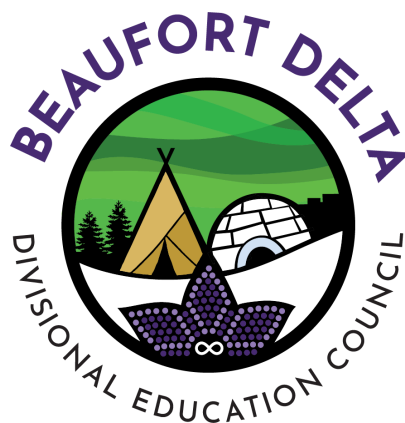

Education Accountability Framework

**Beaufort Delta Divisional
Education Council**

Annual Report

For the 2020-21 School Year



Capable Citizens through Indigenized Education

Cadre de responsabilisation en éducation

Conseil scolaire de division de Beaufort- Delta

Plan de fonctionnement et rapport annuel

Année scolaire 2020-2021




Des citoyens autonomes grâce à l'éducation autochtone

Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires du Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

Le plan de fonctionnement est structuré en plusieurs sections correspondant à différents domaines de responsabilisation, tous appliqués dans le respect des priorités du Conseil scolaire de division de Beaufort-Delta pour la prochaine année scolaire.

L'encadré qui suit résume les buts et objectifs établis pour la prochaine année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

BUTS POUR LA RÉUSSITE SCOLAIRE	CIBLES ET OBJECTIFS POUR 2020-2021
 <p>Favoriser la réussite des élèves en littératie (lecture et écriture)</p>	 <p>5 % des élèves se seront améliorés d'au moins une unité Stanine en lecture au test de rendement canadien CAT-4 ou CAT-5 (Canadian Achievement Test).</p> <p>Augmentation de 10 % du nombre total d'élèves de la 1^{re} à la 9^e année qui obtiennent une note satisfaisante (ou plus) en écriture – selon leur niveau scolaire – entre septembre 2020 et mai 2021.</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2021.</p> <p>Augmentation de 5 % du nombre total d'élèves qui obtiennent des résultats en lecture correspondant à leur niveau scolaire entre novembre 2020 et juin 2021.</p>

	<p>60 % des élèves de la 1^{re} à la 9^e année auront progressé d'au moins huit mois et plus selon la grille d'évaluation de Fountas et Pinnell entre novembre 2020 et juin 2021.</p> <p>Diminution de 2 % de l'écart de réussite évolutif triennal entre les élèves aux tests de rendement de l'Alberta en anglais pour la 6^e année.</p> <p>Diminution de 2 % de l'écart de réussite évolutif triennal entre les élèves aux tests de rendement de l'Alberta en anglais pour la 9^e année.</p> <p>Augmentation de 3 % du taux de participation évolutif triennal des élèves aux tests de rendement de l'Alberta du CSDBD pour la 6^e année.</p> <p>Augmentation de 3 % du taux de participation évolutif triennal des élèves aux tests de rendement de l'Alberta du CSDBD pour la 9^e année.</p> <p>50 % des parents ont discuté avec le professeur d'anglais des forces et des possibilités d'amélioration de leur enfant en lecture et en écriture.</p>
Favoriser la réussite des élèves en numératie	<p>5 % des élèves se seront améliorés d'au moins une unité Stanine en numératie au test de rendement canadien CAT-4 ou CAT-5 (Canadian Achievement Test).</p> <p>Augmentation de 10 % du nombre d'élèves répondant aux exigences du test CMA.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en mathématiques pour la 9^e année.</p> <p>50 % des parents ont discuté avec le professeur de mathématiques des forces et des possibilités d'amélioration de leur enfant dans cette matière</p>
Favoriser la réussite des élèves en langue et culture autochtone	<p>80 % des élèves connaissent 12 des salutations traditionnelles de leur collectivité d'origine</p> <p>25 % des élèves parlent la langue à un niveau débutant</p> <p>80 % des élèves participent à un minimum de 4 activités culturelles essentielles dans la nature ou en classe.</p> <p>100 % des écoles s'activent à adapter à la culture autochtone le contenu des cours et le programme</p> <p>100 % des écoles du CSDBD ont un calendrier culturel.</p>

	<p>50 % des parents ont discuté du niveau de compétences linguistiques de leur enfant</p>
<p>Accroître la compréhension et la pratique de responsabilité sociale des élèves.</p>	<p>Augmentation de 10 % du nombre total d'élèves dont l'assiduité est de 90 % ou plus</p> <p>Amélioration de 5 % de l'assiduité générale dans le district</p> <p>50 % des parents assistent aux rencontres à trois (parents, enseignant et élève), aux entrevues parents et enseignant et aux ateliers, virtuels ou en personne.</p>

Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2020-2021 a été préparé conformément à la *Loi sur la gestion des finances publiques*. Cette loi stipule que les organismes ténois du milieu de l'éducation doivent planifier leurs activités, se conformer aux directives sur l'éducation et mettre en œuvre des activités et des initiatives qui s'inscrivent dans le mandat du gouvernement des Territoires de Nord-Ouest (GTNO) et dans les orientations du ministre de l'Éducation.

L'encadré qui suit résume les bons coups et points à améliorer pour l'année scolaire (incluant les renseignements particuliers pour tenir compte de la pandémie de COVID-19) :

Voici un résumé des progrès réalisés dans la région de Beaufort-Delta en 2020-2021 :

- Concertation dans l'ensemble du système sur les Plans d'amélioration de l'école qui ont orienté l'élaboration du plan stratégique et opérationnel et du rapport annuel du CSDBD.
- Les plans d'amélioration préétablis ont permis aux équipes de direction scolaire de passer plus rapidement à l'analyse des données en 2020-2021.
- Pratique des enseignants titulaires davantage axée sur les meilleures stratégies déterminées par la recherche. « Réflexion personnelle : valoriser les quatre questions directrices associées aux matières de base ».
- Cycle d'enseignement adapté du CSDBD s'appuyant sur des données concrètes.
- Plan d'alphabétisation à long terme menant désormais au plan stratégique et opérationnel détaillé du CSDBD.
- Succès du programme d'encadrement au cours des trois dernières années, d'abord avec l'alphabétisation, puis l'enseignement des mathématiques.
- Enseignants de soutien aux programmes et aux interventions.
- Soutien additionnel offert aux intervenants et titulaires qui appliquent le principe de Jordan.
- Le CSDBD est guidé par les directeurs et la haute direction, qui privilégient les pratiques exemplaires en recherche (diminution progressive de la responsabilité, démarche exploratoire et apprentissage cognitif guidé).
- Autochtonisation de l'éducation, ce qui rend l'alphabétisation et l'enseignement des mathématiques plus pertinentes pour nos élèves sur le plan culturel.

Le Conseil scolaire de division de Beaufort-Delta continue de promouvoir l'adaptation de l'éducation à la culture autochtone. Des calendriers culturels ont été proposés à **toutes** les communautés où des plans à long terme sont mis en œuvre. Les enseignants ont relié les plans de cours et les plans d'unité aux traditions saisonnières et aux principaux événements culturels des différentes collectivités. De plus, nous avons mis en ligne des modèles de leçons adaptées aux cultures autochtones sur le Moodle du CSDBD. Des vidéos explicatives à propos du calendrier culturel et des plans d'unité sont fournies dans le cadre de la formation virtuelle du CSDBD, offerte sur les lieux de travail.

Des résultats record ont été obtenus au test de rendement canadien CAT-4, où des élèves de la 4^e à la 9^e année se sont approchés de la moyenne nationale dans de nombreux sous-tests.

Les élèves de 5^e année ont obtenu des résultats correspondant à la moyenne nationale (norme canadienne) en lecture (82 %) et en orthographe (78 %). Les élèves de 8^e année ont dépassé la moyenne nationale (norme canadienne) en lecture (87 %), vocabulaire (84 %), orthographe (82 %) et mathématiques (81 %), alors que ceux de 9^e année ont atteint la moyenne nationale (norme canadienne) en orthographe (77 %). C'est la première fois dans l'histoire du district qu'autant d'élèves ont atteint, approché et dépassé la moyenne nationale au test de rendement canadien CAT-4.

Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's Operating Plan for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with 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, **including any specific information related to the COVID-19 pandemic:**

Annual Report - Executive Summary

The Beaufort Delta Divisional Education Council's Annual Report for the 2020-2021 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

Highlights in the Beaufort Delta for 2020-21 include:

- System wide focus on SIP's (School Improvement Plans) that lead into our larger BDDEC Strat/Operating Plan & Annual Report.
- Pre-populated SIP's allowed for school leadership teams to move to data analysis quicker in 2020-21.
- Classroom Teachers shifting their practice to reflect research based best strategies. "Self-Reflection: Elevating the Essentials Four Guiding Questions".
- BDDEC responsive teaching cycle focused on data driving instruction.
- Long Term Literacy Plan that now leads into the larger BDDEC Strat Plan/Operating Plan.
- Successful coaching program over the past three years starting with Literacy and expanding to Numeracy.
- Program Support Teachers supporting interventions and programs.
- Additional support for Interventionists & SA's from Jordan's Principle.
- BDDEC walks by principals and senior administration prioritizing research based best practices, (GRR, GI & Cognitive Guided Instruction).
- Indigenizing Education making literacy and numeracy more culturally relevant to our students.

The Beaufort Delta Divisional Education Council (BDDEC) continues to champion Indigenized Education. Cultural calendars were implemented in all communities connected to Long Range Plans (LRPs). Teachers connected lesson plans and unit plans to seasonal traditions and key cultural events of individual communities. The BDDEC Moodle expanded its resources to include templates to support Indigenizing lessons. Instructional videos for cultural calendar and unit plans provided during the virtual BDDEC in-service.

Record setting data was achieved with the Canadian Achievement data (CAT 4). Students in grades 4-9 were approaching the national average in multiple sub-tests of the CAT 4.

Grade 5 students met the national average (Canadian Norm) in reading (82%) and spelling (78%). Grade 8 students exceeded the national average (Canadian Norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%). Grade 9 students met the national average (Canadian Norm) in spelling (77%). This is the first time in the district's history that many students met, approached and exceeded the national average on the Canadian Achievement Tests (CAT 4's).

1. Administration and School Services

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

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

A. Governance of Education Bodies

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

The BDDEC is governed by a board of elected members. Each District Education Authority (DEA) within the BDDEC elects one representative, normally their chair, to sit on the District Education Council (DEC) board. The DEC elects a Chair (2 year term), Vice-Chair (every year) and Member at Large (every year). The Inuvialuit Regional Corporation and the Gwich'in Tribal Council appoint one member (each) to the BDDEC board and are voting members. DEA's meet monthly. The DEC meets three times per year, including two via videoconference and one face-to-face meeting in February. Face-to-face meetings are subject to change this year because of COVID 19 restrictions. Zoom, Google Meets or teleconference may be used for DEC meetings when needed.

Training with DEA members is also offered on an as-needed basis and is normally included in the agenda during the face-to-face meeting in February.

DEA's consist of 5 or 7 members as per the list below:

- Inuvik DEA- 7
- Fort McPherson- 7
- Tsiigehtchic- 5
- Aklavik- 7
- Tuktoyaktuk- 7
- Sachs Harbour- 5
- Ulukhaktok- 7
- Paulatuk- 7

Each DEA has individual regulations that guide decision making.

An Executive Committee is elected annually and consists of 5 positions including: Chair, Vice-Chair, Member at Large, IRC Representative, and GTC Representative. The Superintendent runs the election for this committee. The first position to be determined is the Chair, followed by the Vice-Chair. Depending on which region the Vice-Chair represents- the Beaufort region or the Delta region- the Member at Large must come from the other region to ensure equal representation on the Executive Committee. The IRC and GTC BDDEC board members sit on the Executive Committee.

Ulukhaktok DEA:

- Joanne Ogina – Chair (2019-2021)
- April Olifie - Vice Chair (2020-2022)
- Helen Kitekudlak - Member (2019-2021)
- Mary Kudlak – Member (2018-2020)
- Mary Jane Nigyok – Member (2019-2021)
- Lillian Kanayok - Member (2020-2022)
- Adele Alonak - Member (2020-2022)

Aklavik DEA:

- Lorna Storr – Member (2020-2022)
- Rita Arey – Vice-Chair (2018-2020) (Acting Chair as of Jan 2020)

- James Blake – Member (2018-2020)
- Brandon McLeod – Member (2018-2020)
- Lori Ann Elanik – Member (2018-2020)
- Debbie Greenland - Member (2020-2022)

Fort McPherson DEA:

- Mary Rose Tetlichy – Chair (2018-2020) (As of Feb 2020)
- Rebecca Blake – Vice Chair (2018-2020)
- Denise Firth – Member (2018- Dec 2019)
- Martina Tetlichy – Member (2018- Dec 2020)
- Joyce Blake – Member (2018-2020)

Tuktoyaktuk DEA:

- Darlene Gruben – Chair (2019-2021)
- Katrina Cockney – Vice-Chair (December 2020)
- Glenna Emaghok – Secretary/ Treasurer (2019-2021)
- Sandra Elias – Member (December 2019)
- Jacquelin Mangelana – Member (December 2020)
- Molly Nogasak – Member (December 2020)
- Ivy Mangelana – Member (December 2020)

Tsiigehtchic DEA: (Election pending June 2020)

- Archie Inglangasuk Jr. – Chair (2018-2020)
- Stephanie Cardinal Clark – Vice Chair (2018-2020)
- Shelly Vanloon (2018-2020)
- Charlene Blake (2018-2020)
- Darby Blake (2018-2020)

Paulatuk DEA:

- Gilbert Thrasher Sr. Chair (2018-2020)
- Jason Reidford (2018-2020)
- Christopher Ruben (2018-2020)
- Kelly Ruben (2018-2020)
- Albert Ruben Sr. (2018-2020)
- Aaron Ruben (2018-2020)

Inuvik DEA:

- Jennifer Parrott - Chair (Sept 2018-2021)(Chair as of Jan 2020)
- Lenora McLeod (Sept 2018-2021)
- Jodie Maring (Sept 2018-2021)(resigned Sept 2020)

- Janelle Cockney (2019-2021)
- Janelle Wainman (Sept 2018-2021)
- A.J. Minakis (Sept 2018-2021)(resigned Sept 2020)
- Jennifer Costa (Appointed Sept 2020-2021)

Sachs Harbour:

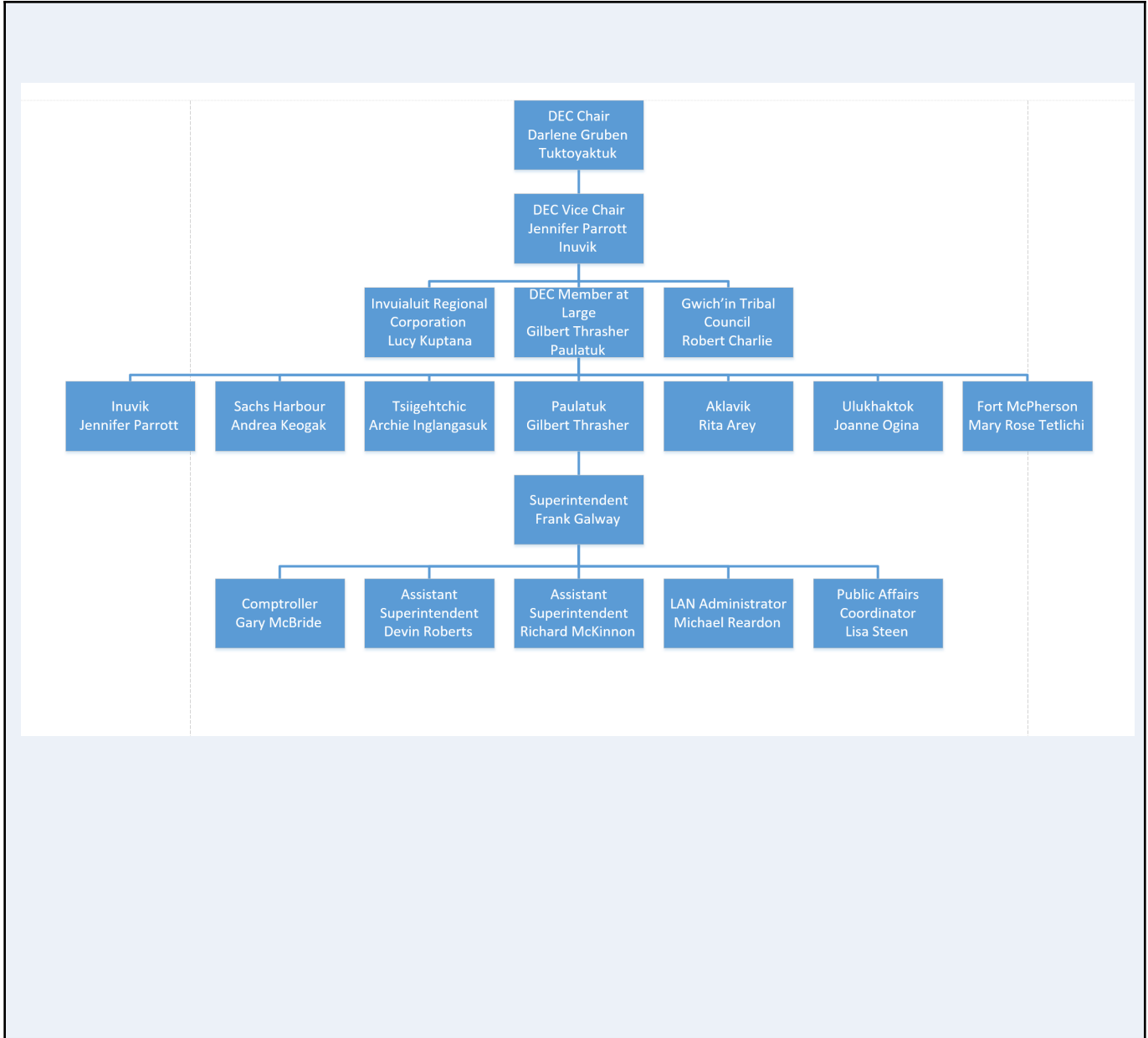
- Andrea Keogak – Chair (2019-2021)
- Shelby Lucas – Vice-Chair (2019-2021)
- Adella Carpenter – Member (2019-2021)
- Doreen Carpenter – Member (2019-2021)

Beaufort Delta Divisional Education Council

Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair
Jennifer Parrott – Vice Chair & Inuvik Chair
Gilbert Thrasher – Member at Large & Paulatuk Chair
Lucy Kuptana – Inuvialuit Regional Corporation Executive Member
Robert Charlie – Gwich'in Tribal Council Executive Member
Joanne Ogina – Chair Ulukhaktok
Rita Arey – Acting Chair Aklavik
Mary Rose Tetlichy – Chair Fort McPherson
Archie Inglangasuk Jr. – Chair Tsiigehtchic
Andrea Keogak – Chair Sachs Harbour

B. Functional Organizational Chart

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



C. Governance Training

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

Planned Topic	Delivered by <i>(Superintendent, ECE, External Consultant, etc.)</i>	Audience Intended <i>(DEC/DEA)</i>	Planned Location & Date	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Google Meet by Senior Admin	DEC/DEA/Principals	Governance and Code of Conduct	ISR Schools October 27 th – 29 th Delta Schools October 21 st – 23 rd	Yes.	
In Person or over Google Meet By ECE Resource	DEC	Administration	February 9 th – 12 th DEC Annual Meeting	Yes via Zoom	
Google Meet by Senior Admin	DEC/DEA/Principals	Finance and/or topic of choice from Fall session.	January to March (by invite)	Yes, meetings occurred with principals via Zoom.	
Governance	ECE	Inuvik DEA	January 2021	Yes - Microsoft Teams	
Governance	ECE	Aklavik DEA	February 2021	Yes - Microsoft Teams	
Conflict Resolution	ECE	Inuvik DEA	April 2021	Yes - Microsoft Teams	

D. Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as	If No, why not?
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		planned? <i>(Yes/No)</i>	
DEC will meet every two weeks during the COVID 19 pandemic. September 11, 2020	BDDEC Boardroom (Google Meet or Teleconference)	Yes, Meetings did occur. Frequency of two weeks was deemed unnecessary and not cost effective.	
November 13, 2020	BDDEC Boardroom (Google Meet or Teleconference)	Teleconference hosted.	
February 10-12th, 2021	BDDEC Boardroom (Google Meet or Teleconference)	Annual DEC meeting held via Zoom.	
June 17, 2021	BDDEC Boardroom (Google Meet or Teleconference)	No, Moved to July 2021.	

E. School Profiles

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

Total Number of Schools in District	9	Total Anticipated Student Head Count	1509
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School Name	Community	Grades Offered	Programming Highlights
Moose Kerr School (MKS)	Aklavik	JK-12	<ul style="list-style-type: none"> - Single and split grades - Northern Distance Learning - Whole school approach to Language & ILE Committee - New cultural camp to be constructed in 2020-21 - Full time Instructional Coach position focusing on Grade 1 to 9 literacy in place for 2 years - 3 Levelled Literacy Interventionist positions in 2020-21 - Reflex Math
Chief Julius School (CJS)	Fort McPherson	JK-12	<ul style="list-style-type: none"> - Single and split grades - Northern Distance Learning - Whole school approach to Language - Culture Camps - Full time Instructional Coach focusing on Grade 1 to 9 Literacy - New Levelled Literacy Interventionist position added 2020-21

Helen Kalvak Elihakvik (HKE)	Ulukhaktok	JK-12	<ul style="list-style-type: none"> - Indigenized Education & Cultural Calendar followed for unit planning - Full time Instructional Coach focusing on grades 1 to 9 Literacy - New Math Instructional Coach position added for 2020-21
East Three Elementary School (E3ES)	Inuvik	JK-6	<ul style="list-style-type: none"> - Four Leveled Literacy Interventionists in place for fall 2020 - French Immersion offered Grades 1-6 - WITS program - Self regulations / Zones of Regulation - On the Land Coordinator position - Grade level Program Support Teachers
East Three Secondary School (E3SS)	Inuvik	7-12	<ul style="list-style-type: none"> - New Math Instructional Coach position added - Full time Instructional Coach Grades 7-9 - Two Program Support Teachers - French Immersion offered Grades 7-9
Angik School (AS)	Paulatuk	JK-12	<ul style="list-style-type: none"> - On the land program (Day trips 2020-21) - Culture committee - Full time Instructional Coach focusing on grades 1 to 9 Literacy
Inualthuyak School (IS)	Sachs Harbour	JK-9	<ul style="list-style-type: none"> - 20% Instructional coach focusing on grades 1 to 9 Literacy - Community partnership with Recreation and access to gym in evening - On the Land program (Day trips 2020-21)
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK-9	<ul style="list-style-type: none"> - Multi-graded school - Whole School approach to Indigenous Language - Full time teaching principal

			<ul style="list-style-type: none"> - Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort McPherson. (Primarily Inuvik)
Mangilaluk School (MS)	Tuktoyaktuk	JK-12	<ul style="list-style-type: none"> - Northern Distance Learning - Whole School Approach to Language - Combination of whole grade and split grade class - Full time Instructional Coach focusing on grades 1 to 9 Literacy - Inuvialuktun language program offered JK-9

F. Student Profiles

The following table details general characteristics of the region’s student population, including a description of student body ethnic backgrounds, description of regional/community culture, educational programming in terms of inclusion and student supports (% of students with Student Support Plans (SSPs) or Individual Education Plans (IEPs)), and other noteworthy demographics. **Please include any anticipated changes in student enrolment as a result of COVID-19 pandemic, including any changes in the number of students being homeschooled.**

Program:

968 Regular Program (64.66%)

507 SSP (33.87%)

24 IEP (1.6%)

10 Homeschool students

93 Junior Kindergarten

117 Kindergarten

118 Grade One

95 Grade Two

118 Grade Three

108 Grade Four

111 Grade Five

113 Grade Six

111 Grade Seven

97 Grade Eight

92 Grade Nine

211 Grade Ten

73 Grade Eleven

52 Grade Twelve

1509 students

G. Teacher Profiles

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

41 teachers new to their position in the district in 2020-21.

18 new teachers were recruited.

23 transfers from within the district and the NWT in 2020-21.

28 teachers from the region are currently employed at BDDEC with varying years of experience.

Average Length of Employment

5-7 years in regional center Inuvik.

3 years in community schools

Limited housing available for teachers makes retention difficult. BDDEC is almost fully staffed for 2020-21. However, staffing schools has become more challenging. BDDEC attended four career fairs and visited six universities in an effort to recruit teachers. In 2019-20 BDDEC actively recruited 18 new teachers to the district for the 2020-21 academic year. Limited travel opportunities for staff has led to resignations for 2021-22.

2. Territorial Schools

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

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

A. Education Body Strategic Planning

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

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

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

<p>Regional priorities and goals, including any specific information related to the COVID-19 pandemic.</p>	<p>To improve student success in Literacy (Reading & Writing)</p>	<p>5% increase in students gaining at least one stanine (year's growth) increase in reading on CAT 4 or CAT 5.</p> <p>10% increase from September 2020 to May 2021 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.</p> <p>10% increase of total students writing at grade level by May 2021.</p> <p>5% increase of total students reading at grade level from November 2020 to June 2021.</p> <p>60% of students in Grades 1-9 indicating at least 8+ months of growth using Fountas & Pinnell from November 2020 to June 2021.</p> <p>2% decrease in the 3-year rolling average students' achievement gap on Grade 6 ELA AAT's.</p> <p>2% decrease in the 3-year rolling average students' achievement gap on Grade 9 ELA AAT's.</p> <p>3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 6 AAT.</p> <p>3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 9 AAT</p>
	<p>To improve student success in Numeracy</p>	<p>10% increase in students meeting or exceeding expectations on the CMA's.</p> <p>5% decrease in students' achievement gap on Grade 6 Math AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 Math AAT's.</p> <p>50% of parents have discussed with the Math teacher their child's strengths and stretches in Numeracy.</p>

	<p>To improve student success in Indigenous Language(s) & Culture</p>	<p>80% of students speaking 12 of the traditional greetings of their home community</p> <p>25% of students speaking at the Emergent level.</p> <p>80% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>50% of parents discuss their child's language levels.</p>
	<p>To increase understanding and practice of Social Responsibility of students.</p>	<p>5 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attend 3 way conferences, Parent/Teacher interview(s) and workshops virtually or in-person.</p>

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%	
<p>Areas of Strength for the region</p>	<p>The district saw record high success with the Canadian Achievement Tests (CAT 4). Grade 5 students met the national average (Canadian Norm) in reading (82%) and spelling (78%). Grade 8 students exceeded the national average (Canadian Norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%). Grade 9 students met the national average (Canadian Norm) in spelling (77%). This is the first time in the district's history that many students met, approached and exceeded the national average on the Canadian Achievement Tests (CAT 4's).</p>		

<p>Areas for Development for the region</p>	<p>4% decrease in the overall district attendance for 2020-21. This will be a focus of the 2021-22 BDDEC Strat Plan under Social Responsibility.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC was unable to participate in Alberta Achievement Tests (AAT's) due to cancellation related to COVID 19.</p>

B. School Improvement Planning

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

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

<p>Regional approach to School Improvement Planning and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>School Improvement Plans are set with the BDDEC regional Strategic Plan for 2020-21. Data from 2019-20 school based SIP's will be shared out November and December of 2020.</p> <p>Principal meetings will be held three times a year via distance to review the progress of SIP's.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	77%	Sachs Harbour - no community members provided feedback and the DEA did not meet during the 2020 - 2021 school year. COVID restrictions reduced collaboration in all other communities.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	

<p>% of schools in the region for which final School Improvement Plans have been shared with the public.</p>	<p>100%</p>	<p>TBD</p>	<p>Final SIP's are to be shared with DEA's in the fall of 2021.</p>
<p>Areas of Strength for the region</p>	<p>Pre-populated SIP's were given to school admin teams. School leadership teams reviewed data and provided additional information into School Improvement Plans. SIP's lead to short term goals created at the school and classroom level. Data indicators in the Beaufort Delta are at record highs. i.e. CAT 4, District Wide Writes and Common Math Assessments.</p>		
<p>Areas for Development for the region</p>	<p>Improvements with common language in SIP's will be made in 2021-22.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>Celebrating student achievement data has been difficult with COVID restrictions. BDDEC hopes to host large data celebrations in the fall. BDDEC wants to recognize students for their achievement and community members that support students. BDDEC also wants to acknowledge staff that contributed to student growth.</p>		

C. Annual School Reviews

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

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

<p>Regional approach to the completion of Annual School Reviews, including any specific information related to the COVID-19 pandemic.</p>	<p>Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in the region for which Annual Reviews are completed.	100%	100%	
% of schools where NWT approved curricula is being used with fidelity throughout all grades and subject areas.	100%	81%	High Turnover rate and difficulties hiring. Covid restriction increased the use of substitute teachers (untrained teachers)
Areas of Strength for the region	All nine schools in the district created unified School Improvement Plans. The unification of the SIP's has been an ongoing three year project. The identification of key student achievement indicators in Literacy, Indigenous Languages, Numeracy and Social Responsibility had led to an improvement in student achievement.		
Areas for Development for the region	Data collection streamlining continues to be an area of growth for the district. The vision for data collection is it will be collected as efficiently as possible to cut down on time consumption. The focus for educators and students should be the analysis and understanding of data. In 2021-22 the Beaufort Delta Divisional Education will hire a new Data Consultant to streamline data collection.		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	<p>We (BBDEC) have met the national average (Canadian Norm) in percent of students at Stanine 4 and above in multiple grades.</p> <p>Grade 5 students met the national average (Canadian Norm) in reading (82%) and spelling (78%).</p> <p>Grade 8 students exceeded the national average (Canadian Norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%).</p> <p>Grade 9 students met the national average (Canadian Norm) in spelling (77%).</p> <p>We (BDDEC) are approaching the national averages (Canadian Norm) in percent of students at Stanine 4 and above in multiple grades.</p> <p>Grade 4 students are approaching the national average (Canadian Norm) in vocabulary (66%), spelling (69%) and mathematics (72%).</p>		

	<p>Grade 5 students are approaching the national average (Canadian Norm) (76%) in writing conventions, (70%) vocabulary, (70 %) in mathematics.</p> <p>Grade 6 students are approaching the national average (Canadian Norm) (67%) reading, (69%) spelling, (59%) mathematics.</p> <p>Grade 7 students are approaching the national average (Canadian Norm) in spelling (70%), mathematics (70%), computation and estimation (68%).</p> <p>Grade 8 students are approaching the national average (Canadian Norm) in writing conventions (68%), computation and estimation (70%)</p> <p>Grade 9 students are approaching the national average (Canadian Norm) in reading (65%), mathematics (62%) and computation and estimation (63%).</p> <p>Highlights in the Beaufort Delta include the following:</p> <ul style="list-style-type: none"> - System wide focus on SIP's (School Improvement Plans) that lead into our larger BDDEC Strat/Operating Plan & Annual Report. - Pre-populated SIP's allowed for school leadership teams to move to data analysis quicker in 2020-21. - Classroom Teachers shifting their practice to reflect research based best strategies. "Self-Reflection: Elevating the Essentials Four Guiding Questions". - BDDEC responsive teaching cycle focused on data driving instruction. - Long Term Literacy Plan that now leads into the larger BDDEC Strat Plan/Operating Plan. - Successful coaching program over the past three years starting with Literacy and expanding to Numeracy. - Program Support Teachers leading CAT 4 implementation, supporting interventions and programs. - Additional support for Interventionists & SA's from Jordan's Principle.
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	<ul style="list-style-type: none">- BDDEC walk by principals and senior administration prioritizing research based best practices, (GRR, GI & Cognitive Guided Instruction).- Indigenizing Education making literacy and numeracy more culturally relevant to our students.
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D. Staff Evaluations

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

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

<p>Regional approach to the completion of Staff Evaluations including any specific information related to the COVID-19 pandemic.</p>	<p>All new staff as well as 5, 10,15 etc... will be formally evaluated by their supervisor.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	42	40	2 position changes
Number of principals and assistant principals formally evaluated in the school year.	3	3	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	3	3	
Number of Superintendents formally evaluated in the school year.	1	1	
Areas of Strength for the region	Completion rate is nearing 100%.		
Areas for Development for the region	New principals require additional in-servicing on teacher evaluations.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID 19 made it difficult for travel to support evaluations of principals face to face.		

E. Regional Training and In-Service

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

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

<p>Regional Training and In-Service and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Regional training and in-servicing will be held via Google Meets and Zoom this academic year. BDDEC Coordinators/Consultants and Assistant Superintendents will be responsible to provide training to Program Support Teachers, Instructional Coaches, Principals and at times school staffs.</p> <p>School-based Program Support Teachers and Instructional Coaches will provide job embedded training and in-servicing to school staff.</p> <p>Priorities for training and in-servicing will be Literacy, Numeracy, Inclusive Schooling, Social Responsibility and Indigenous Languages/Culture as per the 2020-2021 BDDEC Strategic Plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%	100%	<p>Literacy - all SAs received training on targeted reading & writing interventions (Feb. 25)</p> <p>Social responsibility - TIEC provided all school staff with training on trauma informed practice</p>

<p>% of Regional training and in-service focused on shared priorities</p>	<p>100%</p>		<p>Student achievement in Literacy and Numeracy</p> <ul style="list-style-type: none"> - HIP resource training for PSTs <p>Personalized and Inclusive Education</p> <ul style="list-style-type: none"> - PSTs completed training on the renewed SSP process, and Classroom Support Plans - PSTs & Principals with Grades 7-12 responsibilities completed training on Transition planning and IEPs for High School students - Principals & PSTs completed training on Safe & Caring Schools, Personal Emergency Response Plans, and the roles & responsibilities of the School-Based Support Team - IS Team completed IEP Renewal training <p>Student & Educator Wellness</p> <ul style="list-style-type: none"> - TAMI training (March 23)
<p>Number of administration days dedicated to training and in-service.</p>	<p>3</p>	<p>3</p>	

% of collaborative STIP time dedicated to regional priorities	100%	85%	STIP time at the beginning of the year was dedicated to updating staff on Covid-19 regulations including meeting with public health, Workers Safety Compensation Commission, and the Northwest Territories Teachers Association.
Number of schools which implemented STIP as per the Ministerial Directive	9	9	
Areas of Strength for the region	District in-service hosted virtually. BDDEC shifted to Google Education in 2021. Google docs and shared virtual in-service allowed staff to access learning materials all year long.		
Areas for Development for the region	<p>A balance between district and territorial in-service scheduling in 2021-22 would be ideal.</p> <p>BDDEC would like to ensure it maximizes scheduled in-services times with ECE to cost share the high cost of employee travel to face-to-face in-services.</p>		
Additional Comments for the region including any specific information related to the COVID-19 pandemic.	Focus on health and safety related to COVID 19 took priority for the August in-service in 2020.		

F. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
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0.50	2.00	2.50	Literacy Consultant assigned to East 3 Elementary School. 1.5 Literacy Consultants based out of the BDDEC central office.		
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** As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body.*

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

<p>Regional Literacy Coordinator role and relevance to regional and shared priorities, for the upcoming school year, including any specific information related to the COVID-19 pandemic.</p>	<ul style="list-style-type: none"> • Help develop and implement BDDEC’s Annual Accountability Framework and Strategic Plan noting coherence between department, district, and local school priorities in literacy • Work with school representatives to determine priorities, and facilitate the development and implementation of strategic plans and programs that meet the diverse educational needs of students in literacy • Work with schools to implement school-based literacy plans that meet student need while directly aligning with district and departmental targeted priorities • Analyze district literacy data to inform and drive programming recommendations and local school support • Guide teachers & Instructional Coaches in the use of data to inform instructional decisions • Develop and deliver staff training (in-service) virtually opportunities within the region in consultation with BDDEC school staffs.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
Regional Literacy Action Plan in place for the school year. (Yes or No)	Yes	Yes	

<p>Areas of Strength for the region</p>	<p>One BDDEC Literacy Coordinator took on the additional responsibility of training new Instructional Coaches across the district. Training was well received.</p> <p>School leadership teams benefited from having both an Instructional Coach and Program Support Teacher(s) in place.</p> <p>Grades 7-12 literacy focuses largely on integrating Indigenized teaching and learning strategies as well as sourcing engaging and appropriate content that reflects Indigenous issues and connects with communities. The collaborative units in grades 7-9 are a successful and comprehensive ELA program meant to standardize best practice and Indigenizing education efforts in ELA. These units are developed by BDDEC consultants and ELA teachers from across the region.</p>
<p>Areas for Development for the region</p>	<p>Knowledge of literacy & instructional strategies is ongoing for new staff to the district.</p>
<p>Additional Comments for the region including any specific information related to the COVID-19 pandemic.</p>	<p>Turnover in the Beaufort Delta region continues to slow down the training process as many teachers receive literacy training and leave the district within one to two years.</p>

G. Healthy Food for Learning

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

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

<p>Relevance of the Healthy Foods for Learning program to regional priorities and strategies for program implementation, including any specific information related to the COVID-19 pandemic:</p>	<p>The delivery of foods programs has been impacted by COVID 19 restrictions. All BDDEC schools provide a healthy foods program for students using a brown paper bag delivery.</p> <p>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.</p> <p>Healthy foods promote healthy living, which increases the potential for wellness and student achievement. The Canada Food Guide is a resource available to ensure the appropriate food groups are used consistently and correctly.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines, <i>if applicable.</i>	100%	100%	
Areas of Strength for the region	Breakfast programs across the district were able to adapt to COVID-19 guidelines.		
Areas for Development for the region	There are no school wide lunch programs offered in the district. BDDEC is actively pursuing potential lunch programs for 2021-22 with community stakeholders.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	BDDEC will continue to explore safe ways to provide bagged meals or individualized plated meals.		

School Name	Type of food program(s) offered in each school <i>(Breakfast, Lunch, Snack, etc.)</i>	Days per week program is offered in each school <i>(Monday - Friday)</i>	Average number of children / youth served daily	Criteria for participation <i>(Low income, fee, Everyone welcome, etc.)</i>	Was the program delivered as planned? <i>(Yes/No)</i>	If No, why not?
MKS	Brown Paper Bag Snacks	Monday - Friday	151 students	Open to Everyone	Yes	
CJS	Brown Paper Bag Snacks	Monday - Friday	148 students	Open to Everyone	Yes	
HKE	Brown Paper Bag Snacks	Monday - Friday	110 students	Open to Everyone	Yes	
E3ES	Brown Paper Bag Breakfast & Snacks	Monday - Friday	393 students	Open to Everyone	Yes	
E3SS	Brown Paper Bag Snacks	Monday - Friday	334 students	Open to Everyone	Yes	
AS	Brown Paper Bag Snacks	Monday - Friday	71 students	Open to Everyone	Yes	
IS	Brown Paper Bag Snacks	Monday - Friday	12 students	Open to Everyone	Yes	
CPNS	Brown Paper Bag Breakfast & Lunch	Monday - Friday	39 students	Open to Everyone	Yes	
MS	Brown Paper Bag Snacks & Lunch	Monday - Friday	218 students	Open to Everyone	Yes	
TOTAL			1476 students		1476 students	

H. Student Success Initiative

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

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

SSI Project Proposal Summary	<p>The goals for the 2020-21 BDDEC SSI Project are as follows:</p> <p>The goals for the 2020-21 BDDEC SSI Project are as follows:</p> <ol style="list-style-type: none"> 1) Indigenize Teacher Planning. Increase access to MOODLE with BDDEC teacher designed lessons and unit plans. 2) Data will be used to track and inform instruction. Teachers will be trained to access and use Dossier to inform instruction. 3) In Professional Learning Communities all teachers will develop SMART goals. Schools will run 2 eight-week sequence of learning cycles.
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SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region that participate in SSI PD activities.	100%	90%	Due to Covid-19 restrictions relating to duty travel combined with internet connectivity limitations, staff in small communities did not all have the opportunity to access the professional development.
% of support staff from across the region that participate in SSI PD activities.	80%	75%	Due to Covid-19 restrictions relating to duty travel combined with internet connectivity limitations, staff in small communities did not all have the opportunity to access the professional development.
Areas of Strength	The BDDEC Moodle continued to expand in 2020-21. Lesson plan collection led by the Indigenizing Coordinator and supported by BDDEC principals.		

	Educators were encouraged to share out one full Indigenized lesson plan by the spring of 2021. Lesson plans were reviewed by the BDDEC central office staff and examples shared out on BDDEC Moodle.
Areas for Development	The vision statement for the Beaufort Delta Divisional Education Council is: Capable Citizens through Indigenized Education. The long term 5 year vision of the district is to ensure that all long range plans, unit plans and lesson plans are Indigenized. This continues to be an area of development for the region.
Additional Comments	The Beaufort Delta Divisional Education Council continues to be a champion of Indigenized Education. Examples of the initiatives of the portfolio of Indigenized Education were shared with the District Education Council (DEC) in February. Specifically BDDEC's continued commitment to indigenize the Alberta based curriculum(s).

Name of SSI Project	Planned Timeline for Implementation	Was the SSI Project Implemented as planned? (Yes/No)	If No, why not?
Indigenizing Education- Extension	August 2020 - May 2022	Yes.	

I. Safe School Plans

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

The current cycle is:

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

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools in which Safe Schools Plans are completed for the school year.	100%	100%	
% of schools which review Safe School Plans with school staff at the beginning of the school year.	100%	100%	
Areas of Strength for the region	All safe school plans are submitted to the Superintendents via the CLEVR platform and are reviewed individually with principals.		
Areas for Development for the region	The DEC prioritized a more progressive bullying policy in 2021. This continues to be developed.		
Additional Comments for the region	Additional training with CLEVR is needed to build administrative capacity.		

J. Healthy Relationship Programming

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

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

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

<p>Regional approach to integration of evidence-based healthy relationship programming, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC offers JK-3 WITS in all elementary schools. E3E extends WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.</p> <p>All schools will be teaching safe protocols for COVID 19, which will be embedded in their health curriculum.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of schools with JK-3 students offering WITS.	100%	100%	
% of schools with grade 4-6 students offering LEADS.	80%	80%	
% of schools with grade 7-9 students offering the Fourth R.	80%	80%	
% of schools with grade 10-11 students offering HRPP.	80%	80%	
Areas of Strength for the region	Schools have created WITS signs and students are now very familiar with WITS terms.		

Areas for Development for the region	New teachers to the district continue to learn WITS, LEADS and Fourth R.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Evidence-based healthy relationships programs being used, including WITS, LEADS, 4thR, and HRPP, and the grades they are being used in (if applicable).	MKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R 5 lessons per semester	
	CJS	JK-6 WITS Promote program with WITS Wednesdays 7-12 Fourth R (minimum 5 lessons)	JK-6 WITS Promoted program with WITS Wednesdays weekly 7-12 Fourth R 5 lessons per semester	
	HKE	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R 5 lessons	
	E3ES	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6	
	E3SS	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)	
	AS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	

	IS	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6 used lessons weekly	
	CPNS	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6	
	MS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons	

K. Second Language Education

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

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

School Name	Language of SL (<i>Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ</i>)	Type of SL program (<i>core, immersion, intensive</i>)	Grades of SL program (<i>per program type</i>)	% of students enrolled (<i>per program type</i>)	Frequency of SL Program (<i>min/week</i>)	Actual Frequency of SL Program (<i>min/week</i>)	Explanation for difference (<i>if applicable</i>)
MKS	Gwich'in & Inuvialuktun	Core	JK-10	100%	225 mins / week	225 mins / week	
CJS	Gwich'in	Core	JK-9	100%	150 mins/week	150 mins/week	
HKE	Inuinnaqtun	Core	JK-9	100%	225 mins / week	225 mins / week	
E3ES	Gwich'in & Inuvialuktun	Core	JK-6	100%	120 mins/week	120 mins/week	
E3ES	French	Immersion	K-6	11.6%	1500 mins/week	1500 mins/week	
E3SS	Gwich'in & Inuvialuktun	Core	7-9	90.5%	180 mins / week	180 mins / week	
E3SS	Gwich'in & Inuvialuktun	Core	10	17.5%	270 mins/week	270 mins/week	
E3SS	French	Immersion	7-9	9.5%	720 mins/week	720 mins/week	

Operating Plan

AS	Inuvialuktun	Core	JK-9	100%	225 mins / week	225 mins / week	
AS	Inuvialuktun	Core	10-12	100%	300 mins / week	300 mins / week	
IS	Inuvialuktun	Core	JK-9	100%	150 mins / week (Grades JK-3) 250 mins / week (Grades 4-9)	150 mins / week (Grades JK-3) 250 mins / week (Grades 4-9)	
CPNS	Gwich'in	Core	JK-9	100%	250 mins / week	250 mins / week	
MS	Inuvialuktun	Core	JK-9	100%	150 mins / week	150 mins / week	

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

L. 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 that an In-Class Support Person (ISP) is retained to support students 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 number of allocated, budgeted and actual (ISPs) in place to provide support to Northern Distance Learning program, and the explanation for any variance between each.

School Name	Allocated (\$)	Education Body Contribution (\$)	Total Budgeted (\$)	Actual (\$)	Explanation for Difference (if applicable)
MKS	\$33,500	\$13,600	\$47,100	\$47,100	
CJS	\$33,500	\$5,650	\$39,150	\$39,150	
HKE	\$36,500	\$900	\$37,400	\$37,400	
AS	\$36,500	\$5,810	\$42,310	\$42,310	
MS	\$35,500	\$14,120	\$49,620	\$49,620	
TOTAL	\$175,500	\$40,080	\$215,580	\$215,580	

School	Number of ISPs in place	Number of years at the school per ISP	Source of each ISP (CUSO volunteer, local hire, etc.)	Successes and challenges related to ISPs
MKS	1	4	Local	
CJS	2	New	CUSO	
HKE	1	New	Local	
AS	1	1	Cuso	
MS	1	3	Local	

The following tables detail the region's to regions approach, and includes regional and school specific performance indicators and targets set for the upcoming school year related to Northern Distance Learning, along with the achieved results, the explanation for any variance between targets and results, noted areas of strength and areas for development.

<p>Regional approach to Northern Distance Learning, including any specific information related to the COVID-19 pandemic.</p>	<p>BDDEC is the hub for NDL. We ensure small schools have access to academic courses that otherwise would be difficult to offer. Our team of consultants provide service to school in and out of district. Our teachers in Inuvik provide instruction to students across the NWT. Please note East Three Secondary School runs NDL and does not require NDL program for its students.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance (if applicable)
% of eligible high schools offering NDL classes.	100%	100%	
% of NDL course credits acquired within the school year.	100%	100%	
% of NDL students passing diploma exams (for NDL courses) written within the school year.	100%	100%	
Areas of Strength for the region	High percentage of students applying and being accepted into post-secondary. Academic marks have been improving, enrollment has been stable.		
Areas for Development for the region	Increased enrollment, LMS development for blended learning, teacher recruitment for NDL and professional development of those new teachers.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Due to the nature of this program, during the 2020-2021 school year, COVID-19 did not have a significant impact on the NDL program.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
Number of students taking NDL courses, per school.	MKS	3	3	
	CJS	3	3	
	HKE	2	2	
	AS	2	2	
	MS	5	5	
Number of NDL endpoints actively in use, per school.	MKS	2	2	
	CJS	1	1	
	HKS	2	2	
	AS	1	1	
	MS	1	1	

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

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

B. Program Support Teachers

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MKS	1.24	1.50		1.5	
CJS	1.24	1.25		1.0	Due to staffing requirements was not able to provide .25 PST allocation and maintain adequate class coverage.
HKE	1.01	1.00		1.0	
E3ES	3.25	3.00		3.00	Due to staffing challenges at times throughout the year there were only 2.00 PSTs in place.
E3SS	2.30	2.00		2.00	
AS	1.00	1.00		1.00	
IS	0.50	0.75		0.75	
CPNS	1.00	1.00		1.00	
MS	1.97	2.00		2.00	
TOTAL	13.51	13.50	Adjustments were made across these allocations to make hiring practical.	13.25	

C. Support Assistants

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
MKS	2.30	2.40		2.40	
CJS	2.29	2.40		2.40	
HKE	1.87	1.60		1.60	
E3ES	5.55	5.60		5.60	
E3SS	5.54	5.60		5.60	
AS	1.05	0.80		0.80	
IS	0.16	0.80		0.80	
CPNS	0.56	0.80		0.80	
MS	3.66	3.20		3.20	
TOTAL	22.97	23.20		23.20	

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)
\$ 172,237	\$278,327.13	\$106,090.13 roll over from 2019-20	\$58,155.37	Due to Covid-19 restrictions on duty travel, staff were unable to attend in person sessions.

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

Type of Training	Audience Intended (PSTs / Educators / Support Assistants / Principals)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
District PST In-service(Fall)	PSTs	TieNet, Inclusive Schooling Directive & COVID	Google Meets Nov 17-19	Yes - virtual inservice via ZOOM on Nov. 25-26, focus was on the Inclusive Schooling Directive, TieNet, and the BDDEC renewed SSP project.	
District PST In-service (Spring)	PSTs	School reviews/profiles	Google Meets May 11-13	Yes - virtual inservice via ZOOM on March 24-25, focus was on Classroom Support Plans, Referrals to HSS, SSPs, and SBSTs.	
SIVA & Self Care	SAs & PSTs	SIVA & Self-Care	Virtual Feb 10-12	BDDEC Trauma Informed Education Consultant provided in-person	No SIVA training was offered due

				training on self-care on STIP days (Nov. 10, March 9, April 19), and during the PD week (Feb. 22-26).	to COVID-19 travel restrictions.
Dr. Ross Green	SBSTs	The Explosive Child	Virtual Feb 10-12	No, unavailable at time requested	No training due to COVID-19 travel restrictions
Stacey Thurman	PSTs	Understanding FASD	Feb 10-12	No, will reschedule in 2022	No training due to COVID-19 travel restrictions
Monique Gray Smith	PSTs & Teachers	Resiliency	March 16 th	No, will reschedule in 2022	No training due to COVID-19 travel restrictions
Monthly PST Webinars	PSTs	Self Reg, FASD, TieNet, SSPs/IEPs	Google Meets Every 2 nd Thursday of the month	Virtual meetings were held via ZOOM on Safe & Caring Schools and Personal Emergency Response Plans (Feb. 8), on Transition Planning and Individual Education Plans (May 18), and Reporting and 2021 Fall Training (June 10)	No monthly webinars but on-going virtual support was offered via Google Classroom on working with SAs, Trauma Informed Practice, and Self-Regulation

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

<p>Regional approach to Inclusive Schooling Professional Development and relevance to regional and shared priorities, for the school year, including any specific information related to the COVID-19 pandemic.</p>	<p>Inclusive Schooling professional development is provided to staff to equip them with requisite tools necessary for supporting students to reach their fullest potential while learning in a common learning environment. PD courses are available to all school staff including homeroom teachers, PSTs, and SAs. When needed, experts are contracted to provide additional training in various topics.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
<p>% of educators that have been trained on developing and implementing IEPs this year.</p>	<p>100%</p>	<p>36%</p>	<p>PSTs and Principals/Assistant Principals received virtual training on the current IEP process. At the school level, teachers were trained by the PSTs during plan development. With 24 students on IEPs, this represents 36% of our total educators.</p> <p>The renewed IEP rollout was postponed. The RISC and Inclusive Schooling Consultant completed the training provided by SSW in preparation for training PSTs in 2021-22.</p>
<p>% of educators that have been trained on developing and implementing SSPs this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the use of flexible strategies this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of educators that have been trained on the School-based Support Team process this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of principals that have been trained on their leadership role related to Inclusive Schooling this year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of Support Assistants who have been trained on Inclusive Schooling this year.</p>	<p>70%</p>	<p>100%</p>	<p>An Inclusive Schooling Consultant position was added which facilitated additional training for SAs including</p>

			virtual training during the Fall in-service, a dedicated Support Assistant Google classroom, and in-person training during school visits, STIP days, and the PD week.
% of Program Support Teachers who have been trained on Inclusive Schooling this year.	100%	100%	
% of educators that have been trained on Assistive Technology this year.	75%	45%	Due to COVID-19 travel restrictions, there was no region wide in-school training on assistive technology other than that provided by PSTs, the Inclusive Schooling team, and HSS.
Areas of Strength for the region	This year, the BDDEC provided extensive training, and in-school support on developing Student Support Plans using Flexible strategies. As part of this process, school teams were trained to use the Classroom Support Plan to focus the work of the PST, and promote the use of UDL for classroom teachers. The BDDEC Inclusive Schooling team completed comprehensive reviews of all SSPs providing specific feedback, and ensuring parent/guardian communication logs were completed and uploaded to TieNet for all students on MEPs.		
Areas for Development for the region	Next year, the BDDEC Inclusive Schooling team plans to focus on IEP development. A second area for development is training for, and use of, Assistive Technology.		
Additional Comments/Requests for Support for the region, including any specific information related to the COVID-19 pandemic.	COVID-19 travel restrictions inspired creative solutions to planning and communication with SSW. The BDDEC Inclusive Schooling team collaborated with SSW to deliver joint training to PSTs and Principals via ZOOM. This was highly successful and allowed increased training opportunities for the BDDEC Principals on Inclusive Schooling.		

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of

contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service	Reason for the Service	School(s) impacted by Service	Length of Contract	Total (\$)
Dean Educational & Psychological Consulting	Educational Psychologist Assessments	No in-house certified educational psychologist	E3ES, E3SS, CJS	Sept - June	\$69,719.13

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	Total Over / Under Allocation (\$)
\$153,828	\$371.59	Reading A-Z	576,971.21 (\$423,143.21 over)
	\$1,416.00	STAR Penny Program	
	\$500.00	iTunes cards to support apps	
	\$572,928.62	Computer supplies & equipment	
	\$1,755.00	Freight	

Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference <i>(if applicable)</i>	Actual (\$)	Explanation for Difference <i>(if applicable)</i>
MKS	\$25,299	\$28,299	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$25,299	
CJS	\$25,219	\$35,219	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$25,219	
HKS	\$25,112	\$35,112	1.0 Trauma Informed Education Consultants hired to address behavioural, social, emotional and healing issues.	\$25,112	
E3ES	\$63,809	\$83,809	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$63,809	
E3SS	\$20,513	\$30,513	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$20,513	
AS	\$15,476	\$25,476	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$15,476	
IS	\$16,781	\$26,781	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$16,781	
CPNS	\$34,222	\$54,222	1.0 Trauma Informed Education Consultant hired to address	\$34,222	

			behavioural, social, emotional and healing issues.		
MS	\$25,299	\$35,299	1.0 Trauma Informed Education Consultant hired to address behavioural, social, emotional and healing issues.	\$25,105.57	
TOTAL	\$226,431	\$354,730		\$226,237.57	COVID 19 made travel difficult and reduced expenses.

F. Alignment of Student Supports

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

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

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs, including any specific information related to the COVID-19 pandemic.</p>	<p>The BDDEC RISC as well one BDDEC Assistant Superintendent will support PD for PSTs on SSPs and IEPs. TIEC & SA Consultants will also provide support for SSPs/IEPs.</p> <p>Continue with implementation of working documents such as SSPs/IEPs and review to ensure they are not just a long list of good teaching practices but are reflective of specific needs.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.</p>	<p>100%</p>	<p>100%</p>	
<p>% of IEPs that will be reviewed and revised (if necessary) at each reporting period.</p>	<p>100%</p>	<p>25%</p>	<p>The BDDEC Superintendents and Inclusive Schooling team identified in the fall a need to provide additional training with regards to reviewing and revising IEPs.</p> <p>Extensive training with regards to contacting parents/guardians for permission to write an IEP, communicating with parents/guardians about the ability to contribute to an IEP, and communicating both goals and progress quarterly with parents, was provided to PSTs</p>

			through sessions offered in March & April.
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	50%	The BDDEC Superintendents and Inclusive Schooling team identified SSPs as an area of need and provided intensive training and support in the first semester. By the third quarter, 100% of teachers implemented all required supports identified in SSPs.
% of time support is offered to students through individual or small group pull-outs from the classroom environment.	10%	15%	Due to COVID-19 school shutdowns and the resulting break in learning, our schools experienced an increased need for intensive, pull-out intervention delivered by JP SAs.
Number of students not able to participate in the Common Learning Environment in their home community.	0	53	These students were unable to attend in-person learning this year due to COVID-19 restrictions as they were 19+ years-old.
% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	100%	
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	100%	
Number of students in temporary residency situations or homebound for whom education programs are provided.	7	7	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Once	Once	
Number of times per year that the RISC meet with the PSTs in person	3 times per year	0	Due to COVID-19 travel restrictions there were no face-to-face PST meetings. All PSTs had individual in person meetings with the RISC and/or IC during school visits.

<p>Areas of Strength for the region</p>	<p>Following the comprehensive SSP renewal project in the BDDEC, teachers are now collaborating with the PSTs to use Class Profiles, Class Reviews, and Classroom Support Plans in their lesson planning. This has resulted in an increase in teachers using differentiated planning to reflect the strategies identified in the SSPs.</p> <p>The BDDEC Inclusive Schooling team completed a full review of all SSPs and IEPs. All student plans are finalized, and all MEPs and IEPs have supporting documentation uploaded in TieNet.</p>
<p>Areas for Development for the region</p>	<p>Next year, the BDDEC Inclusive Schooling team plans to focus on ensuring that all IEPs are reviewed and revised (as necessary) at each reporting period.</p> <p>A second area for development is reducing the % of time support is offered to students through individual or small group pull-outs, and increasing the % of time PSTs are offering 'push in' classroom support.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>53 mature BDDEC students were unable to attend school in-person due to COVID re-entry restrictions.</p>

G. Flexible Instructional Strategies

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

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

<p>Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies, including any specific information related to the COVID-19 pandemic.</p>	<p>Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment.</p> <p>Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school’s staff via Google Meets & Zoom.</p> <p>BDDEC has created plexi-glass protectors for staff and students to allow for SAs and instructors to work with students in close proximity.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers who receive support through equitable scheduled time with PST.	100%	75%	Due to year-long staff shortages and increased staff absences due to heightened COVID-19 restrictions, PSTs were routinely redeployed to cover classroom instruction. In addition, some of our PST positions remained vacant for the majority of the school year.
% of support assistants who receive support through adequate scheduled time with PST.	60%	79%	An Inclusive Schooling Consultant position was added which facilitated support for PSTs in the area of working with SAs.
% of principals who ensure that a student’s instruction is primarily provided by the classroom teacher within the common learning environment.	100%	100%	

<p>% of classroom teachers who will meet with the PST at least once a month.</p>	<p>100%</p>	<p>87%</p>	<p>Due to increased COVID-19 cleaning protocols, restrictions on gathering in the workplace, and reassignment of spaces within the schools to meet COVID opening plans, our schools experienced challenges with maintaining monthly in-person meetings and had to rely on email communication.</p>
<p>% of support assistants who will meet with PST at least once a month.</p>	<p>100%</p>	<p>77%</p>	<p>Due to increased COVID -19 cleaning protocols, restrictions on gathering in the workplace, and reassignment of spaces within the schools to meet COVID opening plans, our schools experienced challenges with maintaining monthly in-person meetings and had to rely on email communication.</p>
<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>	<p>44%</p>	<p>Adjusted class schedules to meet COVID-19 class size restrictions impacted unassigned time teachers had available to meet with SAs. This in combination with SAs six-hour work day meant that teacher-SA meetings mostly happened on STIP days.</p>
<p>% schools that ensure access to appropriate curricular activities that utilize flexible instructional strategies.</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools that have a fair process for equitable access to extracurricular activities.</p>	<p>100%</p>		<p>Due to COVID-19 restrictions our schools offered limited to no extra-curricular activities.</p>
<p>Areas of Strength for the region</p>	<p>This year BDDEC built a three-person Inclusive Schooling team. This facilitated increased time for targeted support and training for PSTs in their work with SAs.</p>		
<p>Areas for Development for the region</p>	<p>The BDDEC Inclusive Schooling team has identified that we need to work with Principals and PSTs to ensure that SAs</p>		

	and classroom teachers have regular meeting time in 2021-22.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID-19 restrictions impacted our ability to meet our targets in this section.

H. School-based Support Team

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

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

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive, including any specific information related to the COVID-19 pandemic.</p>	<p>School Based Support Team meetings are scheduled at all nine schools in the district. Students can be referred for additional support to the SBSTs by classroom teachers. Weekly SBST meetings will occur in all schools with core members-the principal, PST, counselor, relevant teacher (s), and occasional members such as parents as needed.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of schools that have an established and operational SBST by the end of the first month of school.</p>	<p>100%</p>	<p>67%</p>	<p>A number of our schools were short staffed at the beginning of the school year. This resulted in PSTs being redeployed, some of our PST positions were not filled until after October 1.</p>
<p>% of teachers accessing the SBST</p>	<p>100%</p>	<p>55%</p>	<p>Reopening plans restricted unassigned teacher time to meet class size guidelines. This made it challenging for all teachers to access the SBST.</p>
<p>% of schools that are using referral forms to notify SBST about specific student needs.</p>	<p>100%</p>	<p>58%</p>	<p>With turnover in the RISC position, we did not have a formalized SBST referral process in place. Principals and PSTs were trained on the</p>

			SBST in collaboration with ECE SSW in March. For next year, we will be implementing a standard referral process
% of schools that keep written records of SBST meetings.	100%	100%	
% of SBST meetings that focus on developing strategies to support classroom teachers	100%	25%	Our SBSTs split their time with ~50% of their meeting time spent on solving specific problems, and ~25% of their time spent on strategies to support teachers.
% of SBST meetings that focus on solving specific problems	100%	50%	Our SBSTs split their time with ~50% of their meeting time spent on solving specific problems, and ~25% of their time spent on strategies to support teachers.
% of SBST meetings that address systemic issues in the school	25%	25%	
Areas of Strength for the region	We created a standardized SBST meeting minute form and set up folders for each school in G-suite. SBST minutes are now uploaded into the folders allowing the RISCs to access and review them.		
Areas for Development for the region	For the 2021-22 school year we will be creating a standardized referral process for SBSTs.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Reopening plans, staff shortages, and turnover in the RISC position resulted in delays in our SBSTs starting in some schools. We collaborated with ECE SSW to provide training to all PSTs and Principals in March to address this need.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance (if applicable)
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	MKS	Twice a week for two hours	Twice a week for two hours	
	CJS	30 minutes per student based on #of referrals/month	30 minutes per student based on #of	

			referrals/month	
	HKE	Weekly / 60 mins	Weekly / 60 mins	
	E3ES	240 mins/month	240 mins/month	
	E3SS	4 times a month, approx. 80 minutes/meeting	4 times a month, approx. 80 minutes/meeting	
	AS	Weekly / 60 mins	Weekly / 60 mins	
	IS	Daily	Daily	
	CPNS	Monthly for (60 minutes) for referrals and intakes	Monthly for (60 minutes) for referrals and intakes	
	MS	One hour bi weekly	One hour bi weekly	

I. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required, including any specific information related to the COVID-19 pandemic.</p>	<p>The BDDEC RISC, TIEC & SA Consultants and BDDEC 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.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
% of teachers completing SSPs for students requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for students requiring them in consultation with parents.	100%	100%	
% of parents participating in developing SSPs for those students requiring them.	100%	20%	Our school reopening plans restricted access to the buildings in the fall. This impacted direct parent involvement in the development of SSPs.
% of parents participating in developing IEPs for those students requiring them.	100%	25%	Our school reopening plans restricted access to the buildings in the fall. This impacted direct parent involvement in the development of IEPs. Parents were involved in ZOOM and teleconferences to review the IEP with the school team.

<p>% of students participating in developing their own SSPs, when required and appropriate.</p>	<p>100%</p>	<p>28%</p>	<p>This year we began training our PSTs on the SSP development process in the second quarter. We concentrated on working with PSTs and teachers. Next year we will work on having teachers include students in developing their SSPs when appropriate.</p>
<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>	<p>38%</p>	<p>With the IEP renewal process slated for 2021-22, we did not focus on IEPs this year. Next year we will work with PSTs on including students in developing their IEPs when appropriate.</p>
<p>Areas of Strength for the region</p>	<p>This year we worked on the SSP development process. As a result of the training and support, all classroom teachers wrote SSPs for their students with consultation from the PSTs rather than having the PST create the SSP with consultation from the teacher.</p>		
<p>Areas for Development for the region</p>	<p>For the 2021-22 school year, we plan to work on the IEP process and on increasing student involvement in their program plans when appropriate.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

J. PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets, including any specific information related to the COVID-19 pandemic.</p>	<p>All PSTs in 2020-2021 in BDDEC will spend no less than 60% of their time engaged in activities directly supporting classroom teachers. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance <i>(if applicable)</i>
<p>% of PSTs meeting the 60% benchmark of their time directly supporting teachers.</p>	<p>100%</p>	<p>42%</p>	<p>Due to staff shortages and increased staff absences due to heightened COVID-19 restrictions, PSTs were routinely redeployed to cover classroom instruction.</p>
<p>% of PSTs meeting the 25% benchmark of their time directly supporting students.</p>	<p>100%</p>	<p>75%</p>	<p>Due to COVID-19 school shutdowns and the resulting break in learning as well as poor attendance due to heightened COVID restrictions, our students experienced an increased need for intensive, pull-out intervention delivered by the PST.</p>

<p>% of PSTs spending no more than 15% of their time on planning and organizational duties.</p>	<p>100%</p>	<p>50%</p>	<p>COVID-19 increased the need for tracking and record keeping as our schools supported students engaged in remote learning.</p>
<p>Areas of Strength for the region</p>	<p>PSTs were actively engaged in a new PD with the Regional Inclusive Schooling Team. Updates to student support plans were made to ensure barrier skills were identified that help students bridge learning gaps.</p>		
<p>Areas for Development for the region</p>	<p>Next year, as COVID-19 restrictions ease, we plan to focus on having our PSTs meet the time use guidelines.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>This year, PSTs were directly involved in implementing and supporting a number of the COVID-19 specific protocols. This impacted their ability to meet the time use guidelines.</p>		

4. Indigenous Languages and Education

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

A. Regional Indigenous Language and Education Coordinators

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

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

Allocated <i>(PY)</i>	Budgeted <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>	Actual <i>(PY)</i>	Explanation for difference <i>(if applicable)</i>
1.00	1.50	0.5 Indigenizing Coordinator / Consultant 1.0 RILE Consultant	1.50	

B. Indigenous Language Instructors

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
MKS	1.56	2.0	BDDEC increased allocation to 2 IL instructors	2.0	
CJS	1.55	1.0		1.0	
HKE	1.33	1.0		1.0	
E3ES	3.36	3.80	0.8 Language Assistant allocated for East 3 Elem.	4.60	New 0.8 Language Assistant added
E3SS	2.00	2.00		2.00	
AS	1.00	1.00		1.00	
IS	0.50	0.75		0.75	
CPNS	0.75	1.0		1.0	
MS	2.42	2.0		2.0	
TOTAL	14.47	14.55		15.35	

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

Some regions have indicated difficulty in filling Indigenous language Instructor positions.	
What accommodations, if any, have you had to make to maintain Indigenous language instruction in your schools?	We've had to add teachers in the high school. IL Instructors are rotating to classrooms to lower student transitions.
What plans do you have to recruit and train language teachers in the future?	Support Assistants receive training from RILE who have expressed interest in becoming IL instructors. i.e. new IL Instructor in Sachs.
What impact do you feel the COVID-19 pandemic has had on your ability to fill Indigenous language instructor positions?	We hired a new IL Instructor in Sachs Harbour despite COVID 19.

C. Indigenous Education

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3rd Party Funding (\$) & Source (If applicable)
MKS	\$40,200	\$78,052		\$21,287.93	COVID 19	
CJS	\$40,200	\$67,067.71		\$17,662.92	COVID 19	
HKE	\$43,800	\$81,403.75		\$17,262.76	COVID 19	
E3ES	\$59,290	\$78,279.46		\$7,788.32	COVID 19	
E3SS	\$36,500	\$85,650.29		\$5,206.89	COVID 19	
AS	\$36,500	\$70,425.21		\$12,017.36	COVID 19	
IS	\$34,500	\$68,645.59		\$7,612.75	COVID 19	
CPNS	\$42,600	\$73,575.64		\$12,374.15	COVID 19	
MS	\$40,200	\$45,535.53		\$33,570.02	COVID 19	
TOTAL	\$359,000	\$648,635.18		\$165,083.10	Due to Covid-19 restrictions and elders being concerned with taking part in gatherings	

D. Building the School-Community Relationship

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

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

<p>Regional approach to build the school-community relationship in all schools, including any specific information related to the COVID-19 pandemic.</p>	<p>ILE Committee at each school works with and is supported the Regional Indigenizing Education Team (RILE, Indigenizing Coordinator & Assistant Superintendent).</p> <p>Local ILE committees will help facilitate the development of cultural calendars and follow up meetings about the progress of cultural calendars. RILE & Indigenizing Consultant will also support cultural calendars.</p> <p>All schools will develop a cultural calendar with input from local Elders and local traditional knowledge keepers. Local cultural calendars will be used for the creation of units plans by teachers and school community events.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with an ILE Committee	100%	100%	
% of schools with Elders hired for regular school programming, scheduled on a daily basis	100%	22%	COVID made daily programming difficult as elders were not allowed into

			the building. We did have elders participate in events outside.
% of schools hosting community gatherings rooted in local cultures	100%	22%	COVID made community gatherings at the school difficult. Some schools with camps outside did have elders and Traditional Knowledge Keepers participate in gatherings.
Areas of Strength for the region	Frequency of day trips in many BDDEC schools increased in 2020-21 as a result of COVID 19. Frequent day trips as opposed to longer overnight excursions did provide an increased opportunity for more staff specifically to become involved in OTL program(s).		
Areas for Development for the region	Increase of Elders participation at each school in 2021-22. COVID 19 greatly diminished our Elders in the School Program in 2020-21. We look forward to working more with Elders and Traditional Knowledge Keepers in 2021-22.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Elders will not be part of day trips due to COVID 19 restrictions. The use of a day camp at Chief Paul Niditchi School was an example of continued school-community relations despite COVID 19. The proximity of the camp to the school and the community made it accessible for staff, students, elders and traditional knowledge keepers.		

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference (if applicable)
If there is a resident Elder or cultural resource position in school, indicate purpose and frequency (part-time or full-time)	MKS	COVID	COVID	
	CJS	COVID	COVID	
	HKS	COVID	COVID	

	E3ES	COVID	COVID	
	E3SS	COVID	COVID	
	AS	COVID	COVID	
	IS	COVID	COVID	
	CPNS	COVID	COVID	
	MS	COVID	COVID	
Types of events/ projects involving cultural resource people per grade level	MKS	Day trips & Videos	Day trips & Videos	
	CJS	Day trips & Videos	Day trips & Videos	
	HKS	Day trips & Videos	Day trips & Videos	
	E3ES	Day trips & Videos	Day trips & Videos	
	E3SS	Day trips & Videos	Day trips & Videos	
	AS	Day trips & Videos	Day trips & Videos	
	IS	Day trips & Videos	Day trips & Videos	
	CPNS	Day trips & Videos	Day trips & Videos	
	MS	Day trips & Videos	Day trips & Videos	
Type and frequency of school-community cultural gatherings (family fun nights, feasts, etc.) offered to build school-community relationships	MKS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID

	CJS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	HKS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	E3ES	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	E3SS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	AS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	IS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID	COVID

			restrictions lifted.	
	CPNS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
	MS	No community gatherings hosted on site until COVID restrictions lifted.	No community gatherings hosted on site until COVID restrictions lifted.	COVID
# of ILE Plan goals met, not yet met or still in progress	MKS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	CJS	In Progress	81.2% of students	

			<p>speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	HKE	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following</p>	

			<p>a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	E3ES	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	E3SS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p>	

			<p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	AS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	IS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students</p>	

			<p>speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
	CPNS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	

	MS	In Progress	<p>81.2% of students speaking 12 of the traditional greetings of their home community.</p> <p>14.7% of students speaking at the Emergent level.</p> <p>84.3% of students participating in at least key 4 key cultural on the land or within the classroom.</p> <p>100% of schools focused on Indigenizing content for curricula and programming</p> <p>100% of BDDEC schools following a cultural calendar.</p> <p>51% of parents discussing their child's language levels</p>	
<p>Type of Indigenous content visible within school within school and % of school used to display content. <i>(e.g. artifacts, Indigenous role models, Elders' wall, etc.)</i></p>	MKS	65% Artwork Elders photos	65% Artwork Elders photos	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	CJS	30% Artwork Elders Photos	30% Artwork Elders Photos	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	HKE	59% Display Case Artifacts	59% Display Case Artifacts	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	E3ES	25%	25%	Typically Indigenous content is generated through projects at the

		Artwork Artifacts	Artwork Artifacts	school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	E3SS	25% Artwork Artifacts	25% Artwork Artifacts	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	AS	35% Artwork	35% Artwork	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	IS	50% Artwork Elders photos	50% Artwork Elders photos	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	CPNS	30% Elders wall Artwork	30% Elders wall Artwork	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.
	MS	38% Elders photos Artwork	38% Elders photos Artwork	Typically Indigenous content is generated through projects at the school involving Elders and resource people. Covid 19 prevented these types of projects from occurring on site.

E. Strengthening Training for Northern Educators

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

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

<p>Regional approach to strengthening training for northern educators, including any specific information related to the COVID-19 pandemic.</p>	<p>All schools will be in-serviced on ILE handbook, BDDEC Indigenizing Education support resources, DK and IQ support resources, and Indigenized Lesson Planning either in person, or virtually with Google Meets & Zoom.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools offering Indigenous language training and support to all staff members.	100%	100%	
% of schools holding Teacher Cultural Orientation Days.	100%	100%	
Type of Residential School Awareness Training provided and # of teachers/staff participating.	42 New staff at N2N virtual conferences.	42 New staff at N2N virtual conferences.	
% of Indigenous language staff participating in <i>Our Languages</i> in-servicing, when offered.	100%	100%	
Areas of Strength for the region	In BDDEC, we have a comprehensive repertoire of training resources for teachers to access via Moodle		

	<p>which includes infographics to assist in planning curricular integration with key cultural experiences, as well as orientation materials for the ILEH and the DK and IQ curriculums. Teachers receive in person support from the RILE and IEC to assist in holistic planning and culture based lessons using established cultural calendars at each school site . The RILE and IEC work with schools to coordinate planning of culture based units with classroom teachers and ILIs.</p>
<p>Areas for Development for the region</p>	<p>In 2021-2022 as part of the Long Range Plan revamp the goal is for teachers to look strategically at planning of units and concepts in relation to the activities included in school cultural calendars and hopefully to increase the integration of Elders and community resource people as part of this process.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID 19 cancelled travel for in-servicing in person.</p>

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>Type of activities and % of school staff participating in Cultural Orientation Days organized by school, DEA or regional education body.</p>	MKS	<p>Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe.</p>	<p>100% of staff participated</p>	
	CJS	<p>Regional In-service provided one day of</p>	<p>100% of staff participated</p>	

		Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
	HKE	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	E3ES	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	E3SS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and	100% of staff participated	

		bannock recipe		
	AS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	IS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	CPNS	Regional In-service provided one day of Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe	100% of staff participated	
	MS	Regional In-service provided one day of	100% of staff participated	

		Cultural Orientation, cultural unit plan, Elder video, Water colours, and bannock recipe		
<p>Number of local resource people and type of involvement in Cultural Orientation activities.</p>	MKS	1 (Elder Video)	Video	
	CJS	1 (Elder Video)	Video	
	HKE	1 (Elder Video)	Video	
	E3ES	1 (Elder Video)	Elders participated outside	
	E3SS	1 (Elder Video)	Elders participated outside	
	AS	1 (Elder Video)	Video	
	IS	1 (Elder Video)	Video	
	CPNS	1 (Elder Video)	Elders participated outside	
	MS	1 (Elder Video)	Video	

F. Employing a Whole School Approach to Language Use

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

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

<p>Regional approach to ensure that all schools Employ a Whole School Approach to Language Use, including any specific information related to the COVID-19 pandemic. (Required in 2021)</p>	<p>Assigned Assistant Superintendent, RILE and Indigenizing Coordinator (0.5) will oversee the regional IL program implementation. All schools will be in-serviced virtually.</p> <p>Whole School Approach to language targets set in the BDDEC regional strategic plan. 80% of students speaking 12 of the traditional greetings of their home community. 100% of teachers will learn the 12 traditional greetings by May 2021. The BDDEC strategic plan encourages the use IL language for instructors and students. The BDDEC strategic plan is also encouraging parents to participate in the use of IL language(s). A target of 50% of parents discussing their child’s language level has been set for 2020-21.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
% of schools with Indigenous language signage throughout the school.	100%	100%	
% of schools with initiatives in place to promote a Whole School Approach to Language Use.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	All outside excursions and programs included a language element at every school in the district.		

	Classroom teachers participated in language classes with students. Basic signage and greetings used and displayed in the classes.
Areas for Development for the region	Regular Elder participation in school programming in 2021-22 will improve language acquisition.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Covid 19 made Elder participating in school language programs difficult.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
Initiatives in place to promote a Whole School Approach to Language Use.	MKS	IL Committee, new words put on TV in foyer.	Tv model continued, creation of in school word wall, ILIs assisted classroom teachers with unit specific vocabulary	
	CJS	Signage; Classroom teachers support IL language in core subjects.	Classroom teachers participated in language classes with students. Basic signage and greetings used and displayed in the classes.	
	HKE	100% of students will participate in weekly day trip excursions	All excursions and programs included a language element.	Due to Covid 19 restrictions the frequency and type of excursions was adjusted to a monthly and/or quarterly basis.

	<p>E3ES</p>	<p>ILE Handbook Implementation; STIP Action Plans - ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee</p>	<p>Staff were directly inserviced on the Indigenous Language and Education Handbook and School Improvement Plans included language initiatives for staff. Whole school projects included language support and integration from ILIs and community language speakers.</p>	
	<p>E3SS</p>	<ul style="list-style-type: none"> - Use of language apps on purchased tablets - Signage throughout the school - Posters with key words and phrases in classrooms - Use of languages in announcements <ul style="list-style-type: none"> - Culture and Languages PLC 	<p>Announcements include languages of the community, staff and students engage in Oral Proficiency Assessment, and signage is displayed throughout the school in the languages of the community.</p>	

	AS	Indigenous language activities in all classrooms	ILI support was available to all classroom teachers cultural displays and culture based lessons included the language of the community whenever possible.	
	IS	Whole School Approach to language used. Signs and rubric used. Displays in school.	Whole School Approach to language used. Signs and rubric used. Displays in school.	Indigenous Language Instructor was new in the school this year. Inservicing and supports were given to help ILI transition into the role and support the classroom teachers wherever possible.
	CPNS	Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan	Indigenous Language Instructor and school staff worked collaboratively to create language video tutorials on a Google Classroom in order to help teachers practice OLC unit language due to COVID 19 restrictions which made the face to	

			<p>face whole school approach challenging. Key Cultural Experiences included relevant language wherever possible.</p>	
	<p>MS</p>	<p>ILE Action Plan</p> <ol style="list-style-type: none"> 1. Language use in all classrooms 2. Language use during announcements 3. School signage 	<p>Announcements include languages of the community, staff and students engage in Oral Proficiency Assessment, and signage is displayed throughout the school in the languages of the community. Whole school projects included relevant language with support from ILIs.</p>	

G. Indigenizing Teaching & Learning Practices

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

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

<p>Regional approach to ensure that schools and teachers Indigenize Teaching & Learning Practices, including any specific information related to the COVID-19 pandemic. (required 2021)</p>	<p>Indigenizing Education Coordinator and Regional Indigenous Language Educator (RILE) to in-service all schools online in 2020-21. RILE & Indig Coordinator support Indigenizing programming.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools engaging in professional development related to developing Indigenizing teaching and learning practices</p>	<p>100%</p>	<p>100%</p>	
<p>% of schools implementing specific Indigenous teaching and learning practices (e.g. holistic, relational, spiral and experiential practices)</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Examples of Indigenized Teaching and Learning practices in the Beaufort Delta:</p> <ul style="list-style-type: none"> - All schools follow Cultural Calendars 2020-21 - Collaborative Units in Grades 7-9 		

	<ul style="list-style-type: none"> - Dene Kede & Inuuqatugiit Curriculum(s) mandatory - Whole School Approach to Languages all schools have language proficiency targets and traditional greetings targets - ILE Committees in every school - School/Community Camps - Day Trips - School Environment & Physical Space becoming Indigenized - Individual & Co-developed lesson plans for cultural experiences - Interdisciplinary Planning to include science & math on the land - Indigenizing Program Consultant that works with Regional Indigenous Languages Educator (RILE).
<p>Areas for Development for the region</p>	<p>In 2021-2022 the areas of focus for the region will include direct inservicing of the Indigenous Teaching and Learning Principals and their connection to the DK and IQ, as well as how these relate to long range, unit and lesson planning.</p>
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

<p>School Specific Performance Indicators</p>	<p>School</p>	<p>School Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference <i>(if applicable)</i></p>
<p>Type and frequency of professional development and planning for Indigenous teaching and learning practices in each school.</p>	<p>MKS</p>	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with</p>	<p>On site Inservicing for the whole staff on culture based unit planning including</p>	<p>Indigenous Language and Education Handbook training was a review of the previous year and will be attended to</p>

<p><i>(e.g. holistic, relational, spiral and experiential)</i></p>		<p>Indigenizing units made available to all teachers.</p> <p>Support from Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Indigenous Teaching and Learning principals. Whole school projects which included integrated planning with the DK and IQ as well as core subject outcomes.</p>	<p>more thoroughly in 2021-22 when the final draft is released.</p>
	<p>CJS</p>	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p>	<p>IEC and RILE support was focused on new teachers in the school especially related to the DK and ILEH. Teachers received support for holistic planning through the IE Google Classroom and the BDDEC culture based lesson plan collection initiative.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>

		<p>All teachers to receive ILE handbook training by May 2021</p>		
	<p>HKE</p>	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>HKE teachers met monthly via zoom and teleconference with the IEC to develop monthly cultural calendar aligned teaching plans. Staff participated in inservicing related to culture based unit and lesson planning to support the BDDEC culture based lesson plan collection initiative.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	<p>E3ES</p>	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made</p>	<p>Classroom teachers received inservicing and support through the culture based lesson plan collection initiative as well as virtual sessions on the DK and IQ.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>

		<p>available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Whole school projects were jointly supported by the IEC and RILE. Teachers were inserviced on the IE Google Classroom.</p>	
	E3SS	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Classroom teachers received support via the cultural calendar and the school's OTL coordinator. Staff received virtual inservicing on the ILEH and DK and IQ curricula.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	AS	<p>Holistic</p>	<p>Staff received virtual</p>	<p>ILEH training was a review of the</p>

		<p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>support for culture based lesson planning with the IEC. Staff also participated in virtual training and support for implementation of the IQ curriculum.</p>	<p>previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	<p>IS</p>	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p>	<p>RILE and IEC support was focused on the ILI teacher. Staff had quarterly virtual sessions with IEC.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>

		<p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>		
	CPNS	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p> <p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>Teachers received PD on integrating land based education and cultural lesson planning with the IEC as well as virtual sessions on the DK. Teachers were inserviced on Indigenous Teaching and Learning Principals and on integrating core curriculum during Key Cultural Experiences.</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the final draft is released.</p>
	MS	<p>Holistic</p> <p>All teachers will receive IL lessons at staff meetings (Monthly)</p>	<p>Teachers received targeted bi monthly support from RILE and IEC</p>	<p>ILEH training was a review of the previous year and will be attended to more thoroughly in 2021-22 when the</p>

		<p>BDDEC Moodle & Google Classroom with Indigenizing units made available to all teachers.</p> <p>Support from the Indigenizing Coordinator made available to all schools via distance Google Meets & Zoom. (Monthly)</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum monitored by IL Coordinator & Principals.</p> <p>All teachers to receive ILE handbook training by May 2021</p>	<p>as well as support for whole school projects which represented culturally integrated unit planning with the IQ and language integration.</p>	<p>final draft is released.</p>
<p>Types of activities emphasizing Indigenizing teaching and learning practices implemented in each school.</p>	<p>MKS</p>	<p>Holistic</p> <p>School wide approach to strengthening our cultural languages & traditions - IL committee working with IL Instructors providing cultural materials to JK-12 classrooms.</p> <p>Television scrolling both Gwich'in and Inuvialuit indigenous languages.</p>	<p>Classroom teaching, key cultural experiences, and OTL programs included core curriculum and partnerships between ILIs, classroom teachers and community (whenever possible).</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	<p>CJS</p>	<p>Relational</p> <p>Use of Indigenous mentor texts, regular on the land day trips.</p>	<p>Classroom teachers received support to locate and</p>	<p>Due to Covid 19 restrictions the relational and experiential learning</p>

			<p>access culturally relevant texts from the community and school based Indigenized library. Key cultural experiences involved approved community members wherever possible to connect learning to the people of the community.</p>	<p>opportunities were a challenge and did not happen with the same frequency.</p>
	<p>HKE</p>	<p>Spiral, Holistic, Experiential & Relational Cultural Calendar which guides unit plans, lesson plans.</p>	<p>Teachers engaged in holistic planning and connected learning to the community wherever possible. Land based and cultural activities offered students the ability to review and practice skills in a spiral nature in order to internalize learning aspects through</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>

			repeated practice and exposure (ice collecting, print making etc)	
	E3ES	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; On-The-Land Day Activities</p> <p>Grade level and individual class proposals for day cultural activities</p>	<p>Teachers collaborated on a school based cultural calendar in conjunction with community based ILLs that reflects the activities of the community (relational). The activities (Boot Lake, Geese camps etc) are familiar and offer Spiral learning opportunities. Working with the OTL coordinator and IEC/RILE helped teachers organize Experiential learning opportunities to teach and assess core curriculum outcomes.</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	E3SS	<p>Experiential</p>	<p>Teachers were able to access</p>	<p>Due to Covid 19 restrictions the</p>

		<ul style="list-style-type: none"> -Use of new Google Classroom & Moodle repository of cultural lesson and unit plans - On the Land Program (Day Trips) - School-wide approach to language - Use of both Dene Kene and Inuuqatigiit Curricula 	<p>BDDEC Indigenizing education resources (Moodle, Google Classroom etc) to adapt and employ culture based lessons and integrate land based learning into the classroom (relational, Spiral and Experiential) E3SS OTL excursions are curricularly integrated and include students and classroom teachers.</p>	<p>relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	AS	<p style="text-align: center;">Holistic, Experiential & Relational</p> <p>Day cultural activities. New IL language classroom signs in all rooms.</p>	<p>Teachers employed knowledge about the IQ and community in lessons that engaged the community (relational) and they worked with the ILI to make culturally relevant lessons. OTL excursions and key</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>

			cultural experiences (fishing, nature hikes etc) happened in the spring.	
	IS	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; Various grade level day cultural activities including sewing and artwork.</p>	<p>The ILI helped teachers integrate culturally relevant signage and language into the school as well as took the lead on experiential learning activities. Community connections of the ILI helped ensure relational learning was a focus.</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>
	CPNS	<p>Holistic</p> <p>100% of teachers will actively implement Dene Kede through our whole school approach to Indigenizing our practice by developing long range plans that are based on seasons and themes in the Dene Kede.</p> <p>New Cultural Unit planner and Cultural Calendar used by all teachers.</p>	<p>All aspects of learning at CPNS reflected the community and included an element of experiential learning (day trips, key cultural experiences and Outdoor learning) Students learn skills and practise known skills</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge, but CPNS was able to plan and organize many following the school's opening plans and navigating the restrictions safely.</p>

			<p>consistently with ILI and classroom teachers. Teachers are regularly creating and implementing culture based lessons and units using the Moodle and Google Classroom resources.</p>	
	<p>MS</p>	<p>Spiral, Holistic, Experiential & Relational</p> <p>Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language.</p>	<p>Teachers worked collaboratively to organize a whole school cultural Art exhibit which included relational and spiral learning. There were OTL excursions (Igloo building and dog sledding) which allowed for experiential learning and integration into the Art exhibit. Integrated planning was evident in the submitted culture based lesson plans.</p>	<p>Due to Covid 19 restrictions the relational and experiential learning opportunities were a challenge and did not happen with the same frequency.</p>

H. Indigenizing Content for Curricula & Programming

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

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

<p>Regional plan to Indigenize Content for Curricula and Programming including efforts to support and monitor teachers in implementation, including any specific information related to the COVID-19 pandemic.</p> <p>In particular actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit and actions taken to ensure and monitor that all teachers are Indigenizing content for curricula and programming.</p>	<p>Indigenizing Education is part of the BDDEC 2020-21 strategic plan. An Indigenizing Coordinator in place since 2019 to support teachers and schools across the district. 2020-21 all schools will use a cultural calendar. Cultural calendars are specific to each community and provide teachers unique seasonal activities to design unit plans.</p> <p>The Indigenizing Coordinator has created a cultural unit plan template provided to all staff on jump drives and BDDEC open Google Drive. Google Classroom designed to support Indigenizing Education for all teachers. Dene Kede & Inuuqatigiit curriculum provided to all teachers on district jump drives and open Google Drive. Unit planning instructional support videos created by Assistant Superintendent & Indigenizing Coordinator for all teachers.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
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<p>% of schools focused on Indigenizing content for curricula and programming.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>BDDEC teachers have access to a wide variety of support documents, resources, inservicing and webinars to assist in Indigenizing content for curricula and programming. These are available to teachers through RILE and IEC training and support, an open Moodle course which includes support presentations and a repository of vetted cultural based lesson plans for grades JK-12. In addition, teachers have access to an Indigenizing Education Google Classroom with modules created according to the basic seasonal activities in all BDDEC communities. These modules are curricularly linked and offer students and teachers inquiry style land based learning activities.</p> <p>RILE and IEC support for classroom teachers is readily available to help with the integration of DK and IQ themes as well as the Indigenous Teaching and Learning Principals.</p>		
<p>Areas for Development for the region</p>	<p>As part of the Long Range Plan revamp in 2021-2022 teachers will receive support and training to integrate DK and IQ themes and principles into unit and lesson planning as well as a deeper look into the Indigenous Teaching and Learning principles and how these relate to teaching within units.</p>		
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

<p>School Specific Performance Indicators</p>	<p>School</p>	<p>School Targets</p>	<p>Achieved Results</p>	<p>Explanation for difference</p>
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<p>Type and frequency of professional development and planning for Indigenizing content of curriculum including Dene Kede / Inuuqatigiit and other resources as required.</p>	MKS	<p>Holistic Staff wide approach to strengthening our cultural languages & traditions - Monthly meetings</p>	<p>Holistic Staff wide approach to strengthening our cultural languages & traditions - Monthly meetings</p>	
	CJS	<p>Relational Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstration</p>	<p>Relational Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstration</p>	
	HKE	<p>Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	<p>Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	
	E3ES	<p>Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	<p>Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos</p>	
	E3SS	<p>Holistic Cultural Calendar and PD focused on Cultural Unit Planning training</p>	<p>Holistic Cultural Calendar and PD focused on Cultural Unit</p>	

		by Indig Coordinator monthly webinars and videos	Planning training by Indig Coordinator monthly webinars and videos	
	AS	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	
	IS	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	
	CPNS	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator monthly webinars and videos	
	MS	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by Indig Coordinator	Holistic Cultural Calendar and PD focused on Cultural Unit Planning training by	

		monthly webinars and videos	Indig Coordinator monthly webinars and videos	
% of teachers Indigenizing content and curricula including the use of Dene Kede / Inuuqatigiit in instruction and other resources as required.	MKS	100%	85%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	CJS	100%	95%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	HKE	100%	85%	Some new teachers continue to develop unit plans infused with Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	E3ES	100%	90%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	E3SS	100%	90%	Some new teachers continue to develop unit plans infused with Dene Kede and Inuuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.

	AS	100%	90%	Some new teachers continue to develop unit plans infused with Innuqatigit curriculums. Having elders in the school was difficult with COVID 19 restrictions.
	IS	100%	100%	
	CPNS	100%	100%	
	MS	100%	100%	
Type of classroom based activities that infuse Indigenous content into the curriculum including Dene Kede / Innuqatigit and other resources as required.	MKS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	CJS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to</p>	

		Collaborative Units Grades 7-9	cultural calendars. Collaborative Units Grades 7-9	
	HKE	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9	
	E3ES	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Elder Videos	Indigenous Novel Studies Culture Based Activities based on LRP connected to cultural calendars. Collaborative Units Grades 7-9	
	E3SS	Indigenous Novel Studies Culture Based Activities based	Indigenous Novel Studies	

		<p>on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	AS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	IS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	

	CPNS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	
	MS	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	<p>Indigenous Novel Studies</p> <p>Culture Based Activities based on LRP connected to cultural calendars.</p> <p>Collaborative Units Grades 7-9</p>	

I. Offering Key Cultural Experiences

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

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

<p>Regional approach to offering key cultural experiences, including any specific information related to the COVID-19 pandemic.</p>	<p>Day trips for key cultural experiences will be the focus to begin the 2020-21 academic year. All students will have the opportunity to participate in authentic key cultural activities. BDDEC has set a target of 80% of students participating in at least 4 cultural day activities.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
<p>% of schools with Key Cultural Experiences for students on the land or within the school.</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>Frequent day trips occurred. Schools with camps near the school accessed camps on a daily or weekly basis. Cultural calendars were linked to seasonal activities. Teachers had to submit lesson plans connected to local cultural calendars, events and key cultural experiences which were collected and shared via the BDDEC Indigenizing Education Moodle Page.</p>		
<p>Areas for Development for the region</p>	<p>Longer overnight excursions with Elders is needed in 2021-22. IL % increased during key cultural experiences for 2022 using ILIs and community resource people whenever possible keeping with COVID 19 Restrictions.</p>		

<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	<p>COVID 19 made Elder participation difficult.</p>
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School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
<p>Type and frequency of relevant and authentic key cultural experiences occurring on the land, by grade level, and % of Indigenous language included in experience.</p>	MKS	<p>A minimum of three cultural day trip experiences per grade per year. (25 % IL)</p>	<p>A minimum of three cultural day trip experiences per grade per year. (25 % IL)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	CJS	<p>A minimum of three day trip cultural experiences per grade per year. (Day trips or experiences 20%)</p>	<p>A minimum of three day trip cultural experiences per grade per year. (Day trips or experiences 20%)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	HKE	<p>Weekly All Grades 25% (approx)</p>	<p>Weekly All Grades 25% (approx)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	E3ES	<p>Monthly All Grades</p>	<p>Monthly All Grades</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
	E3SS	<p>Monthly All Grades</p>	<p>Monthly All Grades</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>

	AS	Minimum three key cultural experiences per year (All Grades)	Minimum three key cultural experiences per year (All Grades)	Overnight On the Land Trips postponed due to COVID 19 restrictions.
	IS	Five key cultural experiences per year. (All Grades)	Five key cultural experiences per year. (All Grades)	Overnight On the Land Trips postponed due to COVID 19 restrictions.
	CPNS	<p>JK-G3:</p> <ul style="list-style-type: none"> · Harvesting day camps (snaring, medicinal plants, berry harvesting) · Dene laws · Sewing · Survival skill <p>G4-G9:</p> <ul style="list-style-type: none"> · Harvesting day camps (trapping, snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · preparation <p>(25% Indigneous Languages)</p>	<p>Camps continued in 2021 at CPNS with day trips. One overnight was held in spring 2021.</p>	<p>One overnight held in spring 2021. Annual canoe trip.</p>
	MS	<p>JK-12</p> <p>(25% Indigenous Languages)</p>	<p>JK-12</p> <p>(25% Indigenous Languages)</p>	<p>Overnight On the Land Trips postponed due to COVID 19 restrictions.</p>
Type and frequency of relevant and authentic	MKS	A minimum of four cultural	A minimum of four	

<p>key cultural experiences occurring in the classroom setting or school by grade level and % of Indigenous language included in experience.</p>		<p>experiences per grade per year. (25 % IL)</p>	<p>cultural experiences per grade per year. (25 % IL)</p>	
	CJS	<p>A minimum of three cultural experiences per grade per year. (20%)</p>	<p>A minimum of three cultural experiences per grade per year. (20%)</p>	
	HKE	<p>Weekly All Grades 25% (approx)</p>	<p>Weekly All Grades 25% (approx)</p>	
	E3ES	<p>JK/K to Grade Six – at least once per month. 25% Indigenous Languages</p>	<p>JK/K to Grade Six – at least once per month. 25% Indigenous Languages</p>	
	E3SS	<p>7-12 times a month. 20% Indigenous Languages</p>	<p>7-12 times a month. 20% Indigenous Languages</p>	
	AS	<p>Weekly All Grades (20% Indigenous Languages)</p>	<p>Weekly All Grades (20% Indigenous Languages)</p>	
	IS	<p>Twice a month all grades 20% Indigenous Languages.</p>	<p>Twice a month all grades 20% Indigenous Languages.</p>	
	CPNS	<p>TBD</p>	<p>Day Excursions with camp being close to CPNS. All</p>	

			grades JK-9 weekly.	
	MS	JK-12 Quarterly day trips and experiences (25% Indigenous Languages)	JK-12 Quarterly day trips and experiences (25% Indigenous Languages)	
	MKS	Once a semester Crafts, sewing, art, OTL day activities 25% Indigenous Languages	Once a semester Crafts, sewing, art, OTL day activities 25% Indigenous Languages	

<p>% of Key Cultural Experiences that involve community members who are not a part of regular school staff, including type of responsibilities or duties.</p>	MKS	No guests allowed at school or events during COVID restrictions.		
	CJS	No guests allowed at school or events during COVID restrictions.		
	HKS	No guests allowed at school or events during COVID restrictions.		
	E3ES	No guests allowed at school or events during COVID restrictions.		
	E3SS	No guests allowed at school or events during COVID restrictions.		
	AS	No guests allowed at school or events during COVID restrictions.		
	IS	No guests allowed at school or events during		

		COVID restrictions.		
	CPNS	No guests allowed at school or events during COVID restrictions.		
	MS	No guests allowed at school or events during COVID restrictions.		
	MKS	No guests allowed at school or events during COVID restrictions.		

J. Strengthening Indigenous Language Instruction

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

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

<p>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability, including any specific information related to the COVID-19 pandemic.</p>	<p>All schools in-serviced on ILE handbook & OLC training for IL Instructors via Google Meets and Zoom.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
% of schools offering core language programming using OLC	100%	100%	
% and type of professional development and in-servicing provided for Indigenous Language Instructors to deliver OLC	100%	100%	
Type of Indigenous language resources being developed to support OLC.	Graphic Novel & Resource Kits. Laptops provided to all IL instructors.	Graphic Novel & Resource Kits. Laptops provided to all IL instructors.	

Number of staff receiving training and support for development of Indigenous language resources.	100%	100%	
Areas of Strength for the region	Oral Proficiency Assessment collection led by IL instructors was a strength in 2021. ILE Handbook training led by ECE and regional RILE and Indigenizing Coordinator.		
Areas for Development for the region	More language resources are needed. Currently BDDEC is developing language playing cards.		
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	COVID 19 made travel difficult and slowed down face to face inservice training.		

K. Community Support

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

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

Community Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Project(s) supported	Explanation for Difference (if applicable)
Aklavik	\$19,350	\$37,898		72,686.97	2 snowmobiles, on the land equipment	Spent Carryover
Fort McPherson	\$19,309	\$23,798.72		75,654.11	On the land equipment, Canoes and safety equipment	Spent Carryover
Ulukhaktok	\$19,856	\$32,242		94,974.07	Snowmobile . Day trips.	Spent Carryover
Inuvik	\$37,955	\$59,131.39		46,031.34	OTL equipment.	Overnights were cancelled

					Motor for boat.	because of COVID 19.
Paulatuk	\$17,557	\$33,880.37		8,924.03	OTL equipment	Overnights were cancelled because of COVID 19.
Sachs Harbour	\$15,038	\$28,821		8,587.40	OTL equipment	Overnights were cancelled because of COVID 19.
Tsiighetchic	\$15,290	\$25,601.85		\$30,448.82	On the land equipment. Day Camps at school camp.	Spent Carryover
Tuktoyaktuk	\$24,211	\$45,899.04		\$1774.08	OTL equipment . Pingo visit.	Overnights were cancelled because of COVID 19.
TOTAL	\$168,566	\$287,272.37		298,499.82		

L. Teaching and Learning Centres (TLCs)

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

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

Regional approach to support the delivery of the <i>Our Languages</i> curriculum through the TLC.	All IL instructors provided laptops and portable hard drives to assist with the implementation of OLC curriculum and the collection of OPA data. A graphic novel is being created with an Elder from Tuktoyaktuk.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
Type of Indigenous language resources being developed to support OLC.	<p>One district Graphic Novel in three languages</p> <p>Each of the nine schools will create two storybooks.</p>	<p>Story Board Complete and translations begun for district graphic novel.</p> <p>Storybooks submitted to RILE. To be posted on BDDEC Moodle.</p>	
Number of staff receiving training and support for development of Indigenous language resources.	All IL Instructors	All IL Instructors (One face to face in-service held in April 2021)	
Areas of Strength for the region	Despite COVID 19 restrictions, OPAs were collected. Instead of Elders leading the OPA collection IL instructors collected the data.		
Areas for Development for the region	More Elders are needed in language classes in 2021-22.		
Additional Comments for the region	COVID 19 delayed face to face ILE inservices until April of 2021.		

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Council Approved Budget

Beaufort Delta Education Council Statement of Revenues and Expenses Annual Budget - Consolidated

	2020-2021 Budget	2019-2020 Approved Budget	2019-2020 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	28,667,115	27,343,052	27,997,028
Indigeneous Languages Contribution	2,823,595	2,806,189	2,824,283
French Language Contribution	75,000	90,000	90,000
ECE Other Contribution	1,227,964	1,230,000	1,479,462
Sub-Total ECE	32,793,674	31,469,241	32,390,773
GNWT Other Contributions			
Total GNWT	32,793,674	31,469,241	32,390,773
Federal Government - Jordans Principle	12,851,997	3,344,449	5,546,333
Federal Government - Jordans Principle Carry Fwd	454,235	1,055,551	1,055,551
Federal Government	8,020		25,445
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	160,000	130,000	113,234
Other	498,649	667,575	620,326
Total Generated Funds	13,972,901	5,197,575	7,360,889
TOTAL REVENUES	46,766,575	36,666,816	39,751,662
EXPENSES			
Administration	3,607,800	3,454,441	2,381,814
School Programs	21,523,745	20,725,861	21,584,896
Operations and maintenance			857,396
Inclusive Schooling	5,732,739	5,043,411	4,327,876
Indigeneous Languages and Education	3,323,851	2,906,189	2,782,666
Jordans Principle	13,306,232	4,400,000	6,601,884
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	47,494,367	36,529,902	38,536,532
SURPLUS (DEFICIT)	(727,792)	136,914	1,215,130
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	1,708,138	1,353,198	2,435,930

Department of Education, Culture & Employment
Council Approved Budget

Beaufort Delta Education Council
Details of Expenses - Consolidated
Annual Budget
CONSOLIDATED DETAILS OF EXPENSES

	Admin	School Programs	Inclusive Schooling	Indigenous Languages and Education	TOTAL
SALARIES					
Teachers' Salaries		11,703,888			11,703,888
Instruction Assistants		336,888			336,888
Regional Coordinators		773,927	422,142	211,071	1,407,140
Program Support Teachers			1,520,358		1,520,358
Assistive Technology			47,980		47,980
Support Assistants			1,486,346		1,486,346
Indigenous Language Instruction				1,341,441	1,341,441
Cultural Resource Staff				0	0
Elders in Schools				239,863	239,863
Non Instructional Staff	1,197,001	1,105,010			2,302,011
Board/Trustee Honoraria	22,125				22,125
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	656,951	2,595,858	1,446,138	585,463	5,284,410
Leave And Termination Benefits	680,000				680,000
STAFF DEVELOPMENT (Including Travel)					
	42,000	10,000	177,782	19,825	249,607
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	331,760	80,000	89,000	10,650	511,400
Postage/Communication	17,500	72,750			90,250
Utilities		0			0
Travel	170,076	67,350	81,000	84,500	402,926
Student Transportation (Busing)		74,752	0		74,752
Advertising/Printing/Publishing	10,000			50,000	60,000
Maintenance/Repair		19,750			19,750
Rentals/Leases	165,000	58,700		46,500	270,200
Other Contracted Services	5,600	166,115	72,000	5,000	248,715
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology			152,263		152,263
Materials	279,797	4,388,256	225,315	719,539	5,612,907
Freight	30,000	70,500	12,415	10,000	122,915
TRANSFERS TO CAPITAL					
					0
TOTAL	3,607,800	21,523,745	5,792,739	3,323,851	34,188,135

**Department of Education, Culture & Employment
Council Approved Budget**

**Beaufort Delta Education Council
Details of Inclusive Schooling Expenses
Annual Budget**

	General Inclusive Schooling	Magnet Facilities	Total
<u>SALARIES</u>			
Regional Coordinator	422,142		422,142
Program Support Teachers	1,520,358		1,520,358
Support Assistants	1,486,346		1,486,346
Assistive Technology	47,980		47,980
<u>EMPLOYEE BENEFITS</u>			
Employee Benefits/Allowances	1,446,138		1,446,138
<u>STAFF DEVELOPMENT (Including Travel)</u>			
	177,782		177,782
<u>SERVICES PURCHASED/CONTRACTED</u>			
Professional/Technical Services	89,000		89,000
Travel	81,000		81,000
Student Transportation	0		0
Other Contracted Services	72,000		72,000
<u>MATERIALS/SUPPLIES/FREIGHT</u>			
Assistive Technology	152,263		152,263
Materials	225,315		225,315
Freight	12,415		12,415
TOTAL	5,732,739	0	5,732,739

**Department of Education, Culture & Employment
Council Approved Budget**

**Beaufort Delta Education Council
Details of Indigenous Languages and Education Expenses
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional Coordinator	211,071			211,071
Language Instruction	1,341,441			1,341,441
Cultural Resource Staff	0		0	0
Elders in Schools	123,500	46,363	70,000	239,863
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	585,463		0	585,463
STAFF DEVELOPMENT (Including Travel)				
	19,825		0	19,825
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Service	650		10,000	10,650
Travel	26,250	40,000	18,250	84,500
Student Transportation (Bussing)				0
Advertising/Printing/Publishing		50,000		50,000
Rentals/Leases	25,250		21,250	46,500
Other Contracted Services	5,000		0	5,000
MATERIALS/SUPPLIES/FREIGHT				
Materials	471,767	70,000	177,772	719,539
Freight	0	10,000	0	10,000
TOTAL	2,810,216	216,363	297,272	3,323,851

**Department of Education, Culture & Employment
Council Approved Budget**

**Beaufort Delta Education Council
Details of Jordans Principle
Annual Budget**

For period year ending	June 30, 2021	June 30, 2020
<u>Revenue</u>		
Government of Canada - First Nations and Inuit Health Branch	12,851,997	6,000,568
Carry Forward from Previous Year	454,235	1,055,551
Total Revenue	13,306,232	7,056,119
<u>Expenditures</u>		
Administration	1,330,623	540,405
Personnel	11,975,609	6,061,479
Transportation		
Materials and Supplies		
Rent and Utilities		
Evaluation		
Other		
Total Expenditures	13,306,232	6,601,884
TOTAL	0	454,235

**Beaufort Delta Education Council
2020 - 2021 Budget**

Schedule of Budgeted Approved Person Years

	<u>2020-2021</u> <u>Person Years</u>	<u>2019-2020</u> <u>Person Years</u>
Administration Staff	9.30	9.30
Other - IT	0.75	2.00
Territorial Schools		
Teachers	102.00	101.00
Consultants	5.50	5.00
Classroom Assistants	0.00	0.00
Secretaries	6.10	6.10
Custodians	12.22	12.22
School Community Counsellors	0.00	0.00
IT - NDL		
Inclusive Schooling:		
Regional Coordinators	3.00	1.00
Program Support Teachers	13.25	13.25
Wellness Counsellors	0.00	0.50
Support Assistants	21.85	21.85
Assistive Technology	0.50	0.00
Indigenous Languages and Education		
Regional Coordinator	1.50	1.50
Indigenous Languages Instruction Staff	12.75	13.25
Total Person Years	<u>188.72</u>	<u>186.97</u>

**Department of Education, Culture & Employment
Council Approved Budget**

**Beaufort Delta Education Council
Details of Indigenous Languages and Education Expenses
Annual Budget**

Regional Coordinator	Indigenous Language Instruction Staff	General Indigenous Education	Teaching and Learning Centres	Community Support	Total
289,402		16,000	216,363	-	521,765
Budget Distribution					
Regional Office					
Aklavik - Moose Ker School	294,389	78,052		37,898	410,339
Fort McPherson - Chief Julius School	144,691	67,068		23,799	235,558
Inuvik - East Three Elementary	417,878	78,279		36,472	532,629
Inuvik - East Three Secondary	278,585	85,650		22,659	386,894
Paulatuk - Angik School	159,174	70,425		33,880	263,479
Sachs Harbour - Inualthuyak School	79,977	68,646		28,821	177,444
Tsigehtchic - Chief Paul Nitidchie School	109,295	73,576		25,602	208,473
Tuktoyaktuk - Mangilaluk School	216,684	45,536		45,899	308,119
Uluhaktok - Helen Kalvak School	165,506	81,404		32,242	279,152
TOTAL	1,866,179	664,635	216,363	287,272	3,323,851

Appendix C: Annual Report - Audited Financial Statements

**BEAUFORT-DELTA EDUCATION COUNCIL
INUVIK, NT**

**CONSOLIDATED ANNUAL FINANCIAL REPORT
June 30, 2021**

INDEX

Page

MANAGEMENT DISCUSSION AND ANALYSIS

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

INDEPENDENT AUDITORS' REPORT

FINANCIAL STATEMENTS

Statement I - Consolidated Statement of Financial Position	1
Statement II - Consolidated Statement of Operations	2
Statement III - Consolidated Statement of Changes in Net Financial Assets	3
Statement IV - Consolidated Statement of Cash Flow	4
Notes to the consolidated financial statements	5 - 25
Specific Programs	
Schedule 1 - Consolidated Details of Expenses	26
Schedule 2 - Inclusive Schooling Expenses	27
Schedule 3 - Indigenous Languages and Education Expenses	28
Schedule 4 - Indigenous Languages and Education (contributions)	29
Schedule 5 - French Language Program	30
Schedule 6 - Jordan's Principle	31
Schedule 7 - Northern Distance Learning	32 - 33
Schedule 8 - Student Success Initiative - Professional Development Initiative	34
District Education Authorities (DEAs) Operations	
Schedule 9 - Statement of Financial Position - Aklavik District Education Authority	35
Schedule 10 - Statement of Financial Operations - Aklavik District Education Authority	36
Schedule 11 - Details of Expenses - Aklavik District Education Authority	37
Schedule 12 - Statement of Financial Position - Ft McPherson District Education Authority	38
Schedule 13 - Statement of Financial Operations - Ft McPherson District Education Authority	39
Schedule 14 - Details of Expenses - Ft McPherson District Education Authority	40
Schedule 15 - Statement of Financial Position - Inuvik District Education Authority	41
Schedule 16 - Statement of Financial Operations - Inuvik District Education Authority	42
Schedule 17 - Details of Expenses - Inuvik District Education Authority	43

Schedule 18 - Statement of Financial Position - Paulatuk District Education Authority	44
Schedule 19 - Statement of Financial Operations - Paulatuk District Education Authority	45
Schedule 20 - Details of Expenses - Paulatuk District Education Authority	46
Schedule 21 - Statement of Financial Position - Sachs Harbour District Education Authority	47
Schedule 22 - Statement of Financial Operations - Sachs Harbour District Education Authority	48
Schedule 23 - Details of Expenses - Sachs Harbour District Education Authority	49
Schedule 24 - Statement of Financial Position - Tsiigehtchic District Education Authority	50
Schedule 25 - Statement of Financial Operations - Tsiigehtchic District Education Authority	51
Schedule 26 - Details of Expenses - Tsiigehtchic District Education Authority	52
Schedule 27 - Statement of Financial Position - Tuktoyaktuk District Education Authority	53
Schedule 28 - Statement of Financial Operations - Tuktoyaktuk District Education Authority	54
Schedule 29 - Details of Expenses - Tuktoyaktuk District Education Authority	55
Schedule 30 - Statement of Financial Position - Ulukhaktok District Education Authority	56
Schedule 31 - Statement of Financial Operations - Ulukhaktok District Education Authority	57
Schedule 32 - Details of Expenses - Ulukhaktok District Education Authority	58
Non-Consolidated Council Operations	
Schedule 33 - Statement of Financial Position - Non-Consol Beaufort Delta Education Council	59
Schedule 34 - Statement of Financial Operations - Non-Consol Beaufort Delta Education Council	60
Schedule 35 - Details of Expenses - Non-Consol Beaufort Delta Education Council	61

Message from Superintendent of Schools Devin Roberts

On behalf of the Beaufort Delta Divisional Education Council (BDDEC), I am pleased to present the Annual Report for 2020 - 2021. The Management Discussion and Analysis (MD&A) is presented as a go-forward responsibility of the management and the Board Members to promote transparency and accountability.

The 2020 – 2021 year continued to be a challenging year. BDDEC operated the schools with enhanced cleaning and social distancing in the classrooms. Staff and students experienced additional mental stress operating in this environment. Some parents asked to be supported through on-line learning due to fears of exposure to Covid-19. The continuing challenge for our education council was to deliver meaningful education and support to our students and staff. All travel was restricted and staff training was accomplished via interactive on-line sessions. BDDEC continued to support the students with access to education through additional purchases of computers and data communication sticks for communicating over the internet.

The District Education Council (DEC) held regular meetings with monthly updates through video conferencing or remote call-in. All of the DEC Board members were active in their communities and supportive of the actions of the senior management in the operations of the schools.

Within the schools we experienced a retirement of some long-term teachers, and the turnover of other teachers was higher than normal with most citing Covid-19 restrictions as the reason for their resignation and return to the south. This has made recruiting additional teachers difficult, and we were successful in recruiting through a number of on-line career events held at a number of universities.

Personal Protective Equipment (PPE) continues to be required for all staff and students with continued protocols regarding cleaning of the school focusing on protection of our students and staff.

As the Covid-19 situation continues to develop we will be proactive in the protection of our students and our staff while maintaining high standards of education for our students.

BDDEC's goals defined in the 2020 - 2021 Operating Plan

- **To improve student success in Literacy**
- **To improve student success in Numeracy**
- **To improve student success in Indigenous Language(s) and Culture**
- **To increase understanding and practice of Social Responsibility of students**

This approach will enable BDDEC to state the progress that the organization has made and will highlight areas where improvement is needed. Some of the key accomplishments in 2020 - 2021 include:

- Continued partnership with the Gwich'in Tribal Council (GTC) on a course presented at the middle years to reflect the Gwich'in culture and history.
- Partnership with the Inuvialuit Regional Corporation (IRC). The IRC continues to support to Inclusive schooling with Educational Psychologist visits.
- Inclusive Schooling continued to experience improvement in the 2020 – 2021 year thanks to funding made available with the Jordan's Principle Program.
- Northern Distance learning statistics show continual improvement and show that the service has been utilized for those students in small schools that want dash one courses. The program with ECE's financial contribution continues to expand with additional schools throughout the NWT in the 2020 – 2021 year with plans for further expansion in the 2021 – 2022 year.
- BDDEC continues to focus on literacy and numeracy initiatives to improve teacher practices and development with a focus on student achievement. Jordan's Principle Funding support the additional support staff as Literacy Coaches and Math Coaches which work with the teachers to provide additional capacity.
- BDDEC in 2020 – 2021 finally fully staffed the Community Youth Crisis Counselors in each of the communities. This was a GNWT initiative in 2020 to provide mental and emotional supports to the students year round. Previously the school Counselors were not available to the students in the summer, and counselling services were often unavailable in the communities.
- BDDEC continues to provide the Access to High School Education program formerly known as the 'Home Boarding Program'. This program provides academic, behavioral and financial support for students who do not have access to high school courses in their communities. Students are from Sachs Harbour and Tsiigehtchic. Students are enrolled in school at East Three Secondary School in Inuvik or Chief Julius in Fort McPherson
- For the 2020 – 2021 year BDDEC continues to work with the recently adopted Aboriginal Language and Culture directive from ECE. On the land programming continues to be a major focus for the program.
- Staff changes for the 2021 – 2022 include the retirement of Superintendent Frank Galway and the appointment of Devin Roberts as Superintendent. Krista Cudmore was appointed as Asst. Superintendent for the 2021 – 2022 year.
- The 2020 – 2021 CAT 4 exams showed a considerable improvement in Literacy and Math. The continued focus will be to continue to achieve these significantly improved results.

The world of education is changing globally, nationally and territorially. The Beaufort Delta Education Council (BDDEC) recognizes the importance of embracing these changes to prepare northern students for participation in a 21st century economy. There is a significant achievement gap between Aboriginal students and non-Aboriginal students. BDDEC is committed to addressing this achievement gap. Research indicates that culture-based educational strategies impact student outcomes. With the increased focus on indigenizing education, BDDEC will continue to ensure teaching and learning is done in context and more and more meaningful to the students it serves.

Going forward into the 2022 year BDDEC is recognizing the change work locations and to better support students has a number of staff that work effectively from home.

Overview

The Beaufort Delta Divisional Education Council (BDDEC) for the 2020 – 2021 year provides Junior Kindergarten to Grade 12 instruction for 1,489 students through 9 schools in the in 8 communities of Inuvik, Aklavik, Fort McPherson, Tsiigehtchic, Tuktoyaktuk, Sachs Harbour, Ulukhaktok, and Paulatuk.

Sachs Harbour and Tsiigehtchic offer education from Junior Kindergarten to Grade 9 at which time the Access to Education program makes arrangements for the students to live in Fort McPherson or Inuvik for full time attendance of high school to complete Grades 10 – 12. The program encourages students to become role models for other students in their communities. The Access to Education program accomplishes this by ensuring that the students have regular visits with their families, regular trips home, and provides assistance for the family to attend the graduation of their children from High School.

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. All of the schools provide Aboriginal Language and Culture 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 had one face-to-face meeting, and two video conference regular meetings during the 2020 – 2021 year. Due to Covid-19 additional meetings were scheduled via video conference or by telephone to address the issues arising in the education council due to the pandemic. As of June 30 2021 the following were in these positions.

Chairperson	Darlene Gruben
Vice-Chairperson	Jennifer Parrott
Member-at-Large	Gilber Thrasher Sr
Aklavik	Rita Arey (Acting)
Fort McPherson	Mary Rose Tetlich
Inuvik	Jennifer Parrott
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	Vacant
Tsiigehtchic	Archie Inglangasuk Jr
Tuktoyaktuk	Darlene Gruben
Ulukhaktok	Joanne Ogina
Gwich'in Tribal Council	Bobbi Jo Greenland
Inuvialuit Regional Corporation	Lucy Kuptana

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 indigneous government. The Executive Committee meets monthly with the BDDEC Board Office Staff.

BDDEC Staff

Superintendent of Schools	Devin Roberts
Assistant Superintendent	Vacant
Assistant Superintendent	Richard McKinnon
Comptroller	Vacant
Public Affairs Coordinator	Vacant
LAN Manager	Michael Reardon
Technical Officer	Vacant
Finance Officers	Ken Crocker
	Kurt Scheiwiller
	Vacant
Administrative Assistant	Loni Noksana-Ruben

Consultants

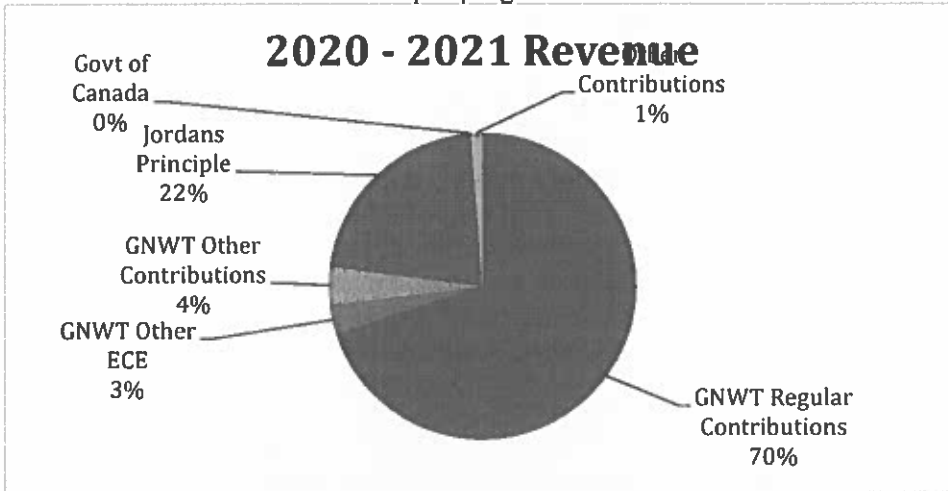
Inclusive Schooling	Justin Guy/Sonia Gregory
Indigenous Languages	Velma Illasiak/Erica Thompson
Literacy Coordinator k-12	Julie Donahue-Kpolugbo/Erica Thompson
Junior Kindergarten	Danielle Aylward
Math/Science	Shawn Feener
PowerSchool	William Logan
Northern Distance Learning	Edward Hartley/William Logan
Trauma Informed Education	Lori Brown
Data	Patrick MacIntyre

Principals

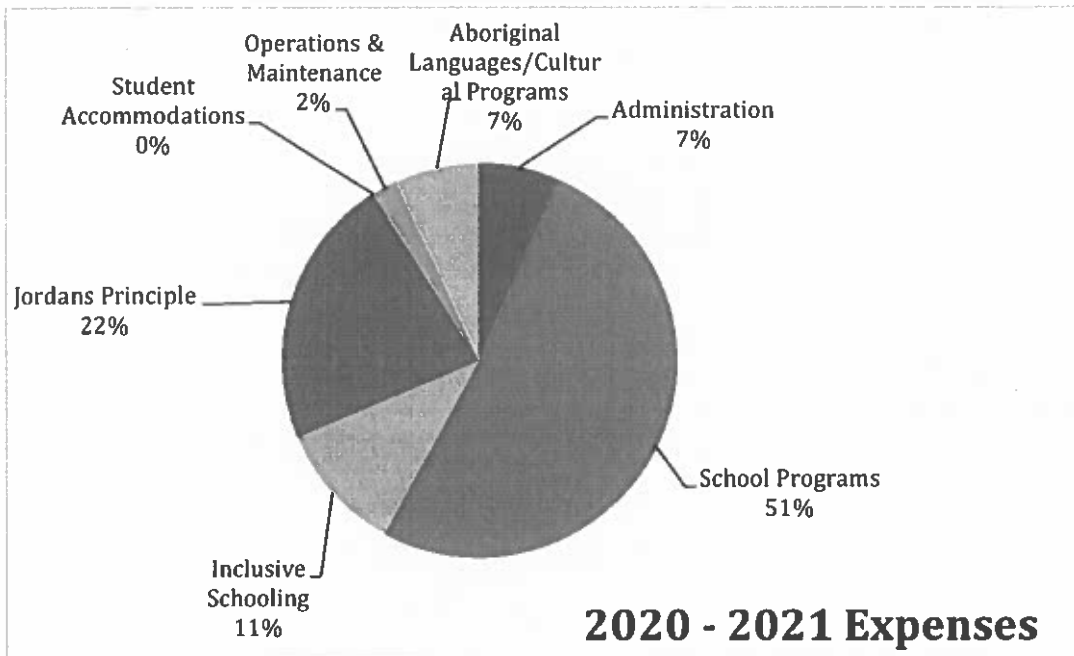
Angik – Paulatuk	Julliette Clark
Chief Julius – Fort McPherson	Shirley Peterson
Chief Paul Nitidchie – Tsiighetchic	Nicolas Kopot/Lara Gerritse appointed for 2022
Helen Kalvak – Uluhaktok	Patrick MacIntyre/Nicolas Kopot appointed for 2022
Inualthuyak – Sachs Harbour	Stephen Keoughan
Mangilaluk – Tuktoyaktuk	Ephraim Warren
Moose Ker School – Aklavik	Vivian Wirth/Daniel Summers appointed for 2022
East Three Elementary – Inuvik	Elizabeth McNeil
East Three Secondary – Inuvik	Krista Cudmore/To be appointed for 2022

Financial Highlights

Revenues for 2020 – 2021 of \$46.5 million was \$0.3 million lower than budgeted. GNWT regular contributions accounted for 70% of the revenue at \$32.5 million an increase of \$1.6 million from 2019 - 2020 year. Other contribution agreements from the GNWT brought the total GNWT contributions to \$35.9 million; which is an increase of \$3.4 million from the 2019 – 2020 year. Total revenues of \$46.5 million were an increase of \$6.7 million from the 2019 - 2020 year. Funding from the Government of Canada under the Jordan’s Principle program accounted for 21.7% of total revenue at \$10.1 million.



Expenses are broken into program cost; school programs accounted for 51.3% of cost at \$23.1 million, Inclusive schooling for 33.1% of cost at \$14.9 million. Total expenses at \$45.1 million were \$6.6 million greater than 2019 - 2020, and \$2.4 million less than the 2020 - 2021 Budget.

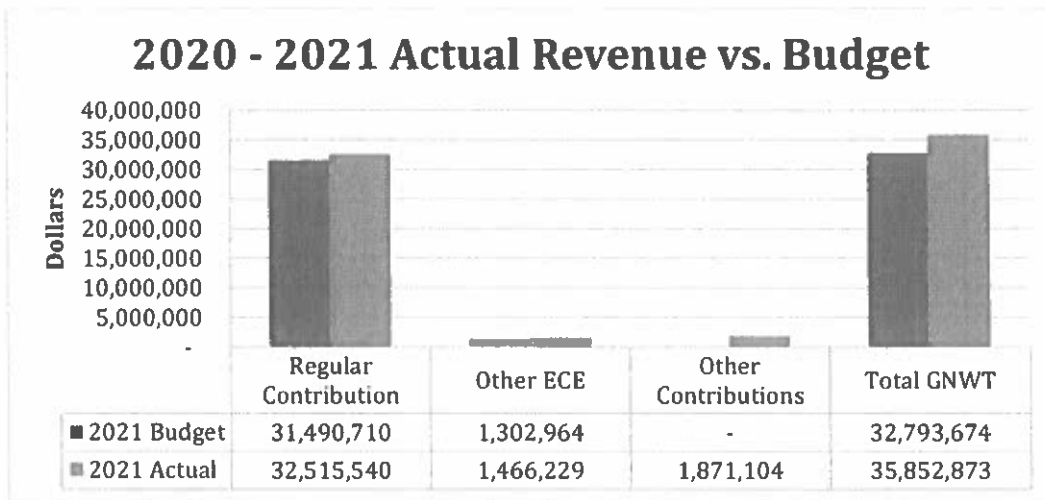


2020 – 2021 Revenues

For 2020 - 2021 BDDEC Consolidated Statement of Operations had an Operating Surplus of \$1.4 million compared to a Budgeted Operating Deficit of \$0.7 million.

The DEA’s and BDDEC continue to form strategic partnerships, and are successful in finding additional sources of funding for school activities.

Chart 1 displays our 2020 – 2021 Actual Revenues compared to the budgeted revenue.



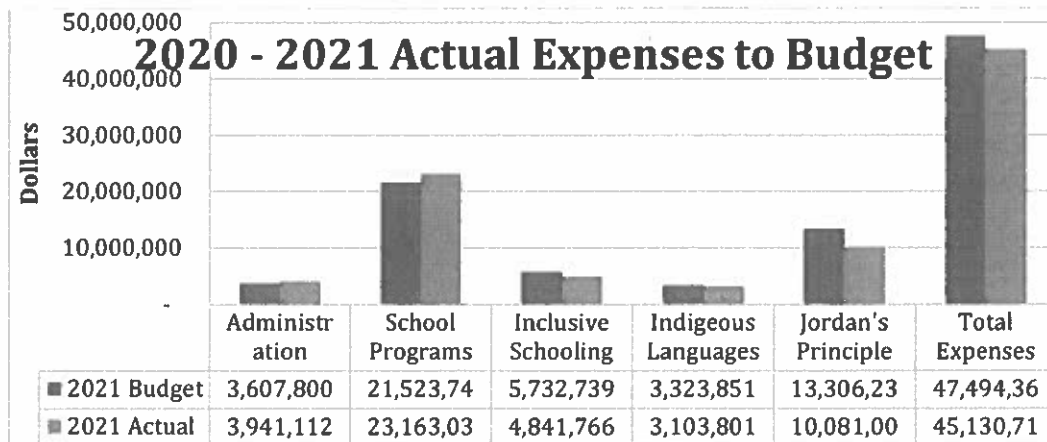
2020 – 2021 Expenses

Expenses for the year-end June 2021 were \$2.4 million less than the budget of \$47.5 million for a total cost of \$45.1 million. This represents a \$6.6 million increase in expenditures from 2019 -2020, or a 17.1% increase in spending from previous year.

Inclusive schooling had expenses of 14.9 million representing an increase in spending from the 2019 - 2020 year of \$4.0 million. The increase was due to increase staff and supplies funded through the Jordan’s Principle program.

Indigenous Languages had expenses of \$3.1 million; which represents an increase of expenditures of \$321 K from the 2019 – 2020 year.

Chart 2 is a program comparison of our expenses for 2020 - 2021 compared to the budgeted expenses.



When comparing 2021 against 2020, BDDEC experienced a 17.0% increase in revenues, and an increase in expenses of 17.1% resulting in an operating surplus of \$1.4 million. As a result for the year ended June 2021, the Accumulated Surplus is \$3.8 or 8.2% of revenues. ECE has an upper limit of a 7% Accumulated Surplus. Management is developing plans to reduce the Accumulated Surplus to the approved level.

Chart 3 is a comparison of the Year-end 2021 GNWT Revenues compared to the 2020 Revenues

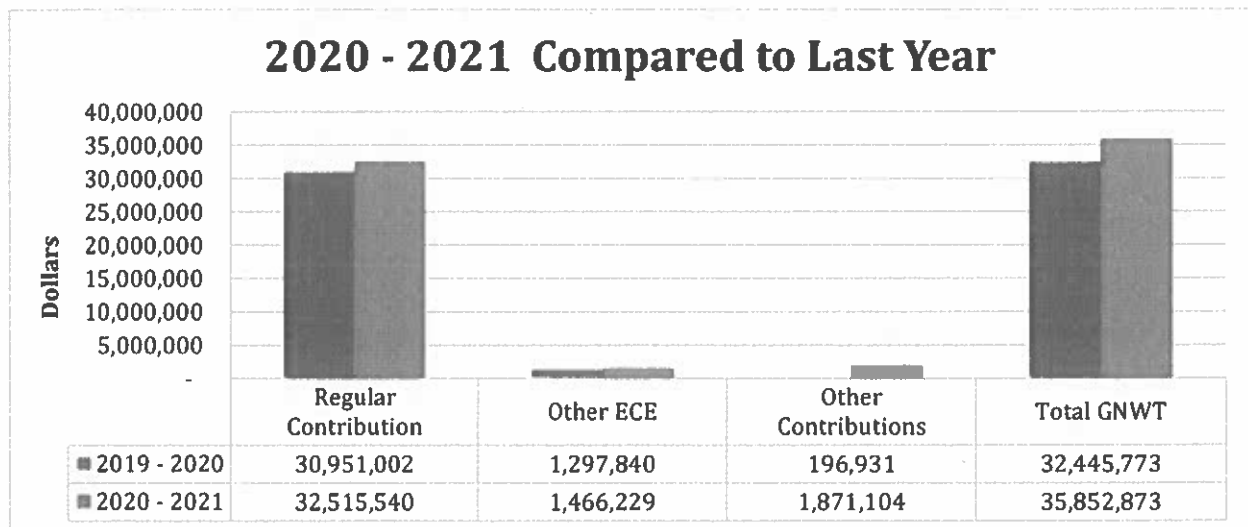
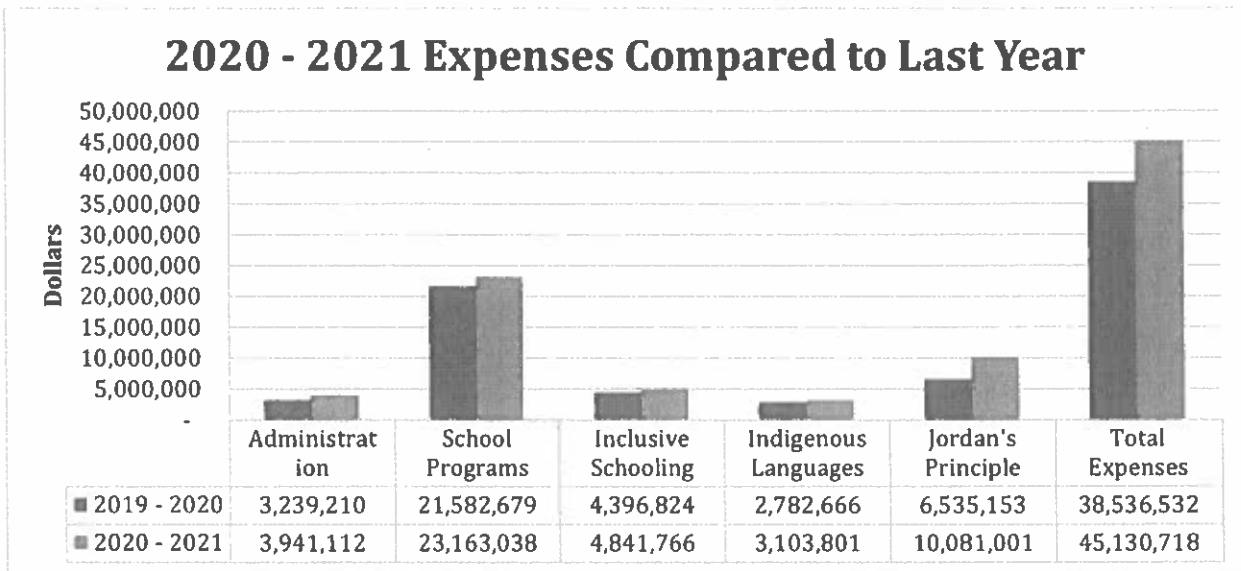


Chart 4 compares the 2021 Program Expenses against to the 2020 Program Expenses.



The plan for the 2020 – 2021 year was to have a Deficit of \$728K. Due to restrictions imposed due to Covid-19 planned activities and travel were deferred. Training, teacher development and meetings were presented with on-line platforms or was deferred until a later date. This combined with the partial closure of the schools resulted in a surplus of \$1.4 million which increased the Accumulated Surplus from \$2.4 million at the end of June 2020 to \$3.8 million for the end of June 2021.

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. The turnover at the end of the 2021 year was substantially higher. This was due to a number of the long-term teacher retiring and a significant number of other teachers citing the Covid-19 restrictions as their reason for wanting to return to the South. Student attendance remains a high concern, and many initiatives have been implemented to increase the student's attendance in the schools.

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

Community	School	2021 Students	2021 Teachers	2020 Students	2020 Teachers
Aklavik	Moose Kerr	148.00	19.00	128.00	12.00
Fort McPherson	Chief Julius	147.00	17.00	141.00	16.00
Inuvik	East 3 Elem	438.50	36.00	451.00	41.30
Inuvik	East 3 Second	273.80	30.00	275.80	26.50
Inuvik DEA	Subtotal	712.30	66.00	726.80	67.80
Paulatuk	Angik	67.50	8.00	59.50	8.00
Sachs Harbour	Inualthuyak	16.00	2.50	16.00	2.50
Tsiigehtchic	Chief Paul Niditchie	43.00	5.75	40.00	5.75

Tuktoyaktuk	Mangilaluk	235.00	23.00	237.50	20.00
Ulukhaktok	Helen Kalvak	120.00	13.00	121.00	13.00
Total		1488.80	154.25	1469.80	145.05

Note: *Teachers included NWTTA members who are classroom teachers, principals, assistant principals, program support teachers, wellness counsellors, indigenous language teachers, literacy coaches, etc.

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
- Each school operating an On the Land Program is in possession of or in the process of getting Satellite phones in the event of an emergency
- Staff are well trained and supported in additional training
- Many of the Administration staff are long-term employees giving stability to the organization

Weakness

- Travel to remote communities by air and road, the concern has been addressed by having three well maintained vehicles equipped with Satellite phones for remote travel. Air travel is approved only with approved air carriers. Additional issues are the aircraft fuel availability at several of our remote communities, this adds to the difficulty in travel to the communities.
- 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 to ensure that housing will be available for teachers when they arrive
- High turnover of staff continues, management is getting involved in recruiting much earlier in the year knowing that there will be positions available

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
- An active mentoring program for new teachers
- Introduction for new teachers in a New to the North Conference which identifies the cultural difference and differences working in the North
- BDDEC host an in-service for returning staff each year to provide additional support, training, and outline objectives for our region before school starts

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 2020 – 2021 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 \$2K/eligible school. This was raised to \$2.5K/eligible school in 2011/12. Meritorious proposals are presented to the Executive each spring for the ensuing school year.

No funds were awarded for the 2020 – 2021 years

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.

There was no award for the 2020 – 2021 year

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.

There was no award for the 2020 – 2021 year

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 graduate looking to further their education through advanced schooling.

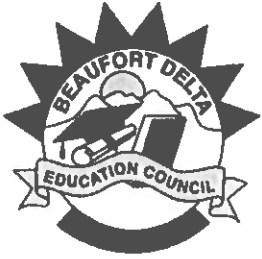
The impact of the Pandemic has been significant effecting both our operations and the mental well being of the students and the staff. BDDEC is committed to following the Emerging Wisely plan in dealing with Covid-19. During the summer our focus was on creating a safe environment for students and staff ensuring that social distancing was followed and that the correct Personal Protective Equipment would be in place for the start of school. The plan is for all of the schools to offer regular full-time attendance while supporting those students that have decided not attend at the current time. Programs are being evaluated as to what BDDEC will be able to offer in the school during the coming year.

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.

Financially we have managed to accumulate a surplus through effective cost controls, forming partnerships with other groups, and through the efforts of staff to bring forward ideas where we have been funded with additional contribution agreements.

For the 2020 – 2021 year a substantial amount of funding was received through the contribution agreement with the Government of Canada with the Jordan's Principle program. This helped to fund 12 Literacy Teachers and 62 Support Assistants in the schools. Latest discussions indicate that this program will continue in some form for at least another several years which will help to provide additional staffing to support the development of students.

Looking forward, there is a concern about the potential for reduced funding. BDDEC is well positioned financially and looking forward to 2021 – 2022 year and has identified areas where additional staffing will result in better services to our students, so reallocation of staff and increased staffing planned will continue into the 2021 – 2022 year. Our staff continues to look for opportunities to deliver education in an effective and efficient manner. The opportunities are forming education partnerships, eLearning, 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 RESPONSIBILITY FOR FINANCIAL STATEMENTS

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 Education Council have been conducted within the statutory powers of the Beaufort-Delta Education Council. The operations and administration of the Beaufort-Delta 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 Beaufort-Delta 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 Education Council


Devin Roberts
Superintendent
June 30, 2021


Gary McBride
Comptroller



VERY COOPER & CO. LTD.

Chartered Professional Accountants

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Yellowknife, NT X1A 2P2
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Facsimile: (867) 873-2353
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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 Education Council which comprise the Consolidated Statement of Financial Position as at June 30, 2021 and the Consolidated Statements of Changes in Net Financial Assets (Debt), Statement of Operations and Statement of Cash Flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, except for the matter described in the Basis for Qualified Opinion paragraph, these consolidated financial statements present fairly, in all material respects, the financial position of the Beaufort-Delta Education Council as at June 30, 2021 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Qualified Opinion

Salaries and related benefits paid to employees of the Beaufort-Delta 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.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements of Beaufort-Delta 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.

INDEPENDENT AUDITORS' REPORT - cont'd.

Our opinion on the 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 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 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 financial statements in accordance with Canadian public sector accounting standards and the Act of the Northwest Territories, 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.

Those charged with governance are responsible for overseeing the '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 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 '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 '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 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 - cont'd.

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 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.

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

July 31, 2021

BEAUFORT-DELTA EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
 June 30, 2021

Statement I

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents (Note 4)	\$ 16,129,122	\$ 10,450,789
Restricted Assets (Note 6)	294,960	293,125
Accounts Receivable (Note 8)	<u>419,017</u>	<u>456,432</u>
	<u>16,843,099</u>	<u>11,200,346</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	829,750	893,782
Payroll Liabilities (Note 10)	4,324,867	4,018,169
Employee Deductions Payable	2,597	1,687
Deferred Revenue (Note 11)	5,235,178	856,006
Post-Employment Benefits (Note 17)	2,352,075	2,704,647
Trust Liabilities (Note 6)	<u>294,960</u>	<u>293,125</u>
	<u>13,039,427</u>	<u>8,767,416</u>
NET FINANCIAL ASSETS (Statement III)	<u>3,803,672</u>	<u>2,432,930</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses (Note 20)	<u>1,500</u>	<u>3,000</u>
	<u>1,500</u>	<u>3,000</u>
ACCUMULATED SURPLUS	<u>\$ 3,805,172</u>	<u>\$ 2,435,930</u>

Approved:



Superintendent



Council Member

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement II

CONSOLIDATED STATEMENT OF OPERATIONS

For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Government of the NWT			
Regular contributions	\$ 31,490,710	\$ 32,515,540	\$ 30,951,002
Other ECE contributions (Note 31)	1,302,964	1,466,229	1,297,840
Other contributions (Note 32)	-	137,407	196,931
GNWT - COVID contributions	-	<u>1,733,697</u>	<u>-</u>
Total Government of the NWT	<u>32,793,674</u>	<u>35,852,873</u>	<u>32,445,773</u>
Government of Canada			
Jordan Principial	13,306,232	10,081,000	6,601,884
Other Government of Canada	<u>8,020</u>	<u>7,900</u>	<u>25,445</u>
Total Government of Canada	<u>13,314,252</u>	<u>10,088,900</u>	<u>6,627,329</u>
Board Generated Funds			
Investment Income	160,000	125,685	113,234
Other	<u>498,649</u>	<u>432,502</u>	<u>565,326</u>
Total Board Generated Funds	<u>658,649</u>	<u>558,187</u>	<u>678,560</u>
TOTAL REVENUE	<u>46,766,575</u>	<u>46,499,960</u>	<u>39,751,662</u>
EXPENSES (Schedule 1)			
Indigenous Languages and Education	3,323,851	3,103,801	2,782,666
Administration	3,607,800	3,003,657	2,381,814
Inclusive Schooling	5,732,739	4,841,766	4,396,824
School Programs	21,523,745	23,131,068	21,478,463
Student Accommodations	-	31,970	104,216
Operations & Maintenance	-	937,455	857,396
Jordan's Principle	<u>13,306,232</u>	<u>10,081,001</u>	<u>6,535,153</u>
TOTAL EXPENSES	<u>47,494,367</u>	<u>45,130,718</u>	<u>38,536,532</u>
OPERATING SURPLUS (DEFICIT)	<u>\$ (727,792)</u>	<u>\$ 1,369,242</u>	<u>\$ 1,215,130</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement III

CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

June 30, 2021

	2021 Budget (Unaudited)	2021 Actual	2020 Actual
OPERATING SURPLUS (DEFICIT)	\$ (727,792)	\$ 1,369,242	\$ 1,215,130
Purchase of Prepaid Expenses	-	(1,500)	(3,000)
Use of Prepaid Expenses	<u>-</u>	<u>3,000</u>	<u>4,516</u>
	-	1,500	1,516
INCREASE (DECREASE) IN NET FINANCIAL ASSETS	<u>(727,792)</u>	<u>1,370,742</u>	<u>1,216,646</u>
NET FINANCIAL ASSETS, BEGINNING OF YEAR	<u>2,432,930</u>	<u>2,432,930</u>	<u>1,216,284</u>
NET FINANCIAL ASSETS, END OF YEAR	<u>\$ 1,705,138</u>	<u>\$ 3,803,672</u>	<u>\$ 2,432,930</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL**Statement IV****CONSOLIDATED STATEMENT OF CASH FLOW**

For the Year Ended June 30, 2021

Cash provided by (used in):	<u>2021</u>	<u>2020</u>
OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 1,369,242	\$ 1,215,130
Changes in non-cash assets and liabilities:		
Decrease (increase) in accounts receivable	37,415	(175,316)
Increase (decrease) in accounts payable	(64,032)	(82,807)
Increase (decrease) in payroll liabilities	306,698	(888,081)
Increase (decrease) in employee deductions payable	910	(299)
Increase (decrease) in deferred revenue	4,379,172	(404,673)
Increase (decrease) in post-employment benefits	(352,572)	(103,634)
Decrease (increase) in prepaid expenses	<u>1,500</u>	<u>1,516</u>
Cash provided by operating transactions	<u>5,678,333</u>	<u>(438,164)</u>
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	5,678,333	(438,164)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>10,450,789</u>	<u>10,888,953</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 16,129,122</u>	<u>\$ 10,450,789</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 1 NATURE OF ORGANIZATION

The Beaufort-Delta Education Council was established under the Education Act of the government of the Northwest Territories 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.

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 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.

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 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.

(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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(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.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, 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, 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 the Beaufort-Delta 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 Education Council.

(e) Tangible Capital Assets

All buildings and works, furniture, equipment and vehicles are the property of the GNWT. The minister grants to the Beaufort-Delta 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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(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.

GNWT - Regular contributions:

The regular contributions from the GNWT are determined by a funding formula and are received in monthly installments. The Beaufort-Delta 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 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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, 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 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 Education Council are not included even if custody of the funds is held by the Beaufort-Delta Education Council. Examples of excluded funds might be student clubs or associations for which the Beaufort-Delta Education Council has no ongoing responsibility of liability for losses.

Stallworthy / Carpenter Endowment contributions:

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

Terry Halifax Endowment contributions:

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(g) 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 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 Education Council.

The budget may be amended within a given fiscal year in accordance with Beaufort-Delta 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.

(h) 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.

(i) Inventories including Materials and Supplies

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(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 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 Beaufort-Delta 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.

(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 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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 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 statement. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the financial statement.

(n) Contributed Materials and Services

The Beaufort-Delta 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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 3 FUTURE ACCOUNTING CHANGES AND ADOPTION OF NEW ACCOUNTING STANDARDS

Future Accounting Changes

Financial instruments

The Public Sector Accounting Board (PSAB) issued PS 3450 Financial Instruments effective for fiscal years beginning on or after April 1, 2022. Items within the scope of the standard are assigned to one of two measurement categories: fair value, or cost or amortized cost. Fair value measurement will apply to derivatives and portfolio investments in equity instruments that are quoted in an active market. Also, when groups of financial assets and financial liabilities are managed on a fair value basis they may be reported on that basis. Other financial assets and financial liabilities will generally be measured at cost or amortized cost. Until an item is derecognized, gains and losses arising due to fair value remeasurement will be reported in the Statement of Remeasurement of Gains and Losses. There is no significant impact on the financial statements as a result of its application.

Other New Standards

Effective July 1, 2022, Education Bodies will concurrently be required to adopt: PS 2601 Foreign Currency Translation, PS 1201 Financial Statement Presentation, and PS 3041 Portfolio Investments in the same fiscal period. Government organizations that apply PSAS were required to adopt these standards effective April 1, 2012, however there are no significant impacts on the financial statements as a result of these applications.

Effective July 1, 2022, Education Bodies will be required to adopt PS 3280 Asset Retirement Obligations. This standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets. The Education Body is assessing the impact of this standard on the consolidated financial statements and currently estimates it will result in an increase in asset retirement obligations of \$xxxx at June 30, 2023.

Effective July 1, 2023, Education Bodies will be required to adopt PS 3400 Revenue. This standard provides guidance on how to account for and report on revenue. Specifically, it differentiates between revenue arising from transactions that include performance obligations and transactions that do not have performance obligations. The impact of these standards on the financial statement is currently being assessed.

NOTE 4 CASH AND CASH EQUIVALENTS

	<u>2021</u>	<u>2020</u>
Cash	\$ <u>16,129,122</u>	\$ <u>10,450,789</u>
	\$ <u>16,129,122</u>	\$ <u>10,450,789</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 5 SPECIAL PURPOSE FUNDS

(Not applicable)

NOTE 6 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.

		<u>2021</u>	<u>2020</u>
Comprised of:			
Short-term	- GIC 2.0% due June 24, 2021	\$ 270,000	\$ 265,000
	- Due from general cash	<u>336</u>	<u>2,138</u>
		<u>\$ 270,336</u>	<u>\$ 267,138</u>
Stallworthy / Carpenter Endowment Fund:			
	Principal proceeds received	\$ 216,515	\$ 216,515
	Interest earned to date	271,624	268,438
	Expenses to date	<u>(217,803)</u>	<u>(217,815)</u>
		<u>\$ 270,336</u>	<u>\$ 267,138</u>

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 2.0% due June 24, 2021	\$ 21,000	\$ 21,000
	- Due from general cash	<u>(376)</u>	<u>379</u>
		<u>\$ 20,624</u>	<u>\$ 21,379</u>
Terry Halifax Fund:			
	Principal proceeds received	\$ 21,000	\$ 21,000
	Interest earned to date	1,124	840
	Expenses to date	<u>(1,500)</u>	<u>(500)</u>
		<u>\$ 20,624</u>	<u>\$ 21,379</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 6 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 2.0% due June 24, 2021	\$ 4,000	\$ 4,000
	- Due from general cash	<u>-</u>	<u>608</u>
		<u>\$ 4,000</u>	<u>\$ 4,608</u>

R. Gosselin Go For It Award Fund:

Principal proceeds received	\$ 5,000	\$ 5,000
Interest earned to date	-	-
Expenses to date	<u>(1,000)</u>	<u>(500)</u>
	<u>\$ 4,000</u>	<u>\$ 4,608</u>

TOTAL RESTRICTED ASSETS	\$ 294,960	\$ 293,125
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NOTE 7 PORTFOLIO INVESTMENTS

(Not applicable)

NOTE 8 ACCOUNTS RECEIVABLE

	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>2021</u>	<u>2020</u>
Government of the Northwest Territories:				
- Education, Culture and Employment	\$ 212,269	\$ -	\$ 212,269	\$ 33,473
- Municipal and Community Affairs	<u>13,014</u>	<u>-</u>	<u>13,014</u>	<u>-</u>
Due from GNWT	<u>225,283</u>	<u>-</u>	<u>225,283</u>	<u>33,473</u>
Other Accounts receivable	<u>482,131</u>	<u>288,397</u>	<u>193,734</u>	<u>422,959</u>
	<u>\$ 707,414</u>	<u>\$ 288,397</u>	<u>\$ 419,017</u>	<u>\$ 456,432</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 9 INVENTORY

(Not applicable)

NOTE 10 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2021</u>	<u>2020</u>
Government of the Northwest Territories:		
Education, Culture and Employment	\$ 12,500	\$ 2,500
Municipal and Community Affairs	28,224	5,319
Department of Finance	<u>-</u>	<u>46,335</u>
Government of the Northwest Territories	40,724	54,154
Related Parties	449,969	383,966
Accounts payable	130,754	195,824
Accrued payables	<u>208,303</u>	<u>259,838</u>
	829,750	893,782
Payroll Liabilities		
To GNWT (A)	<u>\$ 4,324,867</u>	<u>\$ 4,018,169</u>

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 11 DEFERRED REVENUE

	<u>2021</u>	<u>2020</u>
Government of the Northwest Territories		
Education, Culture & Employment		
- Healthy Food For Learning	\$ 8,290	\$ 29,729
- Breakfast Program - Tuktoyaktuk & Paulatuk DEA's	15,900	2,084
- Hamlet of Sachs Harbour	9,457	9,457
- Facility Use - Inuvik DEA	3,502	3,503
- Tutor Program - Aklavik and Paulatuk DEA's	3,850	-
- School & Public Library Services -Uluhaktuk FEA	-	21,000
- Literacy Program - Ulukhaktok DEA	-	972
Environment & Natural Resources		
- TAKH & TAKT	9,083	28,757
Library		
- NWT Library	-	20,754
- School & Public Library Services - Paulatuk	-	1,850
- School & Public Library Services - Aklavik DEA	-	175
Healthy and Social Services		
- Drop the Pop	-	459
Municipal & Community Affairs		
- Experience/Encounter with Canada/Keepers/TGC On the Land	11,524	102,754
Government of Canada		
- Jordon Prinicipal	4,919,618	454,235
Other		
OTL Youth Wellness	1,078	-
Show Kids You Care	5,000	-
Breakfast Program - Paulatuk DEA	-	5,192
Lights on CAF America	7,418	7,419
Inuvialuit Regional Corporation	7,320	-
Food First Foundation	75,970	32,440
Presidents Choice Foundation	2,076	1,086
Trust Income	500	-
Breakfast Program	66,347	37,245
Get Active NWT	8,545	-
Tides - OTL - Collaborative Fund	79,700	92,432
NWT Parks & Rec Get Active NWT	-	4,463
	<u>\$ 5,235,178</u>	<u>\$ 856,006</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 12 CONTRIBUTION REPAYABLE

(Not applicable)

NOTE 13 DUE FROM AND TO THE GOVERNMENT OF CANADA

(Not applicable)

NOTE 14 CAPITAL LEASE OBLIGATION

(Not applicable)

NOTE 15 PENSIONS

(Not applicable)

NOTE 16 LONG-TERM DEBT

(Not applicable)

NOTE 17 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS

In addition to the pension benefits, The Beaufort-Delta 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 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 February 15, 2019. The effective date of the next actuarial valuation is March 31, 2022. The liabilities are actuarially determined as the present value of the accrued benefits at February 15, 2019 and the results extrapolated to June 30,

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 17 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS, continued

2021. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2021</u>	<u>2020</u>
Changes in Obligation:				
Accrued benefit obligations				
beginning of year	\$ 1,603,419	\$ 335,752	\$ 1,939,171	\$ 2,022,767
Current period benefit cost	157,247	40,048	197,295	182,977
Interest accrued	44,648	9,527	54,175	65,811
Benefit payments	(281,122)	(182,081)	(463,203)	(200,673)
Actuarial (gains)/losses	<u>(34,152)</u>	<u>110,785</u>	<u>76,633</u>	<u>(131,711)</u>
Accrued benefit obligations				
end of year	1,490,040	314,031	1,804,071	1,939,171
Unamortized net actuarial				
gain	<u>(546,513)</u>	<u>159,981</u>	<u>(386,532)</u>	<u>(606,859)</u>
Net future obligation	<u>943,527</u>	<u>474,012</u>	<u>1,417,539</u>	<u>1,332,312</u>
Total employee future				
benefits and compensated				
absences	<u>943,527</u>	<u>474,012</u>	<u>1,417,539</u>	<u>1,332,312</u>
Benefits Expense:				
Current period benefit cost	157,247	40,048	197,295	182,977
Interest accrued	44,648	9,527	54,175	65,811
Amortization of actuarial				
gains	<u>(135,624)</u>	<u>(8,071)</u>	<u>(143,695)</u>	<u>(127,826)</u>
	<u>66,271</u>	<u>41,504</u>	<u>107,775</u>	<u>120,962</u>

The discount rate used to determine the accrued benefit obligation is an average of 2.70%. No inflation rate was applied. The expected payments during the next five fiscal years are:

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 17 POST-EMPLOYMENT BENEFITS, COMPENSATED ABSENCES AND TERMINATION BENEFITS, continued

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>Total</u>
2022	\$ 178,586	\$ 38,104	\$ 216,690
2023	154,285	31,802	186,087
2024	136,041	26,782	162,823
2025	125,812	24,552	150,364
2026	120,617	22,632	143,249
Next 5 years	543,738	96,924	640,662
Thereafter	<u>-</u>	<u>-</u>	<u>-</u>
Total	\$ <u>1,259,079</u>	\$ <u>240,796</u>	\$ <u>1,499,875</u>

NOTE 18 TRUST ASSETS UNDER ADMINISTRATION

(Not applicable)

NOTE 19 TANGIBLE CAPITAL ASSETS

(Not applicable)

NOTE 20 PREPAID EXPENSES

	<u>2021</u>	<u>2020</u>
LAS Holdings - R Ranking	\$ -	\$ 1,500
LAS Holdings - S Timothy	-	1,500
Prepaid Rent - Paula Stefure E-Learning Tuktoyaktuk	<u>1,500</u>	<u>-</u>
	\$ <u>1,500</u>	\$ <u>3,000</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 21 GNWT ASSETS PROVIDED AT NO COST

	<u>Cost</u>	<u>Accumulated Amortization</u>	2021 <u>Net Book Value</u>	2020 <u>Net Book Value</u>
BBDEC Student Housing				
Inuvik	\$ 182,650	\$ 182,650	\$ -	\$ -
Samuel Hearne Carpentry				
Shop	461,563	461,563	-	-
Samuel Hearne Auto Shop	1,308,100	559,379	748,721	775,781
Moose Kerr School	8,123,452	6,112,820	2,010,632	2,270,068
Aklavik Portable				
Classrooms	62,052	62,052	-	-
Chief Julius School	10,064,072	5,182,156	4,881,916	5,040,678
Mangilaluk School	7,146,891	5,319,273	1,827,618	2,036,489
Inualthuya School	2,750,507	1,943,752	806,755	1,021,890
Helen Kalvak School	8,864,887	7,675,719	1,189,168	1,416,947
Angik School	4,517,372	2,525,201	1,992,171	1,501,659
Chief Paul Niditchie	2,467,762	1,055,240	1,412,522	1,483,741
Moose Kerr Foundation				
Replacement	753,546	193,127	560,419	579,257
Chief Paul Niditchie				
School	1	-	1	1
Moose Kerr School -				
Ventilation	173,505	103,057	70,448	82,029
Moose Kerr School -				
Playscape	250,904	25,090	225,814	238,538
Helen Kalval HVAC	354,896	243,991	110,905	140,480
East 3 New Inuvik School	106,182,229	23,506,643	82,675,586	87,160,619
East Three - Wood Pellet				
System	2,040,628	351,442	1,689,186	-
Tsiigehtchic Gym Pilings	205,668	41,562	164,106	169,247
Aklavik Community				
Library	234,794	127,673	107,121	112,990
Angik Junior Kindergarden				
Play	350,877	17,544	333,333	-
East Three Carpentry Shop	734,188	48,946	685,242	712,774
Chief P. Niditchie -				
Playscape	208,874	20,887	187,987	201,912
Inualth Jr Kindergarden				
Playscape	233,044	12,947	220,097	-
E3 Elementary School -				
Playscape	347,809	34,781	313,028	336,215

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

Chief Julius Kinder Playscape	<u>190,051</u>	<u>8,447</u>	<u>181,604</u>	<u>-</u>
	<u>\$158,210,322</u>	<u>\$ 55,815,942</u>	<u>\$102,394,380</u>	<u>\$105,281,315</u>

NOTE 22 CONTRACTUAL OBLIGATIONS

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2021:

	<u>Expiry Date</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025</u>	<u>Total</u>
Equipment Leases	2025	\$ 45,233	\$ 45,233	\$ 45,233	\$ 3,769	\$ 139,468
Commercial Leases	December 2022	<u>146,100</u>	<u>73,050</u>	<u>-</u>	<u>-</u>	<u>219,150</u>
Total		<u>\$ 191,333</u>	<u>\$ 118,283</u>	<u>\$ 45,233</u>	<u>\$ 3,769</u>	<u>\$ 358,618</u>

NOTE 23 CONTINGENCIES

Before the year end, there was a global outbreak of a novel coronavirus known as COVID-19, which has had a significant impact on organizations through the restrictions put in place by the Canadian and U.S. governments regarding travel, business operations and isolation/quarantine orders. The extent of the impact the COVID-19 outbreak may have on the Organization will depend on future developments that are highly uncertain, and that cannot be predicted with confidence. These uncertainties arise from the inability to predict the ultimate geographic spread of the disease, the duration of the outbreak, including the length of travel restrictions, business closures or disruptions, and quarantine/isolation measures that are, or may, be put in place by Canada, U.S. or other countries to fight the virus. The Organization's activities have not been significantly impacted thus far, however, the Organization continues to assess the impact COVID-19 will have on its operations.

NOTE 24 RELATED PARTIES AND INTER-ENTITY TRANSACTIONS

The Beaufort-Delta 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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

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.

	<u>2021</u>	<u>2020</u>
Due to related parties		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	\$ 12,500	\$ 2,500
Department of Municipal & Community Affairs	28,224	5,318
Department of Finance	<u>-</u>	<u>46,335</u>
Government of the Northwest Territories	<u>40,724</u>	<u>54,153</u>
Other Related Parties:		
Various BDEC Schools	<u>449,969</u>	<u>383,966</u>
Total Accounts Payable	<u>490,693</u>	<u>438,119</u>
Due to Related Parties	\$ <u>490,693</u>	\$ <u>438,119</u>

	<u>Accounts</u> <u>Receivable</u>	<u>Allowance</u>	<u>Net 2021</u>	<u>2020</u>
Due from related parties				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Education, Culture & Employment	\$ 181,684	\$ -	\$ 181,684	\$ 33,473
Department of Municipal & Community Affairs	<u>13,015</u>	<u>-</u>	<u>13,015</u>	<u>-</u>
Due from Related Parties	\$ <u>194,699</u>	\$ <u>-</u>	\$ <u>194,699</u>	\$ <u>33,473</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 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 Beaufort-Delta Education Council 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 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 Beaufort-Delta Education Council.

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

NOTE 26 ECONOMIC DEPENDENCE

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

NOTE 27 FINANCIAL INSTRUMENTS

The Council's financial instruments consist of cash and temporary investments, accounts receivable, due from GNWT, accounts payable and accrued liabilities, accrued payroll, leave and termination benefits and due to GNWT. Unless otherwise noted, it is management's opinion that the Council is not exposed to significant interest rate, liquidity, credit, market, currency or cash flow 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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 28 EXPENSES BY OBJECT

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
Compensation	\$ 41,824,780	\$ 39,593,657	\$ 34,283,589
Other	<u>5,669,587</u>	<u>5,537,061</u>	<u>4,252,943</u>
	<u>\$ 47,494,367</u>	<u>\$ 45,130,718</u>	<u>\$ 38,536,532</u>

NOTE 29 SUBSEQUENT EVENTS

(Not applicable)

NOTE 30 COMPARATIVE FIGURES

(Not applicable)

NOTE 31 ECE OTHER CONTRIBUTIONS

	<u>2021</u>	<u>2020</u>
French Program	\$ 78,000	\$ 75,000
eLearning	1,232,504	1,052,276
Literacy (Tuktoyaktuk)	27,811	36,404
Library (Aklavik)	48,614	55,374
Public Library Services (Ft McPherson)	29,574	27,035
Community Literacy Projects (Ft McPherson)	-	17,332
Literacy (Ulukhaktok)	15,000	7,350
Library (Ulukhaktok)	<u>34,726</u>	<u>27,069</u>
	<u>\$ 1,466,229</u>	<u>\$ 1,297,840</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2021

NOTE 32 GNWT OTHER CONTRIBUTIONS

	<u>2021</u>	<u>2020</u>
Encounters with Canada	-	(3,578)
Self Regulation & Action Research (ECE)	-	2,502
Ivvavik	-	10,000
Regular Youth Sports Programs	-	4,665
RYS - Basketball (MACA)	7,000	2,000
RYS - Soccer (MACA)	-	613
NGDG Summit (MACA)	138	31,000
RYS - Volleyball (MACA)	956	1,000
Drop the Pop (H & SS)	23,193	18,533
TAKT	39,346	39,523
Experience Exchange Program	-	1,296
After School Physical Activity (MACA)	66,774	54,491
Enhancing Students (MACA)	-	2,480
Volleyball ISSR	-	4,744
Track and Field ISSR	-	6,000
Badminton ISSR	-	1,400
Keepers (MACA)	-	7,541
GSA Club	-	5,000
TGC - On The Land Program (Ft McPherson)	-	7,252
Misc revenue (Ulukhaktok)	-	469
	<u>137,407</u>	<u>196,931</u>

NOTE 33 CONTINGENT ASSETS

(Not applicable)

NOTE 34 CONTRACTUAL RIGHTS

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 1

CONSOLIDATED DETAILS OF EXPENSES

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations & Maintenance</u>	<u>Jordan's Principle</u>	<u>Total</u>
SALARIES:								
Teachers	\$ -	\$ 1,385,790	\$ 1,343,476	\$ 12,250,139	-	\$ -	\$ 2,590,133	\$ 17,569,538
Instruction Assistants	-	-	52,196	150,829	-	-	773,129	976,154
Non-instructional Staff	1,200,723	1,619,775	368,087	3,181,635	-	-	3,793,937	10,164,157
Board/Trustee Honoraria	39,207	-	83,826	30,815	-	-	-	153,848
EMPLOYEE BENEFITS								
Employee Benefit/Allowance	336,151	1,202,589	622,056	5,145,312	-	431,900	2,923,802	10,661,810
Leave and Termination	-	-	-	68,150	-	-	-	68,150
SERVICES								
PURCHASED/ CONTRACTED								
Professional/Technical								
Services	62,842	60,768	-	-	-	-	-	123,610
Postage/Communication	42,618	1,107	624	104,783	1,869	-	-	151,001
Utilities & Leases	1,061	-	-	3,848	-	-	-	4,909
Travel	51,798	47,723	27,932	78,901	-	-	-	206,354
Student Travel	-	-	3,000	7,783	30,101	-	-	40,884
Advertising/Printing/Publishing	21,660	-	-	-	-	-	-	21,660
Maintenance/Repair	78,794	-	12,903	136,959	-	-	-	228,656
Rentals/Leases	32,843	-	36,794	162,092	-	146,100	-	377,829
Others	64,238	1,778	-	31,661	-	359,455	-	457,132
Contracted Services	33,281	61,265	15,445	272,862	-	-	-	382,853
MATERIALS/SUPPLIES/FREIGHT								
Materials	282,581	94,943	225,060	1,173,083	-	-	-	1,775,667
Furniture and Equipment	732,169	572,589	286,472	239,819	-	-	-	1,831,049
Freight	23,691	10,575	25,930	92,397	-	-	-	152,593
CONTRIBUTIONS/TRANSFERS								
Transfers - Other	-	(217,136)	-	-	-	-	-	(217,136)
Total	\$ 3,003,657	\$ 4,841,766	\$ 3,103,801	\$ 23,131,068	\$ 31,970	\$ 937,455	\$ 10,081,001	\$ 45,130,718

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 2

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INCLUSIVE SCHOOLING EXPENSES**

For the Year Ended June 30, 2021

<u>FUNCTION</u>	<u>General Inclusive Schooling</u>	<u>Staff Development</u>	<u>Assistive Technology</u>	<u>Student Resources</u>	<u>Total</u>
<u>SALARIES</u>					
Program Support Teachers	\$ 1,385,791	\$ -	\$ -	\$ -	\$ 1,385,791
Consultants	434,294	-	-	-	434,294
Support Assistants	1,122,926	-	-	-	1,122,926
Non Instructional Staff	-	-	62,555	-	62,555
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,202,589	-	-	-	1,202,589
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	1,707	1,178	-	-	2,885
Travel	47,723	-	-	-	47,723
Other Contracted Services	122,033	-	-	-	122,033
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	92,854	-	569,551	-	662,405
Furniture and Equipment	5,127	-	-	-	5,127
Freight	<u>8,781</u>	<u>-</u>	<u>1,794</u>	<u>-</u>	<u>10,575</u>
TOTAL	\$ <u>4,423,825</u>	\$ <u>1,178</u>	\$ <u>633,900</u>	\$ <u>-</u>	\$ <u>5,058,903</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 3

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION EXPENSES
For the Year Ended June 30, 2021**

<u>FUNCTION</u>	<u>Student Instruction</u>	<u>Teaching/ Learning Resources</u>	<u>Professional Development</u>	<u>School Activities and Integrated Community Programs</u>	<u>Total</u>
<u>SALARIES</u>					
ALCBE Teachers	\$ 1,343,476	\$ -	\$ -	\$ -	\$ 1,343,476
Language Consultants	210,123	-	-	145,478	355,601
Instruction Assistants	-	-	-	52,196	52,196
Honoraria	33,225	3,262	-	47,339	83,826
Elders in Schools	-	-	-	12,486	12,486
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	583,680	-	-	38,376	622,056
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	624	-	-	-	624
Travel	752	27,931	-	11,755	40,438
Student Transportation (bussing)	-	-	-	3,000	3,000
Advertising/Printing/Publishing	-	-	-	395	395
Rentals/Leases	1,350	2,374	-	33,070	36,794
Other Contracted Services	3,550	11,075	-	820	15,445
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	86,266	30,815	-	107,981	225,062
Furniture and Equipment	5,474	116,803	-	164,195	286,472
Freight	<u>4,446</u>	<u>3,733</u>	<u>-</u>	<u>17,751</u>	<u>25,930</u>
TOTAL	\$ <u>2,272,966</u>	\$ <u>195,993</u>	\$ <u>-</u>	\$ <u>634,842</u>	\$ <u>3,103,801</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 4

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION (CONTRIBUTIONS)**

For the Year Ended June 30, 2021

<u>Contibution Agreement Indigenous Languages</u>	<u>Budget</u>	<u>July 1 to March 31</u>	<u>April 1 to June 30</u>	<u>Total</u>
Revenue				
	<u>3,323,851</u>	<u>2,267,181</u>	<u>669,469</u>	<u>2,936,650</u>
Expenses				
Salaries	878,115	1,618,035	783,515	2,401,550
Other - O & M	-	130,734	62,621	193,355
Moose Kerr	355,056	40,986	49,750	90,736
Chief Paul Niditchie	152,731	12,186	28,645	40,831
Chief Julis	179,968	73,541	12,989	86,530
East Three Elementary	490,344	3,083	69,232	72,315
Angik	198,612	1,690	18,877	20,567
Inualthuyak	111,673	1,822	14,378	16,200
Mangilaluk	268,760	24,693	7,649	32,342
Helen Kalvak	215,124	83,875	16,700	100,575
East Three Secondary	<u>473,468</u>	<u>14,105</u>	<u>34,695</u>	<u>48,800</u>
Total Expenses	<u>3,323,851</u>	<u>2,004,750</u>	<u>1,099,051</u>	<u>3,103,801</u>
Net Surplus (Deficit)	<u>-</u>	<u>262,431</u>	<u>(429,582)</u>	<u>(167,151)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 5

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
FRENCH LANGUAGE PROGRAM**

For the Year Ended June 30, 2021

	ECE Contributions July <u>1 to June 30</u>	Commitment from Beaufort Delta <u>Education Council</u>	Total Expenses <u>July 1 to June 30</u>
Bilateral Agreement Funding			
Special Projects as listed in the agreement:			
Teacher's Assistant Salary	\$ 63,000	\$ 20,951	\$ 83,951
French Monitor - Wage	-	37,020	37,020
French Monitor - Travel	-	2,081	7,550
French Monitor - Housing	-	11,936	11,936
French Resources	5,000	(2,137)	2,863
Cultural Activities	5,000	(5,000)	-
Professional Development	5,000	(5,000)	-
Mentorship with YCS on Immersion Program	<u>15,000</u>	<u>-</u>	<u>15,000</u>
Total	<u>\$ 93,000</u>	<u>\$ 59,851</u>	<u>\$ 158,320</u>
Regular GNWT Funding			
Immersion Program	\$ 78,000		
Mentorship YCS	15,000		
CMEC Odysse Program	-		
GNWT - ECE - Food Allowance	<u>42,557</u>		
Total	<u>\$ 135,557</u>		

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 6

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
JORDAN'S PRINCIPLE
For the Year Ended June 30, 2021**

	<u>Full Year Total</u>			<u>9 and 3 Month Split</u>	
	June 30, 2021 Budget <u>Unaudited</u>	June 30, 2021 <u>Actual</u>	June 30, 2020 <u>Actual</u>	July 1, 2019 - March 31, 2021 <u>Actual</u>	April 1, 2020 - June 30, 2021 <u>Actual</u>
Revenue					
First Nations and Inuit Health Branch	\$12,851,997	\$14,546,383	\$ 6,000,568	\$14,546,383	\$ -
Carry Forward from Previous Year	<u>454,235</u>	<u>454,235</u>	<u>1,055,551</u>	<u>454,235</u>	<u>8,187,227</u>
Total Revenue	<u>13,306,232</u>	<u>15,000,618</u>	<u>7,056,119</u>	<u>15,000,618</u>	<u>8,187,227</u>
Expenses					
Administration	1,319,707	773,128	86,479	317,698	455,430
Personnel	11,986,525	9,307,872	6,061,479	6,495,693	2,812,179
Transportation	-	-	66,371	-	-
Materials and Supplies	-	-	168,853	-	-
	<u>-</u>	<u>-</u>	<u>218,702</u>	<u>-</u>	<u>-</u>
Total Expenses	<u>13,306,232</u>	<u>10,081,000</u>	<u>6,601,884</u>	<u>6,813,391</u>	<u>3,267,609</u>
Net Surplus (Deficit)	<u>\$ -</u>	<u>\$ 4,919,618</u>	<u>\$ 454,235</u>	<u>\$ 8,187,227</u>	<u>\$ 4,919,618</u>
Deferred Revenue	<u>\$ -</u>	<u>\$ 4,919,618</u>	<u>\$ 454,235</u>	<u>\$ 8,187,227</u>	<u>\$ 4,919,618</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 7

NORTHERN DISTANCE LEARNING
For the Year Ended June 30, 2021

<u>Contribution Agreement</u> <u>Northern Distance Learning (NDL)</u>	<u>Budget</u>	<u>July 1 to</u> <u>March 31</u>	<u>April 1 to</u> <u>June 30</u>	<u>Total</u>
Revenue				
Government of the NWT	<u>1,279,504</u>	<u>762,128</u>	<u>517,376</u>	<u>1,279,504</u>
Expenses				
Salaries/Wages				
Instructional Staff				
- 3 OBL teachers and support	535,804	368,901	153,129	522,030
- DL coordinator	266,200	269,124	133,150	402,274
Non-Instructional Staff				
- IT coordinator & support	120,000	68,911	36,753	105,664
- Coordinator Travel (15 schools)	40,000	37,830	6,375	44,205
Coordinator telephone	-	1,299	477	1,776
Services Purchased/ Contracted				
In-class support person (person, phone, doc cam)	175,500	174,972	30,767	205,739
Classroom materials and other supplies	-	8,469	1,176	9,645
Hardware and software				
Computer Equipment				
- Inuvik Hardware/software	142,000	80,293	78,568	158,861
Amendment 1: shared portion of 1 year license	<u>-</u>	<u>1,620</u>	<u>1,609</u>	<u>3,229</u>
Total Expenses	<u>1,279,504</u>	<u>1,011,419</u>	<u>442,004</u>	<u>1,453,423</u>
Net Surplus (Deficit)	<u>-</u>	<u>(249,291)</u>	<u>75,372</u>	<u>(173,919)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 7 cont'd

NORTHERN DISTANCE LEARNING

For the Year Ended June 30, 2021

	Total Fiscal <u>Year</u>	<u>Inuvik</u>	<u>Total</u>
REVENUE:			
Education, Culture and Employment	\$ <u>1,279,504</u>	\$ <u>1,279,504</u>	\$ <u>1,279,504</u>
EXPENSES			
Salaries/Wages			
Instructional Staff			
- 3 OBL teachers and support	522,030	522,030	522,030
- DL coordinator	402,274	402,274	402,274
Non-Instructional Staff			
- IT coordinator & support	105,664	105,664	105,664
- Coordinator Travel (15 schools)	44,205	44,205	44,205
Coordinator telephone	1,776	1,776	1,776
Classroom materials and other supplies	9,645	9,645	9,645
Services Purchased/ Contracted			
In-class support persom (person, phone, doc cam)	-	205,739	205,739
Hardware and software			
Computer Equipment	158,861	158,861	158,861
- Inuvik Hardware/software	3,229	3,229	3,229
Freight	<u>3,229</u>	<u>3,229</u>	<u>3,229</u>
Total Expenses	<u>1,247,684</u>	<u>1,453,423</u>	<u>1,453,423</u>
Net Surplus/(Deficit)	\$ <u>31,820</u>	\$ <u>(173,919)</u>	\$ <u>(173,919)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 8

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
STUDENT SUCCESS INITIATIVE**

For the Year Ended June 30, 2021

NWT Student Success Initiative

Professional Development Initiative

Title of Project: Ongoing Development of Collaborative Teams and Response to Intervention

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
Revenue	\$ <u>130,000</u>	\$ <u>77,850</u>	\$ <u>132,850</u>
Expenses:			
Salaries/Wages			
Facilitator Fees	25,500	3,554	44,050
Travel			
Air Charter	76,500	112	37,629
Accommodation	25,500	-	43,049
Daily Per Diems	8,500	-	26,005
Workshop Expenses			
Refreshments	25,500	-	14,861
Miscellaneous	<u>8,500</u>	<u>8,632</u>	<u>8,994</u>
Total Expenses	<u>170,000</u>	<u>12,298</u>	<u>174,588</u>
Net Surplus (Deficit)	\$ <u>(40,000)</u>	\$ <u>65,552</u>	\$ <u>(41,738)</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 21,612	\$ 6,295
Due from Related Parties	2,558	1,060
Accounts Receivable	<u>10,241</u>	<u>14,869</u>
	<u>34,411</u>	<u>22,224</u>
LIABILITIES		
Due to Related Parties	3,822	4,391
Payroll Liabilities	512	869
Deferred Revenue	<u>4,349</u>	<u>175</u>
	<u>8,683</u>	<u>5,435</u>
ACCUMULATED SURPLUS	<u>\$ 25,728</u>	<u>\$ 16,789</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 Actual	2020 Actual
REVENUE			
Contributions from Divisional Council	\$ 72,740	\$ 71,327	\$ 60,389
Other ECE contributions	56,745	48,614	55,374
Other	<u>13,382</u>	<u>7,586</u>	<u>13,025</u>
TOTAL REVENUE	<u>142,867</u>	<u>127,527</u>	<u>128,788</u>
EXPENSES			
Indigenous Languages and Education	-	-	9,656
Administration	31,512	20,486	35,413
School Programs	<u>111,355</u>	<u>98,102</u>	<u>80,983</u>
TOTAL EXPENSES	<u>142,867</u>	<u>118,588</u>	<u>126,052</u>
OPERATING SURPLUS	-	8,939	2,736
OPENING ACCUMULATED SURPLUS	<u>16,789</u>	<u>16,789</u>	<u>14,053</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 16,789</u>	<u>\$ 25,728</u>	<u>\$ 16,789</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	\$ 3,873	\$ 47,085	\$ 50,958
Board/Trustee Honoraria	2,925	-	2,925
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	-	3,895	3,895
SERVICES PURCHASED/ CONTRACTED			
Postage/Communication	1,250	-	1,250
Rentals/Leases	-	16,500	16,500
Others	3,023	-	3,023
Contracted Services	-	60	60
MATERIALS/SUPPLIES/FREIGHT			
Materials	9,323	30,562	39,885
Furniture and Equipment	92	-	92
Total	<u>\$ 20,486</u>	<u>\$ 98,102</u>	<u>\$ 118,588</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 54,124	\$ 70,243
Due from Related Parties	7,516	12,331
Accounts Receivable	<u>11,556</u>	<u>2,736</u>
	<u>73,196</u>	<u>85,310</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	62,176	50,112
Due to Related Parties	4,366	4,517
Payroll Liabilities	568	(174)
Deferred Revenue	<u>2,491</u>	<u>37,054</u>
	<u>69,601</u>	<u>91,509</u>
ACCUMULATED SURPLUS (DEFICIT)	<u>\$ 3,595</u>	<u>\$ (6,199)</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 71,564	\$ 56,177	\$ 51,375
Other ECE contributions	64,579	29,574	44,367
Other contributions	-	5,257	7,252
Other	<u>19,270</u>	<u>25,952</u>	<u>55,385</u>
TOTAL REVENUE	<u>155,413</u>	<u>116,960</u>	<u>158,379</u>
EXPENSES			
Indigenous Languages and Education	16,295	13,802	24,252
Administration	44,746	32,345	61,981
School Programs	<u>94,372</u>	<u>61,019</u>	<u>76,568</u>
TOTAL EXPENSES	<u>155,413</u>	<u>107,166</u>	<u>162,801</u>
OPERATING SURPLUS	-	9,794	(4,422)
OPENING ACCUMULATED DEFICIT	<u>(6,199)</u>	<u>(6,199)</u>	<u>(1,777)</u>
CLOSING ACCUMULATED SURPLUS (DEFICIT)	<u>\$ (6,199)</u>	<u>\$ 3,595</u>	<u>\$ (6,199)</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY

DETAILS OF EXPENSES

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:				
Instruction Assistants	-	-	25,369 \$	25,369
Non-instructional Staff	10,751	12,036	-	22,787
Board/Trustee Honoraria	775	-	-	775
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	1,393	486	1,361	3,240
SERVICES PURCHASED/ CONTRACTED				
Postage/Communication	1,955	-	-	1,955
Student Travel	-	-	1,283	1,283
Rentals/Leases	-	-	14,640	14,640
Others	784	-	15,071	15,855
MATERIALS/SUPPLIES/FREIGHT				
Materials	16,687	1,280	1,676	19,643
Freight	-	-	1,619	1,619
Total	<u>32,345 \$</u>	<u>13,802 \$</u>	<u>61,019 \$</u>	<u>107,166</u>

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 56,621	\$ 43,470
Due from Related Parties	19,353	29,801
Accounts Receivable	<u>12,230</u>	<u>11,740</u>
	<u>88,204</u>	<u>85,011</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	2,650	5,225
Payroll Liabilities	11,641	4,820
Deferred Revenue	<u>5,823</u>	<u>3,502</u>
	<u>20,114</u>	<u>13,547</u>
ACCUMULATED SURPLUS	<u>\$ 68,090</u>	<u>\$ 71,464</u>

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 115,612	\$ 125,873	\$ 99,337
Other	<u>88,683</u>	<u>37,669</u>	<u>67,013</u>
TOTAL REVENUE	<u>204,295</u>	<u>163,542</u>	<u>166,350</u>
EXPENSES			
Indigenous Languages and Education	24,292	55,123	50,465
Administration	99,200	77,807	85,552
Inclusive Schooling	-	-	11,930
School Programs	<u>80,803</u>	<u>33,986</u>	<u>(36,255)</u>
TOTAL EXPENSES	<u>204,295</u>	<u>166,916</u>	<u>111,692</u>
OPERATING DEFICIT	-	(3,374)	54,658
OPENING ACCUMULATED SURPLUS	<u>71,464</u>	<u>71,464</u>	<u>16,806</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 71,464</u>	<u>\$ 68,090</u>	<u>\$ 71,464</u>

**INUVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:				
Instruction Assistants	\$ -	\$ 52,196	-	\$ 52,196
Non-instructional Staff	49,545	-	7,281	56,826
Board/Trustee Honoraria	5,750	-	-	5,750
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	4,310	2,927	895	8,132
SERVICES PURCHASED/ CONTRACTED				
Postage/Communication	47	-	-	47
Utilities & Leases	1,061	-	-	1,061
Travel	7,069	-	-	7,069
Others	9,214	-	-	9,214
Contracted Services	429	-	25,810	26,239
MATERIALS/SUPPLIES/FREIGHT				
Materials	<u>382</u>	-	-	<u>382</u>
Total	<u>\$ 77,807</u>	<u>\$ 55,123</u>	<u>\$ 33,986</u>	<u>\$ 166,916</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 13,779	\$ 17,483
Due from Related Parties	23,364	7,559
Accounts Receivable	<u>2,115</u>	<u>-</u>
	<u>39,258</u>	<u>25,042</u>
LIABILITIES		
Due to Related Parties	4,716	7,485
Payroll Liabilities	3,956	1,329
Deferred Revenue	<u>10,668</u>	<u>7,042</u>
	<u>19,340</u>	<u>15,856</u>
ACCUMULATED SURPLUS	<u>\$ 19,918</u>	<u>\$ 9,186</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 39,843	\$ 46,284	\$ 31,642
Other	<u>12,569</u>	<u>11,325</u>	<u>8,399</u>
TOTAL REVENUE	<u>52,412</u>	<u>57,609</u>	<u>40,041</u>
EXPENSES			
Administration	17,751	13,968	11,705
School Programs	<u>34,661</u>	<u>32,909</u>	<u>21,305</u>
TOTAL EXPENSES	<u>52,412</u>	<u>46,877</u>	<u>33,010</u>
OPERATING SURPLUS	-	10,732	7,031
OPENING ACCUMULATED SURPLUS	<u>9,186</u>	<u>9,186</u>	<u>2,155</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 9,186</u>	<u>\$ 19,918</u>	<u>\$ 9,186</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2021

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	8,156 \$	840 \$	8,996
Board/Trustee Honoraria	2,702	-	2,702
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	560	264	824
SERVICES PURCHASED/ CONTRACTED			
Others	112	-	112
Contracted Services	1,423	31,319	32,742
MATERIALS/SUPPLIES/FREIGHT			
Materials	<u>1,015</u>	<u>486</u>	<u>1,501</u>
Total	<u>\$ 13,968 \$</u>	<u>\$ 32,909 \$</u>	<u>\$ 46,877</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 42,173	\$ 34,656
Due from Related Parties	<u>6,376</u>	<u>2,550</u>
	<u>48,549</u>	<u>37,206</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	-	15
Payroll Liabilities	453	459
Deferred Revenue	<u>14,457</u>	<u>9,457</u>
	<u>14,910</u>	<u>9,931</u>
ACCUMULATED SURPLUS	<u>\$ 33,639</u>	<u>\$ 27,275</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 6,376	\$ 6,376	\$ 6,376
Other	<u>-</u>	<u>-</u>	<u>1,017</u>
TOTAL REVENUE	<u>6,376</u>	<u>6,376</u>	<u>7,393</u>
EXPENSES			
Administration	5,376	18	1,863
School Programs	<u>1,000</u>	<u>-</u>	<u>6,500</u>
TOTAL EXPENSES	<u>6,376</u>	<u>18</u>	<u>8,363</u>
OPERATING SURPLUS	-	6,358	(970)
OPENING ACCUMULATED SURPLUS	<u>27,281</u>	<u>27,281</u>	<u>28,251</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 27,281</u>	<u>\$ 33,639</u>	<u>\$ 27,281</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Total</u>
SERVICES PURCHASED/ CONTRACTED		
Others	\$ <u>18</u>	\$ <u>18</u>
Total	\$ <u>18</u>	\$ <u>18</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 24,420	\$ 29,239
Due from Related Parties	<u>8,698</u>	<u>2,532</u>
	<u>33,118</u>	<u>31,771</u>
LIABILITIES		
Payroll Liabilities	<u>8</u>	<u>186</u>
	<u>8</u>	<u>186</u>
ACCUMULATED SURPLUS	<u>\$ 33,110</u>	<u>\$ 31,585</u>

TSHIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 8,698	\$ 8,698	\$ 8,440
Other	<u>4,388</u>	<u>-</u>	<u>17,154</u>
TOTAL REVENUE	<u>13,086</u>	<u>8,698</u>	<u>25,594</u>
EXPENSES			
Indigenous Languages and Education	-	-	9,399
Administration	4,070	4,058	12,945
School Programs	<u>9,016</u>	<u>3,115</u>	<u>3,476</u>
TOTAL EXPENSES	<u>13,086</u>	<u>7,173</u>	<u>25,820</u>
OPERATING SURPLUS	-	1,525	(226)
OPENING ACCUMULATED SURPLUS	<u>31,585</u>	<u>31,585</u>	<u>31,811</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 31,585</u>	<u>\$ 33,110</u>	<u>\$ 31,585</u>

TSUIGEHTCHIC DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
 For the Year Ended June 30, 2021

EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Contracted Services
MATERIALS/SUPPLIES/FREIGHT
 Materials
Total

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
\$	282 \$	-	\$ 282
	3,286	550	3,836
	<u>490</u>	<u>2,565</u>	<u>3,055</u>
\$	<u>4,058 \$</u>	<u>3,115 \$</u>	<u>7,173</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 87,612	\$ 36,152
Due from Related Parties	2,521	42,848
Accounts Receivable	<u>21,765</u>	<u>15,139</u>
	<u>111,898</u>	<u>94,139</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	39,692	43,134
Due to Related Parties	10,933	10,933
Payroll Liabilities	681	1,105
Deferred Revenue	<u>7,084</u>	<u>2,084</u>
	<u>58,390</u>	<u>57,256</u>
NET FINANCIAL RESOURCES	<u>53,508</u>	<u>36,883</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>1,500</u>	<u>-</u>
ACCUMULATED SURPLUS	<u>\$ 55,008</u>	<u>\$ 36,883</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget <u>(Unaudited)</u>	2021 <u>Actual</u>	2020 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 82,994	\$ 69,758	\$ 67,113
Other ECE contributions	-	27,811	36,404
Other Government of Canada	29,000	-	17,425
Other	<u>35,000</u>	<u>56,483</u>	<u>36,156</u>
TOTAL REVENUE	<u>146,994</u>	<u>154,052</u>	<u>157,098</u>
EXPENSES			
Indigenous Languages and Education	-	-	3,000
Administration	43,000	22,329	24,942
School Programs	<u>103,994</u>	<u>113,598</u>	<u>114,447</u>
TOTAL EXPENSES	<u>146,994</u>	<u>135,927</u>	<u>142,389</u>
OPERATING SURPLUS	-	18,125	14,709
OPENING ACCUMULATED SURPLUS	<u>36,883</u>	<u>36,883</u>	<u>22,174</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 36,883</u>	<u>\$ 55,008</u>	<u>\$ 36,883</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:			
Non-instructional Staff	2,814 \$	36,909 \$	39,723
Board/Trustee Honoraria	2,250	-	2,250
EMPLOYEE BENEFITS			
Employee Benefit/Allowance	2,011	3,993	6,004
SERVICES PURCHASED/ CONTRACTED			
Utilities & Leases	-	3,848	3,848
Rentals/Leases	7,363	16,500	23,863
Others	1,891	-	1,891
Contracted Services	(450)	-	(450)
MATERIALS/SUPPLIES/FREIGHT			
Materials	6,450	52,348	58,798
Total	<u>22,329 \$</u>	<u>113,598 \$</u>	<u>135,927</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 16,591	\$ 39,197
Due from Related Parties	4,568	13,905
Accounts Receivable	<u>(690)</u>	<u>1,940</u>
	<u>20,469</u>	<u>55,042</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	250	250
Due to Related Parties	-	11,335
Payroll Liabilities	686	442
Deferred Revenue	<u>972</u>	<u>21,972</u>
	<u>1,908</u>	<u>33,999</u>
ACCUMULATED SURPLUS	<u>\$ 18,561</u>	<u>\$ 21,043</u>

**ULUKHAKTOR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS**
For the Year Ended June 30, 2021

	2021	2021	2020
	Budget	Actual	Actual
	(Unaudited)		
REVENUE			
Contributions from Divisional Council	\$ 57,250	\$ 60,240	\$ 46,021
Other ECE contributions	35,000	49,726	34,419
Other contributions	-	-	469
Other	10,608	20,614	17,780
TOTAL REVENUE	<u>102,858</u>	<u>130,580</u>	<u>98,689</u>
EXPENSES			
Indigenous Languages and Education	450	450	-
Administration	16,370	20,572	14,054
School Programs	86,038	112,040	70,110
TOTAL EXPENSES	<u>102,858</u>	<u>133,062</u>	<u>84,164</u>
OPERATING DEFICIT	-	(2,482)	14,525
OPENING ACCUMULATED SURPLUS	<u>21,043</u>	<u>21,043</u>	<u>6,518</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 21,043</u>	<u>\$ 18,561</u>	<u>\$ 21,043</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES
For the Year Ended June 30, 2021

Schedule 32

	<u>Administration</u>	Indigenous Languages and <u>Education</u>	<u>School Programs</u>	<u>Total</u>
SALARIES:				
Non-instructional Staff	\$ 4,780	\$ 450	\$ 90,334	\$ 95,564
Board/Trustee Honoraria	8,125	-	-	8,125
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	370	-	3,331	3,701
SERVICES PURCHASED/ CONTRACTED				
Student Travel	-	-	485	485
Others	4,670	-	150	4,820
MATERIALS/SUPPLIES/FREIGHT				
Materials	2,627	-	17,740	20,367
Total	<u>\$ 20,572</u>	<u>\$ 450</u>	<u>\$ 112,040</u>	<u>\$ 133,062</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2021

	<u>2021</u>	<u>2020</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 15,812,190	\$ 10,174,054
Accounts Receivable	361,802	410,008
Restricted Assets	<u>294,960</u>	<u>293,124</u>
	<u>16,468,952</u>	<u>10,877,186</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	724,982	795,046
Due to Related Parties	51,117	73,925
Payroll Liabilities	4,306,381	4,009,154
Employee Deductions Payable	2,603	1,696
Deferred Revenue	5,189,334	774,720
Post-Employment Benefits	2,352,075	2,704,647
Trust Liabilities	<u>294,960</u>	<u>293,124</u>
	<u>12,921,452</u>	<u>8,652,312</u>
NET FINANCIAL RESOURCES	<u>3,547,500</u>	<u>2,224,874</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>-</u>	<u>3,000</u>
ACCUMULATED SURPLUS	<u>\$ 3,547,500</u>	<u>\$ 2,227,874</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2021

	2021 Budget (Unaudited)	2021 Actual	2020 Actual
REVENUE			
Government of the NWT			
Regular contributions	\$ 32,514,424	\$ 32,515,540	\$ 30,951,002
Other ECE contributions	75,000	1,310,504	1,127,276
Other contributions	74,250	132,150	189,210
GNWT - COVID contributions	<u>-</u>	<u>1,733,697</u>	<u>-</u>
Total Government of the NWT	<u>32,663,674</u>	<u>35,691,891</u>	<u>32,267,488</u>
Government of Canada			
Jordan Princippal	13,306,232	10,081,000	6,601,884
Other Government of Canada	<u>8,020</u>	<u>7,900</u>	<u>8,020</u>
Total Government of Canada	<u>13,314,252</u>	<u>10,088,900</u>	<u>6,609,904</u>
Board Generated Funds			
Investment Income	160,000	125,685	113,234
Other	<u>628,649</u>	<u>272,873</u>	<u>349,397</u>
Total Board Generated Funds	<u>788,649</u>	<u>398,558</u>	<u>462,631</u>
TOTAL REVENUE	<u>46,766,575</u>	<u>46,179,349</u>	<u>39,340,023</u>
EXPENSES			
Indigenous Languages and Education	3,253,851	3,034,426	2,694,288
Administration	3,120,387	3,005,107	2,329,762
Inclusive Schooling	5,802,739	5,058,902	4,514,018
School Programs	20,869,705	22,710,863	21,178,101
Student Accommodations	176,453	31,970	104,216
Operations & Maintenance	965,000	937,455	857,396
Jordan's Principle	<u>13,306,232</u>	<u>10,081,000</u>	<u>6,535,153</u>
TOTAL EXPENSES	<u>47,494,367</u>	<u>44,859,723</u>	<u>38,212,934</u>
OPERATING SURPLUS (DEFICIT)	(727,792)	1,319,626	1,127,089
OPENING ACCUMULATED SURPLUS	<u>2,227,874</u>	<u>2,227,874</u>	<u>1,100,785</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 1,500,082</u>	<u>\$ 3,547,500</u>	<u>\$ 2,227,874</u>

**NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
DETAILS OF EXPENSES**

For the Year Ended June 30, 2021

	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>Indigenous Languages and Education</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations & Maintenance</u>	<u>Jordan's Principle</u>	<u>Total</u>
SALARIES:								
Teachers	\$ -	\$ 1,385,790	\$ 1,343,476	\$ 12,250,139	-	\$ -	\$ 2,590,133	\$ 17,569,538
Instruction Assistants	-	-	-	125,460	-	-	773,129	898,589
Non-instructional Staff	1,120,804	1,619,775	355,601	2,999,186	-	-	3,793,937	9,889,303
Board/Trustee Honoraria	16,680	-	83,826	30,815	-	-	-	131,321
EMPLOYEE BENEFITS								
Employee								
Benefit/Allowance	327,225	1,202,589	618,643	5,131,573	-	431,900	2,923,802	10,635,732
Leave and Termination	-	-	-	68,150	-	-	-	68,150
SERVICES								
PURCHASED/ CONTRACTED								
Professional/Technical								
Services	62,842	60,768	-	-	-	-	-	123,610
Postage/Communication	39,366	1,107	624	104,783	-	-	-	147,749
Travel	44,729	47,723	27,932	78,901	-	-	-	199,285
Student Travel	-	-	3,000	6,015	30,101	-	-	39,116
Advertising/Printing/Publishing	21,660	-	-	-	-	-	-	21,660
Maintenance/Repair	78,794	-	12,903	136,959	-	-	-	228,656
Rentals/Leases	25,480	-	36,794	114,452	-	146,100	-	322,826
Others	44,526	1,778	-	16,440	-	359,455	-	422,199
Contracted Services	28,593	61,265	15,445	215,123	-	-	-	320,426
MATERIALS/SUPPLIE S/FREIGHT								
Materials	245,607	94,943	223,780	1,067,706	-	-	-	1,632,036
Furniture and Equipment	732,077	572,589	286,472	239,819	-	-	-	1,830,957
Freight	23,691	10,575	25,930	90,778	-	-	-	150,974
CONTRIBUTIONS/TR ANSFERS								
Transfers - Other	193,033	-	-	34,564	-	-	-	227,597
Total	\$ 3,005,107	\$ 5,058,902	\$ 3,034,426	\$ 22,710,863	\$ 31,970	\$ 937,455	\$ 10,081,001	\$ 44,859,724

Approvals

Operating Plan



Education Body Chair

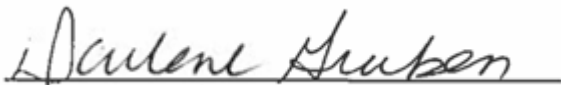
October 9th 2020



Superintendent

October 9th 2020

Annual Report



Education Body Chair

October 24th 2021

Date



Superintendent

October 25th 2021

Date