounts receivable is mitigated by internal controls as well policies and oversight over arrears for ultimate collection. Management has determined that a portion of accounts receivable are impaired based on specific identification as well as age of receivables.

(ii) Concentration of credit risk

Concentration of credit risk is the risk that a customer(s) has a significant portion (more than ten percent) of the total accounts receivable balance and thus there is a higher risk to the Agency in the event of a default. The Agency does have concentration risk. At June 30, 2025, receivables from the GNWT and related parties accounted for 50% of the total outstanding accounts receivables. The Agency reduces this risk by monitoring overdue balances.

The Agency also has concentration risk of credit risk as deposits are held in one Canadian chartered bank.

(iii) Liquidity Risk

Liquidity risk is the risk that the Agency will not be able to meet all cash outflow obligations as they come due. The Agency mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

Schedule 1

Tlicho Community Services Agency
Education Division
Schedule of Expenses
For the Year Ended June 30, 2025

	Administration	Inclusive Schooling	Indigenous Languages	School Programs	Jordan's Principle	Total
Salaries						
Teachers	$ -	$ 1,425,421	$ 1,452,112	$ 8,432,752	$ 1,966,380	$ 13,276,665
Instructional Assistants	-	1,428,177	420,384	631,906	4,813,656	7,294,123
Non-Instructional Staff	1,110,831	307,232	293,640	2,460,151	820,435	4,992,289
Board Honoraria	30,210	-	-	-	-	30,210
Employee Benefits						
Employee Benefits/Allowance	694	-	-	336,435	-	337,129
Leave & Termination	493,691	-	-	-	-	493,691
Services Purchased/Contracted						
Professional/Technical Services	26,704	-	-	-	-	26,704
Postage/Communication	7,083	-	1,089	50,473	-	58,645
Utilities						
Electricity	-	-	-	1,074	-	1,074
Travel/Training	79,323	68,230	15,968	103,183	17,933	284,637
Student Transportation	-	-	-	899,559	-	899,559
Maintenance/Repairs	4,637	-	3,864	50,563	-	59,064
Rentals/Leases	5,621	-	8,300	26,387	-	40,308
Contract Services	46,567	235,741	80,602	63,429	1,757,282	2,183,621
Materials/Freight						
Materials	77,704	85,240	111,467	1,478,747	197,683	1,950,841
Freight	3,753	207	800	21,776	-	26,536
Sub Total	1,886,818	3,550,248	2,388,226	14,556,435	9,573,369	31,955,095
Amortization	-	-	-	101,506	-	101,506
Total Expenses	**$ 1,886,818**	**$ 3,550,248**	**$ 2,388,226**	**$ 14,657,941**	**$ 9,573,369**	**$ 32,056,601**

Schedule 2

Tlicho Community Services Agency
Education Division
Indigenous Languages and Culture-Based Education Expenses
For the Year Ended June 30, 2025

	Student Instruction	Teaching/ Learning Resources	School Activities and Integrated Community Programs	Total
Salaries/Honoraria				
ALCBE Teachers	$ 1,452,112	$ -	$ -	$ 1,452,112
Language Consultants	-	-	220,732	220,732
Instruction Assistants	420,384	-	-	420,384
Non-Instructional staff	72,908	-	-	72,908
Services Purchased/ Contracted				
Professional/Technical Services	-	-	-	-
Travel/Training	302	11,828	3,837	15,967
Maintenance/Repair	3,864	-	-	3,864
Rental/Leases	8,300	-	-	8,300
Other Contracted Services	15,180	55,645	10,867	81,692
Materials/Supplies/Freight				
Materials	95,660	14,002	1,805	111,467
Freight	800	-	-	800
Total Expenses	**$ 2,069,510**	**$ 81,475**	**$ 237,241**	**$ 2,388,226**

Schedule 3

Tlicho Community Services Agency
Education Division
Inclusive Schooling Expenses
For the Year Ended June 30, 2025

	General Inclusive Schooling	Staff Development	Total
Salaries			
Regional Coordinator	$ 307,232	$ -	$ 307,232
Program Support Teachers	1,425,421	-	1,425,421
Support Assistants	1,428,177	-	1,428,177
Services Purchased/Contracted			
Travel/Training	33,988	34,242	68,230
Other Contracted Services	235,741	-	235,741
Materials/Freight			
Materials	85,240	-	85,240
Freight	207	-	207
Total Expenses	**$ 3,516,006**	**$ 34,242**	**$ 3,550,248**

Schedule 4

Tlicho Community Services Agency
Education Division
COVID-19 Support
For the Year Ended June 30, 2025

	2025	2024
Revenue		
GNWT - Education, Culture and Employment	$ -	$ 28,683
GNWT - Education, Culture and Employment - A/R	-	11,496
Total Revenue	-	40,179
Expenses		
Salary and Benefits	-	39,725
Materials & Supplies	-	454
Total Expenses	-	40,179
Net Surplus/ (Deficit)	**$ -**	**$ -**

Schedule 5

Tlicho Community Services Agency
Education Division
Jordan's Principle
For the Year Ended June 30, 2025

	Fiscal Year			9 Months	3 Months
	June 30, 2025 Budget	June 30, 2025	June 30, 2024	July 1, 2024 - March 31, 2025	April 1, 2024 - June 30, 2025
Revenue					
Government of Canada - First Nations and Inuit Health Branch	$ 9,750,200	$ 9,632,113	$ 10,109,173	$ 6,821,778	$ 2,810,335
Carry forward from Previous Year	-	27,088	(27,088)	27,088	-
Government of Canada - First Nations and Inuit Health Branch, AR - CY	-	200,697	(455,346)	-	200,697
Government of Canada - First Nations and Inuit Health Branch, Deferred - CY	-	(286,529)	-	-	(286,529)
Government of Canada - First Nations and Inuit Health Branch, - AP - CY	-	-	(1,136,233)	-	-
Total Revenue	9,750,200	9,573,369	8,490,507	6,848,866	2,724,503
Expenses					
Personnel	7,768,304	7,604,727	6,464,349	5,485,075	2,119,652
Materials and Supplies	206,000	197,683	210,294	103,984	93,698
Other	1,775,896	1,770,959	1,815,864	1,299,481	471,478
Total Expenses	9,750,200	9,573,369	8,490,507	6,888,541	2,684,828
Net Surplus/ (Deficit)	$ -	$ -	$ -	$ (39,675)	$ 39,675
Deferred Revenue	**$ -**	**$ -**	**$ -**	**$ (39,675)**	**$ 39,675**

Schedule 6

Tlicho Community Services Agency
Education Division
Northern Distance Learning
For the Year Ended June 30, 2025

	Budget	Behchoko	Whati	Gameti	Wekweeti	Total	July 1 to March 31	April 1 to June 30	Total
Revenue									
GNWT - Education, Culture and Employment	$ 119,750	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue	119,750	-	-	-	-	-	-	-	-
Expenses									
Salaries and Benefits	119,750	-	-	-	-	-	-	-	-
Total Expenses	119,750	-	-	-	-	-	-	-	-
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 7

Tlicho Community Services Agency
Education Division
Student Success Initiatives
For the Year Ended June 30, 2025

	Budget	2025	2024
Revenues			
GNWT - Education, Culture & Employment	$ -	$ 55,000	$ 55,000
NWTTA - A/R	-	26,550	57,819
Total Revenue	-	81,550	112,819
Expenses			
Professional Development			
Salaries and Benefits			
Facilitator Fees (including per diem)	-	-	57,819
Other expenses	59,000	26,550	-
Total Professional Development	59,000	26,550	57,819
Program Delivery (ECE SSI Funding only)			
Salaries/Wages			
Staff (p/y)	-	55,000	55,000
Total Program Delivery	-	55,000	55,000
Total Expenses	59,000	81,550	112,819
Net Surplus/ (Deficit)	**$ (59,000)**	**$ -**	**$ -**

Schedule 8

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
PC Children Charity Snack Program
For the Year Ended June 30, 2025

	CJBS	2025	2024
Revenue			
PC Children Charity	$ 12,960	$ 12,960	$ -
Expenses			
Materials & Supplies	12,960	12,960	-
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**

Schedule 9

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Drop the Pop
For the Year Ended June 30, 2025

	REG	CJBS	MEZI	JWGS	EMES	Wekweeti	2025	2024
Revenue								
GNWT - Health & Social Services	$ 500	$ 3,000	$ 2,100	$ 1,300	$ 2,000	$ 1,600	$ 10,500	$ 10,000
Expenses								
Material & Supplies	-	3,000	2,100	1,300	999	1,600	8,999	8,706
Admin Fee	500	-	-	-	1,001	-	1,501	-
Contract Services	-	-	-	-	-	-	-	1,294
Total Expenses	500	3,000	2,100	1,300	2,000	1,600	10,500	10,000
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 10

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
On the Land Collaborative
For the Year Ended June 30, 2025

	CJBS	MEZI	EMES	2025	2024
Revenue					
Make Way - On the Land Collaborative	$ 40,000	$ 10,000	$ 11,000	$ 61,000	$ 90,000
Make Way - On the Land Collaborative, AR - CY	22,763	-	-	22,763	-
Make Way - On the Land Collaborative, Deferred - CY	-	(10,000)	-	(10,000)	(49,458)
Make Way - On the Land Collaborative, Deferred - PY	49,458	-	-	49,458	-
Total Revenue	112,221	-	11,000	123,221	40,542
Expenses					
Salaries & Benefits	73,520	-	-	73,520	-
Material & Supplies	22,339	-	11,000	33,339	20,542
Gasoline	2,174	-	-	2,174	-
Food	10,000	-	-	10,000	-
Equipment & Furniture	4,088	-	-	4,088	20,000
Rental/Lease Equipment	100	-	-	100	-
Total Expenses	112,221	-	11,000	123,221	40,542
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Take a Kid Trapping
For the Year Ended June 30, 2025

	CJBS	MEZI	JWGS	EMES	Wekweeti	2025	2024
Revenue							
GNWT - Environment and Natural Resources	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 8,000	$ 40,000	$ 32,000
Total Revenue	8,000	8,000	8,000	8,000	8,000	40,000	32,000
Expenses							
Material & Supplies	7,698	8,000	8,000	8,000	8,000	39,698	31,252
Gasoline	302	-	-	-	-	302	748
Total Expenses	8,000	8,000	8,000	8,000	8,000	40,000	32,000
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 12

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Active After School Program
For the Year Ended June 30, 2025

	CJBS	MEZI	JWGS	EMES	Wekweeti	2025	2024
Revenue							
GNWT - Municipal and Community Affairs	$ 15,300	$ 15,300	$ 15,300	$ 15,300	$ 15,300	$ 76,500	$ 76,500
Total Revenue	15,300	15,300	15,300	15,300	15,300	76,500	76,500
Expenses							
Material & Supplies	15,300	13,033	15,300	15,300	15,300	74,233	76,500
Client Travel	-	567	-	-	-	567	-
Contract Services	-	1,700	-	-	-	1,700	-
Total Expenses	15,300	15,300	15,300	15,300	15,300	76,500	76,500
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast Club
For the Year Ended June 30, 2025

	CJBS	JWGS	EMES	2025	2024
Revenue					
Breakfast Club of Canada	$ 34,650	$ 5,300	$ 15,900	$ 55,850	$ 32,750
Breakfast Club of Canada - AR - CY	-	-	-	-	23,100
Breakfast Club of Canada, Deferred - PY	-	-	22,280	22,280	58,197
Breakfast Club of Canada, Deferred - CY	-	-	-	-	(22,280)
Total Revenue	34,650	5,300	38,180	78,130	91,767
Expenses					
Material & Supplies	34,650	5,300	38,180	78,130	91,767
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Public Library Services
For the Year Ended June 30, 2025

	CJBS	MEZI	JWGS	EMES	2025	2024
Revenue						
GNWT - Education, Culture and Employment	$ 38,500	$ 31,998	$ 34,104	$ 20,278	$ 124,880	$ 298,000
GNWT - Education, Culture and Employment - A/R, CY	11,813	10,067	12,269	11,941	46,090	(38,233)
GNWT - Education, Culture and Employment - A/P, CY	-	-	(21,741)	-	(21,741)	-
GNWT - Education, Culture and Employment - Deferred-CY	-	-	-	-	-	(124,880)
Total Revenue	50,313	42,065	24,632	32,219	149,229	134,887
Expenses						
Salaries & Benefits	50,313	37,042	23,745	32,219	143,319	89,223
Materials & Supplies	-	5,023	887	-	5,910	45,664
Total Expenses	50,313	42,065	24,632	32,219	149,229	134,887
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Food First Foundation
For the Year Ended June 30, 2025

	CJBS	MEZI	EMES	Wekweeti	2025	2024
Revenue						
Food First Foundation	$ 11,000	$ 5,000	$ 9,000	$ 2,000	$ 27,000	$ 50,340
Total Revenue	11,000	5,000	9,000	2,000	27,000	50,340
Expenses						
Materials & Supplies	11,000	5,000	9,000	2,000	27,000	50,340
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 16

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Literacy
For the Year Ended June 30, 2025

	REG	CJBS	2025	2024
Revenue				
De Beers Canada	$ 12,000	$ -	$ 12,000	$ 17,500
NWT Disabilities Council	-	-	-	3,500
Deferred Revenue - PY	-	2,725	$ 2,725	(2,725)
Deferred Revenue - CY	-	(2,725)	$ (2,725)	4,203
Total Revenue	12,000	-	12,000	22,478
Expenses				
Materials & Supplies	12,000	-	12,000	22,478
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Burgundy Diamond Mines (Ekati Mine - Cultural Program)
For the Year Ended June 30, 2025

	CJBS	MEZI	JWGS	EMES	Wekweeti	2025	2024
Revenue							
Burgundy Diamond Mines	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 75,000	$ 125,000
Burgundy Diamond Mines, Deferred - PY	-	-	5,750	-	15,880	21,630	45,729
Burgundy Diamond Mines, Deferred - CY	(9,155)	(12,420)	(16,859)	(15,000)	(27,509)	(80,943)	(21,630)
Total Revenue	5,845	2,580	3,891	-	3,371	15,687	149,099
Expenses							
Materials & Supplies	5,845	-	1,100	-	3,371	10,316	48,283
Rental/Lease Equipment	-	2,580	-	-	-	2,580	8,694
Client Travel	-	-	2,791	-	-	2,791	-
Capital Equipment >$5,000<$50,000	-	-	-	-	-	-	92,122
Total Expenses	5,845	2,580	3,891	-	3,371	15,687	149,099
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 18

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Self-Regulation
For the Year Ended June 30, 2025

	2025	2024
Revenue		
GNWT - Education, Culture & Employment, Payable	$ -	$ 2,165
GNWT - ECE- Payable Adjustment	-	(754)
Total Revenue	-	1,411
Expenses		
Materials & Supplies	-	1,411
Net Surplus/ (Deficit)	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Travel Club CJBS
For the Year Ended June 30, 2025

	2025	2024
Revenue		
Bingo Fundraising	$ 40,006	$ 41,708
Parents' Contribution	30,911	28,203
GNWT - Health and Social Services -Transfer	7,200	17,900
Deferred Revenue, PY	(75,429)	43,826
Deferred Revenue, CY	18,195	(18,195)
Total Revenue	20,883	113,442
Expenses		
Materials & Supplies	3,497	5,989
Client Travel	17,385	107,453
	20,883	113,442
Net Surplus/ (Deficit)	**$ -**	**$ -**

Schedule 20

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Cultural and Sport Program (Aboriginal Sports Circle) CJBS
For the Year Ended June 30, 2025

	Trade Awareness	Dogmushing	Caribou Hunt	Sports	2025	2024
Revenue						
Aboriginal Sports Circle NWT	$ -	$ 5,415	$ -	$ 12,075	$ 17,490	$ -
Aboriginal Sports Circle NWT - AR	-	12,785	-	-	12,785	-
Tlicho Government	22,930	-	-	-	22,930	-
BQCMB	-	-	10,000	-	10,000	-
Total Revenue	22,930	18,200	10,000	12,075	63,205	**-**
Expenses						
Materials & Supplies	-	18,200	-	5,898	24,098	-
Salaries & Benefits	-	-	10,000	-	10,000	-
Travel	502	-	-	-	502	-
Client Travel	22,429	-	-	6,177	28,606	-
Total Expenses	22,930	18,200	10,000	12,075	63,205	-
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 21

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
National Food Program
For the Year Ended June 30, 2025

	2025	2024
Revenue		
GNWT - ECE	$ 357,002	$ -
GNWT - ECE, Deferred	(80,635)	-
	276,367	
Expenses		
Materials & Supplies	7,574	-
Food	77,435	-
Minor Equipment	115,154	-
Capital Equipment	71,005	-
Contract Services	5,200	-
	276,367	-
Net Surplus/ (Deficit)	**$ -**	**$ -**

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Corps Program CJBS
For the Year Ended June 30, 2025

	2025	2024
Revenue		
GNWT - Municipal and Community Affairs	$ 20,000	$ -
GNWT - Municipal and Community Affairs, Deferred	-	20,000
Total Revenue	20,000	20,000
Expenses		
Salaries & Benefits	19,810	-
Materials & Supplies	190	20,000
Total Expenses	20,000	20,000
Net Surplus/ (Deficit)	**$ -**	**$ -**

Schedule 23

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Greenhouse CJBS
For the Year Ended June 30, 2025

	2025	2024
Revenue		
Tlicho Government	$ -	$ -
Jane Goodall Foundation	-	-
Deferred Revenue - PY	959	959
Deferred Revenue - CY	-	(959)
Total Revenue	959	-
Expenses		
Materials & Supplies	880	-
Total Expenses	880	-
Net Surplus/ (Deficit)	**$ 79**	**$ -**

Schedule 24

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Fitness Program CJBS
For the Year Ended June 30, 2025

	2025	2024
Revenue		
PHE-EPS Canada	$ 2,500	$ 5,000
PHE-EPS Canada. Deferred	(2,500)	-
Expenses		
Materials & Supplies	-	5,000
Net Surplus/ (Deficit)	**$ -**	**$ -**

Schedule 25

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Contribution
For the Year Ended June 30, 2025

	MEZI	2025	2024
Revenue			
GNWT - Municipal & Community Affair	$ 17,850	$ 17,850	$ 15,890
Expenses			
Materials & Supplies	5,850	5,850	4,646
Client Travel	-	-	11,244
Contract Services	12,000	12,000	-
Total Expenses	17,850	17,850	15,890
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**

Schedule 26

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Miscellaneous
For the Year Ended June 30, 2025

	CJBS	JWGS	Wekweeti	2025	2024
Revenue					
Sport North	$ -	$ -	$ -	$ -	$ 1,613
Aboriginal Sports Circle	-	-	-	-	1,400
Tilcho Government	-	-	5,000	5,000	22,200
Fundraising	4,550	-	-	4,550	-
Kidsport NWT	2,000	2,000	-	4,000	-
The Bottle shop Depot	3,792	-	-	3,792	-
GNWT (Wildfire Damage)	3,150	-	-	3,150	-
Deferred Revenue - PY	3,013	-	12,688	15,701	(15,701)
Deferred Revenue - CY	(12,095)	(2,000)	(11,119)	(25,214)	-
Total Revenue	4,410	**-**	6,568	10,978	9,512
Expenses					
Materials & Supplies	4,410	-	1,072	5,482	-
Delivery & Courier	-	-	324	324	-
Client Travel	-	-	6,172	6,172	8,212
Dues & Fees	-	-	(1,000)	(1,000)	1,300
Total Expenses	4,410	**-**	6,568	10,978	9,512
Net Surplus/ (Deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule 27

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
School Based Mental Health
For the Year Ended June 30, 2025

	2025	2024
Revenue		
GNWT - Education, Culture and Employment	$ -	$ 394,408
Expenses		
Salaries & Benefits	-	394,408
Net Surplus/ (Deficit)	**$ -**	**$ -**

Schedule 28

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
STEM Learning
For the Year Ended June 30, 2025

	2025	2024
Revenue		
Sanofi - Aventis Canada Inc.	$ 50,000	$ -
Expenses		
Material and Supplies	50,000	-
Net Surplus/ (Deficit)	**$ -**	**$ -**

Education Accountability Framework

Yellowknife Catholic Schools

Annual Report

For the 2024-25 School Year

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Operating Plan - Executive Summary

The Yellowknife Catholic Schools' Operating Plan for the 2024-2025 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 is currently in the **process** of reviewing and developing a reiterated version of our Vision of Learning as the Strategic Plan for the next three years. YCS has been facilitating a feed-in model with stakeholders engaging with the leadership team, religious education team, an Indigenous Perspectives Circle, staff working group, board of Trustees and parents. We will also be engaging with students prior to developing the common themes and goals based on what we heard.

We do know that the strategic plan will continue to focus on our three priorities of ***Inspiring Thinking, Cultivating Well-Being, and Building Relationships*** with an explicit focus on Academic Integrity, Indigenous Perspectives, and Valuing Diversity.

Yellowknife Catholic Schools will continue to focus on Developing Capable People Together, and developing skills and characteristics we want for our students now and in the future. As a learning community we are committed to providing a safe learning environment for each student, and valuing the gifts and talents that each brings to our learning community. Our objectives will focus on the observable impact of our goals and providing evidence of our priorities from the classroom to the boardroom.

We will share our completed ***Vision of Learning***, and strategic priorities with Education, Culture, and Employment and our stakeholders by the end of 2024, for implementation from 2024 - 2029.

Annual Report - Executive Summary

The Yellowknife Catholic Schools' Annual Report for the 2024-2025 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:

Key Initiatives for 2024-2025

1. Literacy Program Standardization The division standardizes literacy practices across all schools. This included:

- Continuing to work on a district-wide literacy assessment plan.
- Providing virtual and in-person professional development for staff on the use of assessment tools.
- Continuing staff training on the **Daily 5** literacy framework.

2. Strategic Professional Development The division's professional development was revised to better align with its strategic plan. This involved:

- Changing the process for collaborative teams to ensure they focus on the division's three strategic priorities.
- Continuing to dedicate one-half day per month for collaborative learning time.
- Implementing the **Observable Impact (OI)** model to help teachers identify challenges and evaluate their work.
- Prioritizing professional development for new curriculum, with a specific focus on competency-based assessment.

3. Student and Educator Wellness The division aimed to support the well-being of both staff and students by:

- Continuing to implement the **RULER** social-emotional learning framework throughout the district.
- Supporting educators in using the RULER tools in their classrooms.

4. Indigenous Language and Culture Integration The division planned to continue making Indigenous language and culture a priority by:

- Ensuring school teams find ways to integrate a whole-school approach to Indigenous language, specifically building common phrases in **Wıìlıìdeh Yatı**.
- Continuing to provide cultural resources and support for teachers.

- Launching new pilot projects focused on **Spiral Learning** and **Indigenous Inquiry**.

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 is governed by a District Education Authority (DEA) of seven trustees, who were elected in October 2022. This is a four-year term with the next election scheduled in October 2026. DEA members may choose to run in elections as many times as they wish. There is no limit to the number of years an individual can serve as a School Board Trustee.

The current DEA is made up of the following individuals:

- Tina Schauerte (Chair)
- Susan Waddell (Vice-Chair)
- Steven Voytilla
- Christine Lewandowski
- Gerri Whiteford
- Melanie Williams

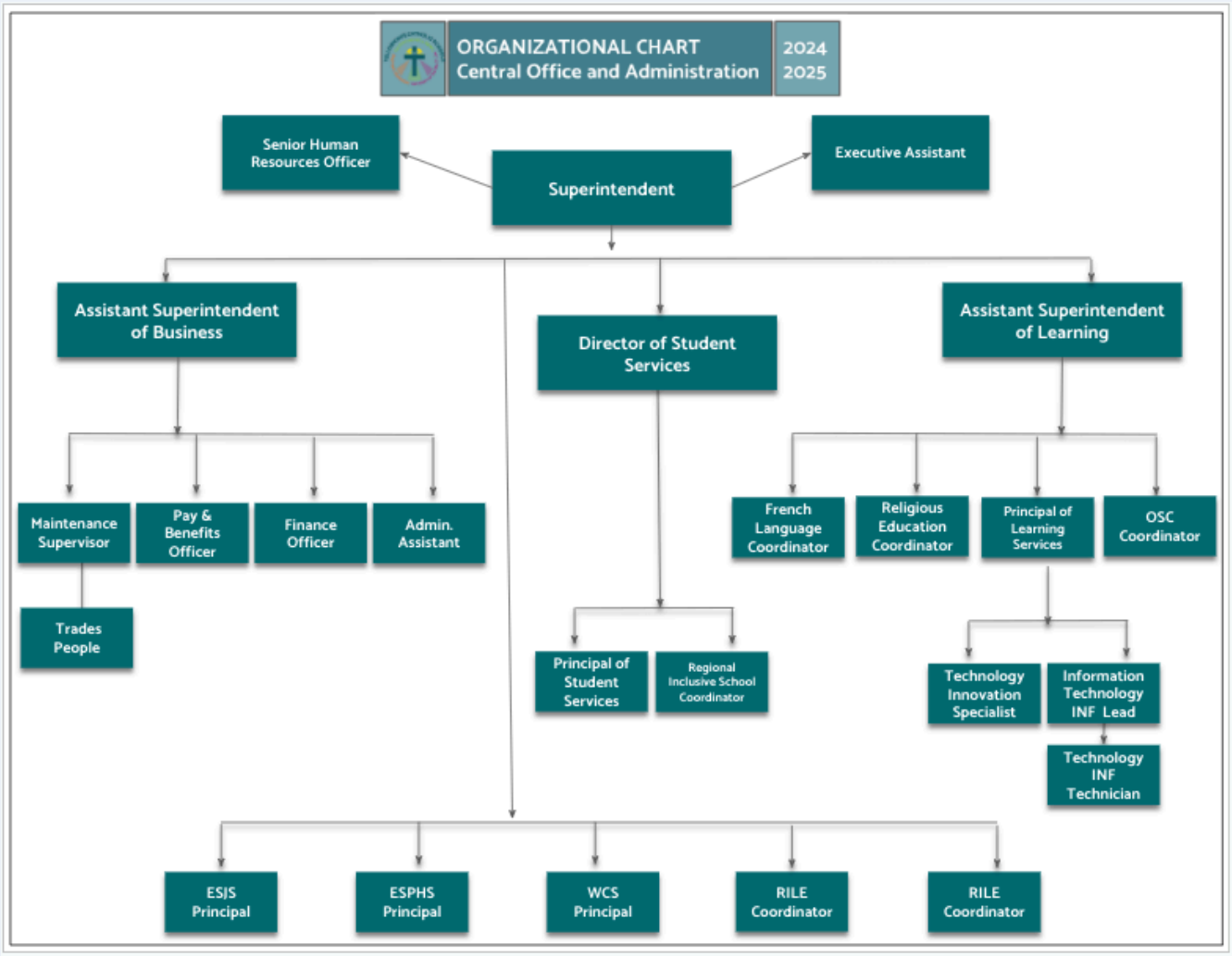
The Superintendent is the only YCS employee under the Board's direction.

The DEA meets once a month for the regularly scheduled public meeting that takes place on the third Wednesday of the month in the evening, except for the March meeting that takes place at noon. The DEA also has monthly lunchtime committee meetings. The standing committees are the Finance and Facilities Committee, Policy Committee, and Committee of the Whole.

The YCS Board of Trustees had a resignation in March of 2024. They are currently in the process of running an Expression of Interest competition to fill the vacancy. If timelines permit the new Trustee will be approved during the June 2024 board meeting and the Trustee will be sworn in during the September board meeting.

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	**Three**	**Total Anticipated Student Headcount**	YCS - 1502 ESJS - 518 WCS - 361 ESPHS - 623

School Name	Community	Grades Offered	Programming Highlights
Ecole St. Joseph (St. Joseph)	Yellowknife	JK-7	French Immersion, Learning Through the Arts, Wılìideh Yatı language instruction, Bilingual JK (French/English), Options, MakerSpace, Literacy Support, Do̜ Edàìzheh
Weledeh Catholic (Weledeh)	Yellowknife	JK-7	Early French Immersion, Bilingual JK(French/English), Wılìideh Yatı language instruction, Literacy Intervention, MakerSpace, Do̜ Edàìzheh
Ecole St. Patrick (St. Patrick)	Yellowknife	8-12	Trades, MakerSpace, Alternative Learning Centre, FLEX, French Immersion, Wılìideh Yatı Language Instruction and culture classes, Do̜ Edàìzheh

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 Catholic Schools (DEA)
Code of Conduct	Safe Schools Plan Territorial Safe Schools
School Attendance	AP #110, December 2021
Safe Schools	AP #308, September 2016 and procedures related to safe schools
Transportation of Students	AP #414 (b/d), February 2022
Conduct of Business	Board Policies #2, September 2022 and #7, June 2023
Records Management	AP #110, December 2021
Student Assessment	AP #210, July 2019 and AP #424 Specialized Assessment, February 2022
Inclusive Schooling	AP #424 (3:4), February 2022 AP #422 (3:10), February 2022 AP #109/110 (4.1a), January 2008, December 2021
Community Senior Secondary Schooling	We do not have a specific procedure. We follow the guidelines in the NWT JK- 12 Handbook, especially sections 5&6, which address high school
Honorarium	Board Policy #7, June 2023
Annual Report	We do not have a specific procedure. We follow the guidelines outlined in the Education Act - Audit (Article 130 -134) and Financial Administration Act - Article 32 *Annual Report*.
Borrowing Money	We do not have a specific procedure. We follow the guidelines outlined in the Education Act - *Borrowing Powers* (Article 137 - 147) and Financial Administration Act - Part 8 - *Borrowing and Debt Management*.

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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	Leading to a collective vision of *Developing Capable People Together,* YCS stakeholders will continue to develop a reiterated version of the three priority areas. Strategic Priority Areas: **Inspiring Thinking**, **Cultivating Well-Being, and Building Relationships** with explicit focus on Academic Integrity, Indigenous Perspectives, and Valuing Diversity. Three goals will be created under each priority to guide the work of district staff, and to ensure that the impact is observable. In addition, there will be an emphasis on updating and integrating supporting documents that detail the observable impact of teaching practices that lead to improved student learning. Finally, Yellowknife Catholic Schools has been committed to integrating the five NWT shared priority areas into this work: 1. Student achievement in Literacy and Numeracy 2. Language and Culture 3. Student & Educator Wellness 4. Personalized and Inclusive Education 5. Key Competencies YCS will strategically align PD, STIP collaborative time, and SSI projects to ensure success in priority areas. **Integration of Priority Areas** Our literacy focus will continue to be on standardizing literacy practices across the district, furthering the work that has been done on the application of universal assessment tools. Dr. Donna Kozak will serve as a facilitator for this work, based on ensuring that collectively developed common beliefs about literacy instruction will be evident in classrooms. Work will continue on the district literacy assessment plan for 2024 - 2025. Staff PD on the use of the tools referenced in the plan will continue virtually and in-person in the fall. Similarly, staff training on Daily 5 will continue in 2024-2025. In response to staff feedback and research on effective PD, YCS administration will revise the process for collaborative teams for 2024 - 2025. This change is designed to more closely align collaborative time with the strategic plan. Generally, collaborative teams will consist of staff from the same grade or subject-specific area, who will then determine their team's focus areas from the three priority areas. One-half day per month will continue to be dedicated to collaborative time, allowing for increased,

	uninterrupted learning time. YCS administrators will continue to implement RULER as a social emotional framework in the district. We will support educators in using this tool within their classrooms and model it through staff meetings. The RULER approach addresses staff and student wellness through a whole school approach. YCS Indigenous Language and Culture programs will continue to be a priority for our schools. School ILE teams are committed to finding ways to integrate a whole school approach to Indigenous Language and build common phrases in Wìlìideh Yatı. The tent frames, key cultural culture camps, resources such as videos, books and kits, and co-planning support for teachers with the RILE Coordinator will continue. This year YCS will have an explicit priority and cohort pilot projects focusing on Spiral Learning and Indigenous Inquiry. This will be supported through facilitators from the Beaufort Delta Divisional Education Council as well as authors and workshop facilitators Linda Kaser and Judy Halbert. YCS will continue to prioritize professional development for curriculum renewal through a scaffolded approach of continuing with the trialing teachers from 2023-2024 and adding and supporting the trialing grade level teachers for 2024-2025. We have a plan to integrate our work using the Observable Impact (OI) model with our collaborative teams, as well as through pull-out in-service support. We see a fusion of the OI model with the New Curriculum as a very effective way to support teachers in identifying challenges, designing strategies and then evaluating their work to make this transition a collaborative effort among grade level colleagues. A key focus of our curriculum renewal efforts will be in the area of assessment. We will be supporting leadership and teacher understanding of competency-based assessment and proficiency scales through in-service support, creation of assessment exemplars and protocols, and learning with Tammy Renyard.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
% of all classroom teachers involved in professional development and collaboration in literacy and numeracy learning	100%	100%	With the implementation of our Math Coach this school year YCS was able to provide support to all teachers.

% of teachers involved in student and educator wellness	100%	100%	
Areas of Strength for the region	YCS demonstrated a strong ability to articulate a **clear and collective vision** ("Developing Capable People Together") which is then broken down into actionable strategic priority areas for the school division: "Inspiring Thinking, Cultivating Well-Being, and Building Relationships." This clarity provides a strong foundation for all initiatives and sets the tone to our students and staff. A significant strength is the **explicit focus on academic integrity, Indigenous perspectives, and valuing diversity** within these priorities. This shows a commitment to not just academic achievement but also holistic development and cultural responsiveness. YCS focused our efforts on implementing a goal-orientated and measurable approach to student achievement and wellbeing. The plan emphasized the creation of **three observable goals under each priority area**, ensuring that the work of district staff is guided and its impact can be measured. This focus on observability is crucial for accountability and continuous improvement. YCS excels in its commitment to **integrating various initiatives and frameworks**. This is evident in: ● **Integration of NWT Shared Priority Areas:** The script clearly states a commitment to incorporating the five NWT shared priorities (Literacy and Numeracy, Language and Culture, Student & Educator Wellness, Personalized and Inclusive Education, Key Competencies) into their work. This ensures alignment with broader territorial educational goals. ● **Strategic Alignment of Resources:** YCS plans to strategically align Professional Development (PD), STIP collaborative time, and SSI projects to ensure success in priority areas. This demonstrates an efficient use of resources and time. ● **Collaborative Team Revisions:** The revision of collaborative team processes to align more closely with the strategic plan, focusing on grade or subject-specific teams with dedicated, uninterrupted learning time, is a significant strength. It fosters targeted professional growth and shared ownership. ● **Whole-School Approach:** The implementation of RULER as a social-emotional framework and the continued prioritization of Indigenous Language and Culture programs through a "whole school		

	approach" show a commitment to systemic change rather than isolated initiatives. YCS support for structured professional development highlights a robust approach to professional development (PD), which is a critical strength: ● **Standardizing Literacy Practices:** The continued focus on standardizing literacy practices across the district, including the application of universal assessment tools and the involvement of a facilitator (Dr. Donna Kozak), indicates a systematic effort to improve literacy outcomes. ● **Ongoing Training:** The plan for continued virtual and in-person staff PD on assessment tools and Daily 5 shows a commitment to ongoing learning and skill development for educators. ● **Scaffolded Curriculum Renewal:** The "scaffolded approach" to curriculum renewal, involving trialing teachers and integrating the Observable Impact (OI) model with collaborative teams, provides a structured and supportive framework for teachers to adapt to new curricula. ● **Focus on Assessment:** A key focus on competency-based assessment and proficiency scales, supported by in-service training, creation of exemplars, and collaboration with experts like Tammy Renyard, demonstrates a forward-thinking approach to evaluating student learning. ● **Expert Facilitators:** The use of external facilitators (Dr. Donna Kozak, Beaufort Delta Divisional Education Council, Linda Kaser, Judy Halbert, Tammy Renyard) for various initiatives brings in specialized expertise and different perspectives, enriching the learning experience for staff. The revision of collaborative team processes "in response to staff feedback and research on effective PD" demonstrated our commitment to evidence-based decision-making and valued the input of our educators and educational staff. This adaptability strengthens the overall plan.
Areas for Development for the region	A potential area for development lies in further articulating the specific metrics and timelines for achieving the "observable impact". While the commitment to creating three goals under each priority area is strong, the process could benefit from examples or a framework detailing *how* this observability will be measured in future years. For instance, what specific data points will be collected to demonstrate improved student learning or enhanced well-being? Without this explicit detail, the risk exists that "observable impact" might be interpreted broadly,

	potentially leading to inconsistencies in evaluation across different teams or initiatives. Another area for potential development could be detailing strategies for sustaining long-term engagement and institutionalizing the changes. The script outlines excellent initial steps for various programs and professional development. However, for initiatives like the RULER framework, Indigenous Language and Culture programs, and curriculum renewal, it would be beneficial to consider how their success will be maintained beyond the initial implementation phases. This will involve outlining plans for ongoing funding support, dedicated personnel, and/or strategies for integrating new staff into these established practices, ensuring the initiatives become deeply embedded within the school culture rather than remaining as distinct projects.
Additional Comments for the region	Due to budget constraints YCS was not able to fund the District Math Coach position for the next school year. YCS plans to provide district support for schools through the schools' Numeracy teacher (or) Math Department Head positions and through webinar opportunities offered in alignment with District Approved Resources as ongoing training.

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	**School Impact Plans** are developed and aligned with regional and departmental priorities. The approach is as follows: • School leadership teams in conjunction with their staff will create School Impact Plans (SIP) to measure evidence of priorities • Final plans will be submitted to Superintendent by October 15th • School Impact Plans will reflect YCS District priorities as well as NT Shared Priorities • School Impact Plans will be reported to the Superintendent in June of 2025. **School Reviews** are completed annually with each site completed on a four-year cycle. This is a comprehensive process completed by a review team with an external facilitator. It includes a review of the NT shared priorities as well as YCS's strategic priorities. In addition, the school review examines school culture, community partnerships, school environment, and staff, student, and parent satisfaction.

Areas of Strength for the region	The YCS school division demonstrates several areas of strength in its planning and review processes. A key strength lies in its commitment to structured and aligned planning, as evidenced by the development of School Impact Plans (SIPs). These plans, created collaboratively by school leadership teams and staff, ensure that local initiatives are directly tied to both YCS District priorities and broader NT Shared Priorities. This alignment fosters a cohesive educational vision across the division. Furthermore, the robust annual School Review process, which operates on a four-year cycle for each site and involves an external facilitator, highlights a dedication to comprehensive evaluation. This process goes beyond academic priorities to critically examine crucial aspects like school culture, community partnerships, school environment, and stakeholder satisfaction (staff, students, and parents), providing a holistic view of each school's performance and areas for growth.
Areas for Development for the region	While we have demonstrated significant strengths in this area for the YCS school division, we acknowledge our desire to develop further. Potential areas for development are in the areas of transparency and explicit actionability following reviews.

	Here are the potential areas for development: ● **Frequency and Specificity of School Impact Plan (SIP) Reporting:** While a final report is important, a lack of more frequent or detailed progress reporting throughout the year could limit timely interventions or adjustments. Development could involve: ○ **Public accessibility of SIPs and reports:** Although School Impact Plans (SIPs) are submitted to the Superintendent, expanding access to these plans and their progress reports across the broader school community—including parents, students, and staff—can strengthen transparency and foster greater engagement. To support this goal, YCS created the *Collage of Impact Videos*, which translates SIPs into engaging, accessible video content for families and stakeholders. In addition, each school presents its SIP review at a scheduled YCS Board meeting, offering a forum for meaningful dialogue between the Board Trustees, school-based leadership, and interested members of the YCS community. ● **Strengthening the Link Between School Reviews and Actionable Outcomes:** YCS conducts comprehensive annual School Reviews that examine multiple dimensions of school performance, including culture and stakeholder satisfaction. However, the current process does not clearly articulate how review findings are translated into specific, mandatory actions or integrated into school improvement plans. To enhance the impact of these reviews, opportunities for development include: ● **Systematic sharing of best practices:** While strengths and areas for growth are identified, there is no formal mechanism to ensure that effective practices are shared and scaled across schools within the division. By addressing these areas, YCS can further strengthen its planning and review processes—making them more dynamic, transparent, and results-driven—while promoting continuous improvement across all schools.
Additional Comments for the region	YCS developed the *Collage of Impact* videos to present School Impact Plan highlights in a clear, engaging visual format—helping stakeholders stay informed and inspired by each school's progress.

C. Staff Evaluations

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

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

Regional approach to the completion of **Staff Evaluations.**	Teaching and administrative staff are evaluated every five years, as per the collective agreement. Teachers are evaluated by the school administration. YCS's *Professional Impact Plan* is based on the priorities of the district using a collaborative approach between the staff member and the administration, as well as a process of reflection on growth. Staff are required to identify their growth areas and connect them to their *Personal Impact Plans.* Throughout the process, discussions take place between the teacher and evaluator. At the end of the process, the teacher provides their presentation of impact. There is also a professional standards expectation domain. Completed *Professional Impact Plans* are provided to the Superintendent for review and staff records.

Areas of Strength for the region	YCS's staff evaluation: ● **Collaborative Approach to Professional Impact Plans:** A significant strength is that the Professional Impact Plan (PIP) is developed using a collaborative approach between the staff member and the administration. This shared ownership leads to more relevant and effective growth goals. ● **Alignment with District Priorities:** The PIPs are based on the priorities of the district, ensuring that individual staff growth aligns with the broader goals and strategic direction of YCS. ● **Emphasis on Reflection and Self-Identification of Growth:** Staff are required to identify their growth areas and connect them to their Personal Impact Plans, and the process includes a process of reflection on growth. This promotes self-awareness and personal investment in professional development. ● **Ongoing Dialogue and Discussion:** Throughout the process, discussions take place between the teacher and evaluator. This indicates continuous communication and feedback, rather than just a one-time assessment.

	• **Staff Presentation of Impact:** The requirement for the teacher to provide their presentation of impact at the end of the process empowers staff to articulate their growth and achievements, fostering a sense of accomplishment and accountability. • **Professional Standards Expectation Domain:** The existence of a professional standards expectation domain suggests a clear framework and criteria against which staff performance and growth are measured, contributing to consistency and fairness in evaluations.
Areas for Development for the region	We are piloting the GNWT's Draft Competency-Based Educator Standards and Educator Growth and Development Framework out of a desire to have one agreed upon Teacher Quality Standard within the Northwest Territories.
Additional Comments for the region.	Staff have expressed a need for clear frameworks to navigate the complexities of inclusive classrooms. There is a strong commitment to tiering supports—not students—while working collaboratively with colleagues and paraprofessionals to address both academic and social-emotional needs. In response, YCS has launched a division-wide initiative to implement a *Collaborative Response* model, empowering teams to work together effectively to support the success of every student.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	31	16	Variance reflects the number of staff who were required to be evaluated during the reporting period, as outlined in the NWTTA Collective Agreement.
Number of principals and assistant principals formally evaluated in the school year.	1	1	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	1		The long serving Associate of Teaching and Learning retired
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	YCS Central Office continues to support school-based administrators with performance evaluations, leveraging specialized roles to streamline the process and provide valuable expertise, particularly for teachers and PSTs.		
Areas for Development for the region	YCS has introduced new onboarding opportunities for educators, including a structured orientation prior to the		

	start of the school year. In addition, work is underway to develop consistent internal processes for the Teacher Induction and Mentorship Program, in alignment with the YCS Collective Agreements. This work has become especially important as the ECE funding structures for release time and past mentorship allowances have shifted. This area of development is being carried out in collaboration with teaching and administrative staff and is designed to provide both mentors and mentees with voice and agency in shaping a meaningful program. The goal is to ensure the mentorship supports are relevant, responsive, and sustained, ultimately contributing to teacher growth and success.
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 2024-2025 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.	YCS is committed to its role in the need for ongoing staff development regarding Indigenous languages and culture, inclusive schooling, and student centered learning, including competency-based instructional strategies. Once again, staff training will be built on the previous years' work and will reflect the goals and beliefs articulated in our new 2024 - 2028 Strategic Plan. The overall goal is to provide teachers with the tools and opportunities needed to have the most significant impact on student learning. Collaborative team time and support from Cale Birk, as facilitator, will serve to keep this work focused.

	Building on the relationship with Dr. Donna Kozak and Carole Fullerton, math expert, both from BC, staff will continue to receive professional development on literacy and numeracy instruction. In addition, Tammy Renyard, District Principal from BC, will work with our staff on Assessment and Student Centred Learning Strategies throughout the year, both virtually and in person. Given that all three facilitators will be from BC, there will be natural links made between the work they are doing with our staff and the Know-Do-Understand model. In addition, we will be running a Spirals of Inquiry cohort with Judy Halber and Linda Kazen to support the indigenization and equity in leading through spirals of inquiry. New YCS staff will also participate in in-house training on YCS technology platforms, Indigenizing Education, the new Curriculum for trialing teachers, and the Daily 5 practices. We will also participate as a district in the ECE mandated New Curriculum 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	The YCS demonstrates several areas of strength in its approach to professional development. A significant strength is the **commitment to ongoing, sustained staff training** that builds on prior years' work and is directly aligned with the new 2024-2028 Strategic Plan. This shows a long-term, strategic vision for professional growth rather than a one-off training model. The region also showcases a strong dedication to a **diverse range of priority areas**, including Indigenous languages and culture, inclusive schooling, and student-centered learning. Furthermore, YCS leverages a **network of high-caliber, external expertise**, with a strong emphasis on experienced professionals from British Columbia like Dr. Donna Kozak, Carole Fullerton, and Tammy Renyard. The intentional selection of these facilitators creates "natural links" between their work and the "Know-Do-Understand" model, ensuring a cohesive and well-supported learning experience for staff. The inclusion of a Spirals of Inquiry cohort, facilitated by experts like Judy Halber and Linda Kazen, further highlights a proactive approach to supporting Indigenization and equity. Finally,		

	the region ensures a strong foundation for its new staff members through dedicated "in-house training" on essential topics, including technology and Indigenizing Education, while also participating in mandated ECE training for the new curriculum.
Areas for Development for the region	These are some areas for development for the YCS professional development program: ● **Limited Diversity of External Expertise:** All three facilitators are from British Columbia, aligning naturally with the Know-Do-Understand model. However, relying exclusively on experts from one jurisdiction may restrict exposure to diverse educational philosophies and innovations. Expanding the pool of facilitators to include voices from other regions could enrich the program with broader perspectives. ● **Overwhelming Training Load for New Staff:** New staff face numerous training topics—covering YCS technology platforms, Indigenizing Education, the new Curriculum for trial teachers, and Daily 5 practices. While essential, delivering this extensive content alongside district-wide professional development risks overwhelming new teachers, potentially diluting learning depth. A phased or staggered training approach is recommended to enhance effectiveness. ● **Potential Disconnect Between External Facilitators and Local Context:** External facilitators offer valuable expertise but may lack full awareness of the unique cultural and environmental challenges in the Northwest Territories. To address this, YCS will implement strategies such as co-facilitation with local educators and dedicated time to adapt content to the specific realities of YCS schools.

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 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.

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)*
0.5	1.5	2.0	YCS does not have a Literacy Coordinator. Our Assistant Superintendent of Learning is responsible for this area. The literacy coordinator funding is used to support .5 of two teaching positions. One position at ESJS and one position at WCS. In addition, funding has been renewed for two years through Jordan's Principle 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 students requiring intervention support and to assist/coach classroom teachers in further developing skills in this area.	2.0	

** 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.

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.	YCS recognizes the negative impact of food insecurity on student learning. All three schools have well-established food programs to ensure that no student is impacted by food insecurity issues. Although these programs are designed to support an identified population, no child in need is turned away. YCS has a healthy food policy that meets the standards of Canada's Food Guide. All three YCS schools supplement the Healthy Food for Learning funding with other grants(ie: Drop the Pop) and local partnerships (PC Children's Charity, Food Rescue, Food First).

Areas of Strength for the region	All YCS schools offer well-established, stigma-free food programs that ensure equitable access to nutritious foods for all students, aligned with Canada's Food Guide and universal access principles. Additionally, YCS schools also host cultural food celebrations that highlight Indigenous traditions and strengthen community connections.
Areas for Development for the region	While the YCS Healthy Food Initiatives are well-integrated and seemingly responsive at the school level, there is potential to strengthen regional coordination and data collection to better assess student outcomes and food program impact. Developing a unified reporting mechanism could support continuous improvement and guide future funding decisions.
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)*
St. Joseph	Snack Family Cultural Events	450 300	Everyone welcome Everyone welcome	
Weledeh	Snack Family Cultural Events	200 200	Everyone welcome Everyone welcome	
St. Patrick	Snack Concession	350 500	Everyone welcome Everyone welcome	

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

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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
St. Joseph	French	Immersion	K-7	Y	
St. Joseph	French	Core French	1-7	Y	
St. Joseph	Wılı̀ideh Yatı	Core	JK-3	Y	
Weledeh	French	Immersion	K-3	Y	
Weledeh	French	Core French	1-7	Y	
Weledeh	Wılı̀ideh Yatı	Core	JK-7	Y	

**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. SSI proposals are provided to the Department and the Northwest Territories Teachers' Association (NWTTA) for approvals in May of the previous school year (as per the SSI Handbook).

The following tables detail the SSI Project proposal summary including regional performance indicators and targets (**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. Under the proposal summary, indicate whether this is a continuation of previous year's SSI project.

Name of SSI Project	Literacy & Numeracy Essentials, Empowering Courageous Leadership and Student Wellness

SSI Project Proposal Summary	YCS will conduct three SSI projects: Literacy Essentials, Numeracy Rich Tasks, and Courageous Leadership. Each project is connected to an NWT priority area and also supports the work outlined in our strategic plan. These projects will build on the growth from previous years, and will have new goals.

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%	100%	
Standardized Literacy Assessment Tools	100%	100%	
Revise Current Literacy Plan	100%	100%	
Increase Teacher and Program Support for Literacy	100%	100%	
Data Driven Instruction	100%	100%	
Develop Rich Tasks	100%	100%	
Increase Teacher Expertise	100%	100%	
Professional Learning in Leadership and Observable Impact	100%	100%	
Increase Administrator and	100%	100%	

Teacher Support of Strategic Plan			
Areas of Strength	We were able to provide meaningful professional development opportunities for our educational staff through our SSI projects on literacy, Numeracy, SEL, and curriculum adaptation. We invested in experts familiar with the BC Curriculum and aware of Northwest Territories Adapted Curriculum. These facilitators supported our progress with adopting the new curriculum.		
Areas for Development	We need to continue to support teachers in the area of unit and lesson creation that follows the new pedagogy of the BC Curriculum and continue to support our teachers with their assessment practices.		
Additional Comments	We will continue to work with educators from BC and the Yukon to support our staff in their understanding and their transitioning from the Alberta Curriculum to the BC Curriculum. Furthermore, we will focus our collective efforts to ensure teachers understand the shift away from a content focus to key competencies in literacy and numeracy.		

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.00	3.00	YCS has increased the PY to support Inclusive Schooling to include a Director of Student Services, a Principal of Student Services and a Regional Inclusive Schooling Coordinator.	2.00	Did not hire an additional RISC.

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

B. Program Support Teachers

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Details on Split PST roles**	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
St. Joseph	9.48	4.0	(3.58 - ECE) School pays 0.42 We are in need of more support		4	
Weledeh		3.0	(2.5 - ECE) District pays .5		3	
St. Patrick		3.5	(3.4 - ECE) School pays .1		2.8	PST move into Assistant Principal role
TOTAL	9.48	10.0	10.5		9.8	The ESPH PST who was .8 worked extra days over the year to help address the demands.

C. Support Assistants

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*
St. Joseph	21.39	9		10
Weledeh		8		8
St. Patrick		4		4

TOTAL	21.39	21	YCS holds less than full-time allocations (.39) back to address any incoming needs in the fall.	.39 and top up was used for a student who requires 2 CAs due to safety.

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)*
$ 60,962	$60,962		$44,252	This amount includes individual PD but not contracted services for PD which is detailed below.

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?**
Building on Pyramid of Supports Planning and Revising Safety Training	Leadership and SBST	Director / Principal RISC	Late September/October Schools / District	Yes Yes	
• Classroom	Classroom	Director/	Thursday PM	Yes to all	

Assistant Orientations • YCS Standards for Care, • Visuals • Safety for All • Gradual Release for Independence • Social Inclusion/Not Exclusion • How to write Transition Plans	Assistants (CA) PSTS Teachers	Principal RISC/ Specialists	Schedule When required Schools District	bullets	
• YCS Personal Care Procedures • Standards & Safety	PSTs/CAs	RISC/SSC	As Required	Yes	
• Autism Programming	Staff	Robyn Combres	October January May Onsite / Online Schools	Yes	
• Trauma Informed Practices • Wellness Plans	Staff	District Modules, PSTs (Wellness Plans) Contractor (TBA)	All Year Schools	Yes	
• Inclusive Schooling • Role of Admin	Admin Teams	Director RISC	October District	Yes	
• IS Roles & Responsibilities Deep Dive • District PD Day	All Staff	District Student Service Team Principals KeyNote Speaker	Schools Throughout year Nov 1	No	We decided to go with Staff Wellness and Self Care and Trauma.

● Hearing Loss	Selected Staff	Barb Neufeld	Schools When needed (Oct/Nov)	No	Was not a priority in Oct/Nov.
● Educational Programming (Curriculum) for Children with Down Syndrome ● SLP/OT	ESJS/WCS	PREP Calgary Specialists	4 Visits Onsite Sept November April/May Online 20 minutes/ 10 months Schools	Yes	
● Executive Functioning Instructional Strategies	Selected Staff PSTs	Merril Dean Dyslexia Sonderly courses (Alta Specialist: still sourcing)	November February District	Yes	
● UDL /Environmental Design ● According to Disabilities	SBST / Specific Teachers/ CAs teams	Director/ SSC/PSTs	Fall, Late Winter Schools	Yes	
● IEP ● Assessment ● Evidence/ Reporting	PST/Teacher Teams	ECE RISC	Terms 1,2,3 District	Yes No	
● Small Group Instructional and SEL Intervention Techniques	Classroom Assistant/ teacher teams	Student Services Team/PSTs	October February Schools	Yes	
● Wellness SNAPSHOT Plans	PSTS Student Service Team	Director	District	Yes, not with the PSTs with the Wellness Mentors	We moved Wellness Plans from the PST role to the Wellness Mentor role.
● Assistive Technology	Staff	RISC/YCS SLP	Nov/Feb Schools	Yes	

• TouchChat • Consistency of Practice		Ascend			
• Work Experience	HS PST/ CAs/ Teachers	RISC / Yellowknife Community Living	Thursday afternoon	No	We decided to focus on creating tools and school-employee procedures for the High School PSTs first with the support of one high school AP before we move more deeply in this area.

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** *($)*
Robyn Combres	Autism/Behaviour Programming 10 days/year in person plus online support	Not Available	WCS, ESJS All 3 Schools	Nov 4-8 March 3-7	34,000
Barb Neufeld	Hearing Loss Programming	Not Available	No	None	No

Tammy Reyand	PST/teacher Cohort Lesson Study Strengthening the PST/teacher team	Not Available	All 3 School	Oct. 31 Jan. 15 Feb. 17,18 April 7 30 minute cohort time June 9th	17,000
Ascend Rehab Services Alberta	15 days/year in person 2x/week Online Assessments Consultation	Jordan's Principle funding and increased caseload	WCS- ESJS All 3 Schools All 3 Schools	Oct. 21-25 Feb. 24-28 April 28- May 2	80,000
DEPC Assessments	Educational Psych Assessments Workshops and Training	Local	All 3 Schools Consult	Nov. 18-22 Jan. 27-31 April 14-16 April 22-23	33,000
BC/Yukon Consultants	IS Programming and Competencies Based Education	Not Available			
Prep Alberta	Down Syndrome Educational Programming and assessment 3x/year	Not Available	Weledeh/ESJS	Dec. 9-12 Feb.12-14 May 20-22 Reading/ speech online	13,000
Renfrew Educational Services Calgary	Low Incidence Disabilities CP	Not Available	Was not needed	Was not needed	Was not needed

** 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, 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)*
$83,802	**81, 500**	30 Ipads Covers	27 Individual Students 3 PSTs	16,000	
		4 Chrome books w coverage	Students	3,000	
		RWG Liscene		2500	
		Q Interactive	PSTs	2,000 8,000	
		Courses online Diabetes Phone	Staff Student	600.00	
		A Curriculum Apps	Students/Staff Students	30,000 1,200	
		Soundfields + Enchanement	Classrooms	17,000 +2200	
				81, 500	

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 actual funding spent on Healing and Counselling throughout the region.

	Actual *($)*	**Purpose** *(materials, positions, contracts, etc.)*	**User Group Type** *(# of classrooms / individual student/ etc.)*	**Total** *($)*

$79,708	$0			$0

G. School Based Mental Health and Wellness

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report

Community/ School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
St. Joseph	$491,515	127,000	$125,034	Benefits less	1 SBMHW Provider	
Weledeh		127,000	$133,418	Higher on paygrid	1 SBMHW Provider	
St. Patrick		263,000	$228,556	Wages were less	2 SBMHW Provider	
TOTAL	$491,515	$517,000	$487,008			

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES

Staff: 3 Student Wellness Mentors, 1 School Based Counsellor (SBC)
1 Contractor for Case Supervision for the SBC

What specific mental health programs or services did your region implement to meet the mental health needs of youth? YCS does a range of activities that focus on promotion and prevention of mental health and wellness. This is tied to the Capable Person on *" being, understanding , doing and becoming" . .* The Wellness team works with the SBST/staff team to facilitate a range of events and learning opportunities. Wellness mentors offer and work with teachers to do classroom supplementation to curriculum themes or if there are social emotional challenges for a group of students. EPSH Wellness Mentor went into the classroom 2-3 times a week as an example. Some mentors offered after school programs which were staggered over the year and based on different themes.

Activities are aligned with Safe and Caring Schools, Indigenous Education and Active Living and Health Curriculum, 4th R, Catholic Faith Values, Social Justice , Bush Kids and volunteerism in the community. We weave and normalize mental health literacy especially based on our EDI and MDI data. Teachers access "Ruler" which has a resource bank on social emotional learning for the classroom. We currently use RULER, however it has limits and is being reviewed as whether this meets the needs. We use story/literature books that deal with emotions, peer relations and personal identity uniqueness to provide content for children. What we do separate out would be Mental Health Week. In terms of services- we offer a range of groups based on referrals and SBST students who need specific group work. We refer services like assessment and clinical counselling to the appropriate community organizations/specialists. There are limited services to access and our current budget does limit us. We have just purchased the OPEN PARACHUTE platform and resources that deals with students in grade 6-12 on mental health issues such as depression and anxiety.

Challenges: YCS has had financial challenges to purchase curriculum programs and community services. We are also still working on supporting our wellness mentors in understanding their role and capacity to fulfill for some schools has proven to be an issue. We appreciate the different learning opportunities between Health and Social Services and the online SOP training by ECE. RULER, due to implementation issues, has not translated as hoped. On the Student Services side we have purchased Open Parachute as a specific intervention series for youth in Grades 6-12 and will pilot this platform.

Programs: PEERS, Be Good People Curriculum Program, RULER, Rainbows Canada

Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc. Wellness Mentor JD

Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW programs and services.

Successes: Small Group Work: ESJ Girls on Fire Yoga, ESPH Boys Group Food for Self and Others, ESPH Check In Room Program, My Family Identity, Journal Writing, Cultural Day, Wellness Fair, Mental Health Week in all 3 schools. Classroom Wide Lessons: Anxiety, Mental Health, Healthy Relationship, Kindness, Friendship, Circle work, Lunch club and Wellness Plans.

District: Working with an Elder to have input and ensure holistic lens on YCS's Mental Health Framework . Ongoing

Staff: PD on Staff Wellness, Trauma Informed Practices, Trauma and Students with Disabilities, Anxiety, Challenging Behaviour, Wellness Plans, and Social Emotional Learning.

H. Alignment of Student Supports

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

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs 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.	PSTs and admin ensure that all teachers have access to Special Programs in August. Those who don't have access are shared with the RISC who gets them online. SSPs and IEPs are shared with staff before school starts. 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. Replacement goals are created for modified and IEP plans by the teachers, with the support of PSTs and Literacy Support. Admin, PSTs, Lit Support, Math Coach - all participate in class activities and coaching to see when supports are not aligned with goals. 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 to align and facilitate the coordination of support and instructional design. The RISC will conduct 3 district-wide audits of SSP/IEP in Special Programs, as well as random audits with feedback to each school over the year. 2024-2025 focus: preferred names, PowerSchool verses Special Programs contact, proper staff listing on SSP/IEP. The YCS PST Team and District Student Services Team (DSST) worked on standardizing and outlining, in detail, the specific areas of the SSP writing process to assist PSTs and teachers in completing SSPs with accuracy. All schools in the 2024-2025 year will work on and ensure all student information is relayed with the agreed-upon standards, language and details required. The areas streamlined in language and content are a) statement of purpose b) outcomes c) strategies d) medical info. The NT IEP requires more gathering of classroom information which impacts PST/ DSST time management. The DSST has worked with PSTs outlining the schedule of IEP development and sign off.

	Review of time management will be done over the course of the year. Teachers, PSTs and principals are expected to follow the YCS revised processes and timelines. DSST will work with Admin teams to update them on changes and procedures to ensure accountability and accuracy is realized. **The YCS PSTs team in district meetings will focus on deepening 3 areas of SSP alignment:** 1) UDL and trauma informed accommodations on SSPs/IEPs, 2) Wellness Plans, tightening the high school process for teachers and administrators, and 3) Peer inclusion The RISC position is designed to support PSTS with: case loads, follow through SSP/IEP implementation processes, gathering assessment data , and information sharing. Some YCS classes that are heavily weighted with a wide range of student profiles (SSPS and IEPs) combined with very large class sizes will be provided more planning time with PSTs and DSST. SBSTs will work with the Principal RISC on processes throughout the school year to provide systematic and proactive support to those classrooms. YCS will continue to implement the NT IEP. The DSST will monitor the success rate in the implementation process and adjust support for implementation challenges and gaps. Specialists will be coordinated throughout the year to support staff with instructional strategies for effective UDL/IEP/SSP programming This year's plan is to target recommendations which ensure sustainability of the said support by utilizing data collection, impact to learning statements and scaffolding next steps. Each YCS's school's pathways of SSP/IEP identification and placement of students on individualized programming at the JK/K and high school students **are becoming** increasingly challenging and time consuming. The ECE Transition School Placement Process for parents and staff will require scheduled check-ins of completion and family involvement by the RISC/Director. The Director will be conducting research and practices on how to best support the staff in navigating these challenges with all stakeholders, to ensure all educational goal setting is relevant and done so with confidence and efficiency. This is a priority for YCS Superintendent and Director for 2024-2025.

Areas of Strength for the region	Led by Tammy Reynard, teachers and PSTs engaged in three all day dedicated sessions to design learning activities tailored to meet the diverse needs of all students. These sessions facilitated a unique opportunity for teachers across different grade levels and classroom profiles to observe and learn from one another, fostering a rich environment for shared pedagogical understanding. This collaborative approach not only enhanced instructional design but also deepened the understanding of the revised Northwest Territories Individual

	Education Plan (NT IEP) and Universal Design for Learning (UDL) strategies. Teachers reported marked improvements in student engagement, underscoring the critical link between dedicated planning time, collaborative sharing, and effective instructional design. The increased collegial collaboration and observations also significantly boosted teacher efficacy. YCS also prioritized equipping K-7 teachers with a more robust trauma-informed lens. This initiative aimed to broaden teachers' toolboxes, enabling them to better understand and respond to the unique needs of students who may have experienced trauma. A significant achievement this year was the successful district-level collaboration between PSTs and teachers. This focused effort allowed both groups to work jointly on key and sub-competencies, as well as other vital aspects of the IEP. This collaborative process greatly enhanced both teachers' and PSTs' understanding of the IEP, leading to more effective implementation. The YCS NT IEP/Capable Person's report card continues to be a point of pride, receiving positive feedback from parents, staff, and students alike for its comprehensive celebration of student learning and growth. YCS remains dedicated to fostering a collaborative and supportive learning environment that empowers educators and ensures all students thrive.
Areas for Development for the region	While YCS processes and tools of the CBIEP for YCS PSTs facilitation is excellent and continues to be further established, more time to bring teachers and PSTs to the district table to ensure confidence and application is required. There are challenges and realities to this need. It is clear teachers need more exploration on the adapted NT curriculum, key competencies and implement the IEP. A district wide deep dive audit was conducted on 9 SSPs to help gain insight on the quality and accuracy of SSPs. The Director of SS conducted a 2 day process of selecting a range of SSPs from each school and gave feedback on strengths, corrections and areas of growth. This was well received by the principals and PSTs and next year IEPs will be selected next year. Quality control, high expectations and authentic programming in the SSP/IEP procedures/program types is key to equity and accessibility.
Additional Comments for the region.	There has been much discussion between the DSST, Admin and SBST staff with respect to the amount of work, effort, skill, accuracy and translation of SSPs and IEPs required for the classroom level. Staff accountability, ownership and motivation is challenging due to time, teacher experience, classroom needs and systematic challenges. The increasing challenges of programming is overwhelming to PSTs and teachers. YCS looks forward to the ECE working group on modified programming and the decisions needed on all levels as the adapted curriculum rolls out. Realignment and realization of what kind of documentation is necessary for students continues to be a challenge. YCS current practices of SSP programming for students is an ongoing discussion and concern of time management, effectiveness and outcomes for students.

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 a district our principals and Director/RISC ensure that our SBSTs are accessible to all staff to support diverse learners and social/emotional needs. The District Student Services Team (DSST) will continue to help train and coach staff on the working relationship required between teacher and assistants when facilitating learning for all students. This continues to be the priority and focus for DSST: to assist in finding informal and formal ways to support teachers in understanding their leadership in using flexible strategies. A range of PD is scheduled for 2024-2025. The YCS Pyramid of Supports guides all staff in understanding tiered levels of instructional strategies and support for different learners. The Pyramid is the second pillar to YCS's new Trauma Informed Framework. Work will continue in 2024-2025 to help staff support all students from a trauma informed lens. Common essential instructional practices at each tier level will be reviewed. Each SBST will use the anchor tool with school staff. Principals are required to promote the Pyramid with teachers. The DSST will support the PSTS and SBSTs to ensure they are using the anchor tool to help them in their daily work, to prioritize and match responses to struggling and/or advanced learners. Principals work with the RISC /PSTS in supporting teachers by coordinating planning time for staff for SSP, IEP and social emotional planning. The RISC will meet with principals to discuss ways to specifically support new teachers and create an action plan together to meet teachers' needs to implement effective instruction strategies. Assistive technology strategies will continue to be offered, promoted and outlined as important flexible tools for learning. Principals will support the RISC/PSTs/Staff by committing to inservice that will take place in the classroom, during PD sessions and when scheduling individualized training sessions are required for specific staff.

Areas of Strength for the region	As a Student Support team we're dedicated to fostering a collaborative mindset and pedagogy in instructional design. This year, our focus has been on integrating Social Emotional Learning (SEL) into all aspects of our professional development and view it as a component to understand all forms of emotions and behaviours. Our District Support Team (DSST) actively demonstrated CASEL's SEL strategies and motivators throughout their training sessions. Specifically, we modeled three key strategies: ● Inclusive Opening: Creating a welcoming and engaging start to all sessions. ● Engaging in the Work: Facilitating active participation and deeper learning. ● Closing Questioning: Encouraging reflection and consolidation of learning. The DSST team also worked closely with school administrators, PSTs, and staff to emphasize the importance of reflecting on their own SEL competencies. This ensures a holistic approach to emotional intelligence and well-being within our district. YCS is committed to providing a comprehensive training plan for our Classroom Assistants. This year's cohorts addressed a range of complex needs, including: ● Autism ● Executive Functioning ● High/Low Assistive Technology ● Mental Health/Trauma ● Self-Regulation Each CA cohort was required to submit reflections demonstrating how they are applying their new learning in their daily practice, ensuring direct impact on students. Despite the challenges of Assistants, we believe our training model and investment of time to create it is a continued strength.
Areas for Development for the region	We're exploring the strategies known as Learning Sequence to empower students with diverse comprehension strategies. This means students are actively engaged in: ● Before, During, and After Reading: Utilizing a variety of strategies to guide inquiry and deepen their understanding of texts (reading, listening, and viewing). ● Applying Thinking Skills: Employing various cognitive processes to extract meaning from different texts.

	● Making Connections: Connecting personal experiences and prior knowledge to texts, fostering a deeper understanding of themselves, their community, and the world. To support these strategies, we're using SmartLearning Coach cards to help teachers and students integrate these "root strategies" and ensure all students can access the curriculum. We're also establishing thinking tools to help selected teachers cultivate higher levels of thinking and achievement in their classrooms. Our Student Services K-2 Language and Literacy plan will continue next year with a strong emphasis on universal classroom strategies. This includes: ● Collaborative Language Development: YCS Speech-Language Pathologist will work directly with K-2 teachers to implement effective language development strategies. ● Quick Screeners for K Teachers: Kindergarten teachers will learn to use quick screeners to align language strategies with individual student needs. ● Classroom-Wide AAC Integration: We're implementing classroom-wide Augmentative and Alternative Communication (AAC) devices to support language and learning, promoting peer inclusion. ● SLPA Modeling: Speech-Language Pathology Assistants (SLPAs) are modeling AAC communication during circle time and story time, ensuring all students learn AAC symbols for improved language comprehension and peer inclusion.
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.	YCS's District Student Services Team (DSST) updated the revised standardized team referral form for 2024-2025. All schools will continue to promote teacher participation in referring students to the team, especially for our specialty teachers. YCS Director will continue to reinforce with principals, PSTs and SBST teams to be "rotational" and strategic in SBST themes and referrals in order to go deeper, resolving challenges and setting priority of resources. Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive. All PSTs and administrators are committed to meeting weekly with a standardized Inclusive Schooling (IS)agenda, addressing IS principles. They use the 30 min model to stay focused on the needs of the student. Principals meet with PSTs on a regular basis to move programming forward. The DSST will visit the SBSTs for observation, contribution to help with specific yearly cases and seasonal stressors. The director will continue to facilitate revised school-based models in the areas of SLP, Tier 3 interventions and UDL strategies for complex needs. This new work with SBSTs is to help offset the lack of accessibility to community/GNWT support and to be relevant and responsive to the demands from staff and families seeking support. Principals will work with PSTs at least once a year to determine how often teachers are referring students or not, what are the patterns of the referrals and adjust to ensure effective functioning of SBST as a major contributor to the overall wellbeing of the school.

Areas of Strength for the region	(SBST) is a cornerstone of Inclusive Schooling. The team function is prioritized by the Director for its crucial role in driving all Inclusive Schooling (IS) procedures and processes within our schools. The effectiveness and credibility of each SBST directly impacts student success and teacher support. Check-ins with the principal on its activity occur often. Annually, the Director convenes school teams for a dedicated day to collectively review their responsibilities, commitment, and impact. This vital gathering serves multiple purposes: ● **Enhancing Classroom Teacher Support:** A primary focus of the SBST is to make a tangible difference for the classroom teacher. We continuously explore and refine how the SBST can proactively assist teachers with instructional strategies, student interventions, and navigating complex student needs. ● **Operational Streamlining and Teacher Support:** Our "Team Awareness Task" prompts each SBST to establish a clear, monthly "process-at-a-glance" to effectively support both operational procedures and, critically, the diverse needs of classroom teachers. This ensures consistent and accessible support. ● **Fostering Commitment and Effectiveness:** This annual review day provides invaluable insight for principals, allowing them to hear directly from Professional Support Teachers (PSTs) regarding the effectiveness or any perceived absence of SBST support. This feedback is instrumental in re-establishing and strengthening commitment to the SBST model. ● **Procedural Clarity and Data-Driven Practice:** The day's agenda intentionally includes a review of current IS procedures, ensuring clarity in language, alignment across schools, the purposeful use of data to inform decisions, and a shared understanding of the "why" behind our practices. To ensure consistency and proactive support, all SBSTs adhere to a schedule of monthly themes and procedures, providing a structured approach to addressing student needs and supporting our teachers.

Areas for Development for the region	The effective functioning of our School-Based Support Teams (SBSTs) requires continuous monitoring and support. A principal's active involvement and commitment to their team are critical in establishing the SBST's credibility and ensuring its operational efficiency. To further enhance the SBST's impact, more intensive work on data analysis will be integrated into the new **YCS District Collaborative Response Model**. This new YCS structure, which includes dedicated mentorship, will be implemented on designated Thursday afternoons. Our goal with this new model is to empower SBSTs to move beyond traditional case conferencing and agendas. By leveraging extensive Inclusive Schooling (IS) data, the teams will be better equipped to proactively identify and dismantle school-wide barriers, and to strategically build the capacity for effective tiered supports across the entire school environment. This shift will enable SBSTs to become even more instrumental in fostering inclusive and responsive learning environments for all students.
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 Director and Principal of Student Services worked in April 2024 to update and review the IEP process with PSTs. ECE presented to the Elementary PSTs regarding the process for Replacement Goals which will support the implementation of IEPs in 2024-2025. Adjustments were made to support the PSTs in the added work required with the new process and check ins will occur next year. Parent participation is expected in the areas of a question/answer format, face to face or by phone, with a final overview of the IEP/SSP. All District IS Meetings with administrators have a section on IEP/SSP collaboration, successes, challenges and review on its agenda and will continue next year.

	Three times a year we will review the Annual Grade Transition Process for placing a student on a new plan. This is a new process and we want to ensure it is done for all students who need it. Keeping parents informed and part of program changes is key. The YCS IEP assessment report card/ mid-year updates for parents is based on visual digital evidence and student voice of I CAN. This report card and progress is sent to parents during regular report card periods and/or when necessary. Principals will be given a review of this in detail in 2024-2025 as the district increases its implementation. A team will be created to review and update the IEP report card for the replacement goals and core competencies. Parent/guardian participation is a top priority for YCS. Parent meetings, whether in person, online or by phone are the many ways YCS connects to families. Principals or designate lead SBSTs and attend parent meetings around IEP development, challenges and success. The DSST also supports families and SBSTs when invited or required. Transition meetings will take place in September, January, and May 2024-2025 for specific students on SSP/IEPs. Transition meetings with family, school, experts and district personnel identify next steps for student achievement for those requiring the service. The district calendar has scheduled transition training and transfer of information processes. Director and RISC will check in with all Admin teams to ensure they are occurring and participate when required.

Areas of Strength for the region	YCS recognizes the critical need to support PSTs and teachers in ensuring students experience equity and accessibility across all aspects of their school day and environments. The Principal of Student Services has invested a lot of time in collaboration with PSTs to ensure the CBIEP tools are explicit and easy to navigate. This foundational belief drives our efforts to create meaningful and impactful IEPs. A key strength of our approach is the **IEP Report Card**. This tool has been widely recognized for its person-centered approach and its clarity in demonstrating evidence of student learning. Critically, students are empowered with **voice and choice**, actively participating in their IEP report process where possible. YCS is committed to the ongoing refinement of this IEP Report Card to ensure it remains highly effective for both students and parents. Parents are very happy with how it communicates their child's academic growth. We continue to work with PSTs on the effectiveness of SSPs and the why of SSPs. This constant monitoring makes most of SSP translatable. This past year, YCS Speech-Language Pathologist collaborated closely with teachers and PSTs to enhance IEPs for students with complex needs. This partnership specifically focused on ensuring IEPs accurately capture the necessary **communication competencies,** reflecting a holistic understanding of each student's unique learning profiles.
Areas for Development for the region	YCS will continue to bring teachers and PSTs to the table to put them through a three day process of understanding the IEP competencies, IEP content and aligning to the classroom and school wide environment. We will continue to support the high school on differentiating students who require IEPs and the large number of students who move from modified to IEP.
Additional Comments for the region	The days marked in the calendar at the beginning and end of the school year known as, " Transition Planning" as a mandatory time for all staff has been an effective strategy to ensure the qualitative, tangible information of students is conducted, formalized and a priority.

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 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. The DSST will mentor PSTs on the standards of practice in a variety of ways. Time use and management will be discussed and analyzed at every monthly district meeting. PSTs will be required to use the District PST Information Bank (digital hub of tools, procedures and resources) to decrease wait times and dependencies on the DSST. The DSST will continue to work with PSTs to revise and use checklists and tools that streamline and align the different duties and expectations. Record Management procedures were updated in April 2024. These files will continue to be reviewed by the Director with administrators and PSTs. File audits as a practice of PSTS will be reinforced and further enhanced in 2024-2025 to expedite PST time management on all levels. On select Thursday afternoons, the PSTs will use this collaborative time to continue their work on what they feel they need to impact learning for all. The Director and RISC will support the PSTs to work in depth on those strategies they choose. Tool creation is a pivotal collaborative process for PSTS to ensure effective time use to the constant demands of Inclusive schooling, "PST Autonomy" and reinforce boundary setting of role.

Areas of Strength for the region	YCS works hard to ensure the PST role is well supported. PST orientation, team building, RISC mentorship, is the foundation to support staff in this challenging and complex role. PST are given time to work on their craft. The RISC works and models specific processes depending on the school and meets with specific PSTs every 2 weeks. Tool development and collective PD propels the PSTs to be able to deal with unpredictability and lack of community resources for families who have children requiring support. The DDST and Superintendent meet every 6 weeks with each school admin team, to discuss the effectiveness of PSTs and clarity of priorities and other challenges. Common language action planning that is aligned between district to school administrations on the responsibilities and challenges for PSTs has proven to be important and supports the PSTs directions and efficacy of what their role is required to achieve.

Areas for Development for the region	PD was a topic of conversation and the need for PSTs to focus more on classroom based evidence of learning than specialists and health recommendations as a priority where possible. Focusing on Language and Literacy and the NT Adapted curriculum is an area where YCS needs to shift in a major way due to the lack of health and community services for children/youth as well as teachers feeling overwhelmed with students whose attendance or disengagement is significant.
Additional Comments for the region.	The duties and expectations of PSTs have become increasingly challenging. PST turnover is challenging for administrators. PSTS need specialized training and classroom experience especially in teaching and learning pedagogy. PSTs are leaders with a unique skill set and recognition of the complexity of the role is not well understood. With the increasing reduction of support for families and school systems, this will impact PSTs in how they support classrooms and teachers.

4. Indigenous Languages and Education

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

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

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.00	2.0	YCS has increased the PY for the ILE team to support Indigenous Language and Education implementation inside and outside of the classroom by using PY funds allocated to IL Instructors.	2.0	We have had approval to use 1.0 funding from our ILI allocation towards another RILE position that is used to develop whole school language use and work closely with the 3 ILIs we currently have hired.

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*
St. Joseph	Principal/Vice-Principal LRP Facilitator (ILE Lead) ILI Teachers PST Classroom Assistants Community Liaison	Once every 4-6 weeks during "School Time" Early Thursdays	N/A
Weledeh	Vice Principal LRP Facilitator (ILE Lead) Teachers PST Classroom Assistants Community Liaison	Once every 4-6 weeks during "School Time" Early Thursdays	N/A
St. Patrick	Vice Principal LRP Facilitator (ILE Lead) ILI Teachers (well-rounded from all subject focuses) 1 PST 1 Guidance Counsellor Classroom Assistants Counsellor Community Liaison	Once every 4-6 weeks during "School Time" Early Thursdays	N/A

C. Indigenous Language Instructors

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
St. Joseph	4.52	1.00		1.0	
Weledeh		1.00		1.0	
St. Patrick		1.00		2.0	We added an ILIEP participant into ESPHS classes in October and hired an Elder to join in ILI classes when possible.
TOTAL	4.52	3.00	As we are unable to secure additional Indigenous languages instructors that speak the Wıl̓ıídeh language, we have increased our RILE positions to 2.0 to include one who directly supports our current ILIs and produces language materials and resources for language instruction and whole-school use. The 0.52 FTE resources are used for Language Resource Workers and Language speakers for classroom and On-The-Land	5.52	As we are unable to secure additional Indigenous languages instructors that speak the Wıl̓ıídeh language, we have increased our RILE positions to 2.0 to include one who directly supports our current ILIs and produces language materials and resources for language instruction and whole-school use. The 0.52 PY is used for Language Resource Workers and Language speakers for classroom and On-The-Land

			activities.		activities, as well as coverage time for our ILIs to attend camps with some of the classes.

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	*Example: Three Indigenous Language Instructors have been hired on a letter of authority* **- 3 indigenous language instructors are currently employed with YCS.** Accommodations made to maintain language instruction include - Language resources in binders (provided for each individual camp) - Presentations to classes by ILE coordinator sharing language - video and audio resources (eg. camp vocabulary, prayer, etc) - focus on language during culture camps, - language hyperdocs/QR codes/slides - signage at all schools - promotion of staff language opportunities/courses (mitt making stitch and speak, college Nordique) - Creation of language lessons with audio for teachers that are non-speakers to use in their classrooms and learn with the students. - working at recruiting and supporting our ILI to consider the ILIEP program in our district - Staff professional development day - required all staff to attend a beginners' Wıl̀ìdeh Yatı session - Use time with ECE staff for ILI training and development
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 open to the option of having an elder in the classroom with a teacher, and we are looking into possibilities for the ILIEP program. We are promoting the MAP program and other avenues so our grade 12 graduates may return as language teachers. We continue to search for resource workers who speak the language. We are building community around them, inviting them to join us more often to get comfortable. We hope to randomly bring them to classes and events and help them explore the idea of sharing the language as an ILI.
The # of anticipated New ILIs and which schools they are in.	At present time: 0

Challenges and/or barriers faced in the region	*Example: Limited language speakers* It is difficult to find a teacher who can speak Wıl̀ıìdeh yatı or a knowledge holder who is interested in and willing to teach. Language/dialect inconsistency makes collaborating and sharing resources/time with other regional schools difficult. High school staff and students tend to be the most reluctant to take risks using the language, so we have less interest in our high school courses than we would like.

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)*
St. Joseph	$103,472	$32,490		$149,266	N/A	N/A
Weledeh		$33,746		$117,734	N/A	N/A
St. Patrick		$37,236		$152,518	N/A	N/A
TOTAL	$103,472	$103,472		$419,831	N/A	N/A

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?**
St. Joseph	N	Y (Liaison Position)	ILE program funds Jordan's Principle Funding (LRP)	We do not hire our Elder on a routine schedule. She works at requested and key opportunities, as she also attends all out-of-school camps. When in school, she visits classes with the ILIs and other classes for special events or by request.
Weledeh	N	Y(Liaison Position)	Jordan's Principle Funding	
St. Patrick	N	Y(Liaison Position)	Jordan's Principle 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 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 <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)*
St. Joseph	Culture Camp Teacher PD On the Land - Indigenizing Education PD Day Dene Kede and ILE Handbook Training Blanket Exercise	100% of teachers for C.C. PD 100% of all staff for all others	95% 95%	With the exception of some sick/away staff, our attendance at each was as we expected.
Weledeh	Culture Camp Teacher PD On the Land - Indigenizing Education PD Day Dene Kede and ILE Handbook Training	100% of teachers for C.C. PD 100% of all staff for all others	95% 95%	With the exception of some sick/away staff, our attendance at each was as we expected.
St. Patrick	Culture Camp Teacher PD On the Land - Indigenizing Education PD Day Dene Kede and ILE Handbook Training Anti-Racism Workshop	100% of teachers for C.C. PD 100% of all staff for all others	95% 95%	With the exception of some sick/away staff, our attendance at each was as we expected. Anti-Racism Workshop - Not held **the school shifted their goal for their culture PD on this day and had their admin plan a culturally relevant professional development related to Dene Kede, ILE Handbook, their student population, and language learning.*

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)*
St. Joseph	**Plants, Medicine, & Berries**	**70 students (Grade 5s)**	**5**	**Yes**	**1 class a day** (held for each elementary school)
	Beaver Muskrat Camp	**101 students** (one kinder & three grade 6 classes)	**6**	**Yes**	**1 class a day** (held for each elementary school)
Weledeh	**Traditional Lifestyles**	**54 students** (two grade 4 classes)	**5**	**Yes**	**1 class a day** (held for each elementary school)
	Dogsledding	**51 students** (two grade 2 classes)	**5**	**Yes**	**1 class a day** (held for each elementary school)
St. Patrick	**Canoeing & Waterways**	**85 students** (four grade 8 classes)	**4**	**Yes**	**1 day per class**
	[Late] Spring Fish & Hide Camp	**103 students** (four grade 9 classes)	**6**	**Yes**	**1 day per class**

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)*
St. Joseph	**Tent Frame Painting with James Wedzin**	**Nine classes between K-7. Approx 225 students**	2	Yes - RILE facilitated some language sharing and practice with some language sharing from our experts.
	Community Culture Night (Fall)	**Approx 200 attendees**	2	Yes, used only in partial parts of the program, like prayer and student exhibits.
Weledeh	**Muskrat & Beaver Skinning**	**Grade 7 class and Dǫ̀ Edàìzheh groups. Approx 40 students**	2	Yes, used partially for theme related vocabulary. Our knowledge holders are not fluent but shared some of the key terms during the task.
	Celebration of Culture	**Approx 120 attendees**	4	Yes, used in the welcome script, the Feeding the Fire welcome, the Elder's welcome and prayer, and a whole section for language games.
St. Patrick	**Caribou Processing**	**Six Grade 8 or 9 science classes Approx: 80 students**	2	Yes, used partially for theme related vocabulary during the introduction & welcome. RILE and Elder used and encouraged language use during the task.

	Hangdames and Drumming Sessions for Cultural Appreciation Day	**Various, Open-Session, All invited Approx: 90-120 students**	3	No, the knowledge holders were not language speakers.

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
St. Joseph	● **boat motors (3) and rigging** ● **quad with plow** ● **2016 Ford Explorer** ● **gas** ● **food for camps** ● **wood**	● new boat motors are not yet installed because of a delay in the assessment of our service needs and then a delay in the parts arriving. They did not get used for our fish camp in June. We are hoping for completion for our October fish camp. ● quad with plow will be used out at our leased property to maintain trails and driveway but was not needed in late spring. It will be first used in September for our Plant & Earth Medicine Camps. ● Gas: gas for boats and skidoos, used for 44.5 days of camps ● Ford Explorer - used for resource worker and student mentor transportation to and from camp; various trips to pick up Elder when no transportation is available for her ● Food: food supplies for all day camps. ● Wood: Wood used for all camps, school on-site programming in the tent frames, and feed the fire ceremonies.
Weledeh		
St. Patrick		

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.
St. Joseph	● Front of the school display case is changed monthly/bi-monthly and always includes visuals with language ● Increased signage in the language at the front office ● Specialized and prepped language activities, like orienteering, were set out in the staff room for their use with their classes ● Newsletter - in their weekly newsletter, staff are given links to language documents and resources; highlights of upcoming language events or connections to current events. ● Staff doing the announcements are encouraged and offered direct support in attempting to use the language. ● QR codes for audio continue to be added to printed language resources. ● During teacher PDs for Culture Camps, vocabulary documents(with audio/QR codes) are provided with an opportunity to practice with the RILE. ● During ILM, staff were encouraged to create a set of goal words. ● Various incentives/prizes are offered for staff to share what they have been doing in their classes.	● Hosted a family culture night for the whole school. They showcased culturally connected learning artifacts from each class, including the Wılìideh yatı class artifacts. Welcome and prayer included language. Our Elder was in attendance. ● Feeding the Fire & Celebration of Culture Night (June). Introduction, welcome, and prayer was done including language. Families and staff participated in a language scavenger hunt. We had a knowledge/language holder in attendance to lead us. ● Do̜ Edaìzheh Night. This night showcased the students in the Do̜ Edaìzheh program and the work they have been doing. Welcome, prayer, and introduction included language. Students shared some of the key vocabulary they had been using.
Weledeh	● ILE Team planned special days during the year to celebrate the language combined with activities like scavenger hunts, games, traditional foods, etc. ● School-based incentives or programs use titles in the language, like “Nezı̨” Notes (a positive referral and incentive program for students)	● Hosted their annual Community Feast title, invitation, drumming, prayers and welcome by our Elder in the language. ● Celebration of Culture - title, invitations, welcome, introduction, Feeding the Fire, language games, and all sessions incorporated language into all or some of it. Three knowledge & language holders were hired to help lead activities.

	• Welcome bulletin board at the front of the school is typically in Wıl̀ìdeh • Newsletter - in their weekly newsletter, staff are given links to language documents and resources; highlights of upcoming language events or language connections to current events. • Staff doing the announcements use language on a daily basis. • QR codes for audio continue to be added to printed language resources. • During teacher PDs for Culture Camps, vocabulary documents(with audio/QR codes) are provided with an opportunity to practice with the RILE. • During ILM, staff were encouraged to create a set of goal words. • Various incentives/prizes are offered for staff to share what they have been doing in their classes.	• Christmas concert - some of the songs included Wıl̀ìdeh or Tłı̨cho,́ • Tea & Bannocks - each class celebrated the learning connected to their Culture Camp by inviting families and sharing it with them over tea & bannock • All school liturgies include at least one song with Wıl̀ìdeh or Tłı̨cho.́ • Bush Kids final day(s) - welcome, prayer, introductions, and specific theme/content/event related language used (all families of participating classes were invited)
St. Patrick	• Specialized and prepped language activities, like orienteering, were set out in the staff room for their use with classes • ILI or mentorship classes continue to create posters for holidays or events in the language that they put up around the school • Added a new wall mural that included a frequently used phrase in our district. • Increased use of language visuals in science classes - animals, insects, anatomyStaff doing the announcements are encouraged and offered direct support in attempting to use the language. • QR codes for audio continue to be added to printed language resources. • During teacher PDs for Culture Camps, vocabulary documents(with audio/QR codes) are provided with an opportunity to practice with the RILE.	• Graduation opened with drummers doing a drum prayer and incorporated language into the welcome, prayer, and student awards.

	• During ILM, staff were encouraged to create a set of goal words. • Various incentives/prizes are offered for staff to share what they have been doing in their classes.	

G. 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)*
$44,165	44,165		$46,126.78	Our schools requested more drummers at events and liturgies than usual this year. Some drummers ask for more than we have been paying. We also replaced or fixed our drums in order to have enough for our drumming students. Many of ours were broken. The price of wood increased up to $150 extra per cord. We also covered the entire cost of Weledeh's fiddling program this year.

H. 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)*
$47,998	47,998		$67,335	

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**
3 ILIs and 1 ILIEP	OLC	Physical literacy and assessment (PowerTeacher report cards)	ECE	September, 1 day, Yellowknife, YCS, Central Services
ILIs and approx 40-50 staff (various roles)	ILE Handbook	Infusing the land; visibility of the book; practices for Classroom Assistants	YCS Staff	August 19 PD Day, 1 session, presented 3x, Yellowknife, ESPHS/WCS
3 ILIs	OLC	Planning: connection to OLC, physical literacy, and (self-)assessment	RILE	1 day in October, 1 day in January, Yellowknife, Central Services

2 ILIs	OLC	Reporting	RILE	1.5 days each, 3 times this year (reporting periods)
1 ILI, 1 ILIEP participant, & 1 RILE (infrequently)	OLC/ILE	Various topics connected to Indigenous language instruction	ECE - ILIEP Meetings	Approx 2-3x per month from Oct - May.

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**
Signage - QR codes continue to be added to district language visuals	YCS Wılìideh Yatı Phrase Posters	Approx 60 more QR codes added to our posters this year. Various copies printed for school signage at each school and various amounts printed for teachers requesting particular vocabulary to use in their classroom.	Wılìideh yatı
Signage - District language visuals continue to be added to.		Approx 80 new words and/or phrases added to our poster documents.	
Iłè card game & labels	Iłè card game (digital) Iłè labels	500	Wılìideh Yatı & English
Counting animals book	Tıch'àdì datłǫ ne?	60	Wılìideh Yatı
Calendars	Calendars (W. Yatı)	5 calendars, 4 copies of each	Wılìideh Yatı
Winter book	Asì Xok'e Wegaht'ì	20	Wılìideh Yatı
Scavenger Hunt	Scav. Hunt (French) Master Card	1 set of scavenger hunt 'flags' (posters) 5 copies of the master card 120 copies of scavenger hunt work page	Wılìideh Yatı and French

Scavenger Hunt (Celebration of Culture)	Scav. Hunt (Celebration of Culture) Scav. Hunt flags	1 set of scavenger hunt 'flags' (posters) 60 printed copies of the handout	Wılìideh Yatı & English
Indigenous Languages Month Orienteering Activities	ILM Orienteering Package	4 sets for WCS 4 sets for ESJS 3 sets for ESPHS	Wılìideh Yatı & English
Wooden dice (4 new dice designs with a focus on letter blends)		10 of each	Wılìideh Yatı
Dene Kede Traditional Understandings Info paages	Dene Kede Traditional Understandings	Printed by teachers as needed but also specific theme related topics provided in each of the culture camp packages.	English
Happy Birthday Cards	Dıdzę̀ Nedzę̀ Happy Birthday Card	1500 - one for each student and staff in the district	Wılìideh yatı
Book/Story	Trees & Birch Tapping Story	6 copies for the primary classes going to this camp	English
Speech Button Visuals	Speech Button Openers	3 sets (1 for each ILI classroom) and 2 sets for NOW Play participant teachers	Wılìideh Yatı & English
Album	Wılìideh Yatı Children's Album (link not active yet)	Digital resource: 10 songs	Wılìideh Yatı and Tłı̨chǫ̀

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
Laptops	3	Our ILIs have been struggling with the (aging) technology provided in their rooms or spaces. They often have to share a space and may not have access to the computer available. They find they get computers or chromebooks that don't have access to the keyboard font. Two of our ILIs will have to move spaces throughout the day so we have purchased them each a laptop and connector so that they can have access to digital resources and display them without having to use the teacher's computer.

Appendix B: Operating Plan - Operating Budget

Please click on title for PDF copy of the 2024/2025 Operating Budget

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Education Body Chair

Superintendent

25 Sep 25

Date

Sept. 25, 2025

Date

Annual Report

Education Body Chair

Superintendent

25 Sep 25

Date

Sept. 25, 2025

Date

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Financial Statements

June 30, 2025

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Financial Statements

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Yellowknife Catholic Schools

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MANAGEMENT DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2025

INTRODUCTION

The provided information offers an overview of the key sections within the Consolidated Financial Statements for Yellowknife Catholic Schools (YCS). These statements play a crucial role in presenting the financial health and performance of the organization for a specific school or fiscal year:

Consolidated Statement of Financial Position: This statement provides a snapshot of YCS's financial position as of June 30th. It details the assets, liabilities, accumulated surplus (or deficit), and net asset position. It serves as a crucial indicator of the YCS's financial health at a specific point in time.

Consolidated Statement of Operations: This statement offers financial data related to revenues and expenses for the entire fiscal year. It summarizes the financial performance, showcasing whether YCS has achieved a surplus (revenues exceeding expenses) or a deficit (expenses surpassing revenues) during the period.

Consolidated Statement of Change in Net Assets: This statement delves into the changes in net assets over the fiscal year. It illustrates how expenditures for the accounting period are covered by revenues recognized during operations and highlights the investments made in tangible capital assets.

Consolidated Statement of Cash Flow: This statement tracks the flow of cash throughout the fiscal year. It highlights the starting and ending cash balances, revealing how cash was sourced and utilized in operating, investing, financing, and capital transactions.

These financial statements are valuable tools for assessing YCS's financial health, performance, and the efficiency with which it manages its resources. They provide insights into the organization's ability to meet its financial obligations, allocate resources effectively, and make informed decisions about future financial strategies. Readers of these statements can gain a comprehensive understanding of YCS's financial status and its ability to sustain and improve its educational services.

EXECUTIVE SUMMARY

The Management's Discussion and Analysis (MD&A) of the consolidated financial position and results of operations of Yellowknife Public Denominational District Education Authority (Yellowknife Catholic Schools) for the year ended June 30, 2025 should be read in conjunction with Yellowknife Catholic Schools (YCS)' audited consolidated financial statements and related notes.

The preparation of this report is the responsibility of YCS's management, underscoring the commitment to transparency and accountability in financial reporting. This reflects the organization's dedication to providing stakeholders with a clear and accurate view of its financial status.

The Board of Trustees plays a crucial role in promoting transparency and accountability within YCS. Their oversight ensures that the organization upholds high standards of financial reporting and governance.

As a learning community YCS looks forward and thinks about the many ways our world is changing and ensures that our students are prepared to adapt to changes as they emerge. As such we are excited that our new strategic plan has three key priorities:

- Our learning community will inspire critical thinking through inquiry and innovation.
- Our learning community will promote empathy and a commitment to well-being.
- Our learning community will value relationship building as the foundation for students to thrive.

As a Catholic Education system, we will encourage our students to use these skills and characteristics as guiding principles. We want them to think critically about faith and to make decisions based on their spirituality and the knowledge that faith promotes being a good person. We will use our faith-filled classrooms to explore how we want our students to live as people – letting their lights shine in the world.

Mission, Values and Beliefs

Our mission is to support student learning and well-being from JK to grade 12 so that all students can develop the skills and characteristics they need to be capable people in the world.

Rooted in the gospel values of Jesus Christ, YCS aims to create a welcoming, inclusive, and safe learning environment. Our vision is to nurture capable individuals through critical thinking, well-being, and meaningful relationships.

YCS upholds values of truth, honesty, compassion, respect, forgiveness, service, love, and living the faith and believes that collaboration with the community and the Catholic faith empowers students and staff to become confident lifelong learners with integrity in relationships. Recognizing the importance

of self-identity and respect, YCS strives to create an inclusive and welcoming learning environment for all.

Board of Trustees

The Yellowknife Catholic Schools (YCS) Board comprises seven dedicated trustees. Ms. Tina Schauerte serves as the Board's Chair, with Ms. Susan Waddell in the role of Vice Chair. The additional trustees contributing to the board's governance are Christine Lewandowski, Gerri Whiteford, Melanie Williams, Steven Voytilla and Alex Mulooki.

To enhance transparency and governance, the YCS Board has established three committees: the Facilities and Finance Committee, the Policy Committee, and the Ad Hoc Committee. These committees play pivotal roles in various aspects of our operations, contributing to informed decision-making.

Our commitment to open communication is exemplified through the monthly trustee meetings, which are accessible to the public. These meetings provide a platform for stakeholders to stay informed about our activities and actively engage in discussions relevant to the YCS school board's initiatives.

Yellowknife Catholic Schools

Yellowknife Catholic Schools (YCS) proudly stands as the sole Catholic school board in the Northwest Territories. Our institution was founded in July 1951, and we are dedicated to providing quality education to students spanning from Junior Kindergarten to Grade 12.

YCS operates its educational programs within several key facilities, including École St. Patrick High School (ESPHS), Weledeh Catholic School (WCS), École St. Joseph School (ESJS), the Kimberlite Career and Technical Centre (KCTC), the Tallah Building, Jim Murphy Maintenance Building, and the Central Services Building. We take great pride in maintaining these facilities in impeccable condition to support a conducive learning environment for our students.

In the 2024-2025 school year, our senior administration team was composed of the following individuals:

- Adam Murray, Superintendent
- Pat Sullivan, Assistant Superintendent - Learning
- Elise Saraceni, Associate Assistant Superintendent - Learning
- Angelique Rossouw, Assistant Superintendent - Business

Within our school leadership, we have dedicated principals overseeing various institutions:

- Paul Kelly holds the role of principal at École St. Joseph School

- Don Reid serves as the principal at École St. Patrick High School.
- Alicia Larade serves as the principal at Weledeh Catholic School.

Student and Teacher Population

The following is the student enrolment, and number of teachers and pupil/teacher ratio as of September 30, 2024.

	Enrolment	Teachers	Pupil/Teacher Ratio
École St Patrick High School	469	45	10
Weledeh Catholic School	363	29	13
École St Joseph School	459	36	13
	1291	**110**	**12**

There was a total of 240 staff at YCS as of June 2025.

Strategic Plan

Vision Statement for 2024-2029

YCS's vision of learning will empower students and staff to inspire thinking, cultivating well-being, and building relationships. Our mission is to support student learning and well-being from JK - grade 12 so that all students can develop the skills and characteristics they need to be capable people in the world.

Yellowknife Catholic Schools five-year strategic plan has been designed with flexible observables to address the fluidity of learning and our ever-changing landscape. YCS continues to be committed to the three crucial priorities in the development of our students. Through the experience of the last three years, we have recognized the need to delve deeper and explicitly focus on areas essential to the holistic growth of our students and learning community.

Goals

The goals of YCS are to:

- Inspire critical thinking through fostering intellectual curiosity, critical thinking, and a lifelong love of learning in all students;
- Cultivating well-being through a healthy mind and body that are essential for academic success and personal growth;
- Building relationships by fostering trust, respect, and collaboration among students, staff, families, and community partners.

Commitments

YCS is committed to the following:

- Academic integrity, which focuses on students doing their best work and being proud of their achievements..
- Indigenous Perspectives which means amplifying Indigenous voices, providing opportunities for students to learn about Indigenous history and culture, and creating a school environment that reflects Indigenous knowledge, traditions, and values.
- Valuing Diversity through the embrace of the diversity of our community and creating an environment where everyone's gifts are celebrated and everyone contributes.
- We will nurture our students' spiritual development by providing opportunities for reflection, prayer, personal growth, and service to others.

YCS realizes its responsibility to provide an excellent education for our students. Our district is proud of its reputation for providing high-quality education to the students of our community through continuous improvement and the cooperative efforts of the Northwest Territories (GNWT) Minister of Education, Culture and Employment (ECE), administration, teachers, staff, students, families, and a supportive community.

FINANCIAL HIGHLIGHTS

The audited consolidated financial statements were prepared in accordance with Canadian Public Sector Accounting Standards for the review of the Minister of ECE of the Government of Northwest Territories.

Financial Assets

YCS maintains its financial assets in the form of Cash and Accounts Receivable. As of June 30, 2025, the cash balance stood at $12.9 million, representing an increase from the prior year's balance of $10.9 million.

The overall financial asset position as of June 30, 2025, amounted to $13.4 million, reflecting a slight increase from the prior year's position of $12.3 million. This change was primarily driven by an increase in cash, which was partly offset by a decrease in Accounts Receivable.

Liabilities

Liabilities comprise payroll liabilities, accounts payable, deferred revenues, and long-term debt. Payroll liabilities include obligations for staff compensation in July and August.

Long-term debt was reduced by $64K over the year and pertains to a debenture on the Tallah building. Rental revenue from the Tallah building covers the net financial debt.

The Consolidated Statement of Financial Position includes a significant line item referred to as 'Net Financial Assets.' This line serves as a key indicator of our capacity to meet all of our financial obligations with our available assets.

For the current year, we are pleased to report a net surplus of $5.9 million, demonstrating a notable increase from the prior year's net surplus of $5.2 million. This positive figure underscores YCS's ability to cover all outstanding debts at the close of the fiscal year.

Non-Financial Assets

Non-financial assets encompass properties such as land and buildings, which YCS has no plans to sell and cannot be readily converted into cash. During the fiscal period, we observed a decrease in non-financial assets, moving from $34 million to $32.3 million.

The decrease of $1.7 million in tangible capital assets arises from the amortization of these assets during the fiscal year.

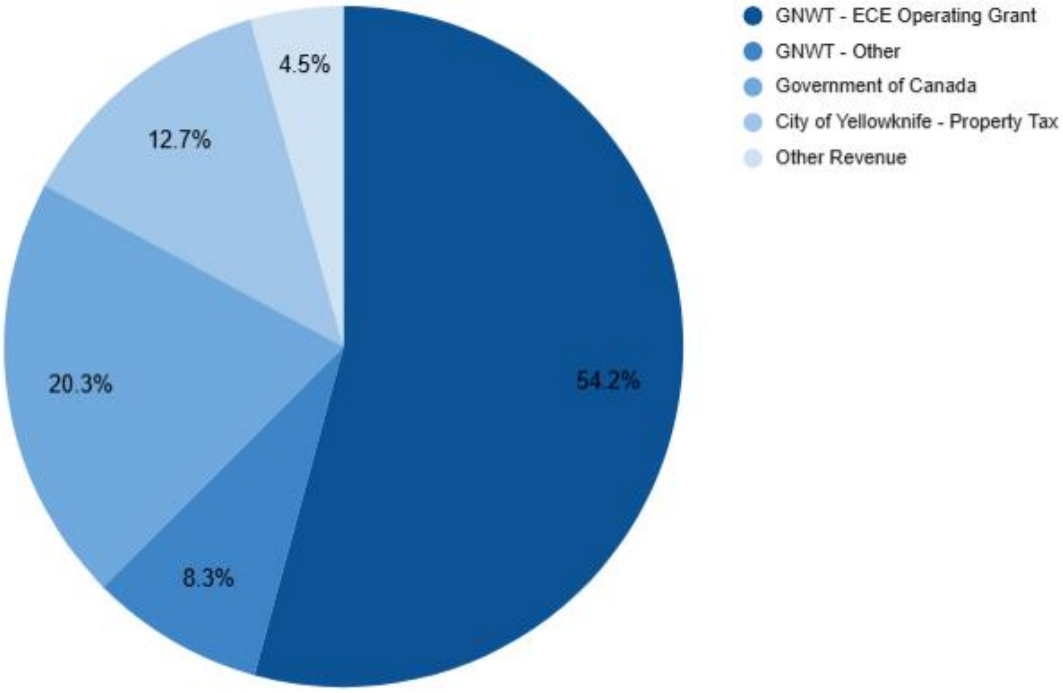
Accumulated Surplus

The Accumulated Surplus is calculated as the sum of Non-Financial Assets and Net Financial Assets. It signifies the equity that YCS has amassed over its 74-year history. The most substantial portion of this accumulated surplus is represented by the Investment in Tangible Capital Assets. A detailed

breakdown of the accumulated surplus is available in the Consolidated Statement of Accumulated Surplus.

FINANCIAL COMPARISONS AND VARIANCES

Revenues



YCS relies on various sources of funding to support its operations. The majority of funding, accounting for 54% of revenue, is provided by GNWT Department of ECE as core funding for day-to-day school operations. This core funding is determined by a funding formula established by ECE, with student enrollment being the most critical factor in this formula.[1] In total, approximately 63% of revenue is derived from the GNWT; other GNWT sources being contributions for French language programs, Out-of-School Care school programs and School based Counsellor programming.

Throughout the fiscal year, YCS also received 20% of its revenue from Jordan's Principle, a program administered by the Government of Canada. Jordan's Principle funding is aimed at supporting Indigenous students, ensuring they have access to essential products, services, and support when needed. Additionally, 13% of revenue is generated from property taxes, which are collected by the City of Yellowknife on behalf of YCS.

[1] https://www.ece.gov.nt.ca/sites/ece/files/resources/school_funding_framework_2022-23.pdf

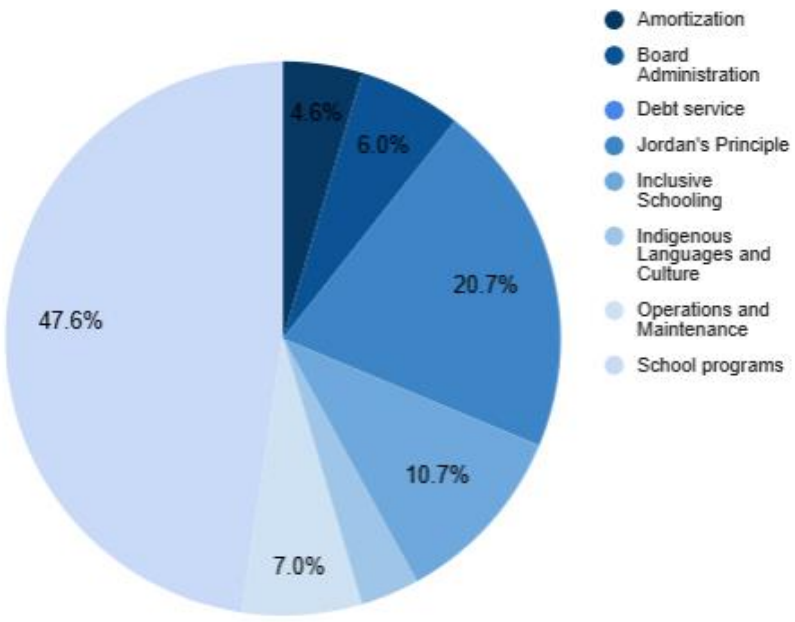
Furthermore, board-generated funds augment financial resources, including donations, bus pass sales, Out-of-School program fees, investment revenue, and rental income. YCS also generates revenue when students from other school districts attend YCS schools, and the other districts receive GNWT core funding for those students.

It is important to note that YCS is economically reliant on the GNWT for most of its operating revenue. Therefore, any significant changes in Yellowknife's student enrollment or alterations to the GNWT funding formula could have profound implications for the future operations of YCS.

Expenditures

The Consolidated Statement of Operations and Schedule 1 offer two distinct methods for categorizing expenditures. In the Consolidated Statement of Operations, expenditures are categorized based on program classifications. To go a step further, Schedule 1 of the consolidated financial statements provides a supplementary breakdown of expenditures by object, offering a more detailed view of how financial resources are allocated and spent.

Expenditures – By Program



Program categories for YCS are:

Amortization (5%): This expense is associated with systematically spreading the cost of tangible capital assets over their useful life.

Board Administration (6%): This category encompasses costs related to central services administrative and technology staff salaries and benefits, trustee honoraria, audit and legal fees, travel expenses, as well as advertising and publishing costs.

Debt Service: This section covers interest payments on long-term debt, specifically related to the repayment of debentures for the Tallah Building. Most of the debenture repayments for the Tallah Building are funded through lease payments from Aurora College.

Jordan's Principle (21%): This section accounts for funding received under Jordan's Principle, which is aimed at providing support to Indigenous students to ensure they have access to essential products, services, and support when needed.

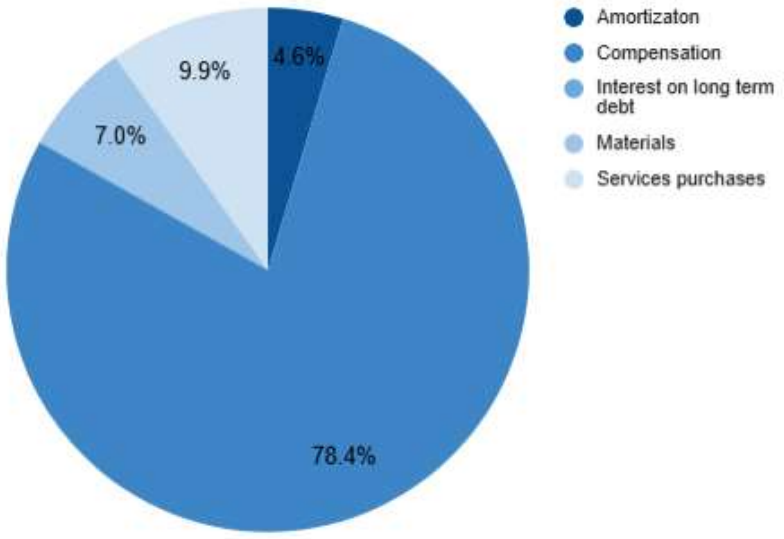
Inclusive Schooling (1%): Expenditures in this program support students with diverse needs, including enrichment opportunities and assistance for those with learning challenges. It includes salaries and benefits for program support teachers, literacy and early intervention teachers, the student services coordinator, counselors, classroom assistants, and advanced placement teachers.

Indigenous Language Education (3%): This category includes salaries and benefits for Wiliideh Yati Language instructors, literacy coach, costs related to creating learning materials in the Wiliideh Yati language, and expenses associated with indigenous language and culture camps.

Operations and Maintenance (7%): This category covers the salaries and benefits of maintenance staff, as well as expenses related to electricity, fuel, water, janitorial services, and facility maintenance, including minor capital projects.

School Programs (48%): The majority of teachers' salaries and benefits are recorded in this program. Other significant expenses include salaries and benefits for school administrative assistants, curriculum coordinators, costs for school textbooks and supplies, expenses related to busing services.

Expenditures by Object



Amortization (5%): This expense reflects the systematic write-off of the value of tangible capital assets over a defined number of accounting periods.

Compensation (78%): This category encompasses salaries for various personnel, including teachers, coordinators, classroom assistants, maintenance staff, administration assistants, counsellors, technology staff, administrative staff, and trustee honoraria. It's important to note that the majority of YCS staff are covered by unionized collective agreements specifying their compensation and benefits. Compensation also includes employee benefits, which consist of employer contributions to pension plans, extended health and dental plans, CPP, EI, WSCC premiums, life insurance, long-term disability insurance, maternity leave, professional development, medical travel, vacation travel, removal benefits, and other allowances.

Debenture interest: This represents interest expenses incurred during the year for the Tallah building debentures.

Materials/freight (7%): Expenses related to materials and freight for goods are included in this category.

Services purchased/contracted (10%): This category accounts for expenses related to services purchased or contracted, such as busing, janitorial services, professional services, security services, and snow removal and other maintenance services.

Operating Surplus

At the end of the 2024-2025 fiscal year, there is an operating surplus of $5.9 million.

The following table shows the summary of Accumulated Surplus.

	Opening	Increase (Decrease)	Closing
Operating fund surplus	5,132,024	765,992	5,898,016
Investment in tangible capital assets	33,775,993	(1,677,895)	32,098,098
Decentralized budget accumulated surplus	336,306	-	336,306
	39,244,323	**(986,534)**	**38,257,789**

The operating fund surplus increased by $766 thousand during the year. This increase was primarily attributed to increased investment income derived from Cash invested in the GNWT Pool and an increase in other contributions from the GNWT, specifically the collective bargaining increase.

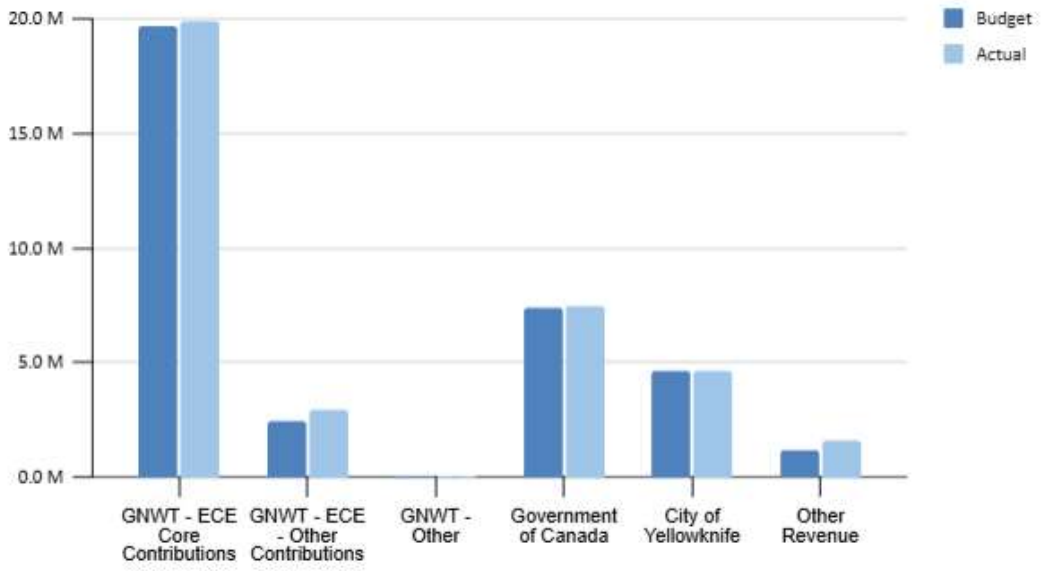
Investment in tangible capital assets represents the amount of funds received and recognized as revenue that allow us to purchase our tangible capital assets less accumulated amortization. The decrease in this account this year is due to amortization of our tangible capital assets partly offset by the principal portion of the repayment of the debenture on the Tallah Building.

This category comprises funds that have been committed or designated for specific purposes. The majority of these funds are surpluses allocated to individual schools. Decisions regarding the expenditure of school-based funds are made by the respective schools following YCS' School-Based Decision-Making procedure.

Variance Analysis

Revenue

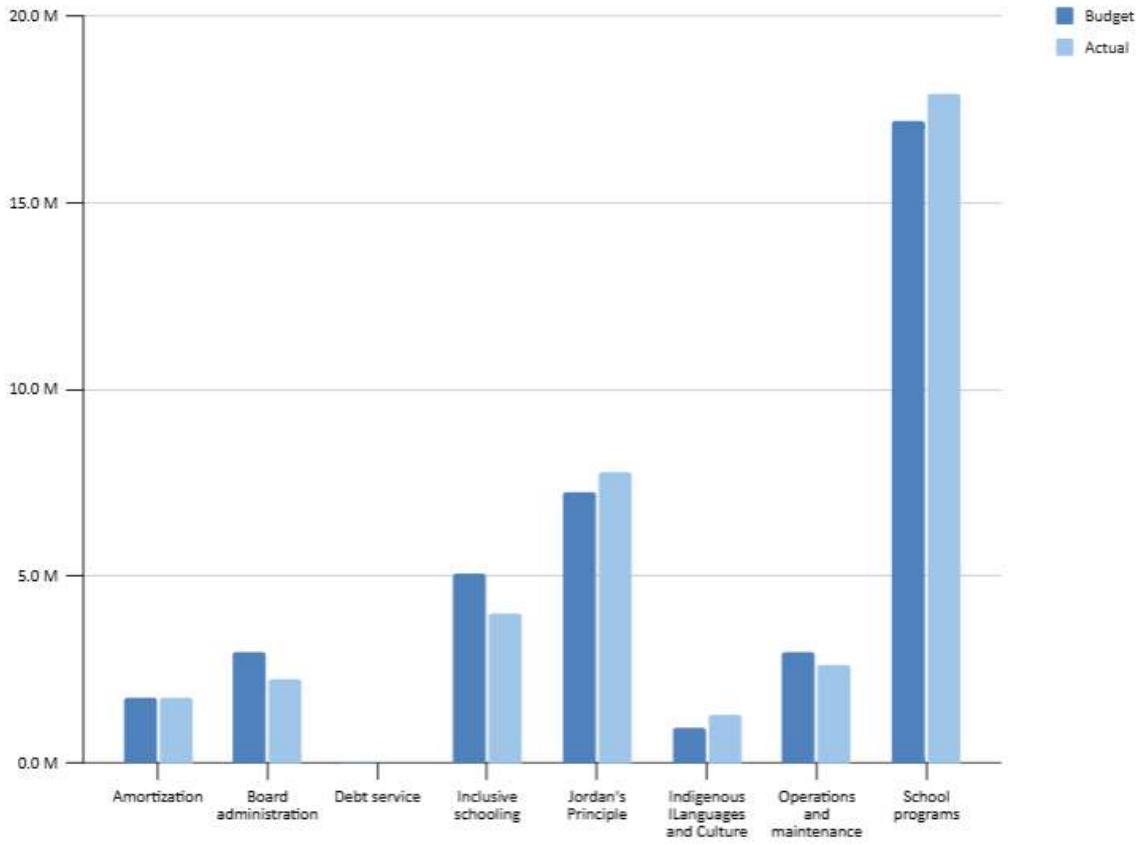
The budgeted revenue for 2024-2025 was $35.3 million, while the actual revenue realized reached $36.7 million. This increase in revenue can be attributed to several factors, including adjustments from the GNWT including collective bargaining adjustments, an increase in Jordan's Principle funding from the Government of Canada, adjustments in property taxes requisitioned from the City of Yellowknife, and higher investment revenues, out-of-school program fees, and other revenue generated by the district.



Expenditures

The budgeted expenditures for the 2024-2025 fiscal year were initially set at $38.1 million. However, the actual expenditures for the year totaled $37.6 million, resulting in a variance (under-expenditure) of $0.5 million.

This variance can be primarily attributed to a reduction of staff at Central and a decrease in operation and maintenance costs.



SUMMARY AND OUTLOOK

YCS continues to prioritize the development of 21st-century learning skills among its students. This approach acknowledges the evolving nature of education and the need to equip students with the skills and knowledge necessary for success in an ever-changing world.

At YCS, we inspire holistic learning by fostering deep connections with Indigenous knowledge, promoting diverse perspectives, and nurturing spiritual growth. Our community is committed to cultivating personal well-being, honoring the gifts of every individual, and building meaningful relationships rooted in respect, inclusion, and service. Together, we strive to create a faith-filled environment that empowers students to grow morally, spiritually, and intellectually while embracing the richness of our diverse world.

The commitment by Trustees to support all existing programs and positions demonstrates a dedication to the continuity and stability of educational offerings in a faith-based environment. It underscores the importance of maintaining educational quality and ensuring that students have access to a wide range of learning opportunities.

The forthcoming strategic plan for the next five years signals YCS's proactive approach to shaping its future. This plan outlines the school's vision, goals, and strategies for continued improvement and innovation in education.

YCS reports a healthy operating fund surplus and a strong cash position. This financial stability is crucial for the district’s ability to deliver quality education while being fiscally responsible. It provides a safety net for unforeseen challenges and opportunities that may arise in the future. At the same time, YCS also acknowledges the ongoing challenge of delivering quality education within fiscal and operational constraints. The commitment to spending today's resources on today's students reflects the district’s dedication to maximizing the impact of its financial resources on student learning outcomes.

Ultimately, YCS's mission is to prepare its students for their future lives. This includes not only academic preparation, but also the development of life skills, values, and a strong sense of social responsibility. The district's commitment to faith-based education and spirituality suggests a focus on nurturing responsible and compassionate citizens ready to make a positive impact on society.

In summary, YCS is looking ahead to an exciting year of education, emphasizing both academic excellence and character development. The commitment to financial responsibility, along with strategic planning, ensures a stable and progressive future for the school, where students receive a holistic and forward-looking education.

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

Management's Responsibility for Financial Reporting with respect to the school year ended June 30, 2025

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

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Yellowknife Catholic Schools have been conducted within the statutory powers of the Education Authority. The operations and administration of the Education Authority as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Authority Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

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

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

Approved and confirmed on behalf of the Yellowknife Catholic Schools.

_____**Superintendent**

_____**Assistant Superintendent - Business**

September 17, 2025

Independent Auditors' Report

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

Report on the Audit of the Consolidated Financial Statements

Qualified Opinion
We have audited the consolidated financial statements of Yellowknife Catholic Schools (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2025, and the consolidated statement of changes in net financial assets, consolidated statement of operations, consolidated statement of accumulated surplus and consolidated statement of cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, except for the effects of the matters described in the Basis for Qualified Opinion paragraphs, the accompanying consolidated financial statements present fairly, in all material respects, the financial position of the Authority as at June 30, 2025, and its results of operations, changes in net assets, and its cash flows for the year ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion
School generated funds controlled by the Yellowknife Catholic Schools are not reported and presented in the accompanying financial statements. School generated funds represent fundraising activities for the benefit of student life enhancement. They are controlled through the Yellowknife Catholic Schools due to the nature of these activities which must be approved at the Yellowknife Catholic Schools' Administration level. This represents a departure of Canadian public accounting standards because school generated funds are determined to be under control of the Yellowknife Catholic Schools and as such are required to be included under the government reporting entity.

Also, we were unable to determine the amount of school generated funds; therefore, school generated funds revenues, expenses, and assets and surplus for the year ended June 30, 2025 and 2024 are not recognized nor audited in the accompanying financial statements. Our audit opinion on the financial statements for the year ended June 30, 2024 was modified accordingly because of the possible effect of this limitation in scope.

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

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

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

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

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

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

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

Auditors' Responsibilities for the Audit of the Financial Statements
Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

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

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

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

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

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

- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Authority to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

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

Report on Other Legal or Regulatory Matters
In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authorities against which compliance was audited are the Government of the Northwest Territories - Department of Education, Culture and Employment.

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

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

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

The specified authorities include requirements that are subject to significant interpretation. Our interpretation may differ from other interpretations.

Crowe MacKay LLP

Yellowknife, Canada
September 23, 2025

Chartered Professional Accountants

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Financial Position

As at June 30,	2025	2024
Financial Assets		
Cash and cash equivalents (Note 4)	$ **12,942,623**	$ 10,889,417
Accounts receivable (Note 8)	**160,417**	1,188,679
Due from the Government of Canada (Note 13)	**275,714**	251,213
	13,378,754	**12,329,309**
Liabilities		
Accounts payable and accrued liabilities (Note 10)	**1,659,011**	845,191
Accrued payroll liabilities (Note 10)	**4,101,242**	4,011,176
Deferred revenue (Note 12)	**328,676**	804,529
Payroll benefits payable	**105,445**	90,512
Pensions (Note 15)	**-**	163,100
Long-term debt (Note 16)	**-**	64,523
Post-employment benefits and compensated absences (Note 17)	**1,118,756**	1,089,816
	7,313,130	7,068,847
Net Financial Assets	**6,065,624**	5,260,462
Non-Financial Assets		
Tangible capital assets (Note 19)	**32,098,098**	33,840,516
Prepaid expenses (Note 20)	**164,698**	143,345
	32,262,796	33,983,861
Accumulated Surplus	$ **38,328,420**	$ 39,244,323
Represented by:		
Operating fund surplus	$ **5,894,016**	$ 5,132,024
Investment in tangible capital assets	**32,098,098**	33,775,993
Decentralized budget accumulated surplus	**336,306**	336,306
	$ **38,328,420**	$ 39,244,323

Contractual Obligations (Note 22), Contingencies (Note 23)

Approved on behalf of the Board

_____ **Trustee**

_____ **Trustee**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Operations

For the year ended June 30,	2025 Budget	2025 Actual	2024 Actual
Revenues			
Government of the Northwest Territories			
ECE - Regular Contributions	**$ 19,644,090**	**$ 21,421,392**	$ 19,621,227
ECE - Other contributions	**2,505,558**	**1,483,877**	2,265,762
Total ECE contributions (Note 30)	**22,149,648**	**22,905,269**	21,886,989
GNWT - Other contributions (Note 31)	**54,825**	**62,825**	66,121
Total GNWT contributions	**22,204,473**	**22,968,094**	21,953,110
Government of Canada			
Jordan's Principle (Schedule 6)	**7,265,461**	**7,443,769**	6,798,677
Menstrual Product Funding	**141,888**	**28,783**	51,402
Total Government of Canada contributions	**7,407,349**	**7,472,552**	6,850,079
City of Yellowknife - property tax requisitioned	**4,613,000**	**4,640,580**	4,672,874
Other Education Authorities			
Extra - jurisdictional tuition	**100,000**	**124,187**	137,048
Education authority generated funds			
Donations	**50,000**	**42,580**	42,665
Fees and Sales	**262,000**	**405,658**	368,476
Investments	**450,000**	**678,119**	694,818
Other	**55,000**	**181,752**	428,913
Rentals	**200,000**	**188,526**	170,308
Total generated funds	**1,017,000**	**1,496,635**	**1,705,180**
	$ 35,341,822	**$ 36,702,048**	**$ 35,318,291**

Consolidated Statement of Operations (continued)

For the year ended June 30,	2025 Budget	2025 Actual	2024 Actual
Expenses			
School Programs (Schedule 1)	**$ 17,196,288**	**$ 17,933,034**	$ 17,297,696
Inclusive Schooling (Schedule 2)	**5,053,000**	**4,010,283**	4,428,487
Board Administration (Schedule 1)	**2,950,539**	**2,256,649**	2,381,625
Operations and Maintenance (Schedule 1)	**2,968,000**	**2,619,232**	2,938,563
Indigenous Languages and Culture (Schedule 3)	**943,000**	**1,287,445**	846,874
Jordan's Principle (Schedule 1)	**7,265,461**	**7,767,768**	6,792,906
Amortization (Schedule 1)	**1,742,000**	**1,742,418**	1,751,643
Debenture Interest (Schedule 1)	**4,000**	**1,122**	6,888
	38,122,288	**37,617,951**	36,444,682
Annual operating deficit before other items	**(2,780,466)**	**(915,903)**	(1,126,391)
Other items			
Grant in-kind - GNWT assets provided at no cost	**-**	**40,551**	40,551
Rent expense - GNWT assets provided at no cost	**-**	**(40,551)**	(40,551)
Operating deficit after other items	**(2,780,466)**	**(915,903)**	(1,126,391)
Opening accumulated surplus	**39,244,323**	**39,244,323**	40,370,714
Closing accumulated surplus	**$ 36,463,857**	**$ 38,328,420**	$ 39,244,323

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Changes in Net Financial Assets

For the year ended June 30,	2025 Budget	2025 Actual	2024 Actual
Operating deficit	$ (2,780,466)	$ (915,903)	$ (1,126,391)
Acquisition of tangible capital assets	-	-	(142,705)
Amortization of tangible capital assets	1,742,000	1,742,418	1,751,643
Change in prepaid expenses and deposits	-	(21,353)	(69,403)
Increase (decrease) in net financial assets	**(1,038,466)**	**805,162**	413,144
Net financial assets, beginning of year	**5,260,462**	**5,260,462**	4,847,318
Net assets, end of year	**$ 4,221,996**	**$ 6,065,624**	$ 5,260,462

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Cash Flows

For the year ended June 30,	2025 Actual	2024 Actual
Cash provided by (used in):		
Operating transactions		
Operating deficit	$ (915,903)	$ (1,126,391)
Items not affecting cash:		
Amortization	1,742,418	1,751,643
	826,515	625,252
Changes in non-cash working capital items		
Decrease (increase in) accounts receivable	1,028,262	(527,159)
Increase in due from the Government of Canada	(24,501)	(87,878)
Increase in prepaid expenses	(21,353)	(69,403)
Increase in accounts payable and accrued liabilities	813,820	189,923
Increase (decrease) in accrued payroll liabilities	90,066	(12,332)
Decrease in pensions	(163,100)	(4,800)
Increase in post-employment benefits and compensated absences	28,940	89,130
Decrease in deferred revenue	(475,853)	(892,814)
Increase in payroll benefits payable	14,933	62,921
	1,291,214	(1,252,412)
Cash provided by (used in) operating transactions	**2,117,729**	(627,160)
Financing transaction		
Repayment of long-term debt	(64,523)	(113,113)
Capital transaction		
Acquisition of tangible capital assets	-	(142,705)
(Decrease) increase in cash and cash equivalents	2,053,206	(882,978)
Cash and cash equivalents, beginning of year	10,889,417	11,772,395
Cash and cash equivalents, end of year	**$ 12,942,623**	$ 10,889,417

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Consolidated Statement of Accumulated Surplus

For the year ended June 30,	2025	2024
Operating Fund Surplus		
Operating fund surplus, beginning of year	$ 5,132,024	$ 4,762,590
Operating deficit	(915,903)	(1,126,391)
Transfer from investment in tangible capital assets	1,677,895	1,495,825
Operating fund surplus, end of year	**$ 5,894,016**	$ 5,132,024
Transfer from investment in tangible capital assets consists of:		
Amortization	$ 1,742,418	$ 1,751,643
Capital acquisitions	-	(142,705)
Debenture principal repayment	(64,523)	(113,113)
	$ 1,677,895	$ 1,495,825
Investment in Tangible Capital Assets		
Investment in tangible capital assets, beginning of year	$ 33,775,993	$ 35,271,818
Amortization	(1,742,418)	(1,751,643)
Capital acquisitions	-	142,705
Debenture principal repayment	64,523	113,113
Investment in tangible capital assets, end of year	**$ 32,098,098**	$ 33,775,993
Decentralized Budget Accumulated Surplus		
Decentralized budget accumulated surplus, beginning of year	$ 336,306	$ 336,306
Decentralized budget accumulated surplus, end of year	**$ 336,306**	$ 336,306
Total Accumulated Surplus	**$ 38,328,420**	**$ 39,244,323**

1. Nature of Operations

Yellowknife Public Denominational District Education Authority, Yellowknife Catholic Schools ("YCS") was established in July 1951 and is presently the only Catholic school board in the Northwest Territories. A full range of instructional programs ranging from Junior Kindergarten through Grade 12 is offered by the YCS.

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

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

2. Significant Accounting Policies

(a) Basis of Accounting

These consolidated financial statements have been prepared in accordance with Canadian public sector accounting standards ("PSAS"). The consolidated financial statements reflect the assets, liabilities, revenues and expenses of the reporting entity, which is composed of all organizations which are controlled by YCS. These organizations include the three schools, a maintenance shop and the Kimberlite Career and Technical Centre.

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

YCS uses fund accounting to separate transactions between its operating fund surplus, investment in tangible capital assets, and decentralized budget accumulated surplus.

Operating Fund Surplus

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

In summary, the operating fund surplus is used to account for all financial activities except those accounted

2. Significant Accounting Policies (continued)

(a) Basis of Accounting (continued)

Operating Fund Surplus (continued)

for in the investment in tangible capital assets fund and decentralized budget accumulated surplus.

Investment in Tangible Capital Assets

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

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

Decentralized Budget Accumulated Surplus

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

(b) Cash and Cash Equivalents

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

2. Significant Accounting Policies (continued)

(c) Financial Instruments

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

Financial assets measured at amortized cost include cash and cash equivalents, accounts receivable, and due from the Government of Canada.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll benefits payable and accrued payroll liabilities, and long-term debt.

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

(d) Non-Financial Assets

Prepaid expenses and other non-financial assets are accounted for as assets by YCS because they can be used to provide government services in future periods. These assets do not normally provide resources to discharge the liabilities of YCS.

2. Significant Accounting Policies (continued)

(e) Tangible Capital Assets

Tangible capital assets acquired for more than $50,000 are capitalized and amortized. Tangible capital assets are recorded at cost plus any betterments less accumulated amortization. The cost includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. The buildings, portables and equipment will be amortized using the straight line method, based on their useful life. The buildings, portables and equipment have useful lives of 40, 25 and 10 years respectively. Any additions to the buildings and portables will be amortized over the remaining useful life of the assets.

Capital facilities planning and construction with certain exceptions are funded by the Government of the Northwest Territories ("GNWT") and subject to their capital planning and approval process. Capital contributions received but not spent at year-end are recorded as deferred revenue.

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

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

(f) Revenue Recognition

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

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

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

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

GNWT - Regular Contributions
The regular contributions from the GNWT are determined by a funding formula, based on student enrolment, and are received in monthly installments. YCS retains surpluses and are responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the GNWT.

2. Significant Accounting Policies (continued)

(f) Revenue Recognition (continued)

Local Tax Revenue (property tax requisitioned)
The *Education Act of the Northwest Territories,* by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board.

The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the YCS and is responsible for the collection of taxes.

Section 136(4) of the *Education Act of the Northwest Territories* requires the amount requisitioned to be paid to the YCS in equal quarterly installments on or before the first day of the months of June, September, December and March.

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

Other Revenues
Tuition fees revenue is recognized as educational services are provided. Revenue from rentals is earned as the facilities are used. Other revenues, and fees and sales are recorded as the service is provided and receipt of funds is reasonably assured.

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

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

Special Purpose Funds
School activity funds which are fully controlled by YCS with respect to when and how the funds available can be disbursed are included. The funds reported are internally restricted as to purpose and may include the proceeds of fundraising, contributions or fees paid related to a specific planned benefit. Examples may include planned student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

Student activity funds which are controlled by students or parties other than YCS are not included so long as custody of the funds are not held by YCS. Examples of excluded funds might be student clubs or associations for which YCS has no ongoing responsibility of liability for losses.

2. Significant Accounting Policies (continued)

(g) Budget Data

The *Education Act of the Northwest Territories* requires that Education Authorities prepare an annual budget, as outlined in Section 117.

The priorities and funding allocations are determined by the Board of Trustees of each Education Authority and the budget is legally adopted by a motion of the Board in accordance with Section 135(3) of the *Education Act*.

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

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

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

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the consolidated financial statements reflects the Minister approved budget for the school year.

(h) Measurement Uncertainty

The preparation of consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the amounts of revenues and expenses during the period. Management makes accounting estimates when determining allowance for doubtful accounts, significant accrued liabilities, and useful lives of property and equipment. Actual results could differ from these estimates.

(i) Inventories Including Materials and Supplies

Inventories of books, materials, supplies and other expendables purchased by YCS are treated as expenses during the year of acquisition and are not recorded on the consolidated Statement of Financial Position.

(j) Payroll Liabilities

Payroll costs for teachers are accrued for July and August. Payroll costs for members of the Union of Northern Workers ("UNW") and employees who work for 10 and 11 months during the fiscal year are accrued as appropriate.

2. Significant Accounting Policies (continued)

(k) Employee Future Benefits

i) Post-employment benefits

YCS provides post-employment benefits for certain employees pursuant to certain contracts and collective agreements. These include removal assistance, severance, long and short term disability, and sick leave.

Teachers and UNW employees leaving Yellowknife within one year of the date of resignation, after completing a minimum of two years' experience with YCS, will receive removal assistance of $1,500 plus $400 for each year of consecutive service with YCS, excluding years on deferred salary leave. Teachers who leave the employment of YCS after twenty years of consecutive service will receive an additional payment of $2,000. This benefit is considered to vest and accumulate. YCS recognizes a liability and expense for this post-employment benefit in the period in which teachers and UNW employees render services to YCS.

YCS recognizes a liability and an expense for post-employment benefits and compensated absences that do not vest or accumulate when the event that obligates YCS occurs. This includes benefits to employees in the event of an accident or injury. The benefit would be accrued when the accident or injury occurs.

ii) Sick leave

Sick leave benefits accumulate but do not vest and are normally paid only upon an illness or injury-related absence. Such benefits are obligations and would be recognized. The actuarial company hired by the GNWT conducted a review and has estimated the sick leave obligation as at June 30, 2025.

iii) Pensions

Prior to May 1, 2013 all indeterminate full-time employees had the option to participate in a Defined Contribution (DC) pension plan. YCS contributions to this plan were recognized as an expense on a current year basis and represented YCS total pension obligations.

Effective May 1, 2013 the YCS added a Defined Benefit (DB) provision to the Pension Plan for the employees of Yellowknife Catholic Schools. The pension benefits under the DB provision are reported on an actuarial basis. This is done to determine the current value of future entitlements and uses various assumptions. When actual experience varies from assumptions, the resulting gains or losses are amortized on a straight line basis over the estimated average remaining service lives of the contributors. This plan has been approved to be terminated effective August 31, 2023 and ceased receiving contributions with the intention of being wound up. Distributions are still being paid and will be fully distributed by June 30, 2026.

Effective August 31, 2023, the YCS became a member of the Northern Employee Benefits Services pension plan.

(l) Expenses

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

2. Significant Accounting Policies (continued)

(m) Foreign Currency Translation

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

(n) Employee Benefit Plans

The YCS contributes 100% of the premiums related to life insurance, long-term disability insurance and extended health care benefits for eligible employees, in accordance with negotiated salary agreements and employment practices. In addition, the YCS contributes 100% of the premiums related to dental insurance in accordance with negotiated salary agreements and employment practices. Employee and employer contributions are made on behalf of all employees for statutory federal deductions related to Canada Pension Plan and Employment Insurance.

(o) Liability for Contaminated Sites

Contaminated sites are a result of contamination being introduced into air, soil, water or sediment of a chemical, organize or radioactive material or live organism that exceeds an environmental standard. A liability for remediation of contaminated sites is recognized when all the following criteria are met: an environmental standard exits; contamination exceeds the environmental standard; YCS is directly responsible or accepts responsibility; it is expected that future economic benefits will be given up and a reasonable estimate of the amount can be made. The best estimate of the liability includes all costs directly attributable to remediation activities and is reduced by expected net recoveries based on information available as at June 30, 2025.

At each financial reporting date, Management reviews the carrying amounts of the liability. Any revisions required to the amount previously recognized are accounted for in the period revisions are made. Management at YCS has concluded that there is no contamination that exceeds environmental standards and as a result there are no liabilities for contaminated sites.

(p) Net Assets

YCS's financial statements are presented so as to highlight net financial assets (net debt) as the measurement of financial position. The net financial assets (net debt) of YCS is determined by its financial assets less its liabilities. Net debt combined with non-financial assets comprises a second indicator of financial position, accumulated surplus.

2. Significant Accounting Policies (continued)

(q) Segment Disclosure

The Schedule of Operating Fund - Detail of Expenses has been prepared in accordance with PS Handbook Section PS2700 - Segment Disclosures. The segments selected are to enable users to better understand the government reporting entity and the major revenue and expense activities of the Board. For each reported segment, revenues and expenses represent amounts directly attributable to each segment. Segments include:

School Programs: pertains to the provision of instructional services that fall under the basic public education mandate.

Inclusive Schooling: pertains to access to quality education for all students by effectively meeting their diverse needs.

Operations and Maintenance: pertains to the operations and maintenance of all YCS buildings and facilities.

Board Administration: pertains to the provision of board governance and central office administration.

Indigenous Languages and Culture: pertains to indigenous language resource development, support of language teachers and community engagement.

Transfers and others: pertains to amortization, debenture interest and gain or loss on sale (disposal) of tangible capital assets.

Jordan's Principle: pertains to the provision of products, services and supports related to health, social, and educational needs of the First Nations students at YCS.

(r) Asset Retirement Obligation

Asset retirement obligations are recognized for the Authority's schools and buildings, some of which could contain asbestos, mercury and/or lead-based paint. Management's best estimate of the future expenditures required to settle the legal obligations are recognized to the extent that they can be reasonably estimated and are calculated based on the estimated future cash flows necessary to discharge the legal obligations, discounted using the Authority’s cost of borrowing for maturity dates that coincide with the expected cash flows.

If an asset retirement obligation ("ARO") has been determined to exist, the estimated future expenditures to settle the legal obligations are to be recorded as a liability with a corresponding increase to tangible capital assets.

2. Significant Accounting Policies (continued)

(s) Related parties

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

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

3. Future Accounting Changes

(a) Future Accounting Changes

The Conceptual Framework for Financial Reporting in the Public Sector

PSAB's Conceptual Framework for Financial Reporting in the Public Sector replaces the conceptual aspects of Section PS 1000, Financial Statement Concepts, and Section PS 1100, Financial Statement Objectives. The Conceptual Framework applies to fiscal years beginning on or after April 1, 2026 Earlier adoption is permitted. This Conceptual Framework is to be applied prospectively. The impact of the transition to this proposed accounting standard is being reviewed by management.

Financial Statement Presentation, Section PS 1202

Section PS 1202 "Financial Statement Presentation", will replace the existing Financial Statement Presentation section PS 1200. The new standard will relocate the calculation of net financial liabilities (formely known as 'net debt') to its own statement, introducing two categories of liabilities: financial and non-financial. The new standard will restructure the statement to present assets, followed by liabilities, followed by net assets or net liabilities. This section applies to fiscal years beginning on or after April 1, 2026. Earlier adoption is permitted. PS 1202 will be applied prospectively.

4. Cash and Cash Equivalents

	2025	2024
Cash and cash equivalents	**$ 12,942,623**	$ 10,889,417

The cash is held in a bank account with the Canadian Imperial Bank of Commerce ("CIBC") and is invested with the GNWT's investment pool.

5. Special Purpose Funds

YCS does not have special purpose funds.

6. Restricted Assets

YCS does not have any restricted assets.

7. Portfolio Investments

YCS does not have any portfolio investments.

8. Accounts Receivable

	Accounts Receivable	Allowance for doubtful accounts	Net 2025	2024
Due from GNWT	**$ 82,024**	**$ -**	**$ 82,024**	$ 895,811
Due from other	**63,840**	**-**	**63,840**	141,885
Due from related parties	**14,553**	**-**	**14,553**	150,983
Total	**$ 160,417**	**$ -**	**$ 160,417**	$ 1,188,679

9. Inventories

YCS does not have any inventories.

10. Accounts Payable and Accrued Liabilities

		2025		2024
Damage deposits	$	4,310	$	4,310
Trades payable		1,654,701		840,881
	$	**1,659,011**	$	845,191
Accrued payroll liabilities				
Teachers - Northwest Territories Teachers' Association	$	2,753,037	$	2,798,714
Non-Teacher - Union of Northern Workers		1,257,087		1,109,141
Excluded employees		91,118		103,321
	$	**4,101,242**	$	4,011,176

11. Contribution Repayable

YCS does not have any contribution repayable.

12. Deferred Revenue

	June 30, 2024	Funding received or receivable	Revenue recognized	June 30, 2025
Government of Canada				
First Nations and Inuit Health Branch - Jordan's Principle	$ 609,565	$ 6,834,204	$(7,443,769)	$ -
Menstrual Product Funding	144,964	-	(28,783)	116,181
	754,529	6,834,204	(7,472,552)	116,181
Government of the Northwest Territories				
GNWT - ECIF Funding	50,000	-	(50,000)	-
GNWT - Out of School Care Funding	-	77,938	-	77,938
GNWT - ILE	-	1,313,435	(1,287,444)	25,991
GNWT - NSFP	-	168,605	(62,542)	106,063
	50,000	1,559,978	(1,399,986)	209,992
	$ 804,529	$ 8,394,182	$(8,872,538)	**$ 328,676**

Deferred revenue consists of amounts received for which project completion dates extending beyond the fiscal year end, or conditions attached to the use of the funds have not yet been met, or an operating advance received from a funding agency for the upcoming fiscal year. These amounts will be recognized in revenue as eligible expenses are incurred or conditions of funding are satisfied.

13. Due from the Government of Canada

	Accounts Receivable	Allowance for doubtful accounts	Net 2025	2024
GST Receivable	**$ 275,714**	**$ -**	**$ 275,714**	$ 251,213

14. Capital Lease Obligations

YCS does not have any capital lease obligations.

15. Pensions

(a) Defined Contribution Plan

Since January 1, 1966 Yellowknife Catholic Schools indeterminate staff have had the option to participate in a voluntary Defined Contribution ("DC") pension plan. Since January 1, 1988, that participation has been in the Pension Plan for the Employees of Yellowknife Catholic Schools (the Plan).

All DC assets of the Plan are held by a Trustee in favour of individual employees. The only obligation to YCS is to match employee contributions. YCS fully funds its DC obligation under the Plan each month. YCS did not have any liability under the DC component of the Plan as of June 30, 2025.

Effective May 1, 2013 teaching and non-union staff could no longer contribute to the DC component. Instead all indeterminate teaching and non-unionized staff joined a new Defined Benefit ("DB") component of the Plan. Effective July 1, 2013, all indeterminate unionized non-teaching staff also ceased to make contributions to the DC component and joined the DB component of the Plan. After July 1, 2013, there are no employees making contributions to the DC component.

DC assets of the Plan will continue to be held in Trust for the individual employees unless they either elect to transfer their DC account to the DB component or leave the employment of Yellowknife Catholic Schools.

No assets or liabilities related to the DC component are recorded in the consolidated financial statements of Yellowknife Catholic Schools.

15. Pensions (continued)

(b) Defined Benefit Plan

Each permanent full-time employee, belonged to an eligible class of employees, automatically becoming a Member of the plan as of the first day of employment with YCS.

Each permanent part-time employee, belonged to an eligible class of employees, automatically becoming a Member of the plan if the employee earns at least 37% of the equivalent full-time earnings for his or her particular position.

All Members and the Employer have agreed to share the cost of benefits accrued annually, plus the administrative expenses of the DB plan in the following ratio:

- Employer 52.38%
- Employee 47.62%

Members were required to make contributions at 8.80% of earnings below the Year's Maximum Pensionable Earnings ("YMPE") and 11.60% of earnings above YMPE. The YMPE for the 2025 calendar year was $71,300 (2024 - $67,650).

The employer must contribute to the DB pension trust fund each year no less than its portion of the total current service cost as determined by the Actuary. In addition, YCS shall contribute to the Solvency Account such additional amounts as may be required, based on the advice of the Actuary, to amortize any going concern unfunded liabilities and solvency deficiencies of the Plan.

Normal retirement date for an employee is when they terminate employment with YCS having reached the age of 65. An employee would be entitled to an unreduced early retirement date when the Members' age plus years of service at YCS total 90. A Member may elect to retire up to 10 years prior to their normal retirement date or their unreduced retirement date and take a reduced pension benefit.

The annual pension payable to Member who retires at the normal retirement date is equal to 1.30% of the Member's Best Average Pensionable Earnings up to the Average YMPE plus 2.00% of the Member's Best Average Pensionable Earnings in excess of the Average YMPE, multiplied by years of Pensionable Service. Pensionable Earnings and the YMPE are averaged over the best 10 years prior to termination, death or retirement.

The plan provided inflation protection during retirement at 75% of the increase in the Northwest Territories Consumer Price Index. The Plan was approved to be terminated by the Board of Trustees effective August 31, 2023 and is the final dissolution of the plan is pending approval from the Office of the Superintendent of Financial Institutions ("OSFI").

Benefits are vested immediately.

During fiscal 2024/2025 Yellowknife Catholic Schools did not contribute to the plan ($- in fiscal 2023/2024) in respect to the DB component as a result of the plan being approved for termination on August 31, 2023.
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15. Pensions (continued)

(b) Defined Benefit Plan (continued)

The date of the most recent actuarial valuation of the Plan is August 31, 2023, and extrapolated to June 30, 2025. The Accrued Benefit Obligation was calculated using the projected unit credit method, pro-rated on service.

The DB Pension Trust fund assets are recorded at fair market value.

(c) Supplementary Defined Benefit Pension Plan

The supplementary plan applies to the Superintendent and the Assistant Superintendents. The supplementary plan provides a pension benefit for pensionable earnings in excess of the defined benefit limit set out in the *Income Tax Act*. This plan is a non-contributory plan and is not funded until the employee terminates their employment from Yellowknife Catholic Schools. The employer is responsible to provide a pension at retirement equivalent to what the employee would have earned under the Defined Benefit provision of the Pension Plan for the Employees of Yellowknife Catholic schools if there were no *Income Tax Act* maximum pension limits in place. The accrued benefit obligation was calculated using the projected unit credit method, pro-rated on service. The accrued benefit obligation has been settled and there is no ongoing obligation.

Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2025 is as follows:

(d) Plan assets

	Pension Plan	Supplementary Plan	**2025**
Fair value, beginning of year	$ 34,980,300	$ -	$ 34,980,300
Expected return on plan assets	1,285,000	-	1,285,000
Employee prior service contributions	-	96,500	-
Benefit payments and expenses	(17,297,200)	(96,500)	(17,393,700)
Experience gain (loss)	(505,100)	-	(505,100)
Fair value, end of year	**$ 18,463,000**	**$ -**	**$ 18,463,000**

15. Pensions (continued)

(e) Accrued benefit obligations

	Pension Plan	Supplementary Plan	**2025**
Balance, beginning of year	$ 28,307,200	$ 39,900	$ 28,347,100
Interest cost on accrued benefit obligation	975,200	1,000	976,200
Employee prior service cost	-	55,600	55,600
Benefit payments and expenses	(17,297,200)	(96,500)	(17,393,700)
(Gains) / losses on accrued benefit obligation	(332,500)	-	(332,500)
Balance, end of year	**$ 11,652,700**	**$ -**	**$ 11,652,700**

(f) Funded status

	Pension Plan	Supplementary Plan	**2025**
Plan surplus / (deficit)	$ 6,145,300	$ -	$ 6,145,300
Unrecognized (gains) losses	863,700	-	863,700
Accrued benefit asset (liability) before limit on assets	7,009,000	-	7,009,000
Impact of limit on assets	(7,009,000)	-	(7,009,000)

(g) Determination of pension cost

	Pension Plan	Supplementary Plan	**2025**
Current service cost	$ -	$ 55,600	$ 55,600
Interest on accrued benefit obligation	(309,800)	1,000	(308,800)
Amortization of losses / (gains)	1,604,300	(7,100)	1,597,200
Extraordinary items	-	(116,100)	(116,100)
Pension expense	**$ 1,294,500**	**$ (66,600)**	**$ 1,227,900**

15. Pensions (continued)

Information about the Defined Benefit Plan and Supplementary Defined Benefit Pension Plan as at June 30, 2024 is as follows:

(h) Plan assets

	Pension Plan	Supplementary Plan	2024
Fair value, beginning of year	$ 35,117,200	$ -	$ 35,117,200
Expected return on plan assets	1,712,000	-	1,712,000
Employer contributions	302,600	-	302,600
Employee contributions	274,400	-	274,400
Benefit payments and expenses	(932,000)	-	(932,000)
Experience (loss) gain	(1,493,900)	-	(1,493,900)
Fair value, end of year	$ 34,980,300	$ -	$ 34,980,300

(i) Accrued benefit obligations

	Pension Plan	Supplementary Plan	2024
Balance, beginning of year	$ 27,384,500	$ 37,200	$ 27,421,700
Current service cost	434,000	500	434,500
Interest cost on accrued benefit obligation	1,340,300	2,000	1,342,300
Benefit payments and expenses	(932,000)	-	(932,000)
(Gains) / losses on accrued benefit obligation	(80,400)	(200)	(80,600)
Balance, end of year	$ 28,146,400	$ 39,500	$ 28,185,900

(j) Funded status

	Pension Plan	Supplementary Plan	2024
Plan surplus (deficit)	$ 6,673,100	$ 39,900	$ 6,713,000
Unrecognized (gains) losses	1,630,400	123,200	1,753,600
Accrued benefit asset (liability) before limit on assets	8,303,500	163,100	8,466,600
Impact on limit of assets	(8,303,500)	-	(8,303,500)
Accrued benefit asset (liability)	$ -	$ 163,100	$ 163,100

15. Pensions (continued)

(k) Determination of pension cost

	Pension Plan	Supplementary Plan	2024
Current service cost	$ 159,600	$ 500	$ 160,100
Interest on accrued benefit obligation	(371,700)	2,000	(369,700)
Amortization of losses/ (gains)	30,000	(7,300)	22,700
Change in valuation allowance	484,700	-	484,700
Pension expense	$ 302,600	$ (4,800)	$ 297,800

(l) Actuarial assumptions

	2025	2024
Discount rate - pension plan	**4.96%**	4.90%
Discount rate - supplementary plan	**5.13%**	5.91%
Expected return on plan assets - pension plan	**4.88%**	4.90%
Expected return on plan assets - supplementary plan	**n/a**	n/a
Salary increase - pension plan	**2.00%**	2.00%
Salary increase - supplementary plan	**2.00%**	2.00%
Mortality table	**100% of the CPM 2014 table ***	100% of the CPM 2014 table *
Expected average remaining services lifetime ("EARSL") - pension plan	**1 Year**	14.2 Years
Expected average remaining services lifetime ("EARSL") - supplementary plan	**1 Year**	17.8 Years

* 2025 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B;
2024 - 100% of the 2014 Canadian Pensioners' Public Sector Mortality Table with projection scale CPM-B.

(m) Plan assets consist of:

	2025	2024
Fixed income securities	**60%**	60%
Equity securities	**40%**	40%

16. Long-Term Debt

	2025	2024
Government of the Northwest Territories debenture, repayable in monthly instalments of $10,000 including interest that was repaid in full during the year.	**$ -**	$ 64,523

The debentures were deregistered during the year.

17. Post-Employment Benefits and Compensated Absences

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2025. The liabilities are actuarially determined as the present value of the accrued benefits at March 31, 2025 and the results extrapolated to June 30, 2025. The values presented below are for all the benefits under the Compensated Absences and Termination Benefits for the Authority.

Reconciliation of Accrued Benefit Obligation

	Severance and removal	Compensated absences	**2025**	2024
Accrued benefit obligation, beginning of year	$ 569,170	$ 280,631	$ 849,801	$ 849,298
Current service cost	64,572	19,494	84,066	85,867
Interest cost	31,676	15,323	46,999	42,561
Benefits paid	(91,952)	(22,028)	(113,980)	(57,945)
Actuarial gains/losses	(93,608)	(133,913)	(227,521)	(69,973)
Accrued benefit obligations, end of year	479,858	159,507	639,365	849,808
Unamortized net actuarial gain/loss	198,411	280,980	479,391	240,008
Accrued benefit liability	**$ 678,269**	**$ 440,487**	**$ 1,118,756**	$ 1,089,816

17. Post-Employment Benefits and Compensated Absences (continued)

Benefits Expense

	Severance and removal	Compensated absences	**2025**	2024
Current service cost	$ 64,572	$ 19,494	$ 84,066	$ 85,867
Interest cost	31,676	15,323	46,999	42,561
Amortization of net actuarial loss (gain)	(7,131)	18,985	11,854	18,647
Benefit expense, end of year	**$ 89,117**	**$ 53,802**	**$ 142,919**	$ 147,075

The discount rate used to determine the accrued benefit obligation was an average of 4.30% (2024 - 5.30%). The expected payments during the next five fiscal years are:

	Severance and removal	Compensated absences	Total
2026	$ 67,798	$ 15,995	$ 83,793
2027	59,998	14,121	74,119
2028	57,036	13,899	70,935
2029	55,367	14,789	70,156
2030	49,258	14,087	63,345
Total	**$ 289,457**	**$ 72,891**	**$ 362,348**

18. Trust Assets Under Administration

YCS does not have any trust assets under administration.

19. Tangible Capital Assets

	Cost	Additions	Disposals	Amortization	Accumulated Amortization	Net Book Value, June 30, 2025	Net Book Value, June 30, 2024
Land and improvements	**$ 1,838,825**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,838,825**	$ 1,838,825
Equipment	**2,577,254**	**-**	**-**	**143,552**	**985,023**	**1,592,231**	1,735,783
Buildings and Portables							
Career and Technical Centre	2,878,916	-	-	73,888	1,548,930	1,329,986	1,403,874
Central Services offices	1,048,460	-	-	41,700	910,568	137,892	179,592
Ecole St. Joseph School	37,393,984	-	-	788,566	18,932,558	18,461,426	19,249,992
Ecole St. Patrick High School	12,292,334	-	-	321,853	9,046,721	3,245,613	3,567,466
Tallah Building	621,027	-	-	15,757	199,406	421,621	437,378
Weledeh Catholic School	13,096,660	-	-	357,102	8,026,156	5,070,504	5,427,606
	67,331,381	**-**	**-**	**1,598,866**	**38,664,339**	**28,667,042**	30,265,908
	$ 71,747,460	**$ -**	**$ -**	**$ 1,742,418**	**$ 39,649,362**	**$ 32,098,098**	$ 33,840,516

20. Prepaid Expenses and Deposits

	2025	2024
Total	**$ 164,698**	$ 143,345

21. GNWT Assets Provided At No Cost

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

	Cost	Accumulated Amortization	**Net Book Value 2025**	Net Book Value 2024
St. Joseph Portables 4 Units	$ 1,622,045	$ 260,203	$ 1,361,842	$ 1,402,393

Rent expense of $40,551 (2024 - $40,551) was offset by a grant in-kind.

22. Contractual Obligations

YCS has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2025.

YCS is committed to four janitorial contracts for various schools and buildings. All of the contracts expire in June 2026. YCS has a contract with First Canada ULC (o/a First Student Canada) for student transportation. The five year contract was implemented in September 2021, expiring August 2026. YCS has various contracts for courier services, elevator maintenance, employee assistance, phone service, photocopiers, and postage machines.

The future minimum payments are as follows.

	Expiry Date	**2026**	**2027**	**Total**
Courier services	June 2026	$ 7,944	$ -	$ 7,944
Janitorial	June 2026	635,496	-	635,496
Photocopier	April 2027	11,792	9,209	21,001
Student bussing	August 2026	393,797	-	393,797
Technology	February 2027	32,475	21,650	54,125
		$ 1,081,504	**$ 30,859**	**$ 1,112,363**

Yellowknife Catholic Schools have collective agreements with the Northwest Territories Teachers' Association and the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers. A four-year agreement with the Northwest Territories Teachers' Association was signed for the period from September 2021 to August 2025. A four-year agreement with the Public Service Alliance of Canada as represented by its agent the Union of Northern Workers was signed for a period from July 2022 to June 2026.

23. Contingencies

The Authority does not have any contingencies.

24. Related Parties

YCS has the following transactions with government and other government controlled organizations:

Due from related parties:

	Accounts Receivable	Allowance for doubtful accounts	2025	2024
Government of the Northwest Territories				
Department of Education, Culture and Employment	$ 15,806	$ -	$ 15,806	$ 826,690
Department of Finance	66,218	-	66,218	57,902
Department of Health and Social Services	-	-	-	11,220
Aurora College	14,553	-	14,553	13,935
Dettah District Education Authority	-	-	-	137,048
Total due from related parties	**$ 96,577**	**$ -**	**$ 96,577**	$ 1,046,795

Revenues from related parties:

	2025	2024
Government of the Northwest Territories		
Department of Education, Culture and Employment - Regular contributions	$ 22,905,269	$ 21,886,989
Department of Municipal and Community Affairs - Other contributions	45,900	48,696
Department of Health and Social Services - Other contributions	8,925	9,425
Department of Environment and Natural Resources - Other contributions	8,000	8,000
Aurora College - Tallah building - Rentals	$ 124,806	$ 124,188
Dettah District Education Authority - Extra-jurisditional tuition	124,187	137,048

Expenses from related parties:

	2025	2024
Government of the Northwest Territories		
Department of Finance - debenture	$ 1,122	$ 6,888

25. Budget Data

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

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

The budget figures presented are those approved by the Trustees of YCS on June 17, 2024.

26. Economic Dependence

YCS receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that YCS operations would be significantly affected.

27. Risk Management

YCS is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risks from the YCS's financial instruments is provided by type of risk below.

(a) Credit risk

Credit risk is the risk of financial loss to the YCS if a debtor fails to make payments of interest and principal when due. The School Board is exposed to this risk relating to its cash and cash equivalents, due from the Government of Canada, and accounts receivable. The YCS holds its cash in accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the YCS's cash is is covered up to the insurable limit.

Credit risk related to accounts receivable is mitigated by controls over arrears accounts for ultimate collection and policies in place for debt collection. YCS's maximum exposure to credit risk at June 30, 2025 is as follows:

	2025
Cash and cash equivalents	$ 12,942,623
Accounts receivable	160,417
Maximum credit risk exposure	**$ 13,103,040**

At June 30, 2025, the following accounts receivable were past due but not impaired.

30 days	60 days	90 days
$ -	$ 670	$ 15,103

At June 30, 2025, YCS does not have any impaired accounts receivable.

YCS does have concentration of credit risk in its accounts receivable. Concentration of credit risk is the risk that a customer has more than ten percent of the total accounts receivable balance and thus there is a higher risk to YCS in the event of a default. At June 30, 2025, receivables from two (2024 - one) customer comprised 75% (2024 - 85%) of the total outstanding receivable. YCS reduces this risk by monitoring overdue balances.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and method used to measure the risk.

(b) Interest rate risk

Interest rate risk is the risk that the future cash flows of a financial instrument will fluctuate because of changes in interest rates. YCS has exposure to interest rate risk on its long-term debt of $- (2024 - $64,523) may be adversely affected by a change in the interest rates.

The risk has decreased in the year as YCS is no longer exposed in the exposure to risk or policies, procedures and method used to measure the risk.

27. Risk Management (continued)

(c) Liquidity risk

Liquidity risk is the risk that the YCS will not be able to meet all cash outflow obligations as they come due. The YCS mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

The table below shows when various financial assets and liabilities mature.

Financial assets	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Cash and cash equivalents	$ 12,942,623	$ -	$ -	$ -
Accounts receivable	160,417	-	-	-
Due from the Government of Canada	275,714	-	-	-
Total assets	**$ 13,378,754**	**$ -**	**$ -**	**$ -**
Total assets - prior year	$ 12,329,309	$ -	$ -	$ -

Financial liabilities	Up to 6 months	6 months to 1 year	1 to 5 years	Over 5 years
Accounts payable and accrued liabilities	$ 1,659,011	$ -	$ -	$ -
Accrued payroll liabilities	4,101,242	-	-	-
Total liabilities	**$ 5,760,253**	**$ -**	**$ -**	**$ -**
Total liabilities - prior year	$ 4,920,890	$ -	$ -	$ -
Net total	**$ 7,618,501**	**$ -**	**$ -**	**$ -**
Net total - prior year	$ 7,408,419	$ -	$ -	$ -

There have been no significant changes from the previous year in the exposure to risks or policies, procedures, and methods used to measure the risks.

28. Expenses By Object

	2025 Budget	**2025 Actual**	2024 Actual
Amortization	$ 1,742,000	$ 1,742,418	$ 1,751,643
Compensation	31,569,000	29,493,875	28,257,337
Interest on long-term debt	4,000	1,122	6,888
Materials/Freight	911,788	2,630,701	1,963,006
Services Purchased/Contracted	3,895,500	3,749,835	4,465,808
	$ 38,122,288	**$ 37,617,951**	$ 36,444,682

29. Comparative Figures

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

30. ECE Contributions

	2025	2024
Original contribution	$ 19,559,341	$ 19,412,834
Student Success Initiative	-	103,000
Termination benefits	245,706	77,620
Collective bargaining adjustments	1,616,345	-
Mentorship release time	-	27,773
Updated contribution	**$ 21,421,392**	$ 19,621,227
After school program subsidy	759,243	548,971
Diplôme d'Études en Langue Française (DELF)	5,000	40,000
Extra French funding	148,000	-
French language funding	472,055	579,922
School based mental health and wellness services	-	468,578
2023-2024 Collective bargaining increases	-	619,791
Early Learning and Child Care Viability Study	17,056	-
Early Learning and Child Care Funding Daycare Set up	10,485	-
French Language Communication and Services	9,500	8,500
National School Food Program	62,538	-
Other contributions	1,483,877	2,265,762
TOTAL	**$ 22,905,269**	$ 21,886,989

31. GNWT - Other Contributions

		2025		2024
Department of MACA				
Active After School	$	45,900	$	43,696
Cultural Leadership		-		5,000
Department of Health and Social Services				
Drop the Pop		8,925		9,425
Department of Environment & Natural Resources				
Take a Kid Trapping		8,000		8,000
TOTAL	**$**	**62,825**	$	66,121

32. Contingent Assets

YCS does not have any contingent assets.

33. Contractual Rights

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

		2026		2027		2028		Total
Jordan's Principle	$	7,446,081	$	-	$	-	**$**	**7,446,081**
Tallah Building		123,489		123,489		123,489		**370,467**
Core Funding		20,552,078		-		-		**20,552,078**
	$	28,121,648	$	123,489	$	123,489	**$**	**28,368,626**

YCS has entered a rental agreement with Aurora College for the rental of the Tallah Building. The lease agreement expires on June 30, 2028.

34. Northern Employee Benefits Services (NEBS) Pension Plan

Starting September 1, 2023, the School Board became a participating member in the Plan. The School Board is required to make contributions to the plan of 8% of pensionable earnings, and to remit employee contributions of 8%. These contributions cover service costs and a provision for adverse deviation.

The Plan is governed by the *Northern Employee Benefits Services Pension Plan Act* (in force October 1, 2015) (the "Act") and a Plan text document maintained by the administrator of the Plan. Both the Act and the Plan text document provide that participating employers are liable for their share of any funding shortfalls in the Plan as determined on a going concern basis, and on Plan windup. The Act and the Plan text document provide any going concern shortfalls, should they arise, are to be paid down over no more than 15 years and that contribution rates may be increased if necessary to do so.

Pursuant to the Act, the Plan is exempt from compliance with the *Pension Benefits Standards Act, 1985* (PBSA) and is not required to be funded on a solvency basis.

As at January 1, 2025, the NEBS Pension Plan had a going concern surplus of $81,271,800 (2024 - $66,573,900) and a funded ratio of 120% (2024 - 119%). The Plan serves 4,515 (2024 - 4,205) employee members and 119 (2024 - 118) participating employers.

As of January 1, 2025, the solvency ratio is 99.4%

During the year contributions made by the School Board to the NEBS pension plan totalled $1,545,438 (2024 - $1,286,425).

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 1
Operating Fund - Detail of Expenses

For the year ended June 30, 2025

	School Programs	Inclusive Schooling (Schedule 2)	Board Administration	Operations and Maintenance	Indigenous Languages and Culture (Schedule 3)	Transfer & Others	Jordan's Principle (Schedule 6)	**Total 2025**	**Budget 2025**	**Total 2024**
Salaries										
Teachers	$ 10,922,157	$ 1,623,138	$ -	$ -	$ 660,741	$ -	$ 1,616,442	**$ 14,822,478**	**$ 15,888,500**	**$ 14,912,787**
Instruction assistants	-	953,447	-	-	-	-	3,422,229	**4,375,676**	**5,809,500**	**4,625,780**
Non-instructional	1,435,244	378,269	1,330,384	325,301	116,886	-	334,102	**3,920,186**	**3,542,000**	**2,819,758**
Board honoraria	-	-	75,555	-	-	-	-	**75,555**	**80,000**	**73,961**
	12,357,401	**2,954,854**	**1,405,939**	**325,301**	**777,627**	**-**	**5,372,773**	**23,193,895**	**25,320,000**	**22,432,286**
Employee Benefits										
Employee benefits	3,037,451	751,876	476,118	45,822	134,150	-	1,495,905	**5,941,322**	**6,249,000**	**5,616,484**
Leave and termination benefits	358,658	-	-	-	-	-	-	**358,658**	**-**	**208,567**
	3,396,109	**751,876**	**476,118**	**45,822**	**134,150**	**-**	**1,495,905**	**6,299,980**	**6,249,000**	**5,825,051**
Services Purchased/Contracted										
Advertising/publishing	15,915	-	82,514	-	-	-	-	**98,429**	**32,000**	**75,320**
Communication	67,584	-	35,622	5,814	-	-	-	**109,020**	**97,000**	**97,369**
Contracted services	83,299	188,438	2,289	807,893	14,482	-	31,709	**1,128,110**	**1,250,000**	**1,134,513**
Maintenance and repairs	100	-	-	449,650	16,686	-	-	**466,436**	**560,000**	**862,215**
Other	85,905	-	40,979	14,358	-	-	-	**141,242**	**-**	**491,669**
Professional/technical	34,018	31,029	165,407	-	5,388	-	-	**235,842**	**468,000**	**427,298**
Rental/leases	32,663	-	4,441	-	-	-	-	**37,104**	**31,000**	**48,978**
Student transportation	508,113	5,713	-	-	-	-	12,768	**526,594**	**528,000**	**449,340**
Travel	25,318	-	11,346	-	-	-	-	**36,664**	**30,500**	**42,100**
Utilities: Electricity	-	-	-	490,474	-	-	-	**490,474**	**416,000**	**393,194**
Heating	-	-	-	353,263	-	-	-	**353,263**	**376,000**	**332,280**
Water/sewage	-	-	-	126,657	-	-	-	**126,657**	**107,000**	**111,532**
	852,915	**225,180**	**342,598**	**2,248,109**	**36,556**	**-**	**44,477**	**3,749,835**	**3,895,500**	**4,465,808**

Continued on next page

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 1 (continued)
Operating Fund - Detail of Expenses

For the year ended June 30, 2025

	School Programs	Inclusive Schooling (Schedule 2)	Board Administration	Operations and Maintenance	Indigenous Languages and Culture (Schedule 3)	Transfer & Others	Jordan's Principle (Schedule 6)	**Total 2025**	**Budget 2025**	Total 2024
Materials/Freight										
Materials	$ 1,293,993	$ 78,373	$ 31,994	$ -	$ 339,112	$ -	$ 854,613	**$ 2,598,085**	**$ 911,788**	**$ 1,957,259**
Freight	32,616	-	-	-	-	-	-	**32,616**	**-**	**5,747**
	1,326,609	**78,373**	**31,994**	**-**	**339,112**	**-**	**854,613**	**2,630,701**	**911,788**	**1,963,006**
Amortization	-	-	-	-	-	1,742,418	-	**1,742,418**	**1,742,000**	**1,751,643**
Debenture Interest	-	-	-	-	-	1,122	-	**1,122**	**4,000**	**6,888**
	-	**-**	**-**	**-**	**-**	**1,743,540**	**-**	**1,743,540**	**1,746,000**	**1,758,531**
	$ 17,933,034	**$ 4,010,283**	**$ 2,256,649**	**$ 2,619,232**	**$ 1,287,445**	**$ 1,743,540**	**$ 7,767,768**	**$ 37,617,951**	**$ 38,122,288**	**$ 36,444,682**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 2
Detail of Inclusive Schooling Expenses

For the year ended June 30, 2025

	Staff Development	General Inclusive Schooling	Assistive Technology	School Board Wellness Mentors	Total
Salaries					
Teachers	$ 44,252	$ 1,599,727	$ -	$ -	**$ 1,643,979**
Instruction assistants	-	935,865	-	-	**935,865**
Non-instructional	-	-	-	378,269	**378,269**
	44,252	**2,535,592**	**-**	**378,269**	**2,958,113**
Employee Benefits	**-**	**643,137**	**-**	**108,739**	**751,876**
Services Purchased/Contracted					
Contracted services	-	188,438	-	-	**188,438**
Professional/technical	-	27,771	-	-	**27,771**
Student transportation	-	5,713	-	-	**5,713**
	-	**221,922**	**-**	**-**	**221,922**
Materials/Freight	**-**	**23,225**	**55,147**	**-**	**78,372**
	$ 44,252	**$ 3,423,876**	**$ 55,147**	**$ 487,008**	**$ 4,010,283**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 3
Indigenous Languages and Culture Program Expenses

For the year ended June 30, 2025

	Student Instruction	Teacher/ Learning Resources	Professional Development	School and Community Programs	Total
Salaries					
Teachers	$ 660,741	$ -	$ -	$ -	**$ 660,741**
Non-instructional	-	67,335	-	49,551	**116,886**
	660,741	**67,335**	**-**	**49,551**	**777,627**
Employee Benefits	**134,150**	**-**	**-**	**-**	**134,150**
Services Purchased/Contracted					
Contracted services	-	-	-	14,482	**14,482**
Maintenance and repairs	-	-	-	16,686	**16,686**
Professional/technical	-	-	5,388	-	**5,388**
	-	**-**	**5,388**	**31,168**	**36,556**
Materials/Freight	**-**	**-**	**-**	**339,112**	**339,112**
	$ 794,891	**$ 67,335**	**$ 5,388**	**$ 419,831**	**$ 1,287,445**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 4
French Language Programs

For the year ended June 30, 2025

	Contribution from GNWT	Commitment from YCS	Actual Expenses	(Over) under Expenses
Bilateral Agreement Funding Special Projects				
Teacher Assistants (salary and benefits)	$ 45,000	$ 30,000	$ 86,483	$ (11,483)
French Immersion Literacy Coach (salary and benefits)	107,000	50,000	161,133	(4,133)
Core French 1-12 (salary and benefits)	130,000	182,000	754,213	(442,213)
Resources	12,000	6,000	23,921	(5,921)
Cultural Activities	5,000	4,000	4,997	4,003
Professional Development	12,000	6,000	18,799	(799)
Immersion and Core French Consultant (salary and benefits)	60,000	87,000	172,443	(25,443)
Extension of French Immersion programming	104,000	46,000	287,080	(137,080)
DELF	5,000	-	4,499	501
Teacher Recruitment and Retention Strategy				
Recruitment	20,000	10,000	13,231	16,769
Recruitment	5,000	-	4,813	187
Restructuring of School Libraries				
Library technician	100,000	30,000	160,073	(30,073)
Consultant in youth literature	8,500	-	9,060	(560)
Purchase of educational resources	32,000	4,000	36,195	(195)
Consultant - artist	7,500	2,000	18,400	(8,900)
Coordination and supervision of project	-	10,000	10,000	-
Total	**$ 653,000**	**$ 467,000**	**$ 1,765,340**	**$ (645,340)**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 5
Student Success Initiative Projects

For the year ended June 30, 2025

	Student Wellness	Leadership Development	Numeracy	Compacting the Curriculum	Total
Revenues					
Government of Northwest Territories - Department of Education, Culture and Employment	**$ 15,463**	**$ 37,887**	**$ 49,991**	**$ 59,567**	**$ 162,908**
Expenses					
Salaries	**838**	**-**	**9,788**	**651**	**11,277**
Employee Benefits	**78**	**-**	**641**	**39**	**758**
Services Purchased/Contracted					
Contracted services	-	-	-	58,877	**58,877**
Professional/technical	-	33,387	-	-	**33,387**
Services Purchased/Contracted	**-**	**33,387**	**-**	**58,877**	**92,264**
Materials/Freight	**14,547**	**4,500**	**39,562**	**-**	**58,609**
	15,463	**37,887**	**49,991**	**59,567**	**162,908**
Net surplus (deficit)	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Deferred Revenue					**$ -**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 6
Jordan's Principle

For the year ended June 30, 2025

	June 30, 2025 Budget	June 30, 2025 Actual	June 30, 2024 Actual	July 2024 to March 2025 Actual	April 2025 to June 2025 Actual
Revenues					
Government of Canada					
First Nation and Inuit Health Branch	$ 7,265,461	$ 6,834,203	$ 5,959,983	$ 5,164,669	$ 1,669,535
Carry Forward from Previous Year	-	609,565	1,448,259	609,566	-
Total Revenues	**7,265,461**	**7,443,768**	**7,408,242**	**5,774,235**	**1,669,535**
Expenses					
Administration	726,546	744,377	740,824	558,283	186,094
Personnel	6,538,915	6,868,678	6,007,189	5,151,508	1,717,170
Materials and Supplies	-	154,713	50,664	116,035	38,678
Total Expenses	**7,265,461**	**7,767,768**	**6,798,677**	**5,825,826**	**1,941,942**
Net surplus (deficit)		(324,000)	609,565	(51,591)	(272,407)
Net surplus to carry forward to next year	**$ -**	**$ -**	**$ 609,565**	**$ -**	**$ -**

Yellowknife Catholic Schools
(Yellowknife Public Denominational District Education Authority)

Schedule 7
Schedule of Utilities Expenses

For the year ended June 30,	2025	2024	2023	Total Expense	Average Expense
Fuel Oil	$ 244,563	$ 218,203	$ 374,424	**$ 837,190**	$ 279,063
Electricity	490,474	393,194	426,113	**1,309,781**	436,594
Pellets	111,680	114,077	37,807	**263,564**	87,855
Water	82,714	78,072	80,249	**241,035**	80,345
Garbage	43,943	33,460	34,393	**111,796**	37,265
	$ 973,374	**$ 837,006**	**$ 952,986**	**$ 2,763,366**	$ 921,122

EDUCATING FOR LIFE!
HÒT'ALǪ̀Ǫ̀ HOGHÀGOTEǪǪ
UNE ÉDUCATION POUR LA VIE!

Yellowknife Education District No. 1
Commission scolaire publique nº1 de Yellowknife

Phone/Tél (867) 766-5050
Fax/Télec (867) 873-5051
Email/Courriel info@yk1.nt.ca

September 26, 2025

Honourable Caitlin Cleveland
Minister, Department of Education, Culture and Employment
Government of the Northwest Territories
Box 1320
Yellowknife, NT, X1A 2L9

Dear Minister Cleveland,

Re: Submission of Annual Report for the Fiscal Year Ending June 30, 2025

Enclosed is the Annual report for Yellowknife District No. 1 Education Authority (Yellowknife Education District No. 1) for the year ending June 30, 2025.

Sincerely,

Barbara Bell
Chairperson
Yellowknife Education District No. 1

cc: James Fulford, Deputy Minister (ECE)
Terri-Lynn Locke-Setter, Assistant Deputy Minister, Corporate Services (ECE)
Shannon Barnett-Aikman, Assistant Deputy Minister, Education and Early Childhood Branch (ECE)
Katherine MacDonald Director, Finance and Capital Planning (ECE)
Colton Moran, Manager Board & Corporate Services (ECE)
Shirley Zouboules, Superintendent/CEO (YK1)
Lisa Vass, Secretary Treasurer (YK1)

Education Accountability Framework

Yellowknife Education District No. 1

Annual Report

For the 2024-25 School Year

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Operating Plan - Executive Summary

The YK1's Operating Plan for the 2024-2025 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 YK1 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 2024-2025 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 2024-2025. All professional development will align with the identified pillars.

YK1 2024-2025 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 YK1's Annual Report for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The planning for the 2024-2025 started well before the start to the school year. Following our normal routine, the staff started off the year with professional learning. The topic for the August staff development was on restorative practices and we benefited through our engagement with the Institute for Restorative Practices (IIRP). The IIRP's facilitators joined us for an in-person keynote and on-site workshops. This set the tone for the coming year, and our staff's ongoing efforts to build and solidify their relationships with their students and families, and with each other.

This year the focus has been to continue efforts to support mental health and wellness and continuing to build our Indigenous language and culture programs, all in the pursuit of student success. Developmental work continued on our Mental Health and Wellness framework. YK1's Regional Inclusive Schooling Coordinators worked with the team as we further refined the model over the course of the year. The team focused on providing preventative education, group interventions and to be a conduit for referral to more specific supports, beyond the school. The model continues to evolve in response to the needs of students and families, and will continue to do so moving forward. YK1's inclusion efforts benefitted greatly through the hiring of an additional RISC to support the NWT's largest student population for a School District or District Educational Authority.

Another area of continued growth has been in our ILE programming and partnerships. With the support of our Regional Indigenous Language Educator, experiential camps continued and were very well-received. This year also marked the third Community Culture Camp. The days were reserved for classes to attend, but the evenings were open to the community and well attended.

Challenges identified in last year's Annual Report remained evident. They include supporting students with very complex needs, student success in numeracy and staff wellness.

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 (which stands at 2098.5 as of April 30, 2024)

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

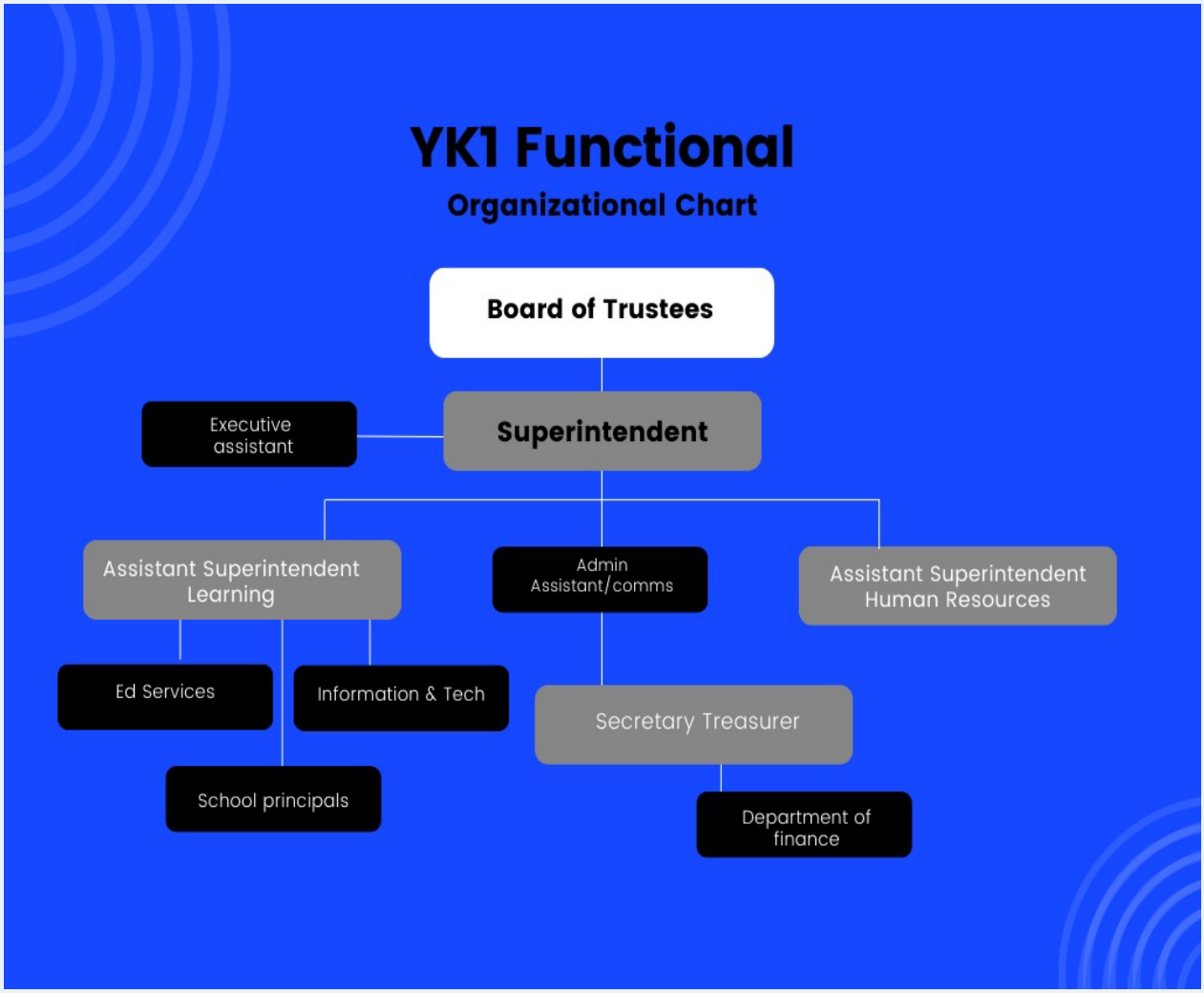
Superintendent of Education:	Shirley Zouboules
Assistant Superintendent:	Landon Kowalzik
Assistant Superintendent:	Graham Arts
Secretary Treasurer:	Lisa Vass

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**	**2180**

School Name	Community	Grades Offered	Programming Highlights
École Itł'ǫ (Itł'ǫ)	Yellowknife	JK-5	École Itł'ǫ offers: • French Immersion programming • Wìlìideh language classes for all students • English programming (grade 3-5) • Special programming includes school athletics, clubs such as rainbow club, Chess club, Games, and art club. Intramurals during indoor recesses • Daily school breakfast program facilitated by assigned staff and parent volunteers • Dene Kede facilitator; Sheila Stewart once every 2 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. Ex: Rabbit, Fish and painting • Indigenous Culture Camps throughout the year • Art workshops throughout the year JK-5 • Winter and Spring Fine Arts performances for parents and community • Integration of Indigenous sports and cultural activities during June Sports Day • School wide activity: Zhah Day; incorporating French and Indigenous cultures

			• Teach positive behaviour and empathy through the Dene Laws
Mildred Hall School (Mildred Hall)	Yellowknife	JK-8	Mildred Hall School (MHS) offers: • English programming • Wìlìideh language and Core French courses as well as traditional games classes for grades 1-8 and Wall Tent Wednesday as all classes get to explore various animals • Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 8 • Many extracurricular activities such as team sports, fine arts, and messy book club. Choir and band; alternative sports 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 Wìlìideh language in our land-based learning experiences • A breakfast, snack, and hot lunch program. • The school has a large garden where students grow vegetables used in the foods program • Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour

N.J. Macpherson School (NJ Macpherson)	Yellowknife	JK-5	N.J. Macpherson School (NJM) offers: • English programming JK-5 • Core French, Grades 1-5 • Wìlìideh language classes for all students and staff • Special programs including Physical education, visual arts, music, drama and a strong recycling program • Several extracurricular sports, clubs and after-school programs • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • An active Parent Advisory Council
Range Lake North School (Range Lake)	Yellowknife	JK-8	Range Lake North School (RLN) offers: • English programming for JK - 8 • Intensive French in Grade 6 , Post-Intensive French in Grade 8 and Core French in Grades 1 to 8 • Student Options Program rotates through a series of sessions lasting six weeks each. Options include tech, sports, outdoor pursuits, music, martial arts, yoga etc. for students registered in Grades 6 through 8 • Makerspace available to support Student Options Program and regular instruction • Indigenous Language and Culture, integrated into classroom learning • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama • Extracurricular sports program offering a range of activities, including 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". Proceeds support student activities
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 Wìlìideh language instruction • Successful Sports Academy with focus high performance training: extra-curricular sports and clubs are also offered • 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 campus. Graduating required courses are offered on modular based format

École William McDonald School (William McDonald)	Yellowknife	6-8	École William McDonald Middle School (EWMS) offers:
			• Programming for Grades 6, 7 and 8 in both English and French Immersion
			• Other French options including:
			  ○ Intensive French - Grade 6
			  ○ Post-Intensive French - Grade 7 and 8
			  ○ Core French – Grades 6 - 8
			• Wìlìideh language classes (Grade 6 classes)
			• Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education
			• Sports Academy Program which includes hockey, soccer, and athletics. An updated fitness room has allowed an expansion to its sports 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.

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)
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;
H. Student Success Initiative; and
I. Northern Distance Learning

A. Education Body Strategic Planning

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

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

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

Regional priorities and goals.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: • 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%	100%	
Education staff will continue to participate in professional learning focusing on the three identified pillars.	100%	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 Renewed Curriculum	100%	100%	
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. "The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-	100%	100%	

dependent than was previously thought" (Donohoo 2017, Lieberman and Miller 2004)			
Areas of Strength for the region	School PLC teams continued to work collaboratively in order to focus on literacy and numeracy teaching and learning. They were supported by highly knowledgeable consultants who worked with a residency model. Explicit demonstration of and linking to the renewed NWT curriculum and practices began in earnest this past year. YK1 continued to offer staff development opportunities despite the reductions to the Student Success Initiative that were implemented for the 2024-2025 school year.		
Areas for Development for the region	Substitute teacher availability made it difficult to collaborate with colleagues across the district. This was compounded by the escalating costs associated with booking substitute teachers as salaries increase, but funding models remain static.		
Additional Comments for the region			

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.
In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.
The following tables detail regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary: **1. Learning** **2. Indigenous Language and Culture** **3. Wellness, Community, and Key Competencies** In addition, site-based data will inform school plans, to ensure student and school community needs are considered. Formal school reviews follow the district's administrative procedures and are cyclical. Three schools are scheduled for review in 2024-2025. 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	Continued prioritizing of opportunities for staff to collaborate around shared goals. YK1 continues to support those educators working to implement the renewed curriculum through additional opportunities to work together. This year we continued the district school review program and conducted three school reviews with the support of contracted services.
Areas for Development for the region	School continue to work on interpreting the results of school reviews and incorporating the results into their School Improvement Plans.
Additional Comments for the region	

C. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).
The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of **Staff Evaluations.**	At the beginning of each school year YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by 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

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of teachers and PSTs formally evaluated in the school year.	20%	20%	
Number of Principals and Assistant Principals formally evaluated in the school year.	20%	20%	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	30%	30%	
Number of Superintendents formally evaluated in the school year.	100%	100%	
Areas of Strength for the region	Our staff are eager learners and are open to and wanting feedback through the evaluation process to strengthen their teaching practice. This allows us to focus more on growth and improvement rather than solely focusing on evaluation. Our staff appreciate this commitment on the part of YK1 to their continued professional growth.		
Areas for Development for the region	The pilot for the proposed Teacher Growth and Evaluation model is seen to be valuable but continues to pose significant challenges in terms of the time needed to implement it (while respecting the principles it embodies). Further refinement is needed for successful adoption.		
Additional Comments for the region	The number of staff who are in their first two years of employment with YK1 continues to create a demand for timely evaluations. Because of the number, school leaders continue to be stretched in order to accommodate the need for these evaluations of staff who are employed under term contracts.		

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 2024-2025 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 2024-2025. 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	2	
Areas of Strength for the region	Building on work done in previous years with lead educators from BC, staff have developed increased expertise locally in the fields of pedagogy and assessment related to the implementation of the renewed curriculum. It is encouraging to see NWT educators take the lead in this area of professional practice		

	Professional learning communities continue to be embedded in the school day, ensuring staff have the opportunity to collaborate on growth goals and respond to school and student specific needs. School leaders continue to explore models for professional collaborative inquiry to support their learning as leaders. Several approaches are under consideration for implementation in the 2025-2026 school year. The JK/K action research group presented their work once again at The NOW Play gathering in Toronto. Staff feedback on the learning opportunities related to restorative practices was also positive, and itinerant district staff are noticing an increase in the use of the principles in schools.
Areas for Development for the region	The development of opportunities for collaboration between teaching staff and educational assistant continues to pose a challenge.
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.

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	2	

** 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.
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.

Areas of Strength for the region	The access we have to funding that supports an 'open cupboard' format at each school. Healthy food is available to all students and additional food is provided to students as needed, including over the weekends. There is also work with families to secure outside sources to support food security
Areas for Development for the region	The challenge is ongoing to provide or free-up staff to be able to make or serve food. The cost of food and the additional demands have presented challenges as well.
Additional Comments for the region	

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)*
Itł'ǫ	Breakfast program and healthy snacks	300	Everyone Welcome	
Mildred Hall	Dry breakfast, lunch and snacks	140	Everyone Welcome	Healthy Food for Learning $43,497 Active After School $3,000 Food First/Taste Makers $7,000 Breakfast Club of

				Canada $11,100 PC Charity Food Program $8,467 Food Program Donations $2,866
N.J MacPherson	Breakfast and Snack	105	Everyone welcome	$10,100/Healthy Food for Learning
Range Lake North	Snack and Lunch	150	Everyone welcome	
Sir John Franklin	Breakfast, Lunch, Snack, take home packages	250	Everyone welcome	
William McDonald	Breakfast and Lunch	75	Everyone welcome	

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

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** *(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)*	**Type of SL program** *(core, immersion, intensive, post-intensive)*	**Grades of SL program** *(per program type)*	**Was the SL program offered as planned?** *(Y/N)*	**If No, why not?**
Itł'ǫ	French	Immersion	JK-5	Yes	
	Wıìlìdeh	Core	JK-5	Yes	
Mildred Hall	French	Core	3-6	Yes	
	Wıìlìdeh	Core	JK-8	Yes	
N.J. Macpherson	French	Core	1-5	Yes	
	French	Pre-Intensive Camps	5	Yes	
	Wıìlìdeh	Core	JK-5	Yes	
Range Lake	French	Post-Intensive	7-8	No	There was no Grade 7 class this year due to low student enrollment for the programme.
	French	Pre-Intensive Camps	5	Yes	
	French	Intensive	6	Yes	
	French	Core	1-8	Yes	
	Wıìlìdeh	Core	1-8	Yes	
Sir John	French	Immersion	9-12	Yes	
	French	Post-Intensive	9-12	Yes	
	French	Core	9-12	Yes	
	Wıìlìdeh	Core	9-12	Yes	
William McDonald	French	Immersion	6-8	Yes	
	French	Intensive	6	Yes	

	French	Post-Intensive	7-8	Yes	
	French	Core	6-8	Yes	
	Wıìlıìdeh	Core	6	Yes	

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

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
1.00	2	The creation of an additional RISC position will better enable the district to further improve the supports and practices for inclusion.	2	

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

B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.
The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.
If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
Itł'ǫ	15.42	2			2	
Mildred Hall		3			3	
N.J. Macpherson		3			3	
Range Lake		3	Topped Up the .33 for 1 FTE based on the needs of the school		3	Topped Up the .33 for 1 FTE based on the needs of the school.
Sir John		3	RISE PST/Teacher	PST/ RISE Teacher	3	
William McDonald		2	+1 Social Emotional Teacher (Funded through Jordan's Principle)		2	
TOTAL	15.42	16	The district strives to create full-time positions wherever possible to ensure PSTs are readily available to support staff and students and promote further inclusion		16	The School District strives to create full-time positions wherever possible to ensure PSTs are readily available to support staff and students and promote further inclusion.

C. Support Assistants

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

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

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

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for Difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for Difference** *(if applicable)*
Itł'ǫ	32.65	5.0		5	
Mildred Hall		7.0 +23.0 (JP)	Jordan's Principle EAs to support student inclusion	7.0 +23.0	23.0 PY Jordan's Principle EAs to support student inclusion and safety
N.J. Macpherson		8.5 +15.5 (JP)	Jordan's Principle EAs to support student inclusion	8.5 +15.5	15.5 PY Jordan's Principle EAs to support student inclusion and safety
Range Lake		7.5 +14.0 (JP)	Jordan's Principle EAs to support student inclusion	7.5 +14.0	14.0 PY Jordan's Principle EAs to support student inclusion and safety
Sir John		9.0 + 6.0 (JP)	Jordan's Principle EAs to support student inclusion	9.0 + 6.0	6.0 PY Jordan's Principle EAs to support student inclusion and safety
William McDonald		8.5 + 5.0 (JP)	Jordan's Principle EAs to support student inclusion	8.5 + 5.0	5.0 PY Jordan's Principle EAs to support student inclusion and safety
TOTAL	32.65	45.5 + 63.5 (JP)		45.5 + 63.5	63.5 PY Jordan's Principle EAs to support student inclusion and safety

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)*
$92, 732	$92, 732		$104,346	Additional funding was allocated to support for onboarding and ongoing staff development for wellness mentors.

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	Yes	
Inclusive Curriculum Delivery	PSTs, Teachers, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Throughout the year	Yes	
Education Program Planning with the new curriculum	PSTs	Shelley Moore, RISCs, ECE	Fall/Winter	Yes	
CB IEP	RISCs, PSTs, Teachers	RISCs	Fall	Yes	
Further Developing Student Self-Regulation	PSTs, Teachers, EAs, Principals and	RISCs, Contractor (Robyn Combres, Monique	Throughout the Year	Yes	

	Assistant Principals where possible	Thomas, Others TBD)			
Implementing Inclusive Practices	RISCs, Shelley Moore, Others TBD	Shelley Moore, Others TBD, RISCs, PSTs	Fall/Winter	Yes	
Implementing Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Winter	Yes	
Trauma Informed Practice	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Monique Thomas	Year long	Was not planned, added in response to need	Note: This training was not included in the Operating Plan submitted for June, 2024, but is included here for the sake of completeness
Debriefing Critical Incidents	PSTs, Principals and Assistant Principals	Monique Thomas	Winter	Was not planned, added in response to need	Note: This training was not included in the Operating Plan submitted for June, 2024, but is included here for the sake of completeness

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** *($)*
International Institute of Restorative Practices	IIRP - Pat Lewis: Key Note Speaker & Offered sessions to all staff.	No GNWT service provider available.	6	Beginning of the year	$14,161.15
Outside Pin Consulting /Shelley Moore	Group Consultancy	No GNWT service provider available.	2	Year long	$5,150.50
Silent Voice	Virtual ASL Lessons for student & family, and support for Educators	No GNWT service provider available.	1	Year long	$13,500.00
Liz Baile	SIVA Training	No GNWT service provider available.	6	Two sessions	$1,417.50
Children's Autism Services of Edmonton	RISC Training/ school consultation	No GNWT service provider available.	6	Two occasions	$2,726.97
Gallaudet University	Courses for Teachers and EAs in ASL	No GNWT service provider available.	1	Year Long	$1,458.19 + $111.13
Monique Thomas Consulting	Training for Administrators /PSTs/EAs	No GNWT service	6	Year Long	$39,036.75

		provider available.			
Continuum North	Ed Psych debriefing/recommendations	No GNWT service provider available.	4	Year Long	$14,575.00
Merril Dean	Ed Psych debriefing/recommendations	No GNWT service provider available.	1	One occasion	$2,500.00
Capable Kids/Kathleen Sullivan	OT Consultation/direct therapy	No GNWT service provider available.	6	3 Months	$85,462.50
Positive Behaviour Support/Robyn Combres	Complex Behaviour Support	No GNWT service provider available.	6	Year long	$14,535.20
Education Assistants of BC	General EA topics/One day online training	No GNWT service provider available.	6	One session	$1000.00
DBT Centre of the Fraser Valley	YK1 SBMHW Team Coordinator Training	No GNWT service provider available.	6	One Course	$499.35

** 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 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)*
$123, 245	$850.00	Phonak - Roger Neckloop	Individual Student	$28,578.59	Used $94,666.41 of funds for Rehabilitation contracted services/ supporting needs outside of scope/ responsive PD/ Psychoeducational Assessments/ EA training/ SBMHW training and contracted support
	$1,750.00	Phonak - Roger touchscreen mic	Individual Student		
	$1,369.00	Phonak - Roger X	Individual Student		
	$721.16	Front Row Batteries	Several class Junos		
	$177.67	Screencastify	Ed Services		
	$11,787.07	Front Row Junos	15 MHS Classes		
	$1,769.00	Phonak	Individual Student		
	$812.78	TouchChat/ LAMP Apps	Individual Students		
	$4,492.65	iPads for use as AAC devices	Individual Students		
	$67.69	speaker	Individual Student		
	$3,800.00	Advance Power Emergency stair lift	Retrofit of new school (Itlo) for Individual Student emergency response plan		
	$981.67	G-tube feeding port	Individual student		

F. Healing and Counselling

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community / School	**Allocated ($)**	**Budgeted ($)**	**Actual ($)**	**Explanation for Difference** *(If applicable)*	**Deliverable** *(Select either SBMHW Education or SBMHW Provider)*	**Expenditure** *(Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)*
Itł'ǫ		$731,352.00	$146,270.40			
Mildred Hall			0$			Mental health and wellness services were previously funded through Jordan's Principle, with funding continuing in 24-25
N.J. Macpherson			$146,270.40			
Range Lake			$146,270.40			
Sir John			$146,270.40			

William McDonald			$146,270.40			
TOTAL		$731, 352.00	$731,352.00		*6 SBMHW Providers - 1 Team Coordinator, 1 Team Facilitator, 4 Wellness Mentors*	Contracted Services for: Counsellor supervision; Wellness Mentor training; RISC Consultation; Crisis Response

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES
Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc. YK1 used this funding to hire 4 Wellness Mentors, 1 Mental Health and Wellness Team Coordinator and 1 Mental Health and Wellness Team Facilitator and training for all team members. The coordinator and facilitator are trained counsellors to provide crisis counselling in the interim while referring to the CYC program or other mental health professionals when student need was out of scope for the wellness mentor's role. All members of the team received onboarding training, Healthy Relationships Program training (HRPP, 4th R and HRPLGBTQ2S+), and Restorative Practices. The team provided class wide, small group and 1:1 intensive intervention services. We have 6 schools with diverse mental health and wellness needs. We chose this delivery of services to ensure equitable access to all schools and so the wellness team could support each other when and where necessary. We chose to use the programs to ensure prevention and promotion of mental health and wellness delivery to all schools.
Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW *programs and service*s. The members worked as a team developing procedures, processes, and sourced/developed resources based on student need across the region.

Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW *programs and services*.

Maintaining the integrity of the program with the needs in the school. Many referrals and needs came up that were out of scope for the wellness mentors and navigating support for these students were sometimes complex.

Messaging that the wellness mentors are not counsellors to staff, families and the larger community was constant. Misunderstanding of the role and the services provided through it still exists.

G. Alignment of Student Supports

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

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

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared 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 (Principals and Assistant Principals, PSTs, Wellness Mentors, 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 teacher and support staff professional development plays an integral part in IEP renewal success.

Areas of Strength for the region	YK1 has demonstrated significant growth in inclusive education practices. Notably, a district-wide Individualized Education Plan (IEP) report card has been implemented and supported by clearly defined IEP procedures. All Program Support Teachers (PSTs) have received comprehensive training on writing and implementing IEPs, with ongoing guidance provided through a dedicated IEP working group. Additionally, a Modified Programming Working Group was established to explore how modified programming aligns with the new curriculum, providing valuable direction and consistency in instructional planning for students who require modified learning approaches.
Areas for Development for the region	Further development is required to refine the Student Support Plan (SSP) procedures. This includes ensuring all PSTS are clear on when SSPs should be written, what information they should contain, and how assessments should be used to inform and support. While all current PSTs have been trained in IEP development and implementation, new PSTs will require IEP training to ensure consistency and sustainability. PST observations for evidence of supports being implemented.

	Open collaboration with external supports to make sure recommendations are appropriately aligned with student needs.
Additional Comments for the region.	YK1 continues to prioritize inclusive practices by building the capacity of support staff to meet the diverse needs of all learners. Through collaborative efforts and structured training, we are fostering a culture of equity and accessibility. Continued refinement of our practices will ensure we remain responsive, proactive, and student-centred in our approach to inclusion.

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.
The following table details the region's approach to ensure that Principals create conditions to support teachers in the use of flexible instructional strategies for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that Principals create conditions to support teachers in the use of **flexible instructional strategies**.	YK1 is committed to the on-going work with ECE, our own staff as well as 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	RISCs have identified schools that are ready to shift their practice in flexible instructional strategies. During the 2024/25 school year, RISCs worked closely with these schools to be responsive to each learner.
Areas for Development for the region	Provide more training to support a broader shift across the whole district to implement flexible instructional strategies.
Additional Comments for the region.	YK1 is committed to inclusive education that prioritizes student needs. Planning is driven by what supports each learner. Our goal is to create flexible, responsive learning environments where all students can succeed.

I. School-based Support Team

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

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

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	In 2024-2025 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 addition of the second RISC will ensure support from the RISC equitably continues to improve capacity in all schools in SBST implementation and effectiveness.

Areas of Strength for the region	During the 2024/2025 school year, at RBSTs RISCs gained input from school PSTs about the functioning of the SBST to produce a standard procedure across the district.
Areas for Development for the region	YK1 is developing guiding questions and decision-making frameworks to determine when a student should be placed on an IEP, which will support SBSTs in making more consistent and informed programming decisions.
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.	Schools follow processes outlined in the NWT Inclusive Schooling Directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISCs problem-solve individual cases. In 2024-2025, a focus will be to align Educational Program development, planning, and implementation of the new curriculum.

Areas of Strength for the region	The RISCs work closely with schools to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, SBST members, and education body staff as required.
Areas for Development for the region	YK1 is currently working to ensure that IEPs and SSPs are updated and reviewed in consultation with students and other professionals.
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 RISCs will continue to support school PSTs, Principals and Assistant Principals 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 school year, refreshers will be held for Principals and Assistant Principals, and PSTs on the role and allocation of PST time targets.

Areas of Strength for the region	The RISCs meet with PSTs every month to discuss time use. They are also involved in monthly leadership meetings to reinforce the appropriate use of time for PSTs.
Areas for Development for the region	Provide more training and insight for administration and teachers on the PST role and appropriate time use.
Additional Comments for the region.	

L. Magnet Facilities (YK1 only)

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

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

Positions	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for variance** *(if applicable)*	**Actual** *(PY)*	**Explanation for variance** *(if applicable)*
Teachers	3.0	4.0	A teaching position was created in lieu of EA positions	3.0	
Support Assistants	2.0	0		2.0	
TOTAL	5.0	4.0		5.0	

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for variance** *(if applicable)*	**Actual** *($)*	**Explanation for variance** *(if applicable)*
$685, 960	$685, 960		$685,960	

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.
The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (*ILE Policy*) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.
The *ILE Policy* is supported annually by conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.
The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any variance.

Allocated *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
1.0	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*
Itł'ǫ	Assistant Principal, Wìlìideh Language Teacher, Classroom Teacher	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Mildred Hall	PST, EA, Teacher, Principal, Dene Kede Facilitator, ILII	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
N.J. Macpherson	Principal, Assistant Principal, 2 x EAs, Cultural Support Worker when available, RILE, 4x Homeroom teachers from JK to 5	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Range Lake	2 x Teachers 4 x EAs Principal	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Sir John Franklin	Assistant Principals, Classroom Teacher, EA, ILI, PST	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
William McDonald	Principal, PSTs, Teachers	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum.
The following table shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	**Allocated** *(PY)*	**Budgeted** *(PY)*	**Explanation for difference** *(if applicable)*	**Actual** *(PY)*	**Explanation for difference or any adjustments to PYs** *(if applicable)*
Itł'ǫ	6.89	0.6		.6	
Mildred Hall		2.0		2.0	
N.J. Macpherson		0.4		.4	
Range Lake		0.5		.5	
Sir John		2.0		1.8	ILI (teacher) hired to work with 1.0 language speaker was already on a .8 contract within the district, and wished to remain at that allocation
William McDonald		0.5		.5	
District Office		1.0		1.0	
TOTAL	6.89	7.0	Additional staffing allocated through School District decision	6.8	Difference explained under SJF allocation. Due to the fact that many of YK1's ILI's hold a B.Ed, the funding allocation for these positions was spent on the 6.8 employees hired

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

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

Accommodations made to maintain Indigenous language instruction in the region, if any?	We have created an Indigenous Language Mentorship position to assist a language instructor with passing down language and pedagogy, this will continue next year. We are exploring options with the NWTTA to be able to adjust the ILI salary grid for non-certified ILIs.
Plans to recruit and retain language teachers, if any?	We continue to build relationships with our community members and participation in ILIEP in hopes of encouraging language speakers to join our team.
The # of anticipated New ILIs and which schools they are in.	1 x position at Sir John Franklin School 2 x positions at Mildred Hall School
Challenges and/or barriers faced in the region	Getting *Wıìlıìdeh* and *Tlicho* speakers to work in our district. Housing has presented as a concern for potential candidates. Prospective new hires have declined positions due to lack of suitable 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)*
Itł'ǫ	$25,010	$25,010	Allocated based on enrollment	$23,592	$1,418 allocated to district-organized programming	

Mildred Hall	$25,092	$25,092	Allocated based on enrollment	$23,674	$1,418 allocated to district-organized programming	
N.J. Macpherson	$30,573	$30,573	Allocated based on enrollment	$29,154	$1,419 allocated to district-organized programming	
Range Lake	$22,899	$22,889	Allocated based on enrollment	$21,481	$1,418 allocated to district-organized programming	
Sir John	$55,821	$55,821	Allocated based on enrollment	$54,402	$1,419 allocated to district-organized programming	
William McDonald	$22,772	$22,772	Allocated based on enrollment	$21,354	$1,418 allocated to district-organized programming	
TOTAL	$182, 167	$182,167	$8510 allocated to support District Office Initiatives	+$8,510= $182,167	No difference to district-wide total	

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?
Itł'ǫ	No	Yes	MACA – 1 day/week (contracted work)	Elders are hired on a short-term basis using ILE funding
Mildred Hall	No	Yes	Jordan's Principle	
N.J. Macpherson	No	Yes	MACA – 1 day/week (contracted work)	Elders are hired on a short-term basis using ILE funding
Range Lake	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding
Sir John	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding
William McDonald	No	No		Elders and cultural support workers are hired on a 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 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 <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)*
Itł'ǫ	Year's first ILE day professional learning day will be coordinated at the district level with Cindy Blackstock. Additional first day activities include cultural experiences, and planning for a whole school approach to integrating language The second professional learning day for the year will be school-based and supported by ILE committees to meet the needs of individual schools	100% for all district schools	100%	
Mildred Hall			85% (for second ILE Day)	Several staff were asked to attend another PD that was required for student safety and only available on this day.
N.J. Macpherson			100%	
Range Lake			100%	
Sir John			100%	
William McDonald			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*
Itł'ǫ	Trapping camp at B. Dene	40 students, 4 staff	5 hired, 2 YK1 staff	Yes	1 day per class x 3 days
	Preparing a harvested beaver	344 students, 30 staff	1 hired	No	2 days (each class rotated through for one block)
Mildred Hall	Dog Sledding at Beck's Kennels	43 students (K/1/2), 8 staff	1 YK1 staff instructed pre teaching,	Yes (during school portion)	K classes attended .5 day teaching with YK1 staff before attending camp, followed by 2 hours of dogsledding
	Tree camp @ Fred Henne	56 students, 12 staff	1 Hired, 1 YK1 staff	Yes	3 classes attended .5 day at camp
N.J. Macpherson	Trapping camp at B. Dene	67 students (all grade 4's), 56 staff (all staff attended for a pd day)	5 hired, 2 YK1 staff	Yes	Each class (3 classes) attended 1 day each, staff attended separately on their own day
	Berry camp at B. Dene	57 students, 8 staff	3 hired + 2-3 YK1 staff	Yes	Each class (3 classes) attended 1 day x 3 days
Range Lake North	Bird camp at B. Dene	21 students, 3 staff	3 hired, 2 Yk1 staff	Yes	1 class x 1 full day at camp

	Tree and plant medicine Camp @ Fred Henne	20 students, 3 staff	1 hired, 1 YK1 staff	Yes	1 class x ½ day
Sir John Franklin	Rabbit Snaring/ Winter camp at B. Dene	30 students from language classes	1 hired, 4 YK1 staff	Yes	1 full day
	Snowshoe Trip (in collaboration with KDS)	8 students total (5 from SJF, 3 from KDS)	3 staff attended (1 from SJF, 2 from KDS, none hired)	Yes	4 days, 3 nights
	Spring Carnival	310 students (all grade 9s, 120 grade 10/11 as signed up)	5 YK1 staff, 5 hired	Yes (Language station)	Grade 9's attended ½ day, others attended for one block. The camp ran for 3 days total.
William McDonald	Fish camp at B. Dene	121 students, 12 staff	4 Hired + 2 YK1 staff	Yes	All grade 7's attended for 1 full day x 5 days total
	Canoe Safety Training	120 students, 11 staff	3 Hired (0 YK1 staff have their certifications to cover liability in the training)	No	All grade 8's attended a ½ day training at the pool + 1 hour in class session re: canoe and wildlife safety, before having a full day on the Yellowknife River

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.*
Itł'ǫ	Compensation for hunter/trapper time	All staff and students	2 hired	No	Several harvested animals were

					shared with the school and prepared with students using MACA funding
	Spring Carnival	All staff and students	3 hired	Yes	1 day (entire school) x severa stations
Mildred Hall	School Wide Culture Camp week at Mildred Hall School	265 students, 70 staff	3 YK1 staff, 7 hired, 2 in-kind support	Yes	Every student was able to spend one day engaged in a variety of station-based learning x 5 days total to accommodate all students
	Traditional Games camp	50 students, 6 staff	2 hired	No	3 classes x .5 day each
N.J. Macpherson	Great Bannock Bake off with Elders' presentation (bannock bake off contest/jigging demonstration)	All grade 5 students and staff	3 hired	Yes	2 days x bannock prep + 1 day jigging instruction +1 day jigging presentation and bannock contest
	Territorial welcome (writing one's own) with Niigaan Sinclair	80 students + 8 staff	1 hired	No	4 classes each received 1 block (.5 day total)
Range Lake North	Painting Workshop with Darrel Chocolate	202 Students, 45 Staff	1 Hired	No	2.5 days total working with all students (length of workshop varied by grade/age)
	Indigenous Author Visit and shared reading (Cathy Modeste-Short)	150 students, 12 staff	1 hired	Yes (Dene Kede)	1 full day (8 periods each class had one block)
Sir John Franklin	Bannock and stew Prep with a knowledge keeper for Indigenous Honour ceremony	80 students, 3 staff (All foods class students)	1 hired	No	1 full day
	Storytelling with Maurice Zoe	100 students, 7 staff (Maurice spoke in	1 hired	No	1 full day

		science classes)			
William McDonald	Spruce Salve making	20 students + 3 staff	0 hired	Yes	2 blocks
	Wolverine Preparation in school wall tent	All students	1 hired	No	2 full days (1 block per 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.*
Itł'ǫ	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
	Canvas, paint and art supplies	Every student work with Indigenous artists to create pieces.
Mildred Hall	Snowmobile helmets	Some helmets were purchased to begin updating equipment that is becoming outdated at a district level. These will be used district wide.
	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
N.J. Macpherson	Snowmobile helmets	Some helmets were purchased to begin updating equipment that is becoming outdated at a district level. These will be used district wide.
	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
Range Lake North	Snow pants/ winter gear	Some winter gear was purchased to begin updating our current supplies at the district level. These will be used district wide.
	Food	Food purchased to support grade 8 canoe camp and family BBQ
Sir John Franklin	Portable wall tent	Used to support 8 students on overnight snowshoe trip (and will continue to be used in future years). Also will be used as the schools wall tent (due to frequent damages, the tent is now put up and taken down when not in use).
	Food	Over the year a variety of food was purchased and/or acquired to support ILE programming at SJF. Example: Bannock supplies for the language class, Hot chocolate and bannock supplies for the

		language station at the spring carnival, supplies to support the cooking class with preparing traditional foods such as fish chowder, bannock, moose stew and ptarmigan. In addition, the funding to purchase materials to prepare food for the indigenous Honour ceremony came from this budget.
William McDonald	Firewood	On a district level, 6.5 cords of wood were purchased to support land-based initiatives
	Art Supplies	Almost all classes had the opportunity to work with an indigenous artist to create personalized art.

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.*
Itł'ǫ	All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Hosted winter holiday concert where songs were sung in the language. Families are always invited at attend key cultural experience camps, where language is always integrated.
Mildred Hall	All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Hosted spring concert where songs were sung in the language. Families are always invited at attend key cultural experience camps, where language is always integrated.
N.J. Macpherson	Having their indigenous language instructor record language on buttons so it can be repeated easily. Teachers attend indigenous Language classes to learn along with the students.	Indigenous Languages Month family bingo (played in the language). Sharing language videos produced by students on social media.

	All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Families are always invited at attend key cultural experience camps, where language is always integrated.
Range Lake North	All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students. O Canada sung in the language.	Indigenous Languages Month family bingo (played in the language). Families are always invited at attend key cultural experience camps, where language is always integrated.
Sir John Franklin	Indigenous language instructors were added to monthly staff meeting agenda to share phrases. Adding language pre-recordings to the ILE drive for district wide staff to have access to. All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Hosted winter holiday concert where songs were sung in the language. Indigenous Honour Ceremony in June where language was shared.

William McDonald	Translated all of the Dene Laws into the language and created a slideshow highlighting each month's "Dene Law" along with other translations. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Prayers in the language shared at community events.

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)*
$63, 273	$63, 273		$63, 273	

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)*
$50, 421	$50, 421		$50, 421	

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*
Mildred Hall (2 ILI + support teacher and RILE)	OLC	Report cards and programming	ECE	January 28, Yellowknife
Itł'ǫ & N. J. MacPherson (1 ILI [each] + RILE)	OLC	Report cards and programming	ECE	January 28, Yellowknife

Mildred Hall (1 ILI)	ILE	Sewing workshop to learn to make moccasins	Contractor (Gerri Sharpe)	May, Yellowknife
Sir John Franklin (1 ILI with RILE)	ILE	Sewing workshop to learn to make moccasins (pattern shared to re-create in language class)	Contractor (Gerri Sharpe)	May, Yellowknife
Sir John Franklin (1 ILI)	ILE	Wilderness First Aid (to support lang based language and culture snowshoe trip)	Arctic Response	February, Yellowknife
Sir John Franklin (1 ILI)	ILE	First Aid (to support students in land-based activities)	Arctic Response	June, Yellowknife
Mildred Hall (2 ILI)	ILE	Whole School Approach	ECE	February, 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*
Talking Bags	n/a	18	Wiiliideh Yatii
Translations (Several)	Several	Digitally Available	RILE has been working with SJF ILI to transfer translated materials to a shared drive for district use. The amount is large and varies in subject matter.

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.*

Pedestal to elevate screen (instead of propping with textbooks, and ergonomic wrist support for keyboards).	1 each	Purchased to support the ILI at SJF who required these supports to use her laptop. No other pieces of technology were purchased due to new computers being purchased last year. Funds were spent to update on the land equipment this year.
Padlet subscription.	1 license	Padlet is used to share pre-camp teaching information with all staff and students

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment
DRAFT 2024-2025 Budget

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

	Proposed 2024-2025 Budget	2023-2024 Approved Budget	2023-2024 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	34,165,620	30,458,543	30,458,543
SSI (Base Amounts - Schedule 8)	123,000	123,000	123,000
French	580,000	580,000	580,000
Sub-Total ECE	**34,868,620**	**31,161,543**	**31,161,543**
GNWT Other Contributions			
Total GNWT	**34,868,620**	**31,161,543**	**31,161,543**
Federal Government Jordan's Principle (Schedule 8)	7,389,094	4,843,707	4,843,707
Federal Government Other			
Property Tax Requisitioned	7,005,779	6,880,000	6,880,000
Other Education Bodies	219,300	238,500	238,500
Education Body Generated Funds			
Rentals	19,562	19,562	27,144
Investment Income	400,000	400,000	821,357
Total Generated Funds	**419,562**	**419,562**	**848,501**
TOTAL REVENUES	**49,902,355**	**43,543,312**	**43,972,251**
EXPENSES			
Administration (see Schedule 2)	1,919,962	1,879,398	1,675,697
School Programs (see Schedule 2)	28,458,802	26,071,275	20,994,815
Operations and maintenance (see Schedule 2)	3,682,692	3,455,102	3,417,618
Inclusive Schooling (see Schedules 2&3)	8,441,148	7,192,602	5,514,968
Indigenous Languages and Education (see Schedules 2 & 4)	1,393,459	1,349,535	883,226
Other (Jordan's Principle)	6,717,358	4,403,370	4,602,306
Sub-Total Expenses Before Amortization	**50,613,421**	**44,351,282**	**37,088,630**
Amortization (see Schedule 6)	**1,500,000**	**1,500,000**	**1,500,000**
TOTAL EXPENSES**	**52,113,421**	**45,851,282**	**38,588,630**
ANNUAL OPERATING SURPLUS (DEFICIT)	**(2,211,066)**	**(2,307,970)**	**5,383,620**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**3,902,384**	**3,276,102**	**3,276,102**
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**1,691,318**	**968,132**	**8,659,722**

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

Reconciliation of Total Closing Accumulated Surplus:			
Closing Operating Surplus from above	1,691,318	968,132	8,659,722
Closing Decentralized Surplus (YK1, YCS)	0	371,582	371,582
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	904,165	904,165
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
Total Closing Accumulated Surplus	**1,691,318**	**2,243,879**	**9,935,469**

Department of Education, Culture & Employment
DRAFT 2024-2025 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	Total
SALARIES							
Teachers' Salaries		18,672,526				966,957	**19,639,483**
Regional Coordinators (RISC/RILE)				301,369	166,260		**467,629**
Program Support Teachers				2,738,404			**2,738,404**
Support Assistants		269,188		2,860,005		4,168,073	**7,297,266**
Indigenous Language Instruction					419,626		**419,626**
Cultural Resource Staff					272,342		**272,342**
Elders in Schools					82,000		**82,000**
Non Instructional Staff	1,259,521	2,224,386	622,631	583,622			**4,690,160**
Board/Trustee Honoraria	86,850						**86,850**
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	269,105	4,500,133	119,758	1,539,402	193,502	1,466,058	**8,087,958**
Leave And Termination Benefits							**0**
STAFF DEVELOPMENT (Including Travel)							**0**
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	60,000	482,000	5,000	101,506	2,000		**650,506**
Postage/Communication	36,000	231,100	8,000				**275,100**
Utilities							**0**
Heating			861,333				**861,333**
Electricity			842,000				**842,000**
Water/Sewage			177,000				**177,000**
Travel		151,000					**151,000**
Student Transportation (Busing)		560,000		15,000	12,000	3,000	**590,000**
Advertising/Printing/Publishing	35,480	64,200		1,000			**100,680**
Maintenance/Repair	5,000	5,000	911,970	5,000			**926,970**
Rentals/Leases	5,000	125,000					**130,000**
Other Contracted Services		50,000	130,000	72,840		44,078	**296,918**
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology				60,000		1,100	**61,100**
Materials	38,000	1,116,818		163,000	245,727	68,092	**1,631,637**
Freight	1,000	7,450	5,000				**13,450**
DEBT EERVICE							**0**
OTHER	124,006						**124,006**
SUB-TOTAL OF EXPENSES BEFORE AMORT	1,919,962	28,458,801	3,682,692	8,441,148	1,393,457	6,717,358	**50,613,418**
AMORTIZATION							**0**
TOTAL	**1,919,962**	**28,458,801**	**3,682,692**	**8,441,148**	**1,393,457**	**6,717,358**	**50,613,418**

Department of Education, Culture & Employment
DRAFT 2024-2025 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	301,369			**301,369**
Magnet Facility Teachers			590,810	**590,810**
Program Support Teachers	2,147,595			**2,147,595**
Support Assistants	2,860,005			**2,860,005**
SBMHW (Wellness Counsellors)		583,622		**583,622**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	1,283,222	140,363	115,818	**1,539,403**
STAFF DEVELOPMENT (Including Travel)	123,000			**123,000**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	101,506			**101,506**
Student Transportation (Busing)*	15,000			**15,000**
Other Contracted Services	72,840			**72,840**
MATERIALS/SUPPLIES/FREIGHT				
Assistive Technology	60,000			**60,000**
Materials	16,000		30,000	**46,000**
Freight				**0**
TOTAL	**6,980,537**	**723,985**	**736,628**	**8,441,150**

*See guidelines related to Inclusive Schooling student transportation

Department of Education, Culture & Employment
DRAFT 2024-2025 Budget

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

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	166,260			**166,260**
Indigenous Language Instruction	149,004	246,279	24,343	**419,626**
Cultural Resource Staff	82,602	189,740		**272,342**
Elders in Schools		10,000	72,000	**82,000**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	79,625	108,114	5,763	**193,502**
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services			2,000	**2,000**
Travel	12,000			**12,000**
Student Transportation (Busing)*				**0**
Advertising/Printing/Publishing				**0**
Rentals/Leases				**0**
Other Contracted Services				**0**
MATERIALS/SUPPLIES/FREIGHT				
Materials	190,727	30,000	25,000	**245,727**
Freight				**0**
TOTAL	**680,218**	**584,133**	**129,106**	**1,393,457**

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment
DRAFT 2024-2025 Budget

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

	Person Years
Administration Staff	9.50
Territorial Schools:	
Teachers	122.00
Consultants (Technology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	17.15
Junior Kindergarten Early Childhood In	14.00
Other - French (Teachers & Education Assistants)	4.75
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
Other - Jordan's Principle	71.60
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
Other - Maintenance	5.25
	-
Total Person Years	333.25

Appendix C: Annual Report - Audited Financial Statements

Please see the attached Audited Financial Statements for Yellowknife Education District No. 1

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Consolidated Financial Statements

June 30, 2025

Yellowknife District No. 1 Education Authority

(the "Authority")

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

Management Discussion and Analysis
Fiscal year end June 30, 2025

Introduction

Yellowknife Education District No. 1 (YKl) Administration:

Shirley Zouboules, Superintendent of Education/CEO
Lisa Vass, Secretary Treasurer/CFO
Graham Arts, Assistant Superintendent, Curriculum and Learning
Landon Kowalzik, Assistant Superintendent. Human Resources and Learning

Current Board of Trustees:

David Wasylciw, Chairperson
Tina Drew, Vice Chairperson

Trustees:

Barbara Bell
Terry Brookes
Michelle Peters
Allan Shortt
Jason Snaggs

Active Standing Committees include:

- Audit Committee
- Committee of the Whole
- Finance & Facilities Committee
- Policy & Governance Committee
- Public Engagement & Advocacy Committee
- NWTTA Teacher-Board Committee

YKl Strategic Directions

Taking direction from its mission statement, the Yellowknife Education District No. l Board of Trustees have set the following Strategic Directions for 2026:

Wellness: Cultivate a culture of holistic wellness

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

Learning: Ensure inclusive, equitable and authentic learning experiences

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

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

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

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

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

Operating Environment

YKl operates six schools in the City of Yellowknife, and provides Superintendency services to K'alemi Dene School in Ndilo and Kaw Tay Whee School in Dettah.

The following lists key programs at YKl schools:

N.J. Macpherson School (JK-5)

- N.J. Macpherson School (NJM) is a JK-5 school with a strong numeracy and literacy focus, offering English programming for Grades JK-5 students and Core French for Grades 1- 5 students.
- Special programs include physical education, visual arts, music. drama, and a (recycling program), extracurricular sports. clubs, and after-school programs.
- Indigenous language and culture is integrated into classroom programming.
- Indigenous Culture Camps are held throughout the year; and,
- The school has an active Parent Advisory Council.

École ltl'o.(JK-5)

- École Itl’o, (El) is YK l's newest school and opened to students on August 29, 2022. The school offers a l003, fully immersive French learning environment for JK-Grade 5 students.
- Special programming includes choir. musical theatre, lunch time clubs. including, intramurals
- Indigenous language and culture is integrated into classroom programming;
- On the land inquiry learning for all grades; and,
- An annual four-day French/Indigenous Language and Culture Camp. and 'Camp de neige'.

Mildred Hall School (JK-8)

- Mildred Hall School (MHS) is an English school which also offers Core French and Wiilideh language classes.
- The school offers traditional games classes for Grades 2-8 students, and jigging for JK-Grade 2 students;
- The Birchbark Discovery Centre is a community project. and land-based education program for children in Grades 1-8;
- Extracurricular activities include team sports, fine arts, guitar, fiddling, choir, and band instruments. Alternative sports include fat biking, cross country skiing, snowshoeing, and rollerblading. Alternative options include jigging and traditional games.
- Outdoor learning spaces give students the opportunity to take their learning outdoors, using the natural environment to further student learning and incorporating the Wiilideh language into land-based learning experiences.
- A breakfast, snack, and hot lunch program is available. The school has a large garden where students grow vegetables that are used in the school's foods program; and.
- Positive Behavioral Interventions and Support (PBIS) is a proactive approach the school uses to support positive behavior.

École William McDonald Middle School (6-8)

- École William McDonald Middle School (EWMS) offers programming for Grades 6-8 students in English. Intensive French. Post-Intensive French, Core French, and French Immersion.
- Exploratory programs include industrial arts, culinary arts, fine arts, technology studies, and outdoor education; and,
- EWMS's Sports Academy includes hockey, futsal, and athletics. The school's fitness room was renovated in 2022.

Range Lake North School (JK-8)

- Range Lake North School (RLN) offers English programming for Junior Kindergarten (JK) to Grade 8 students, Intensive French for Grade 6,. Post-Intensive French for Grade 7 and 8 students, Core French for Grade 1-4 & 6 students, and Pre-Intensive French camps for Grade 5 students;
- Student Options Program: Grade 6-8 students choose from a variety of six-week sessions, which could include technology, sports, outdoor pursuits, music, martial arts, and yoga;
- Indigenous language and culture is integrated into classroom programming;
- Indigenous Culture Camps are held throughout the year;
- Special programs include music, band, choir. and drama;
- Advanced technology and robotics programs are offered in a Makerspace environment;
- Extracurricular sports programs encompass many activities, including snowboarding, hiking, skiing, and biking;
- Sustainable living projects include an active chicken coop, outdoor gardens, aquaponics. and an observatory beehive; and,
- The school is supported by an active and involved Parent Advisory Committee that organizes a large annual spring fundraising event called "Family Fun Night". Proceeds of this event are used to support student activities.

École Sir John Franklin High School (9-12)

- École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in English. Core French, Post-Intensive French,and French Immersion;
- The school offers a dynamic fine arts program which includes music, band, choir, drama, drama tech, and visual arts;
- An extensive trades curriculum and work experience program includes industrial arts, automotive class, culinary arts, robotics, and esthetics;
- ESJF offers Indigenous culture programming and camps, including Wiilideh language instruction;
- Sports Academy: ESJF's successful sports academy focuses on volleyball, basketball, and high-performance training, Extra-curricular sports and clubs are also offered;
- Additional supports and resources are available to students who wish to access them, in school, socially, or at home;
- National and international travel opportunities are available to students, including volunteering, scuba club, and cultural experiences;

- Night classes (Monday to Thursday from 6:00 to 9:00 p.m.) are available on-site; and,
- Alternate programming (the Route 51 Learning Institute) is available during the day (10:00 a.m. to 4:00 p.m.) off-site. Courses are offered in a modular-based format.

Route 51 Learning

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

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

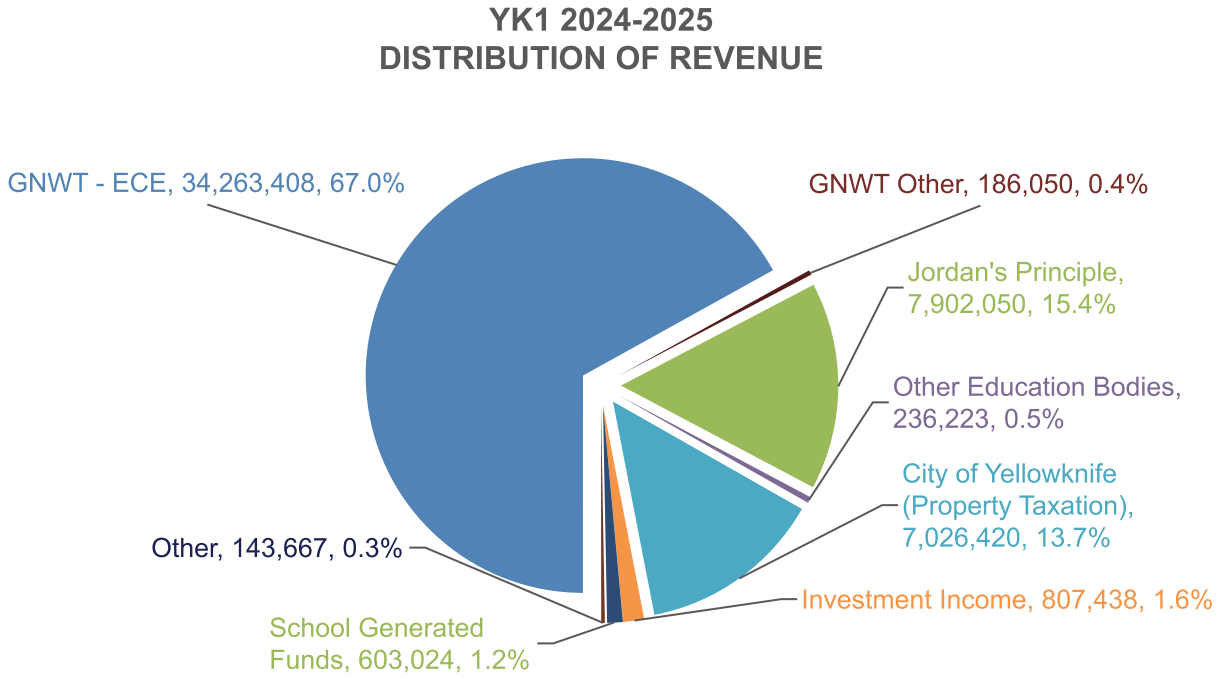
Financial Condition

Operating Revenues

- YK 1 receives the majority of the revenues from Formula funding (enrolment driven) from the Department of Education, Culture, and Employment (ECE), which makes up 66.9% of the total revenues. Property taxation from the City of Yellowknife is 13.7%, Jordan's Principle revenue from the Government of Canada 15.4%. The remaining revenues are generated from Investment Income 1.6%, School Generated Trust funds 1.2%, Other Education Bodies 0.5%, GNWT Other 0.4%, and Other revenue 0.3% which includes various contributions for schools and District Office parking rental income.

Revenues	**2025 Actuals**	%
GNWT - ECE	34,263,408	66.9 %
GNWT Other	186,050	0.4 %
Jordan's Principle	7,902,050	15.4 %
Other Education Bodies	236,223	0.5 %
City of Yellowknife (Property Taxation)	7,026,420	13.7 %
Investment Income	807,438	1.6 %
School Generated Funds	603,024	1.2 %
Other	143,667	0.3 %
	51,168,280	100.0 %

Revenue Chart

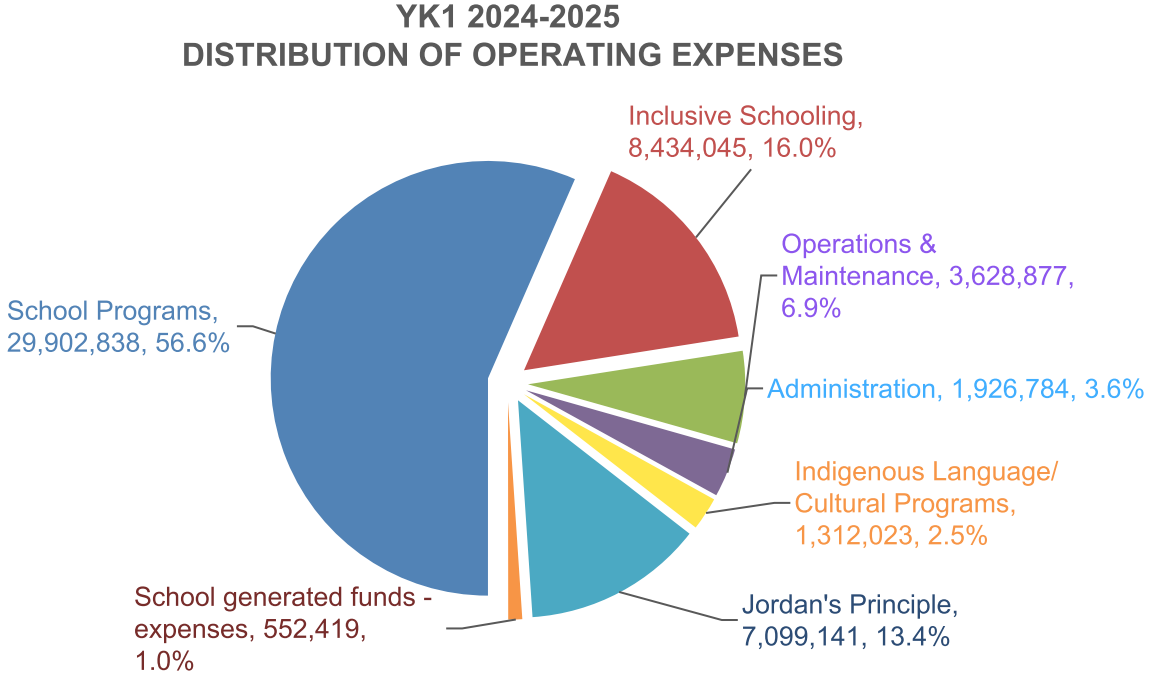


Operational Expenses

Expenditure allocations are based on the Department of Education, Culture and Employment 's funding formula. School related expenditures (75.1%) consist of School Programs (56.6%), Inclusive Schooling (16.0%), and Indigenous Language and Culture (2.5%) which directly relate to schools. Jordan's Principle expenditures are also directly related to schools, and account for (13.4%) of the total expenditure allocation, and is federally funded.

Expenses	**2025 Actuals**	%
School Programs	29,902,838	56.6 %
Inclusive Schooling	8,434,045	16.0 %
Operations & Maintenance	3,628,877	6.9 %
Administration	1,926,784	3.6 %
Indigenous Language/Cultural Programs	1,312,023	2.5 %
Jordan's Principle	7,099,141	13.4 %
School generated funds - expenses	552,419	1.0 %
	52,856,127	100.0 %

Expense Chart



Accumulated Surplus

The accumulated surplus or deficit position represents the YKl's net economic resources. An accumulated surplus is that amount by which all assets (financial and non - financial), exceed all liabilities. An accumulated surplus indicates that the District has net resources (financial and physical) that can be used to provide future services.

The District's accumulated surplus is comprised of the Operating Fund surplus, Investment in Tangible Capital Assets, Decentralized Surplus, Capital Fund Reserve, the LED Reserve, and School Generated Funds.

Investment in Tangible Capital Assets:	**2024-2025**	2023-2024	Change
Tangible Capital Assets	10,669,585	11,519,580	(849,995)
Asset Retirement Obligation	681,127	706,417	(25,290)
Net Tangible Capital Assets	9,988,458	10,813,163	(824,705)

Investment in Tangible Capital Assets is when YKl and E.C.E.spends money to buy or improve physical assets (buildings, equipment. vehicles) they need to provide educational services. Most of the District's buildings are transferred in kind from the GNWT.

Unrestricted Surplus	**2024-2025**	2023-2024	Change
Operating Fund	2,904,947	4,586,125	(1,681,178)
Decentralized Surplus (Schools)	109,513	237,557	(128,044)
Capital Fund	904,165	904,165	–
Total Unrestricted Surplus	3,918,625	5,727,847	(1,809,222)
Post Employment Benefits & Compensated Benefits (Funded by ECE in future school year)	2,083,781	1,980,601	103,180
	6,002,406	7,708,448	(1,706,042)

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. The Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus.The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school. The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the Authority's assets.The accumulated unrestricted surplus enables YK l to maintain quality programming for students.

Restricted Surplus	**2024-2025**	2023-2024	Change
LED Reserve			
Beginning Balance	148,583	148,583	–
Transfer (to) from Operating fund - Utility Costs	–	–	–
Balance, end of year	148,583	148,583	–
School General Funds			
Beginning Balance	738,357	678,741	59,616
Net Income (Loss)	50,605	59,616	(9,011)
Balance, end of year	788,962	738,357	50,605

LED Lights

The Department of Education, Culture and Employment has agreed to allow YKl to maintain unspent utility funding to be used for conversion of current lighting to LED lighting in the schools and minor capital expenditures. LED lights can save 30% or more on energy costs. YK1 plans to upgrade hallway lighting at several schools beginning with NJ Macpherson. Quotes other LED projects have been requested, so the funds should be utilized over the next two years.

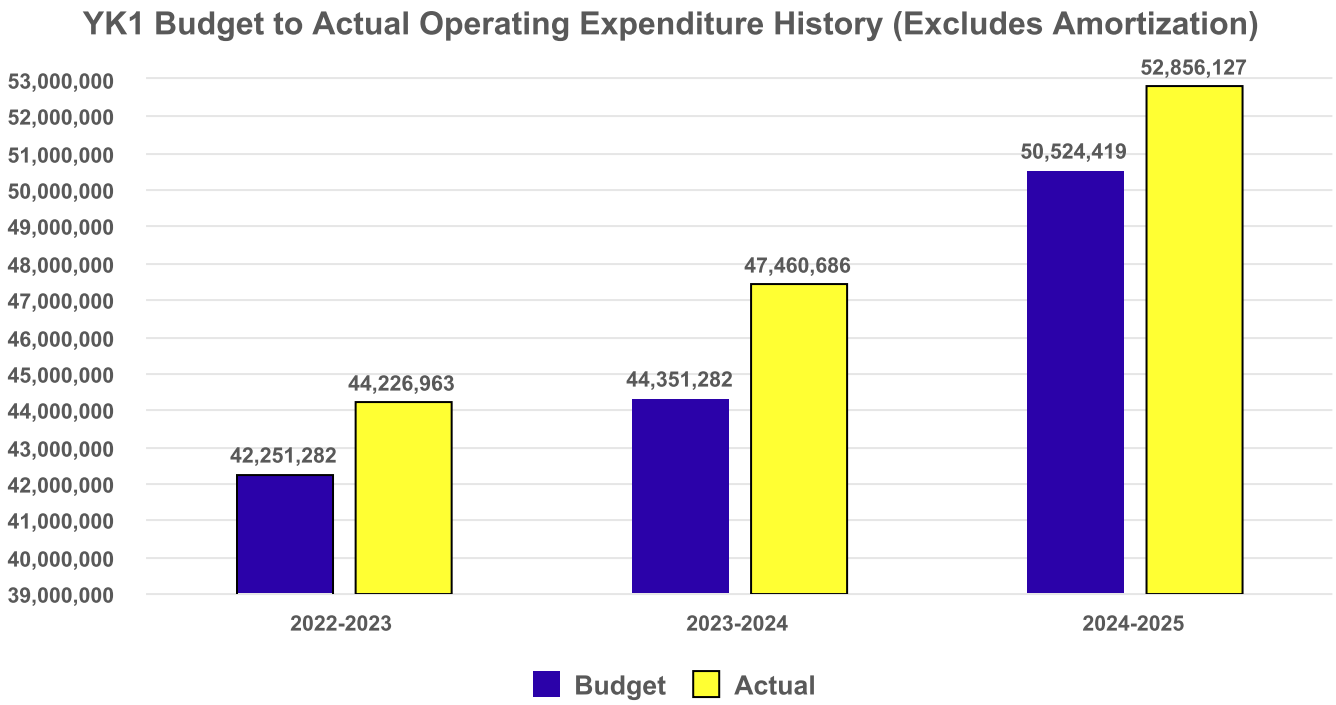
School Generated Funds

The School Generated Funds are the total trust funds raised by students and staff at the school held in trust for student and staff directed expenditures. These funds are restricted and are only accessible at the schools.

The 2025 Accumulated Surplus

If an Education Body has an accumulated surplus under the Education, Culture and Employment Surplus Retention and Deficit Policy, it may retain a surplus equivalent to seven percent of its annual audited revenues or $250,000, whichever is greater. The YKl 2025 unrestricted surplus is 7.66% ($3,918,625/ $51,168,280) of the total audited revenues. The unrestricted surplus is above the allowed 7% threshold; however, because the Board of Trustees approved a deficit budget for the 2025-2026 school of $2,186,633 YK1 is following the policy. The approved deficit budget reduced the accumulated surplus to 3.2% ($1,731,992/$51,168,280).

Budget/Actual Comparisons



YKl revenues variance highlights:

- ECE regular and other contribution revenues increased by $2,028,837 mainly due to an small increase in enrolment and NWTTA and UNW ongoing collect agreement funding.
- GNWT Other contribution revenue is from:

Department of Municipal and Community Affairs ("MACA"):	
Active After School	91,800
Drumming	5,000
GOH Program	11,400
?ORI Program	12,000
Department of Health and Social Services ("HSS"):	
Drop the Pop	17,850
Department of Environment and Climate Change ("ECC"):	
Take a Kid Trapping	48,000
Total	186,050

- Jordan's Principle revenue from the Federal Government revenue from the Federal Government is a total of $7,902,050, which is $512,956 higher than budget. Unspent Jordan's Principle funds of $1,654,219 due to lack of staff being available to hire, have been returned to the Federal Government. Unspent menstrual product funds of $17,371 is carried over to the 2025-2026 school year.
- Portfolio Investment income of $807,438 is higher than budget by $407,438. This increase is due to higher interest rates and maintaining a stable level of investments.
- School Generated Funds are internally restricted funds, generated at the school level from fundraising, and used in a number of different ways to enhance the development of education activities and to support school initiatives. The total of the funds for the school year is $603,024.
- Other income $143,667 consists of the following:

Breakfast Club of Canada	11,100
Food First Foundation	7,000
PC Children's Charity- Power Full Kids/Eat Well Program	8,467
Food program misc donations	21,150
Diavik Diamind Mine - Technology program	7,500
MakeWay On the Land Collaborative	25,000
District parking lot	11,100
UNW Parking Lease	12,948
Book Sales & MISC	15,902
United Way - Hide Camp	7,500
Canadian Parents for French - Alberta Branch	16,000
Total	143,667

YK l expenses variance highlights:

- School Program costs were higher than budget by $1,437,937 due to increased parental and maternity leave costs, Jordan's Principle staff hired to assist with supervision and evaluation of staff, increased costs in network infrastructure, significant increase in the number of home schooling students, and travel costs for student bussing and medical travel.
- Inclusive Schooling costs were higher by $87,999 due to an increase in the provision of therapeutic services.
- The Jordan's Principle grant applications were approved after the budget was ratified. Additional funds of $381,781 were spent to hire additional staff.
- School Generated expenses for the school year were $552,419.

Enrolment and Pupil Teacher Ratio (PTR)

Yellowknife Education District No. 1 September 30, 2024 School:	Enrolment K-12 Oct 2024	Enrolment JK Oct 2024	Teachers/ Admin/ PST K-12	Early Childhood Instructors JK	Pupil/Teacher ratio K-12	 JK
Mildred Hall School	246.00	14.00	19.00	2.00	12.95	7.00
ɟtł'ǫ̀ School	292.50	42.50	18.00	4.00	16.25	10.63
William McDonald School	314.00	–	21.60	–	13.96	–
NJ Macpherson School	314.00	40.50	22.50	4.00	13.96	10.13
Range Lake North School	184.50	20.00	16.75	2.00	11.01	10.00
Sir John Franklin High School	637.50	–	38.10	–	16.70	–
Total District	1,988.50	117.00	135.95	12.00	14.14	9.44

Overall enrolment for September 30, 2024 was 2,105.5 full time equivalent (FTE). September 30, 2023 it was 2,095.5 (FTE) and September 30, 2022 it was 2,090.0 (FTE).

Summary of 2024/2025

Board of Trustees Acclamation:

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

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

NWTTA Collective Agreement September 1, 2021 to August 31, 2025

The Collective Agreement with the Northwest Territories Teachers' Association and YK1 expired on September 1, 2025. Negotiations have been ongoing since March of 2025 and will continue in October of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement

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

The Collective Agreement with United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union (United Steelworkers) Local 1-207 and YKl expired on July 1, 2025. Negotiations are scheduled to take place in the fall of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement.

Yellowknife District No. 1 Education Authority

(the "Authority")
June 30, 2025

Management Responsibility for Financial Reporting

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

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

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

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

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

Shirley Zouboules
Superintendent of Education / CEO Yellowknife
District No. 1 Education Authority
September 26, 2025

Lisa Vass, CPA, CGA
Secretary / Treasurer CFO
District No. 1 Education Authority
September 26, 2025

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Independent Auditors' Report

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

Report on the Audit of the Consolidated Financial Statements

Opinion
We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2025, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2025, and its results of operations, its changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

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

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

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

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

Independent Auditors' Report (Continued)

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

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

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

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

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

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

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

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

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

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

Independent Auditors' Report (Continued)

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

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

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

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

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

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

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

Crowe Mackay LLP

Yellowknife, Northwest Territories
September 26, 2025

Chartered Professional Accountants

Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Financial Position — Statement 1

As at June 30,

	2025 $	2024 $
FINANCIAL ASSETS		
Cash (Note 4)	**9,739,729**	9,285,377
Restricted Cash (Note 6)	**809,437**	758,832
Portfolio Investments (Note 7)	**5,140,030**	5,140,000
Accounts Receivable (Note 8)	**737,905**	2,688,211
Due from Government of Canada (Note 13)	**128,551**	127,881
	16,555,652	18,000,301
LIABILITIES		
Accounts payable and accrued liabilities (Note 10)	**3,751,828**	2,905,406
Payroll Liabilities (Note 10)	**3,422,438**	3,931,917
Vacation Liabilities (Note 10)	**191,533**	219,986
Deferred Revenue (Note 11)	**388,602**	110,366
Contribution Repayable (Note 12)	**1,654,219**	2,031,425
Post-employment Benefits and Compensated Absences (Note 17)	**2,083,781**	1,980,601
Environmental Liabilities (Note 34)	**229,481**	229,481
Asset Retirement Obligations (Note 37)	**681,127**	706,417
	12,403,009	12,115,599
NET FINANCIAL ASSETS	**4,152,643**	5,884,702
NON-FINANCIAL ASSETS		
Tangible capital assets (Note 18)	**10,669,585**	11,519,580
Prepaid Expenses (Note 19)	**22,401**	23,668
	10,691,986	11,543,248
ACCUMULATED SURPLUS (Note 35)	**14,844,629**	17,427,950
Represented by:		
Operating Fund	**2,904,947**	4,586,125
Investment in Tangible Capital Assets	**9,988,458**	10,813,163
Decentralized Surplus	**109,513**	237,557
Capital Fund Reserve	**904,165**	904,165
LED Reserve	**148,583**	148,583
School Generated Funds	**788,962**	738,357
	14,844,628	17,427,950

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

Approved on the behalf of the board:

Trustee _____ Trustee _____

Consolidated Statement of Operations — Statement 2

For the year ended June 30,	2025 Budget	**2025 Actual**	2024 Actual
	$	**$**	$
REVENUES			
Government of the Northwest Territories			
Regular Contribution	30,823,512	**30,823,512**	30,094,127
ECE Other contributions	3,356,896	**2,853,282**	1,553,830
French Language revenue	580,000	**586,614**	556,947
Total ECE (Note 30)	34,760,408	**34,263,408**	32,204,904
GNWT other contributions (Note 31)	–	**186,050**	198,758
Government of Canada			
Jordan's Principle	7,389,094	**7,809,055**	6,471,798
Menstrual Product Funding	–	**92,995**	129,187
Total Government of Canada	7,389,094	**7,902,050**	6,600,985
Other Education Bodies	219,300	**236,223**	248,885
Property tax requisition	7,005,779	**7,026,420**	6,905,998
Education authority generated funds			
Portfolio investment income	400,000	**807,438**	850,267
School generated funds - revenues (Note 36)	–	**603,024**	663,057
Other	19,562	**143,667**	195,821
	419,562	**1,554,129**	1,709,145
Total revenues	49,794,143	**51,168,280**	47,868,675
EXPENSES			
School programs	28,464,901	**29,902,838**	26,686,334
Inclusive schooling	8,346,046	**8,434,045**	7,714,711
Operations and maintenance	3,682,692	**3,628,877**	3,460,734
Administration	1,919,961	**1,926,784**	1,803,806
Indigenous language/cultural programs	1,393,459	**1,312,023**	1,308,209
Jordan’s principle	6,717,360	**7,099,141**	5,883,452
Amortization	1,500,000	**957,215**	945,446
School generated funds - expenses	–	**552,419**	603,441
Total operating expenses	52,024,419	**53,813,342**	48,406,133
Operating deficit before other items	(2,230,276)	**(2,645,062)**	(537,458)

Yellowknife District No. 1 Education Authority

(the "Authority")

Consolidated Statement of Operations — Statement 2

For the year ended June 30,	2025 Budget	**2025 Actual**	2024 Actual
	$	**$**	$
OTHER ITEMS			
Grant in-kind - GNWT assets provided at no cost (Note 20)	–	**200,075**	200,073
Rent expense - GNWT assets provided at no cost (Note 20)	–	**(200,075)**	(200,073)
In Kind Capital Asset Donation	–	**61,739**	–
Operating deficit	(2,230,276)	**(2,583,323)**	(537,458)
Opening accumulated surplus	17,427,950	**17,427,950**	17,965,408
Closing accumulated surplus	15,197,674	**14,844,627**	17,427,950

Consolidated Statement of Changes in Net Financial Assets — Statement 3

For the Year Ended June 30,

	2025 Budget $	**2025 Actual $**	2024 Actual $
Operating (deficit)	(2,230,276)	**(2,583,323)**	(537,458)
Acquisition of tangible capital assets	–	**(103,073)**	(112,273)
In Kind Capital Asset Donation	–	**(61,739)**	–
Amortization of tangible capital assets	1,500,000	**957,215**	945,446
Adjustment to asset retirement obligations	–	**57,593**	47,624
	(730,276)	**(1,733,327)**	343,339
Purchase of prepaid expenses	–	**(22,401)**	(23,668)
Use of prepaid expenses	–	**23,668**	3,723
	–	**1,267**	(19,945)
Increase (decrease) in net financial assets	(730,276)	**(1,732,060)**	323,394
Net financial assets at beginning of year	5,884,702	**5,884,702**	5,561,308
Net financial assets at end of year	5,154,426	**4,152,642**	5,884,702

Consolidated Statement of Cash Flows — Statement 4

For the year ended June 30,	2025 $	2024 (Restated) $
OPERATING TRANSACTIONS		
Operating deficit	**(2,583,323)**	(537,458)
Items not affecting cash:		
Amortization	**957,215**	945,446
In Kind Capital Asset Donation	**(61,739)**	–
Increase in school generated activities	**(50,605)**	(59,667)
Adjustment to asset retirement obligations	**57,593**	47,624
Changes in non-cash assets and liabilities		
Increase in due from Government of Canada	**(670)**	(14,543)
Decrease (increase) in accounts receivable	**1,950,307**	(1,989,774)
Increase in accounts payable and accrued liabilities	**846,422**	2,157,667
Decrease in payroll liabilities	**(509,479)**	(1,106,895)
Decrease in asset retirement obligations	**(25,290)**	(19,110)
Increase (decrease) in post-employment benefits and compensated absences	**103,180**	(199,388)
(Decrease) increase in vacation liabilities	**(28,453)**	45,169
Increase (decrease) in deferred revenue	**278,236**	(171,787)
(Decrease) increase in contribution repayable	**(377,206)**	96,349
Decrease (increase) in prepaid expenses	**1,267**	(19,945)
CASH PROVIDED BY OPERATING TRANSACTIONS	**557,455**	(826,312)
INVESTING TRANSACTION		
Disposition of portfolio investments	**1,000,000**	–
Acquisition of portfolio investments	**(1,000,030)**	–
CASH USED BY INVESTING TRANSACTION	**(30)**	–
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	**(103,073)**	(112,273)
CASH USED IN CAPITAL TRANSACTIONS	**(103,073)**	(112,273)
INCREASE (DECREASE) IN CASH	**454,352**	(938,585)
CASH AT BEGINNING OF YEAR	**9,285,377**	10,223,962
CASH AT END OF YEAR	**9,739,729**	9,285,377

Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Expenses

Statement 5

For the year ended June 30,	School Programs $	Inclusive Schooling $	Operations and Maintenance $	Administration $	Indigenous Language $	Jordan's Principle $	Transfer and Other $	**Total 2025 $**	Budget 2025 $	Total 2024 $
SALARIES										
Honoraria	–	–	–	84,232	73,480	–	–	**157,712**	168,850	158,900
Instructional assistants	1,381,992	2,677,211	–	–	211,745	4,408,598	–	**8,679,546**	8,776,607	7,841,042
Non-instructional staff	2,920,575	655,346	615,778	1,197,582	–	–	–	**5,389,281**	4,984,153	4,627,635
Teachers	17,516,815	3,281,043	–	–	654,077	1,239,607	–	**22,691,542**	21,854,418	20,827,843
	21,819,382	6,613,600	615,778	1,281,814	939,302	5,648,205	–	**36,918,081**	35,784,028	33,455,420
EMPLOYEE BENEFITS										
Employee benefits/allowances	4,390,569	1,413,364	125,389	224,061	171,211	1,296,036	–	**7,620,630**	7,997,691	6,809,035
Leave and termination benefits	70,481	23,371	2,153	3,895	3,280	–	–	**103,180**	–	(131,520)
	4,461,050	1,436,735	127,542	227,956	174,491	1,296,036	–	**7,723,810**	7,997,691	6,677,515
SERVICES PURCHASED										
Advertising and printing	–	–	–	22,667	–	–	–	**22,667**	35,480	8,893
Communication	157,844	1,124	8,809	49,979	–	–	–	**217,756**	143,100	182,237
Contracted services	644,452	196,161	215,347	–	–	81,644	–	**1,137,604**	516,918	664,789
Maintenance and repairs	39,534	4,053	649,117	3,406	–	–	–	**696,110**	966,970	474,595
Other	203,125	–	–	238,053	–	–	–	**441,178**	385,006	250,093
Professional and technical	435,255	82,797	–	58,371	178	42,953	–	**619,554**	553,006	587,235
Rentals and leases	149,206	–	–	6,928	–	–	–	**156,134**	168,700	65,087
Student transportation	694,254	21,399	–	–	19,094	–	–	**734,747**	590,000	339,941
Travel	205,422	–	–	–	–	–	–	**205,422**	151,000	202,871
Utilities										
Heating	–	–	650,666	–	–	–	–	**650,666**	861,333	935,070
Electricity	–	–	1,143,783	–	–	–	–	**1,143,783**	842,000	1,023,771
Water/Sewage	–	–	217,835	–	–	–	–	**217,835**	177,000	175,338
	2,529,092	305,534	2,885,557	379,404	19,272	124,597	–	**6,243,456**	5,390,513	4,909,920
MATERIALS										
Awards and student events	10,212	–	–	8,258	–	–	–	**18,470**	17,500	16,905
Freight	7,733	–	–	937	–	–	–	**8,670**	13,450	5,372
Materials and supplies	1,075,369	78,176	–	28,416	178,958	30,303	552,419	**1,943,641**	1,321,237	2,395,553
	1,093,314	78,176	–	37,611	178,958	30,303	552,419	**1,970,781**	1,352,187	2,417,830
AMORTIZATION	–	–	–	–	–	–	957,215	**957,215**	1,500,000	945,446
Total operating expenses	29,902,838	8,434,045	3,628,877	1,926,784	1,312,023	7,099,140	1,509,634	**53,813,341**	52,024,419	48,406,133

Yellowknife District No. 1 Education Authority

(the "Authority")

Details of Inclusive Schooling Expenses — Statement 6

For the year ended June 30,	General Inclusive Schooling $	Staff Development (SSI) $	Assistive Technology $	Magnet Facilities $	School Based Mental Health and Wellness $	**Total 2025 $**
SALARIES						
Program support						
Teachers/counsellors	2,656,203	31,009	–	593,831	655,346	**3,936,389**
Support assistants	2,677,211	–	–	–	–	**2,677,211**
	5,333,414	31,009	–	593,831	655,346	**6,613,600**
EMPLOYEE BENEFITS	1,199,742	–	–	105,772	131,221	**1,436,735**
SERVICES PURCHASED						
Professional and technical	70,878	–	–	–	11,919	**82,797**
Communication	1,124	–	–	–	–	**1,124**
Maintenance and repairs	4,053	–	–	–	–	**4,053**
Travel	–	–	–	–	–	**–**
Student transportation	21,399	–	–	–	–	**21,399**
Other contracted services	138,942	57,219	–	–	–	**196,161**
	236,396	57,219	–	–	11,919	**305,534**
MATERIALS						
Materials and supplies	12,830	1,639	46,787	21,249	(4,329)	**78,176**
Total operating expenses	6,782,382	89,867	46,787	720,852	794,157	**8,434,045**

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

For the year ended June 30,	Indigenous Education $	Our Languages Curriculum Resource Development $	Community Support $	**Total 2025 $**
SALARIES				
Indigenous language instruction	296,324	357,753	–	**654,077**
Cultural resource staff	145,294	–	66,451	**211,745**
Elders in schools	3,500	13,348	56,632	**73,480**
	445,118	371,101	123,083	**939,302**
EMPLOYEE BENEFITS	83,384	70,761	20,346	**174,491**
SERVICES PURCHASED				
Professional/technical services	–	–	178	**178**
Travel	19,094	–	–	**19,094**
	19,094	–	178	**19,272**
MATERIALS				
Materials	155,452	21,459	2,047	**178,958**
TOTAL	703,048	463,321	145,654	**1,312,023**

French Language Program

BILATERAL AGREEMENT FUNDING
For the Year Ended June 30, 2025

	Contribution from the Department $	Commitment from the Authority $	Expenses $	Over (under) funding $
Teacher assistants-immersion (Staff)	76,000	44,000	120,000	–
French immersion pedagogy specialist	90,000	90,000	173,741	6,259
Teacher Assistant-Intensive/Post-intensive (salary teachers)	30,000	15,000	62,106	(17,106)
Intensive & PIF French (staff)	90,000	400,000	592,687	(102,687)
Intensive PIF (elective courses)	–	–	–	–
Special Projects				
French camps	30,000	5,000	39,895	(4,895)
Assessment, Intensive/Post-intensive French & Immersion	25,000	–	27,297	(2,297)
French resources	45,000	5,000	42,146	7,854
Cultural activities	15,000	8,000	19,326	3,674
Professional development	40,000	5,000	42,806	2,194
Consultant	80,000	140,000	222,520	(2,520)
Language assistant for newcomers	15,000	5,000	20,000	–
Recruitment (job fairs & promotion tools)	34,000	5,000	22,708	16,292
Retention (mentorship)	10,000	–	5,984	4,016
French language communication & services	23,000	–	4,614	18,386
YK1-SSDEC Partnership 2022-2023 (received in March 2024)	–	–	1,467	(1,467)
Total	**603,000**	**722,000**	**1,397,297**	**(72,297)**

Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs — Statement 9

Student Success Initiative Projects

For the year ended June 30,	2025 Budget $	**2025 Actual $**
Revenues		
Government of the Northwest Territories	34,000	**34,000**
Carry Forward from 2023-2024	55,759	**55,759**
Total revenues	89,759	**89,759**
Expenses		
Salaries/Wages		
Facilitator fees (including per diems)	57,200	**57,219**
Substitute teacher wages	32,000	**31,009**
Other Expenses		
Materials and supplies	559	**1,640**
Total operating expenses	89,759	**89,868**
Surplus	–	**(109)**

Yellowknife District No. 1 Education Authority

(the "Authority")

Report on Activities of Specific Programs — Statement 10

Jordan's Principle

	June 30, 2025 Approved Contributions $	June 30, 2025 Actual $	June 30, 2024 Actual $	July 1, 2024 - March 31, 2025 Actual $	April 1, 2025 - June 30, 2025 Actual $
Revenue					
Government of Canada - First Nations and Inuit Health Branch	8,424,113	8,424,113	6,780,994	5,657,169	2,766,944
Administration fee	842,411	842,411	678,099	565,717	276,694
Total - Government of Canada	9,266,524	9,266,524	7,459,093	6,222,886	3,043,638
Carry Forward from Previous Year	–	–	–	–	–
Carry Forward from Previous Year - Returned	–	–	–	–	–
Contributions not received	–	–	–	–	–
Total Revenue	9,266,524	9,266,524	7,459,093	6,222,886	3,043,638
Expenses					
Personnel	8,362,796	6,987,195	5,830,263	4,125,691	2,861,504
Transportation	–	–	667	–	–
Materials and Supplies	30,767	30,303	40,272	26,167	4,136
Rent and Utilities	–	–	–	–	–
Evaluation	30,550	24,905	12,250	4,400	20,505
Other	–	56,739	–	7,785	48,954
Total operating expenses (Schedule 2)	8,424,113	7,099,142	5,883,452	4,164,043	2,935,099
Administration Fee 10% of Expenses	842,411	709,914	588,345	416,404	293,510
Total Expenses	9,266,524	7,809,056	6,471,797	4,580,447	3,228,609
Net Surplus/(Deficit)	–	1,457,468	987,296	1,642,439	(184,971)
Contribution Deferred to March 31, 2026	–	46,474	–	–	46,474
Contribution Repayable (Receivable) for July 1, 2024-June 30, 2025	–	1,410,994	987,296	1,642,439	(231,445)
Balance Repayable from April-June 30, 2024 and 2023		243,225	686,520		
Total Contribution Repayable as of June 30, 2025 and 2024		1,654,219	2,360,336		

Yellowknife District No. 1 Education Authority

(the "Authority")

Statement of Utilities Expenses — Statement 11

School Year	2024-2025 Expense $	2023-2024 Expense $	2022-2023 Expense $	2021-2022 Expense $	2020-2021 Expense $	2019-2020 Expense $	Total Expense $	Avg Expense $
Fuel Oil	300,021	606,624	609,504	514,203	388,209	579,220	2,997,781	499,630
Electricity	1,143,783	1,023,771	1,019,591	920,698	893,595	956,408	5,957,846	992,974
Pellets	350,645	328,446	224,539	286,349	178,727	163,310	1,532,016	255,336
Water	153,365	127,916	131,157	152,712	161,059	165,838	892,047	148,675
Garbage	64,470	47,422	62,812	52,683	45,163	54,542	327,092	54,515
Total Expense	**2,012,284**	**2,134,179**	**2,047,603**	**1,926,645**	**1,666,753**	**1,919,318**	**11,706,782**	**1,951,130**

1. Nature of the Organization

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

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

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

2. Significant Accounting Policies

a) Basis of Accounting

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

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

2. Significant Accounting Policies (Continued)

b) Reporting Entity

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

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

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

c) Cash and Cash Equivalents

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

2. Significant Accounting Policies (Continued)

d) Financial Instruments

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

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

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

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

e) Non-financial Assets

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

2. Significant Accounting Policies (Continued)

f) Tangible Capital Assets

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

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

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

The GNWT may contribute some tangible capital assets to the Authority. The contributed tangible capital assets are recorded at fair value at the date of contribution in the Consolidated Statement of Financial Position, with a corresponding amount as a contribution revenue in the Consolidated Statement of Operations.

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

The Consolidated Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue for the assets provided at no cost.

2. Significant Accounting Policies (Continued)

g) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular Contributions:

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

2. Significant Accounting Policies (Continued)

Local Tax Revenue:

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

Other Contributions:

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

Other revenues are recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue:

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

Investment Income:

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

2. Significant Accounting Policies (Continued)

School Generated Funds

School generated funds are generated at the school level from fundraising, which may include the proceeds of fundraising, contributions or fees paid to a specific planned benefit. These revenues are recorded when received.

h) Budget Data

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

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

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

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

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

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

2. Significant Accounting Policies (Continued)

i) Measurement Uncertainty

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

j) Inventories Including Materials and Supplies

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

k) Payroll Liabilities

Payroll costs for teachers are accrued for July and August.

l) Post-employment Benefits, Compensated Absences and Termination Benefits

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

m) Expenses

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

2. Significant Accounting Policies (Continued)

n) Foreign Currency Translation

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

o) Fund Accounting

The Authority uses fund accounting to separate transactions between its Operating Fund surplus, Investment in Tangible Capital Assets, Decentralized Surplus, Capital Fund Reserve, the LED Reserve, the Pellet Boiler Reserve, and School Generated Funds.

Operating Fund Surplus

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

Investment in Tangible Capital Assets

Investment in tangible capital assets is used to account for financial transactions related to the acquisition of tangible capital assets.

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

2. Significant Accounting Policies (Continued)

Capital Fund Reserve

The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the Authority's tangible capital assets.

LED Reserve

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

Decentralized Surplus

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

School Generated Funds

School generated funds are generated at the school level from fundraising, and used in a number of different ways to enhance the development of educational activities and to support school initiatives. The school generated funds are internally restricted as to purpose. Examples include student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

A summary of school generated funds administered by the Authority is disclosed in Note 36.

p) Inter-entity transactions

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

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

2. Significant Accounting Policies (Continued)

q) Related parties

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

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

r) Asset retirement obligations

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

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

3. Future Accounting Changes and Adoption of New Accounting Standards

The Conceptual Framework for Financial Reporting in the Public Sector

Effective July 1, 2026, the Authority will be required to adopt the new Conceptual Framework for Financial Reporting in the Public Sector. Earlier adoption of the new framework is allowed. The Authority is currently assessing the impact of this standard on the consolidated financial statements.

Financial Statement Presentation, *Section PS 1202*

Effective July 1, 2026, the Authority will be required to adopt PS 1202 Financial Statement Presentation. The standard sets out general and specific requirements for the presentation of information in financial statements. The financial statement presentation principles are based on the concepts in the Conceptual Framework. Earlier adoption is permitted if the Conceptual Framework for Financial Reporting in the Public Sector is early adopted. The Authority is currently assessing the impact of this standard on the financial statements.

4. Cash

	2025	2024
	$	$
Cash	**9,739,729**	9,285,377

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

5. Special Purpose Funds

The Authority does not have special purpose funds.

6. Restricted Cash

The Authority has restricted cash generated by schools in the amount of $809,437 (2024 - $758,832).

7. Portfolio Investments

RBC Dominion Securities Investment 1	**2025** **$**	2024 $
Dollar value of interest accrued	–	1,630
Cost of investment	–	1,000,000
Market value at June 30	–	1,001,630

Date purchased: 14 June 2022
Term of investment: 3 year
Maturity date: 14 June 2025
Annual interest rate: 4.250 %

RBC Dominion Securities Investment 2	**2025** **$**	2024 $
Dollar value of interest accrued	**1,907**	1,668
Cost of investment	**1,000,000**	1,000,000
Market value at June 30	**1,001,907**	1,001,668

Date purchased: 14 June 2022
Term of investment: 3 year
Maturity date: 14 June 2026
Annual interest rate: 4.350 %

RBC Dominion Securities Investment 3	**2025** **$**	2024 $
Dollar value of interest accrued	**1,649**	1,374
Cost of investment	**1,140,000**	1,140,000
Market value at June 30	**1,141,649**	1,141,374

Date purchased: 14 June 2024
Term of investment: 3 year
Maturity date: 14 June 2027
Annual interest rate: 4.40 %

7. Portfolio Investments (Continued)

RBC Dominion Securities Investment 4	**2025** **$**	2024 $
Dollar value of interest accrued	**4,027**	3,490
Cost of investment	**2,000,000**	2,000,000
Market value at June 30	**2,004,027**	2,003,490

Date purchased: 14 June 2023
Term of investment: 5 year
Maturity date: 14 June 2028
Annual interest rate: 4.90 %

RBC Dominion Securities Investment 5	**2025** **$**	2024 $
Dollar value of interest accrued	**94**	–
Cost of investment	**83,333**	–
Market value at June 30	**83,427**	–

Date purchased: 18 June 2025
Term of investment: 1 year
Maturity date: 18 June 2026
Annual interest rate: 3.430 %

RBC Dominion Securities Investment 6	**2025** **$**	2024 $
Dollar value of interest accrued	**94**	–
Cost of investment	**83,333**	–
Market value at June 30	**83,427**	–

Date purchased: 18 June 2025
Term of investment: 1 year
Maturity date: 18 June 2026
Annual interest rate: 3.420 %

7. Portfolio Investments (Continued)

RBC Dominion Securities Investment 7	**2025** **$**	2024 $
Dollar value of interest accrued	**94**	–
Cost of investment	**83,333**	–
Market value at June 30	**83,427**	–

Date purchased: 18 June 2025
Term of investment: 1 year
Maturity date: 18 June 2026
Annual interest rate: 3.440 %

RBC Dominion Securities Investment 8	**2025** **$**	2024 $
Dollar value of interest accrued	**93**	–
Cost of investment	**83,335**	–
Market value at June 30	**83,428**	–

Date purchased: 18 June 2025
Term of investment: 1 year
Maturity date: 18 June 2026
Annual interest rate: 3.410 %

RBC Dominion Securities Investment 9	**2025** **$**	2024 $
Dollar value of interest accrued	**93**	–
Cost of investment	**83,333**	–
Market value at June 30	**83,426**	–

Date purchased: 18 June 2025
Term of investment: 1 year
Maturity date: 18 June 2026
Annual interest rate: 3.410 %

7. Portfolio Investments (Continued)

RBC Dominion Securities Investment 10	**2025** **$**	2024 $
Dollar value of interest accrued	**94**	–
Cost of investment	**83,333**	–
Market value at June 30	**83,427**	–

Date purchased: 18 June 2025
Term of investment: 1 year
Maturity date: 18 June 2026
Annual interest rate: 3.440 %

RBC Dominion Securities Savings Account	**2025** **$**	2024 $
Dollar value of interest accrued	**–**	–
Cost of investment	**500,030**	–
Market value at June 30	**500,030**	–

Date purchased: 18 June 2025
Term of investment: N/A
Maturity date: N/A
Annual interest rate: Variable

7. Portfolio Investments (Continued)

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

	2025 Cost $	**2025 Accrued Interest $**	**2025 Market Value $**	2024 Market Value $
RBC Dominion Securities Investment 1	**–**	**–**	**–**	1,001,630
RBC Dominion Securities Investment 2	**1,000,000**	**1,907**	**1,001,907**	1,001,668
RBC Dominion Securities Investment 3	**1,140,000**	**1,649**	**1,141,649**	1,141,374
RBC Dominion Securities Investment 4	**2,000,000**	**4,027**	**2,004,027**	2,003,490
RBC Dominion Securities Investment 5	**83,333**	**94**	**83,427**	–
RBC Dominion Securities Investment 6	**83,333**	**94**	**83,427**	–
RBC Dominion Securities Investment 7	**83,333**	**94**	**83,427**	–
RBC Dominion Securities Investment 8	**83,335**	**93**	**83,428**	–
RBC Dominion Securities Investment 9	**83,333**	**93**	**83,426**	–
RBC Dominion Securities Investment 10	**83,333**	**94**	**83,427**	–
RBC Dominion Securities Savings	**500,030**	**–**	**500,030**	–
Total portfolio investments	**5,140,030**	**8,145**	**5,148,175**	5,148,162

8. Accounts Receivable

	2025 $	2024 $
Accrued interest receivable	**64,509**	67,145
Due from other related parties (Note 23)	**622,726**	1,509,132
Due from Government of the Northwest Territories (Note 23)	**9,218**	1,099,955
Other	**41,452**	11,979
Total	**737,905**	2,688,211

Allowance for doubtful accounts at June 30, 2025 is $54,015 (2024 - $60,515).

The Education Body's exposure to credit risk related to accounts receivable is as follows:

	0-30 days	30-60 days	60-90 days	Over 90 days	Total
Due from Related parties	7,720	–	–	–	**7,720**
Due from GNWT	1,348	–	2,697	5,173	**9,218**
Due from Government of Nunavut	–	–	–	–	**–**
Due from Government of Canada	–	–	–	–	**–**
Due from WSCC	–	–	–	–	**–**
Payroll Chargeback Recoveries	314,837	300,000	–	–	**614,837**
Other	97,888	–	8,242	–	**106,130**
Total	421,793	300,000	10,939	5,173	**737,905**

During the year, $nil of accounts receivable (2024 $nil) were written off and $nil (2024 $nil) were forgiven.

9. Inventories

There is no inventory recorded as at June 30, 2025.

10. Accounts Payable and Accrued Liabilities

	2025	2024
	$	$
School Generated Trust Accounts - liabilities	**20,469**	20,469
Trade payables	**1,179,686**	647,741
SSI Accrual	**–**	55,759
Source deductions payable	**2,551,673**	2,181,437
	3,751,828	2,905,406

Payroll Liabilities	2025 $	2024 $
To teachers (July, August wages and deferred NEBS pension)	**3,422,438**	3,803,493
Retroactive pay to United Steelworkers employees	**–**	128,424
Total Payroll Liabilities	**3,422,438**	**3,931,917**
Vacation payable (annual leave)	**191,533**	219,986
Total Payroll and Vacation Liabilities	**3,613,971**	**4,151,903**

11. Deferred Revenue

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

	2025 $	2024 $
Government of Canada		
Menstrual Product Federal Funding	**17,371**	110,366
Jordan's Principle	**46,474**	–
Government of the Northewest Territories		
MACA - GOH Program	**11,400**	–
MACA - ?ORI Program	**14,350**	–
MACA - ELA Program	**12,900**	–
National Food Program	**209,779**	–
Other Education Bodies		
YCS - Funding Transfer	**76,328**	–
	388,602	110,366

12. Contribution Repayable

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

	2025 $	2024 $
Jordan's Principal - Government of Canada	**1,654,219**	1,673,817
GNWT ECE - Mental Health & Wellness	**–**	357,608
	1,654,219	2,031,425

13. Due from Government of Canada

	2025 $	2024 $
GST Receivable	**128,551**	127,881

14. Capital Lease Obligations

The Authority does not have any capital lease obligations.

15. Pension

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

The amount contributed to the NEBS pension was $4,488,018 (2024 - $4,648,322). The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is $212,788.50 as at January 2025, and $204,475 as at January 2024. The maximum monthly contributions is $3,756.67 as at January 2025, and $3,610 as at January 2024.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 4,515 Employee Members and 119 Employer Members (total active, disabled and on leave: 2,269).

As of January 1, 2025, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be $81,271,800 - funded ratio 120.1% (2024 - $66,573,900 and 118.5%) on a going concern valuation basis. As of January 2025, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be (3,183,400) on a solvency basis. The solvency ratio is 99.4%.

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

16. Long-Term Debt

The Authority does not have long-term debt.

17. Post-employment Benefits and Compensated Absences

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

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

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

Valuation results

The actuarial valuation was completed as at January 31, 2025. The effective date of the next actuarial valuation is March 31, 2028. The liabilities are actuarially determined as the present value of the accrued benefits at January 31,2025 and the results extrapolated to June 30, 2025. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.

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

Changes in Obligation	Severance and Removal $	Compensated Absences $	2025 $	2024 $
Accrued benefit obligation beginning of year	1,887,325	382,991	2,270,316	2,384,926
Current period benefit cost	139,274	30,030	169,304	173,971
Interest accrued	101,473	20,898	122,371	113,426
Benefits payments	(141,015)	(37,433)	(178,448)	(477,403)
Actuarial loss	(206,190)	(59,780)	(265,970)	75,396
Plan amendments	(7,400)	(585)	(7,985)	–
Accrued benefit obligation end of year	**1,773,467**	**336,121**	**2,109,588**	2,270,316
Unamortized net actuarial gain	(13,686)	(12,121)	(25,807)	(289,715)
Total employee future benefits and compensated absences	**1,759,781**	**324,000**	**2,083,781**	1,980,601

Benefits expense	Severance and Removal $	Compensated Absences $	2025 $	2024 $
Current period benefit cost	139,274	30,030	169,304	173,971
Interest accrued	101,473	20,898	122,371	113,426
Amortization of net actuarial (gain)/ loss	(44,239)	42,177	(2,062)	(9,382)
Total benefits expense	**189,108**	**92,520**	**281,628**	278,015

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

The discount rate used in the 2025 fiscal year to determine the accrued benefit obligation was an average of 4.3% (2024 - 5.3%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	$	$	$
2026	191,981	35,437	**227,418**
2027	164,230	35,121	**199,351**
2028	170,715	33,260	**203,975**
2029	184,118	35,548	**219,666**
2030	193,251	38,463	**231,714**
2031-2035	972,288	216,648	**1,188,936**
Total	**1,876,583**	**394,477**	**2,271,060**

18. Tangible Capital Assets

	Cost $	Additions $	ARO Adjustments $	Disposals $	Amortization $	Accumulated Amortization beginning of year $	Accumulated Amortization $	**2025 Net Book Value** **$**	2024 Net Book Value $
Land and improvements	1,299,476	–	–	–	–	–	–	**1,299,476**	1,299,476
School buildings									
École Sir John Franklin	2,253,436	–	–	–	(56,246)	(1,473,269)	(1,529,515)	**723,921**	780,167
William McDonald	9,674,322	–	(8,245)	–	(120,814)	(7,660,332)	(7,781,146)	**1,884,931**	2,013,990
Mildred Hall	11,888,756	–	(28,197)	–	(286,330)	(8,178,723)	(8,465,053)	**3,395,506**	3,710,033
Range Lake North	8,963,690	–	(8,950)	–	(241,612)	(6,486,249)	(6,727,861)	**2,226,879**	2,477,441
N. J. Macpherson	5,346,109	–	(8,188)	–	(136,541)	(4,912,573)	(5,049,114)	**288,807**	433,535
	38,126,313	–	(53,580)	–	(841,543)	(28,711,146)	(29,552,689)	**8,520,044**	9,415,166
Other buildings									
Administration office	1,085,804	–	(7,860)	–	(26,781)	(834,843)	(861,624)	**216,320**	250,961
Maintenance shop	84,808	–	3,847	–	(28,966)	(71,647)	(100,613)	**(11,958)**	13,160
Total land and buildings	40,596,401	–	(57,593)	–	(897,290)	(29,617,636)	(30,514,926)	**10,023,882**	10,978,763
Equipment and furnishings									
Schools	3,362,878	–	–	–	(13,874)	(3,293,509)	(3,307,383)	**55,495**	69,368
Playgrounds	605,859	156,492	–	–	(29,954)	(267,028)	(296,982)	**465,369**	338,831
Administration office	322,132	–	–	–	–	(322,132)	(322,132)	**–**	–
Vehicles	407,494		–	–	(16,096)	(299,069)	(315,165)	**92,329**	108,425
	4,698,363	156,492	–	–	(59,924)	(4,181,738)	(4,241,662)	**613,193**	516,624
Work in progress									
Itl'o School playgrounds	24,192	8,320	–	–	–	–	–	**32,512**	24,192
	45,318,956	164,812	(57,593)	–	(957,215)	(33,799,374)	(34,756,588)	**10,669,585**	11,519,580

19. Prepaid Expenses

	2025 **$**	2024 $
Professional Development	**7,315**	–
Materials and Supplies	**4,540**	23,248
Leases	**10,546**	420
	22,401	23,668

20. GNWT Assets Provided at no Cost

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

	Cost $	Accumulated Amortization $	**2025 Net Book Value $**	2024 Net Book Value $
École Sir John Franklin	25,965,232	25,965,232	**–**	–
École Sir John Franklin Portable Classrooms	419,724	390,876	**28,848**	39,337
École Sir John Franklin NACC	2,214,552	2,029,653	**184,899**	246,532
École Sir John Franklin Sewer Line	108,852	36,647	**72,205**	76,559
N.J. Macpherson Portable Classrooms	1,413,831	627,228	**786,603**	821,956
École Sir John Franklin Wheelchair Lift	100,708	54,550	**46,158**	56,229
École Sir John Franklin Boiler Replacement	51,145	14,775	**36,370**	39,780
William McDonald School Portable Classrooms	2,242,917	361,359	**1,881,558**	1,956,323
	32,516,961	29,480,320	**3,036,641**	3,236,716
Deferred capital contributions				
École Sir John Franklin	(1,442,500)	(1,442,500)	**–**	–
	31,074,461	28,037,820	**3,036,641**	3,236,716

Rent expense of $200,075 (2024 - $200,073) was offset by a grant in-kind.

21. Contractual Obligations

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

The Authority leases space for Route 51. The contract is renewed until June 2026.

The Authority has a collective bargaining agreement with the NWT Teachers Association ("NWTTA") for teachers, specialists and education assistants. The Collective Agreement with the Northwest Territories Teachers' Association and YK1 expired on September 1, 2025. Negotiations have been ongoing since March of 2025 and will continue in October of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement.

The Authority has a collective bargaining agreement with the United Steelworkers for support staff. The Collective Agreement with United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union (United Steelworkers) Local 1-207 and YKl expired on July 1, 2025. Negotiations are scheduled to take place in the fall of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement.

	Expiry Date	2026 $	Total $
Operational Contracts:			
First Student Bussing	June 30, 2026	546,364	546,364
Commercial & Residential Leases:			
Route 51	June 30, 2026	39,848	39,848
Total		586,212	586,212

22. Contingencies

The Authority does not have any contingencies.

23. Related Parties

The Authority is related in terms of common control to all GNWT departments, boards, and agencies. During the year, the Authority entered into transactions with the following related parties:

Yellowknife Public Denominational Education Authority
Ndilo District Education Authority
Dettah District Education Authority
Commission Scolaire Francophone Territories du Nord Ouest (TNO)
South Slave Divisional Education Council
Government of the Northwest Territories:
- Department of Finance
- Department of Health and Social Services
- Department of Education, Culture and Employment
- Department of Municipal and Community Affairs
- Department of Environment and Climate Change
- Department of Industry, Tourism and Investment

	2025 **$**	2024 $
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Ndilo District Education Authority	**507,612**	949,195
Dettah District Education Authority	**115,115**	559,937
Subtotal - other related parties	**622,727**	1,509,132
Government of the Northwest Territories:		
Department of Education, Culture and Employment	**9,218**	1,099,955
Subtotal - Government of the Northwest Territories	**9,218**	1,099,955
Total Due from Related Parties	**631,945**	2,609,087

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

23. Related Parties (Continued)

	2025 $	2024 $
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education, Culture and Employment - Regular contributions	**30,823,512**	30,094,127
Department of Education, Culture and Employment - Other contributions	**2,853,282**	1,553,830
Department of Industry, Tourism and Investment	**–**	7,053
Department of Education, Culture and Employment - French languages	**586,614**	556,947
Department of Finance - Interest	**580,686**	612,631
Department of Health and Social Services - GNWT other contributions	**17,850**	17,205
Department of Municipal and Community Affairs - GNWT other contributions	**120,200**	117,200
Department of Environment and Climate Change - GNWT other contributions	**48,000**	57,300
Other Education Bodies:		
Ndilo District Education Authority - Other education bodies	**40,000**	40,000
Dettah District Education Authority - Other education bodies	**130,051**	193,885
Yellowknife Catholic Schools - Other education bodies	**51,172**	–
South Slave Divisional Education Council - Other education bodies	**15,000**	15,000
Total Revenues from Related Parties	**35,266,367**	33,265,178

23. Related Parties (Continued)

	2025 $	2024 $
Expenses Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	**5,883**	4,149
Department of Education, Culture & Employment - Professional and technical	**–**	5,770
Other Education Bodies:		
Yellowknife public Denominational Education Authority - Professional and technical	**1,418**	7,033
Commission Scolaire Francophone TNO - Professional	**1,240**	–
Yellowknives Dene First Nation Housing Division - Rental	**6,960**	6,960
Total Expenses paid to Related Parties	**15,501**	23,912

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

24. Budget Data

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

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

The budget figures presented are those approved by the Trustees of the Authority on June 13, 2024 and submitted to the Minister of Education, Culture and Employment. The Budget for fiscal year 2024/2025 was submitted to the minister on June 30, 2024. The budget deficit is $2,230,276.

25. Economic Dependence

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

26. Financial Instruments

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

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

a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from two other school districts, whose funding also comes from the Department of Education, Culture, and Employment. At June 30, 2025, receivables from these two districts is $622,726 (2024 - $1,509,132), which is 41% of total accounts receivable (2024 - 95%). Both districts have been current in paying the monthly invoices for their payroll costs.

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

b) Interest rate risk

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

26. Financial Instruments (Continued)

a) Liquidity risk

Liquidity risk is the risk that the Authority will not be able to meet all cash outflow obligations as they come due. The Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise. The Authority has disclosed future financial liabilities and commitments in Note 21.

27. Expenses By Object

	2025 Budget $	**2025 Actual $**	2024 Actual $
Amortization	1,500,000	**957,215**	945,446
Compensation	43,781,719	**44,641,892**	40,132,935
Other	6,742,700	**8,214,235**	7,327,752
	52,024,419	**53,813,342**	48,406,133

28. Subsequent Event

The Authority is awaiting GNWT to issue the Certificate of Completion for the Itl'o School once some deficiencies have been addressed. The value to be transferred to the Authority is estimated at $30,600,000.

29. Comparative Figures

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

30. ECE Contributions

	2025 Budget $	**2025 Actual $**	2024 Actual $
Original contribution	30,823,512	**30,823,512**	30,094,127
Student Success Initiatives ("SSI") project	34,000	**89,759**	123,000
NWTTA retroactive funding	–	**17,003**	942,937
NWTTA contract agreement ongoing	2,412,896	**1,577,403**	–
Termination benefits	–	**59,969**	–
UNW retroactive funding	–	**433,166**	–
UNW collective agreement ongoing	750,000	**455,285**	–
Updated Contribution	34,020,408	**33,456,097**	31,160,064
French cultural resources	–	**2,000**	3,333
French lanuage funding	580,000	**580,000**	495,614
French partnership funding SSDEC	–	**–**	35,000
French language communications	–	**4,614**	23,000
School Based Mental Health & Wellness	–	**–**	339,615
National Food Program	–	**60,698**	–
Itl'o new school deficiencies & WMS Sports Court	160,000	**160,000**	148,278
Total Contributions	34,760,408	**34,263,408**	32,204,904

31. GNWT Other Contributions

	2025 Budget $	**2025 Actual $**	2024 Actual $
Department of Municipal and Community Affairs ("MACA"):			
Active After School	–	**91,800**	76,500
Quebec Exchange Trip 2023-2024	–	**–**	8,000
Youth Corp	–	**–**	32,700
Drumming	–	**5,000**	–
GOH Program	–	**11,400**	
?ORI Program	–	**12,000**	
Department of Industry, Tourism and Investment ("ITI")	–	**–**	7,053
Department of Health and Social Services ("HSS"):			
Drop the Pop	–	**17,850**	17,205
Department of Environment and Climate Change ("ECC"):			
Take a Kid Trapping	–	**48,000**	24,000
Sir John Franklin Laser/Engraver Project	–	**–**	33,300
Total	–	**186,050**	198,758

32. Contingent Assets

Authority does not have contingent assets.

33. Contractual Rights

The Authority does not have any contractual rights. Jordan's Principle concluded June 30, 2025.

34. Environmental Liabilities

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018 and an update report on estimated abatement costs in October 2023. These estimates will be updated for the 2026 audit. Items that are recommended for abatement in the next 5-10 years are accrued as environmental liabilities. Building materials that are classified as low risk are earmarked for remediation when the building is demolished in the future and an accrual is recorded and reported under asset retirement obligation instead. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment, and the Department of Finance. The abatement for Sir John Franklin High School was partially completed by the GNWT in March 2018, and the abatement for the maintenance building was partially completed in March 2019. A liability totaling $229,481 has been recorded for the asbestos abatement of the Maintenance Shop and Mildred Hall School (2024 - $229,481) Management will continue to monitor these buildings under the Hazardous Materials management plan.

Location:	5402-50th Ave, Maintenance Shop
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring
Status and Next Steps:	Monitoring
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2025	$157,775

Location:	5408-50th Avenue, Mildred Hall School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring, Abatement
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2025	$71,706

35. Accumulated Surplus

A consolidated statements of funds and surplus and reserves have been prepared as follows:

Details of Funds

For the year ended June 30,	2025 $	2024 $
OPERATING FUND		
Balance, beginning of year	**4,586,125**	4,111,234
Operating deficit (Statement 2)	**(2,583,323)**	(537,458)
Acquisition of tangible capital assets	**(103,073)**	(112,273)
Transfer from Investment in Tangible Capital Assets	**957,215**	945,446
Transfer to Investment in Tangible Capital Assets - In Kind Capital Asset Donation	**(61,739)**	–
Transfer from Decentralized Surplus	**128,044**	210,276
Transfer (to) School Generated Funds	**(50,605)**	(59,616)
Adjustment from asset retirement obligations	**32,303**	28,516
Balance, end of year	**2,904,947**	4,586,125
INVESTMENT IN TANGIBLE CAPITAL ASSETS		
Balance, beginning of year	**10,813,163**	11,674,852
In Kind Capital Asset Donation	**61,739**	–
Acquisition of tangible capital assets	**103,073**	112,273
Adjustment from asset retirement obligations	**(32,303)**	(28,516)
Amortization	**(957,215)**	(945,446)
Balance, end of year	**9,988,458**	10,813,163
Investment in tangible capital assets consists of:		
Tangible Capital Assets (Note 18)	**10,669,585**	11,519,580
Asset Retirement Obligations (Note 37)	**(681,127)**	(706,417)
	9,988,458	10,813,163

35. Accumulated Surplus (Continued)

Details of Surplus and Reserves

For the year ended June 30,	2025 $	2024 $
DECENTRALIZED SURPLUS		
Balance, beginning of year	**237,557**	447,833
Transfer from (to) Operating Fund - FY2022 adjustment	**–**	–
Transfer from (to) Operating Fund	**(128,044)**	(210,276)
Balance, end of year	**109,513**	237,557
CAPITAL FUND RESERVE		
Balance, beginning of year	**904,165**	904,165
Balance, end of year	**904,165**	904,165
LED RESERVE		
Balance, beginning of year	**148,583**	148,583
Balance, end of year	**148,583**	148,583
SCHOOL GENERATED FUNDS		
Balance, beginning of year	**738,357**	678,741
Transfer from (to) Operating Fund for surplus (deficit)	**50,605**	59,616
Balance, end of year	**788,962**	738,357

36. School Generated Funds (Trusts under Administration)

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

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

	2025	2024
	$	$
Balances, beginning of year	**738,357**	678,741
Fundraising revenues	**603,024**	663,057
Total funds available	**1,341,381**	1,341,798
Total related expenses	**(552,419)**	(603,441)
Balances, end of year	**788,962**	738,357
Net change	**50,605**	59,616

37. Asset Retirement Obligations

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

Type of Asset	2024 liability	New liabilities incurred	Utilized in the year	Accretion expense	Revisions in estimated cash flows	Additions	Disposals	2025 liability
Buildings	$706,417	$ –	$ –	$ (32,303)	$ (57,593)	$ –	$ –	$ 681,127

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

The carrying amount of the obligation is based on total expected undiscounted expenditures of $2,214,341 (2024 - $2,389,632), expected timing of undiscounted expenditures (majority to occur post-2036), and the weighted average discount rate of 4.57% (2024 - 4.57%). To adjust these undiscounted expenditures between periods, the weighted average discount rate is used to unwind the discount through amortization of tangible capital assets. This rate is estimated at the start of each year and is applied systematically over the year. These obligations will be funded through the regular operations of the Authority and recoveries cannot be estimated at date of the audit report.

Approvals

Annual Report

Education Body Chair

Superintendent

September 26, 2025
Date

September 26, 2025
Date