
Education Accountability Framework

Beaufort Delta Divisional Education Council

Operating Plan and Annual Report
For the 2019-20 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 2019-2020



Des citoyens autonomes grâce à l'éducation autochtone



Operating Plan - Executive Summary

The Beaufort Delta Divisional Education Council's Operating Plan for the 2019-2020 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:

BDDEC GOALS FOR STUDENT SUCCESS 2019-20	TARGETS & OBJECTIVES 2019-20
To improve student success in Literacy (Reading & Writing)	<p>5% increase in students gaining at least one stanine increase in reading on CAT 4.</p> <p>90% of students achieving Satisfactory level on the District Wide Write in May 2020 at working grade level.</p> <p>10% increase of total students writing at grade level by May 2020.</p> <p>10% increase of total students reading at grade level by May 2020.</p> <p>20% increase of students indicating at least a year's growth using Fountas & Pinnell.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's.</p> <p>50% of parents have discussed with the ELA teacher their child's strengths and stretches in reading.</p>



<p>To improve student success in Numeracy</p>	<p>5% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>10% increase in students meeting 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 Math.</p>
<p>To improve student success in Indigenous Language(s) & Culture</p>	<p>80% of students speaking 7 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 4 cultural activities.</p> <p>50% of parents discussing their child's language levels.</p>
<p>To increase understanding and practice of Social Responsibility of students.</p>	<p>10 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.</p>



Plan de fonctionnement – Sommaire

Le plan de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) pour l'année scolaire 2019-2020 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.

Le tableau suivant résume les buts et objectifs envisagés pour l'année scolaire à venir :

BUTS DU CSDBD POUR LA RÉUSSITE DES ÉLÈVES 2019-2020	CIBLES ET OBJECTIFS 2019-2020
Favoriser la réussite des élèves en littératie (lecture et écriture)	<p>5 % des élèves s'améliorent d'au moins une unité Stanine en lecture au test de rendement canadien CAT-4 (Canadian Achievement Test)</p> <p>90 % des élèves obtiennent une note satisfaisante à l'examen d'écriture du district (District Wide Write) en mai 2020 pour leur niveau scolaire réel</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en écriture correspondant à leur niveau scolaire d'ici mai 2020</p> <p>Augmentation de 10 % du nombre total d'élèves qui obtiennent des résultats en lecture correspondant à leur niveau scolaire d'ici mai 2020</p> <p>Augmentation de 20 % du nombre d'élèves ayant progressé d'au moins un niveau scolaire selon la grille d'évaluation de Fountas et Pinnell</p> <p>Diminution de 5 % de l'écart de réussite entre les élèves aux tests de rendement de l'Alberta en anglais pour la 6^e année.</p> <p>Diminution de 5 % de l'écart de réussite aux tests de rendement de l'Alberta en anglais 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</p>



	<p>lecture</p>
<p>Favoriser la réussite des élèves en numératie</p>	<p>5 % des élèves s'améliorent d'au moins une unité Stanine en mathématiques au test de rendement canadien CAT-4 (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 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>
<p>Favoriser la réussite des élèves en langue et culture autochtone</p>	<p>80 % des élèves connaissent 7 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 au moins 4 activités culturelles</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 entre les parents, l'enseignant et l'élève, aux entrevues parents et enseignant et aux ateliers</p>



Annual Report - Executive Summary

The Beaufort Delta Divisional Education Council's Annual Report for the 2019-2020 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:

Highlights of the BDDEC Operating / Strategic Plan include:

Growth data was measured with CAT 4 achievement tests for the first time by BDDEC based on stanine growth. In 2019-20, students showing a year's growth by gaining one or more stanines increased 7% in Numeracy and 4.8% in Literacy.

The percentage of students who attended 90% or more increased in 2019-20 by 3.1%.

Indigenizing education continued to be a focus for the Beaufort Delta Divisional Education Council (BDDEC) in 2019-20. Cultural calendars were implemented in three communities with plans to increase it to all schools for 2020-21. Elders met with school staff to create cultural calendars. 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.

In Inclusive Schooling an effort to ensure students received universal design in day to day programming resulted in an overall reduction of students on support plans by 30.5% in 2019-20 compared to 2018-19.

Improvements in Literacy included expansion of Instructional Coach positions and LLI's. Instructional Coaches were hired in 2019-20 focusing on Tier I instruction. Literacy Coordinator organized and delivered training to all coaches. Highlights included training from Fountas & Pinnell and joint in-service with Program Support Teachers. Levelled Literacy Interventionists (LLI's) were also hired to support small group reading interventions for students.

On March 11th 2020 the World Health Organization (WHO) assessed COVID-19 as a pandemic. Subsequently the Government of the Northwest Territories initiated a work from home plan for most government positions as of March 17th 2020. On March 25th, the NWT Minister of Education recommended that all NWT schools close for the remainder of the 2019-20 academic year. School closures across the district drastically influenced the Beaufort Delta Divisional Education Council's implementation of activities and initiatives for the 2019-20 academic year.



Rapport annuel – Sommaire

Le rapport annuel du Conseil scolaire de division de Beaufort-Delta pour l'année scolaire 2019-2020 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 GTNO et dans les orientations du ministre de l'Éducation.

L'encadré suivant résume les bons coups survenus pendant cette année scolaire, ainsi que les points à améliorer.

Voici les faits saillants du plan stratégique et de fonctionnement du Conseil scolaire de division de Beaufort-Delta (CSDBD) :

Pour la première fois, le CSDBD a mesuré la progression de ses élèves en fonction de l'échelle de stanine du test de rendement canadien CAT-4 (*Canadian Achievement Test*). En 2019-2020, la proportion d'élèves qui ont connu une progression d'un an (donc au moins un stanine) a augmenté de 7 % pour la numératie et de 4,8 % pour la littératie.

En 2019-2020, la proportion d'élèves affichant un taux de présence d'au moins 90 % a crû de 3,1 %.

En 2019-2020, le CSDBD a également continué de mettre l'accent sur l'adaptation de l'enseignement aux cultures autochtones. Dans trois collectivités, le personnel enseignant a collaboré avec des Aînés pour créer un calendrier culturel – une initiative que nous prévoyons étendre à toutes les écoles en 2020-2021. Ce calendrier a permis aux enseignants d'intégrer les traditions saisonnières et les événements culturels phares de leur communauté dans leurs plans de cours et d'unités. De plus, nous avons mis en ligne des modèles de leçons adaptées aux cultures autochtones sur le Moodle du CSDBD.

Au chapitre de l'inclusion scolaire, nos efforts visant à offrir une expérience harmonisée dans le cadre de nos programmes ont mené à une réduction de 30,5 % du taux global d'élèves nécessitant un plan de soutien par rapport à 2018-2019.

Pour ce qui est de la littératie, nous avons élargi en 2019-2020 notre bassin de conseillers pédagogiques et intervenants spécialisés en littératie. Les premiers, qui ont été formés par le coordonnateur du programme d'alphabétisation, s'occuperont de l'enseignement en groupe. Ils ont notamment assisté à une formation de Fountas & Pinnell ainsi qu'à une formation interne suivie conjointement avec des enseignants de soutien aux programmes. Quant aux seconds, ils



s'occuperont d'enseigner la lecture en petits groupes.

Le 11 mars 2020, l'Organisation mondiale de la Santé a qualifié la COVID-19 de pandémie. Le gouvernement des Territoires du Nord-Ouest a ensuite décrété que la majorité des employés de l'État passeraient au télétravail à compter du 17 mars. Le 25 mars, le ministère de l'Éducation des TNO a recommandé la fermeture de toutes les écoles jusqu'à la fin de l'année scolaire. Ces événements ont eu d'importantes répercussions sur la mise en œuvre des activités et initiatives du CSDBD durant le reste de l'année scolaire.



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:

- Governance structure;
- Functional Organizational Chart;
- Governance Training Plan;
- Meeting Schedule;
- School Profiles;
- Student Profiles; and
- Teacher Profiles.

Governance of Education Bodies

The following table details key aspects of the governance structure and processes, 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. 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.

Beaufort Delta Divisional Education Council

Darlene Gruben – BDDEC Chair & Tuktoyaktuk Chair
Jennifer Parrott – Vice Chair & Inuvik Chair (Feb 2020)
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

(As of September 2020)

Ulukhaktok DEA:

- Joanne Ogina – Chair (2019-2021)
- Annie Goose – Vice-Chair (2018-2020)
- Sadie Joss – Secretary (2018-2020) (Resigned Sept 2019)
- Helen Kitekudlak - Member (2019-2021)
- Mary Kudlak – Member (2018-2020)
- Mary jane Nigyok – Member (2019-2021)
- April Olifie – Member (2020-2022)

Aklavik DEA:

- Lorna Storr – Member (2020-2022)
- Rita Arey – Vice-Chair (2019-2021) (Acting Chair as of Jan 2020)
- James Blake – Member (2018-2020)
- Gladys Edwards – Member (2020-2022) (Resigned March 2020)
- Brandon McLeod – Member (2019-2021)
- Lori Ann Elanik – Member (2019-2021)
- Debbie Greenland - Member (2020-2022)

Fort McPherson DEA:

- Athena Prodromidis – Chair (2018-2020) (Resigned Feb 2020)
- 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 2019)
- Joyce Blake – Member (2018-2020)
- Roberta Alexie – Member (2018- Dec 2019)

Tuktoyaktuk DEA:

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

Tsiigehtchic DEA:

- 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 (2017-2019)
- Jason Reidford (2017-2019)
- Christopher Ruben (2017-2019)
- Kelly Ruben (2017-2019)
- Albert Ruben Sr. (2017-2019)
- Celina Wolki (2017-2019)
- Aaron Ruben (2017-2019)

Inuvik DEA:

- Jennifer Parrott -(Sept 2018-2021)(Chair Jan 2020-current)
- Lenora McLeod (Sept 2018-2021)
- Jodie Maring (Sept 2018-2021)
- Janelle Wainman (Sept 2018-2021)
- A.J. Minakis (Sept 2018-2021)
- Mark Owen (Sept 2018-2021)(Resigned Dec 2019)
- Tony Devlin – (Sept 2018-2021) (Resigned Jan 2020)

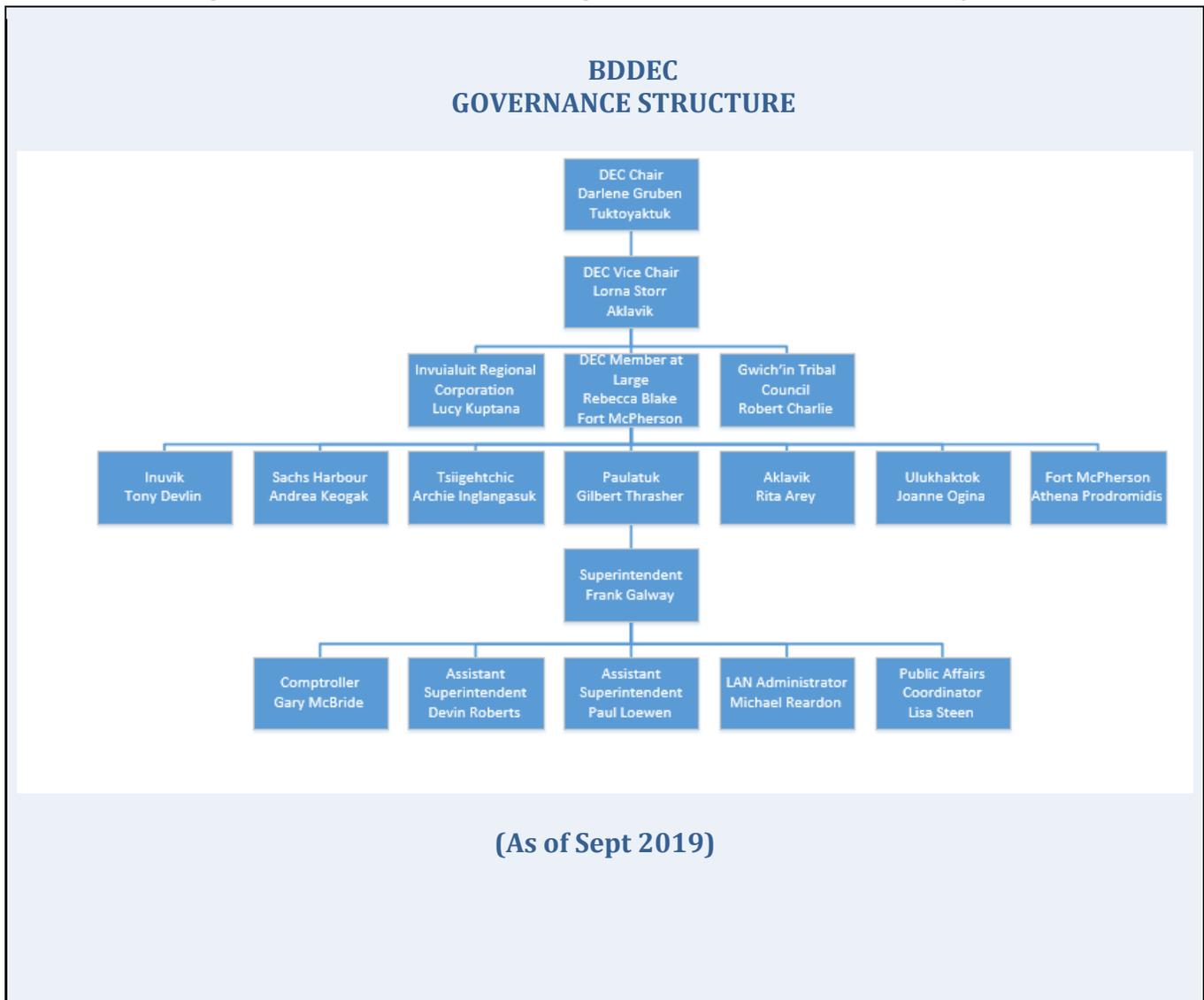


Sachs Harbour:

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

Functional Organizational Chart

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



Governance Training

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

Type of Training	Audience Intended (DEC/DEA)	Planned Topic	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
In Person by Senior Admin	DEC/DEA/Principals	Governance and Code of Conduct	ISR September 16 th – 20 th Delta Schools October 21 st - 25 th	No	Rescheduled after March and then cancelled due to COVID. Now scheduled for 2021.
In Person By ECE Resource	DEC	Administration	February 11 th – 14 th DEC Annual Meeting	No	Offered and rescheduled to 2021
In Person by Senior Admin	DEC/DEA/Principals	Finance and/or topic of choice from Fall session.	January to March (by invite)	Yes	Superintendent and Asst. Superintendent attended 50% of DEA meetings

Education Body Meetings

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

Planned Date	Planned Location	Was the meeting held as planned? (Yes/No)	If No, why not?
September 11, 2019	BDDEC Boardroom (Teleconference)	Yes	
November 13, 2019	BDDEC Boardroom (Teleconference)	Yes	
February 11-13, 2020	Midnight Sun Recreation Center Lounge Room in Inuvik	Yes, Location moved to East Three Secondary School	
June 17, 2020	BDDEC Boardroom (Teleconference)	Yes	Additional meetings every two weeks since March 2020 by teleconference.



School Profiles

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

Total Number of Schools in District	9	Total Anticipated Student Headcount	1549
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School Name	Community	Grades Offered	Programming Highlights
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
Chief Paul Niditchie (CPNS)	Tsiigehtchic	JK - 9	<ul style="list-style-type: none"> ● Multi-graded school with the following classes: JK/K, 1-3, 4-6, 7-9 ● Elders in the School program ● Full time teaching principal ● Grade 10-12 students access high school through the home boarding program in either Inuvik or Fort McPherson ● Partnership with the Aurora Learning Center has facilitated the offering of hands-on CTS courses to grades 7-9 students ● Active on-the-land programming



<p>East Three Elementary School (E3ES)</p>	<p>Inuvik</p>	<p>JK - 6</p>	<ul style="list-style-type: none"> ● Self regulation / Zones of Regulation ● WITS program ● Grade level Professional Learning Communities scheduled during common prep periods ● Elders in the School program ● On-the-land integrated and inclusive with a whole school approach ● Whole school access to an indigenous music and drama program ● Shared on the Land Coordinator with E3S ● School Based Literacy Consultant ● Two LLI Interventionists ● Addition of a second Inuvialuktun instructor for 2019-20 ● French Immersion Program ● Grade level Program Support Teachers ● Two full time instructional coach focusing on grade 1 to 6 literacy
<p>East Three Secondary School (E3SS)</p>	<p>Inuvik</p>	<p>7 - 12</p>	<ul style="list-style-type: none"> ● Host school for Northern Distance Learning Program ● Host school for Northern Dene Winter Games ● Elders in the School program ● French Immersion grades 7 to 9 ● Single grade classrooms ● On-the-land integrated and inclusive with a whole school approach ● Shared On the Land Coordinator with East 3 Elementary School ● One full time instructional coach focusing on grade 7 to 9 literacy



Moose Kerr School (MKS)	Aklavik	JK - 12	<ul style="list-style-type: none"> ● Split grades 1 to 9 ● Culture Camps ● Indigenous education and on-the-land programs ● WITS program ● Whole School Approach to Language(s) ● Elders In School Program ● Northern Distance Learning ● LLI where applicable from grades 1 to 9 ● Reflex/PRIME math ● Self regulation/Restitution ● Full time instructional coach focusing on grade 1 to 9 literacy
Inualthuyak School (IS)	Sachs Harbour	JK - 9	<ul style="list-style-type: none"> ● Partnership with Parks Canada to support on-the-land programming ● Access to 20% of full time instructional coach focusing on grade 1 to 9 literacy ● Community partnership with Recreation and access to gym in evening
Mangilaluk School (MS)	Tuktoyaktuk	JK - 12	<ul style="list-style-type: none"> ● Northern Distance Learning ● Whole School Approach to Language ● Elders in the School Program ● Combination of whole grade and split grade class ● Full time instructional coach focusing on grade 1 to 9 literacy
Helen Kalvak School (HKS)	Ulukhaktok	JK - 12	<ul style="list-style-type: none"> ● Elders in the School Program highlighted by Indspire ● Full time instructional coach focusing on grade 1 to 9 literacy ● Job embedded collaboration for teacher planning ● RTI teacher intervention program ● Mathology Pilot in grades 1 & 2 ● Infercabulary Pilot for students requiring vocabulary intervention



Angik School (AS)	Paulatuk	JK - 12	<ul style="list-style-type: none"> ● Increased enrollment ● On the land program ● Culture committee ● Full time instructional coach focusing on grade 1 to 9 literacy
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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.

In the 2019-2020 BDDEC will consist of nine schools. Two (Chief Paul Niditchie and Inualthuyak) of the nine schools offer Junior Kindergarten (JK) through grade 9 programming. Inuvik’s East Three Elementary School serves grades JK-6 while East Three Secondary School serves grades 7-12. The remaining five schools (Angik School, Chief Julius School, Helen Kalvak School, Mangilaluk School, and Moose Kerr School), offer grades JK-12.

Various language programs are provided in each community. Inuvik offers French Immersion programming from grades K-9. Gwich’in Language programming is offered in Fort McPherson, Tsiigehtchic, Aklavik and Inuvik. Inuvialuktun Language programming is offered in Aklavik, Inuvik, Tuktoyaktuk, Sachs Harbour and Paulatuk. Inuinnaqtun Language programming is offered in Ulukhaktok. Northern Distance Learning (NDL) provides access to high school ‘-1’ courses in Ulukhaktok, Aklavik, Tuktoyaktuk and Fort McPherson. All schools offer on-the-land programming for all students.

Projections:

<i>Regular Program</i>	<i>873</i>	<i>56.35%</i>
<i>Number of SSP Students</i>	<i>664</i>	<i>42.85%</i>
<i>Number of IEP Students</i>	<i>12</i>	<i>0.75%</i>

Projected Ethnic Demographics 2019-20	Dene	Inuit	Metis	Southern	Non	Total
Total	330	1018	24	8	169	1549

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.

Projected 2019-20

26 New Teachers
8 New Instructional Coaches
28 teachers from the region
66 teachers with full experience
Total number of teachers: 152

Average Length of Employment

5-7 years in regional center Inuvik.
3 years in community schools

Issues with housing continue. Limited housing available for teachers. Makes recruitment and teacher retention difficult. BDDEC is almost fully staffed. However, staffing schools has become more challenging. Teaching opportunities becoming increasingly available in southern Canada, teachers have accepted contracts in our region, only to notify us late in the summer that they have accepted teaching contracts elsewhere. This pattern adds stress on our administrators and schools causing impacts on student learning.

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.



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:

- Education Body Strategic Planning;
- School Improvement Planning;
- Annual School Reviews;
- Staff Evaluations;
- Regional Training and In-Service;
- Literacy Coordinators;
- Healthy Food for Learning;
- Student Success Initiative;
- Safe School Plans;
- Healthy Relationship Programming; and
- Second Language Education.

Education Body Strategic Planning

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

Regional priorities and goals:	To improve student success in Literacy (Reading & Writing) To improve student success in Numeracy To improve student success in Indigenous Language(s) & Culture To increase understanding and practice of Social Responsibility of students.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
<p>Literacy (Reading & Writing)</p>	<p>5% increase in students gaining at least one stanine increase in reading on CAT 4</p> <p>90% of students achieving Satisfactory level on the District Wide Write in May 2020 at working grade level.</p> <p>10% increase of total students writing at grade level by May 2020.</p> <p>10% increase of total students reading at grade level by May 2020.</p> <p>20% increase of students indicating at least a year's growth using Fountas & Pinnell.</p> <p>5% decrease in students' achievement gap on Grade 6 ELA AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 ELA AAT's.</p>	<p>4.8% increase in students gaining at least one stanine in reading on CAT 4.</p> <p>90% of students achieving Satisfactory on DWW (Data Unavailable due to COVID 19)</p> <p>26% of students writing at level Fall 2019</p> <p>22% of student reading at Level Fall 2019 and 26% of students reading at Level February 2020 indicating a 4% growth.</p>	<p>Writing Levels were not recorded in the Spring due to COVID 19. Growth data is unavailable.</p> <p>Reading levels were recorded until March 2020 and show an increase of 4% growth in students reading at level or higher. End of year growth data is unavailable due to COVID 19.</p> <p>Grade 6 & 9 AAT's were cancelled due to COVID 19</p>
<p>Numeracy</p>	<p>5% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>10% increase in students meeting expectations on the CMA's.</p> <p>5% decrease in students' achievement gap on Grade 6 Numeracy AAT's.</p> <p>5% decrease in students' achievement gap on Grade 9 Numeracy AAT's</p>	<p>7% increase in students gaining at least one stanine increase in Math CAT 4.</p> <p>8.2% increase in students meeting expectations on the CMA's</p> <p>AAT's were not written in 2019-20</p>	<p>BDDEC surpassed Numeracy CAT 4 target by 2%</p> <p>CMA's were not fully completed in 2019-20.</p>



<p>Indigenous Language(s) & Culture</p>	<p>80% of students speaking 7 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 4 cultural activities.</p> <p>50% of parents discussing their child's language levels.</p>	<p>Greetings data incomplete due to COVID 19.</p> <p>13.6% of students speaking at the Emergent level as of Fall 2019.</p>	<p>Greetings data incomplete due to COVID 19.</p> <p>Cultural activities data unavailable due to COVID 19 and school(s) reopening plans.</p> <p>Parent/Guardian surveys were not completed due to COVID 19.</p>
<p>Social Responsibility</p>	<p>10 % increase of total students attending 90% or above</p> <p>5% improvement in overall district attendance</p> <p>50 % of parents attending 3 way conferences, Parent/Teacher interview(s) and workshops.</p>	<p>30.2% of students attended 90+% which is an increase of 3.1%</p> <p>Overall attendance Sept to March 73% (0% growth)</p> <p>Parent Surveys were not collected because of COVID 19.</p>	<p>COVID 19 impacted attendance rates March to June 2020</p>
<p>Areas of Strength for the region</p>	<p>Despite COVID the percentage of students attending 90+% increased by 3.1% in 2019-20 to 30.2% from Sept 2019 - March 2020. Growth data was measured with CAT 4 achievement tests for the first time by BDDEC based on stanine growth. In 2019-20, students showing a year's growth by gaining one or more stanines increased 7% in Numeracy and 4.8% in Literacy.</p>		
<p>Areas for Development for the region</p>	<p>An area of development for the region is increasing the percentage of students speaking at the Emergent level in Indigenous languages. Currently 13.6% of students speak at the Emergent level. OPA data collection was interrupted in the spring of 2020 because of COVID 19. OPA data will be collected earlier in the fall of 2020 to determine if student levels increased from the baseline of 13.6%.</p>		



Additional Comments for the region	
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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 table details regional priorities and goals, and connections to Departmental priorities, including regional performance indicators and targets set for the upcoming school year related to School Improvement Planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional approach to School Improvement Planning and relevance to regional and departmental priorities, for the school year.	School Improvement Plans are set with the BDDEC regional Strategic Plan for 2019-20. Principal meetings will be held three times a year to review the progress of SIP's.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with ECE priorities and goals.	100%	100%	
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	100%	



% of schools in the region for which School Improvement Plans are submitted.	100%	100%	
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	0%	Final SIP's will be shared with local DEA's and the public in November and December of 2020.
Areas of Strength for the region	A unified approach to School Improvement Plans was created in 2019-20. All schools were given the same template to create. Principals and local DEA's expressed excitement and interest about measurable targets outlined in SIP's.		
Areas for Development for the region	It took time for some school administrative teams to understand the new template. COVID 19 significantly impacted schools' abilities to achieve targets outlined in SIP's.		
Additional Comments for the region			

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 table details 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.



Regional approach to the completion of Annual School Reviews .	Schools will report bi-annually results to BDDEC as stated in School Improvement Plans.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% 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%	100%	
Areas of Strength for the region	School Principals participated in classroom visits on an ongoing basis. BDDEC Consultants also frequently visited and supported classrooms. The BDDEC senior management team completed one round of classroom visits in 2019-20. Direct superintendent visits to the classroom was a new initiative for the Beaufort Delta region.		
Areas for Development for the region	A new district approach to unit plans was identified as a need in the district. A district template for unit plans is currently under development. A unified approach to unit plans will be an area of focus for 2020-21.		
Additional Comments for the region	Due to COVID 19 the spring Senior Management visits to classrooms were cancelled. Fall and spring visits will be scheduled again for 2020-21.		



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

Regional approach to the completion of Staff Evaluations .	As per the policy all new staff as well as 5, 10,15 etc... will be formally evaluated by their supervisor.
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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.	40	40	
Number of principal and assistant principals formally evaluated in the school year.	5	3	2 pending face to face meetings in Fall 2020.
Number of Education Body School Support Consultants formally evaluated in the school year.	1	1	
Number of Superintendents and Assistant Superintendents formally evaluated in the school year.	2 Assistant Superintendents by Superintendent 1 Superintendent by DEC Chair	2 Assistant Superintendents by Superintendent 1 Superintendent by DEC Chair	
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	
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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 table details the region’s training and in-service plan, the relevance of the plan to regional and departmental priorities, 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 Training and In-Service and relevance to regional and departmental priorities, for the upcoming school year.</p>	<p>Regional training and in-servicing will be ongoing throughout the academic year. BDDEC Coordinators and Assistant Superintendents will be responsible to provide training to Program Support Teachers, Instructional Coaches, Principals and at times school staffs. School based Program Support Teachers and Instructional Coaches will provide job embedded training and in-servicing to school staffs. Priorities for training and in-servicing will be Literacy, Numeracy, Inclusive Schooling, Social Responsibility and Indigenous Languages/Culture as per the 2019-2020 BDDEC Strategic Plan.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of Regional training and in-service focused on regional priorities	100%	100%	
% of Regional training and in-service focused on departmental priorities	100%	100%	
% of administration days dedicated to training and in-service.	50%	50%	

<p>% of collaborative STIP time dedicated to regional priorities</p>	<p>100%</p>	<p>100%</p>	
<p>Areas of Strength for the region</p>	<p>The district in-service at the beginning of the year was a highlight. Clear messaging from the BDDEC senior management team set the targets for the district under four key areas of focus of the BDDEC Strategic Plan, including Indigenous Languages, Literacy, Numeracy and Social Responsibility. Culture-based hands on authentic learning experience was organized involving local Elders and BDDEC leadership. Learning Forward training was provided for all staff on <i>Becoming a Learning Team: A guide to a teacher led cycle of continuous improvement</i>.</p> <p>The BDDEC Instructional Coaches received 3 of 4 face to face training sessions.</p> <p><u>Session 1:</u> (1 week) provided training and development of coaching skills, leading PLCs, developing Literacy Action Plans, and strategizing what skills were needed for further training to best support improving literacy instruction at each local school.</p> <p><u>Session 2:</u> (2 weeks) provided training and development in coaching skills to best support the Fountas and Pinnell Assessment (delivery and use of reading data to drive instruction). Coaches also participated in a fish bowl coaching feedback model for coaching practice in one to one teacher meetings. Along with the Leveled Literacy Intervention teachers coaches also received training on Fountas and Pinnell Leveled Literacy Intervention programming and instruction. To finish Session 2, a select group of Grade 7-9 teachers joined the instructional coaches for Reading Apprenticeship Strategies training and classroom implementation.</p> <p><u>Session 3:</u> (1.5 weeks) provided training and development in using data from informal student writing samples to support and drive instruction for word work and vocabulary. Coaches also participated in a fish bowl coaching feedback model for coaching practice for classroom demonstrations.</p> <p><u>Session 4:</u> Cancelled due to COVID19</p> <p>For the first time in BDDEC’s history a joint Program Support Teacher and Instructional Coach in-service was</p>		



held in November of 2019. PST's and IC's came together to discuss how their roles can support students collectively. As Instructional Coaches is still a relatively new position to the district how the two roles functioned together was identified as a priority.

In addition, the BDDEC Instructional Coaches met for collaboration and support through video conferences 3 times from September to March. Face-to-face, in school support and feedback was intended for each local school from January - June 2020. 2 of 6 visits were completed before COVID19 shutdown.

The grades 7-9 ELA teachers met collaboratively for an introduction seminar on the collaborative units that are taught in those grades. These units are developed in BDDEC and are focused on Indigenous literature by Indigenous authors and are grounded in content and methodologies that are engaging for Indigenous youth learners. This introduction featured training on dealing with sensitive and complex topics and ways in which to strengthen home school communication when teaching important and triggering content.

Grades 7-9 ELA teachers, Instructional coaches, and PSTs met together in November 2019 to look at the joint roles shared between these positions through the delivery of the collaborative units so that all members can accurately and effectively support all learners through these engaging units. This clarified roles and increased successful outcomes for grades 7-9 learners. In addition, grades 7-9 ELA teachers received training on outcomes based reporting in gradebook and direct modeling of how to modify and adapt assignments to tailor specific student needs across multiple grade levels. For a portion of this training school wide BDDEC STIP times was unitized via distance.

The BDDEC Literacy Network meets 5-7 times a year through either face-to-face meetings or video conferences to collaboratively develop resources and discuss ways to improve the literacy programming in the schools and



	<p>district. Literacy network members received presentations on Indigenizing literacy teaching with a focus on content and methodology.</p> <p>PST's participated in monthly webinars with the BDDEC Regional Inclusive Schooling Coordinator Jane Khameba. PST's had the opportunity to share ideas and listen to presentations from interagency specialists.</p>
Areas for Development for the region	A balance between district and territorial in-service scheduling is an area of development for the district. 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.
Additional Comments for the region	The region is challenged with a large geographical distance to serve. As a result bringing staff together for face to face inservices are expensive. We are continuing to explore distance learning opportunities to deliver online in-servicing.

Literacy Coordinators

Literacy and instructional coordinators collaborate with teachers to develop effective instructional approaches in literacy and literacy in the disciplines. 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 region's role of their Literacy Coordinator, the relevance of the position to regional and departmental 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.

Regional Literacy Coordinator role and relevance to regional and departmental priorities, for the upcoming school year.	<p><u>Educational Leadership in Literacy</u></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
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	<p>the diverse educational needs of students in literacy</p> <ul style="list-style-type: none"> • 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 • Provide direct support to schools and teachers through lesson demonstrations and coaching using effective research-based teaching strategies • Guide teachers in the use of data to inform instructional decisions • Develop and deliver staff training (in-service) opportunities within the region in consultation with BDDEC school staffs • Develop a new teacher in-service and professional development component that gives a deeper insight and understanding into literacy assessment, instruction and expectation in BDEC • Develop and support instructional coaches and coaching accountability framework. • Working with 7-12 Literacy Coordinator on co developing training and support models that meet ongoing initiatives.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
Number of Literacy or Instructional Coordinator roles in place for the school year.	2.5	2.5	
Regional Literacy Action Plan in place for the school year.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Areas of Strength for the region	<p>One BDDEC Literacy Coordinator took on the additional responsibility of training new Instructional Coaches across the district. Training was well received. School leadership teams benefited from having both an Instructional Coach and Program Support Teacher(s) in place. Three coaches are located in Inuvik. Two serve the Beaufort region and three additional coaches serve the Delta region. The Instructional Coach Coordinator travels the district and works directly with coaches.</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</p>		



	<p>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. They are standardized and supported by the 7-12 literacy coordinator and the Instructional coaches.</p> <p>The training on board supported literacy resources is an area of focus in literacy k-12 and specifically in grades 7-9 as we move into standard small group instruction in reading and writing. There were multiple training sessions and in school consultant support visits to begin to standardize this practice to achieve literacy targets in reading in 2019-2020.</p>
Areas for Development for the region	Knowledge of literacy & instructional strategies is ongoing for new staff to the district.
Additional Comments for the region	Turnover in the Beaufort Delta region continues to slow down training process as many teachers receive literacy training and leave the district within one to two years.

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 table details 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:</p>	<p>All BDDEC schools provide a healthy foods program for students. 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 promotes 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> <p>All BDDEC schools receive substantive funding for healthy foods programs called "<i>Healthy Foods for Learning</i>" which will be utilized for 2019-20 school year.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools offering healthy foods programming.	100%	100%	
% of schools following regional wide programming and guidelines if applicable.	100%	100%	
Areas of Strength for the region			<p>Pre COVID-19 all schools provided healthy foods programs on site. Afterwards a variety of techniques were used to help support families from March to June of 2020.</p> <p>Angik School distributed food hampers in March of 2020 to families.</p> <p>CJS distributed food hampers in March of 2020 to families in Fort McPherson.</p> <p>CPNS continued their food hamper program during the COVID-19 closure months from March to June 2020.</p> <p>Mangilaluk School gave out food packages with local Rangers. Food vouchers were provided at Stanton's grocery store.</p> <p>MKS in Aklavik distributed & completed their food hamper program during the COVID-19 closure for the month of</p>



	<p>April 2020.</p> <p>In Inuvik a donation was made to the local food bank in March of 2020.</p> <p>In Sachs Harbour food packages were made available to families when school work packages were picked up.</p> <p>In Ulukhaktok HKE partnered with the Hamlet to provide food to families.</p>
Areas for Development for the region	BDDEC will continue to explore safe ways to provide bagged meals or individualized plated meals during the reopening of all schools. The Beaufort Delta Divisional Education Council has provided reopening plans for all schools to the office of the CPHO.
Additional Comments for the region	

School Specific Performance Indicators	School	School Planning	Achieved Results	Explanation for variance
Type of food program(s) offered in each school. <i>(Breakfast, Lunch, Snack, Care Package, open cupboard, etc.)</i>	CJS	Breakfast Prepared Snacks Open Cupboard	Breakfast Prepared Snacks Open Cupboard (Achieved August 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food from school donated to local hamlet.
	CPNS	Breakfast with both hot and cold options Daily snack program.	Breakfast with both hot and cold options Daily snack program. (Achieved August 2019-March 2020)	COVID 19 impacted breakfast program. Food program continued after March closure with bagged meals.



	E3ES	Breakfast and Snack program.	Breakfast and Snack program. (Achieved August 2019 - March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food packages given out with school work packages.
	E3SS	Breakfast Program every morning, snacks available upon request throughout the day	Breakfast Program every morning, snacks available upon request throughout the day. (Achieved August 2019 – March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food program continued after March bagged meals with work package pickup. Food was donated to local food bank.
	MKS	Hot Breakfast and snack program every day	Hot Breakfast and snack program every day. (Achieved August 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food & food certificates donated to individual families.
	IS	Breakfast every day	Breakfast program occurred every day school was open from August 2019 to June 2020	COVID 19 cancelled in school food programs March to June 2020. Food was given out to families during student work package pick up.



	MS	Breakfast, Snack, Care Package, Open Cupboard for all students	Breakfast, Snack, Care Package, Open Cupboard for all students (Achieved August 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020. Food packages given out in partnership with the Rangers.
	HKE	Breakfast program runs every day 5 times a week. Snack every day during and after school.	Breakfast program ran every day 5 times a week. Snack every day during and after school. (August 2019 - March 2020)	COVID 19 cancelled in school food programs March to June 2020. Partnered with Hamlet of Ulukhaktok to provide bi-weekly food hampers. All left over food donated to local Food Bank.
	AS	Breakfast and Snack open to all students 5 times a week. Hot breakfast is served 2 to 3 times a week.	Breakfast and Snack open to all students 5 times a week. Hot breakfast served 2 to 3 times a week. (Achieved August 2019 - March 2020)	COVID 19 cancelled in school food programs March to June 2020. Angik School distributed food hampers in March of 2020 to families.
Total number of days and months program is offered in each school.	CJS	Snacks 5 days a week; Breakfast (Fridays); Program runs Sept. to June	Snacks 5 days a week; Breakfast (Fridays) Program ran Sep 2019. to March 2020 (Achieved)	COVID 19 cancelled in school food programs March to June 2020.
	CPNS	Everyday school is open	Everyday school is open (Sept 2019 - March 2020) Bagged meals were added	COVID 19 cancelled in school program and classes as of March



			March 9th 2020 to June 2020.	6th 2020.
	E3ES	172 days; 10 months	112 days 6 months, 3 weeks. (Achieved until March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	E3SS	170 days; 10 months	112 days(6 months, 3 week Achieved until March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	MKS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020) Food Baskets distributed in April 2020	COVID 19 cancelled in school food programs March to June 2020.
	IS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	MS	Every day school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	HKS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.
	AS	Everyday school is open	112 days 6 months, 3 weeks (Achieved Sept 2019 to March 2020)	COVID 19 cancelled in school food programs March to June 2020.



Approximate Total Number of children and youth served each day.	CJS	140 youth snacks daily and 120 students served breakfast.	140 youth snacks daily and 120 students served breakfast until March 6th 2020	COVID 19 cancelled in school food programs March to June 2020.
	CPNS	<p>Approximate number of students served each time program is offered:</p> <ul style="list-style-type: none"> Breakfast program ~ 24 students/day Snack program ~40 students/day Supper Club ~30 students/event Food hampers ~20 students/month Special events ~40 students/event 	<p>Approximate number of students served each time program is offered:</p> <ul style="list-style-type: none"> Breakfast program ~ 24 students/day Snack program ~40 students/day Supper Club ~30 students/event Food hampers was increased due to COVID. Special events ~40 students/event 	COVID 19 impacted program. Program was adjusted to food hampers from March to June 2020.
	E3ES	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
	E3SS	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
	MKS	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
	IS	All students	All students	COVID 19 cancelled in school



				food programs March to June 2020.
	MS	All students in the school 239 students	All students in the school 239 students	COVID 19 cancelled in school food programs March to June 2020.
	HKS	60-90 students each day	60-90 students each day	COVID 19 cancelled in school food programs March to June 2020.
	AS	All students	All students	COVID 19 cancelled in school food programs March to June 2020.
Criteria for participation per school. (Low income, fee, etc.)	CJS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	CPNS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	E3ES	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	E3SS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	MKS	Open to everyone	Open to everyone	COVID 19 cancelled in school



				food programs March to June 2020.
	IS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	MS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	HKS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.
	AS	Open to everyone	Open to everyone	COVID 19 cancelled in school food programs March to June 2020.



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 table details 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, noted areas of strength and areas for development.

SSI Project Summary	<p>SSI will be the regional In-service for 2019-20. The BBDEC SSI project is a 3-year project entering the second year in 2019-20.</p> <p>The goals for the 2019-20 BBDEC SSI Project are as follows:</p> <ol style="list-style-type: none"> 1) Indigenize Teacher Planning. Increase access to MOODLE with BBDEC 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 <i>(if applicable)</i>
% of teaching staff from across the region that participate in SSI PD activities.	100%	100%	
% of support staff from across the region that participate in SSI PD activities.	20%	20%	



Areas of Strength	The BDDEC Moodle was expanded in 2019-20 and teacher training was provided at the annual district in-service in August and throughout the year by BDDEC consultants. BDDEC principals attended Dossier training during the October CASS conference in Alberta. Learning Forward was invited to the BDDEC district in-service in August and all school leadership teams received training on learning cycles.
Areas for Development	Indigenizing all teaching practices is a continued ongoing goal for BDDEC. A shift away from Eurocentric westernized teaching practices is a continued long term goal for the district.
Additional Comments	A new Google Classroom has been created for teachers to access Indigenizing resources and planners.

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:

2019-2020	2020-2021	2021-2022
TCSA YK1 YCS DDEA NDEA	BDDEC SSDEC	CSFTNO DDEC SDEC

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

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of schools in which Safe Schools Plans are completed for the school year.	100%	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 submitted to Superintendent Frank Galway and reviewed individually with principals. A working group of principals and senior management created a new unified bullying procedure for BDDEC. Drafted in 2019-20 and will be implemented in 2020-21.		
Areas for Development for the region	Safe Schools consultant was invited in 2019-20 but cancelled because of COVID 19. Training sessions with Safe Schools consultant will be scheduled in 2020-21.		
Additional Comments for the region			

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



Regional approach to integration of evidence-based healthy relationship programming .	BDDEC offers JK-3 WITS in all elementary schools. Some schools extend WITS and others use 4-6 LEADS. The Fourth R is used in all junior highs and high schools.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of schools offering WITS to JK-3 students.	8	8	
Number of schools offering LEADS to grade 4-6 students.	2	2	
Number of schools offering the Fourth R to grade 7-9 students.	8	8	
Number of schools offering HRPP to grade 10/11 students.	6	6	
Areas of Strength for the region	Some of the Support Assistants have been trained and certified in delivering WITs. The program is available to all who need training and they can print out certificates after completion of the training. BDDEC purchased and provided Social Thinking resources to all Program Support Teachers.		
Areas for Development for the region	New teachers to the district continue to learn WITS, LEADS and Fourth R.		
Additional Comments for the region			

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Evidence-based healthy relationships programs being used, including	CJS	JK-6 WITS Promote program with WITS Wednesdays	JK-6 WITS Promote program with WITS Wednesdays	



<p>WITS, LEADS, 4thR, and HRPP, and the grades they are being used.</p>		<p>7-12 Fourth R (minimum 5 lessons)</p>	<p>(Achieved) 7-12 Fourth R (minimum 5 lessons achieved)</p>	
	<p>CPNS</p>	<p>Social Thinking Curriculum:</p> <ul style="list-style-type: none"> • <i>Zones of Regulation</i> will be fully implemented in all classes • <i>We Thinkers!</i> will be introduced in Grades JK-2 in October 2019 and implemented by January 2020 • <i>Social Thinking and Me</i> will be introduced in Grades 3-6 in January 2020 and implemented by year end <p>Shanker© Self-Regulation:</p> <ul style="list-style-type: none"> • School and classroom audits will be completed by November 2019 	<p>Social Thinking Curriculum:</p> <ul style="list-style-type: none"> • <i>Zones of Regulation</i> implemented in all classes • <i>We Thinkers!</i> introduced in Grades JK-2 in October 2019 and implemented January 2020 • <i>Social Thinking and Me</i> introduced in Grades 3-6 January 2020. <p>Shanker© Self-Regulation:</p> <ul style="list-style-type: none"> • School and classroom completed by November 2019 <p>Social Thinking Curriculum:</p> <ul style="list-style-type: none"> • <i>Zones of Regulation</i> implemented in all classes • <i>We Thinkers!</i> introduced in Grades JK-2 in 	



			<p>October 2019 and implemented January 2020</p> <ul style="list-style-type: none"> · <i>Social Thinking and Me</i> introduced in Grades 3-6 in January 2020. <p>Shanker© Self-Regulation:</p> <ul style="list-style-type: none"> · School and classroom audits completed November 2019 	
E3ES	WITS – JK/K to Grade 6	WITS – JK/K to Grade 6	Covid 19 impacted the frequency of lessons.	
E3SS	Aboriginal Shield (Gr 8) 7-12 Fourth R (minimum 5 lessons)	Aboriginal Shield (Gr 8) 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
MKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
IS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
MS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 7-12 Fourth R	Covid 19 impacted the frequency of lessons.	
HKS	WITS – JK/K to Grade 6 7-12 Fourth R (minimum 5 lessons)	WITS – JK/K to Grade 6 (5 out of 5 complete) 7-12 Fourth R (4 out of 5 complete)	Covid 19 impacted the frequency of 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	Covid 19 impacted the frequency of lessons.
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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 language of instruction, the type of SL instruction, the grades in which the SL instruction takes place and the frequency in which the SL instruction occurs.

School Name	Language of SL Instruction (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tẖcẖo)	Type of SL Instruction (core, immersion, intensive)	Grade s of SL Instru ction	Frequency of SL Instruction (min/week)	Actual Frequency of SL Instruction (min/week)	Explanation for difference (if applicable)
CJS	Gwich'in	Core	JK-9	150 min/week	150 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
CPNS	Gwich'in	Core	JK-9	150 min / week Whole school	150 min / week	Covid 19 cancelled IL classes March -

				opening exercises at beginning of day. Grades 1-9 for 15 minutes/day totaling 75 minutes/week. Weekly intensive language instruction at the school camp will be offered on Mondays		June 2020. IL supports continued through packages, on the land, etc.
E3ES	French	Immersion	JK-6	1500 mins/week	1500 mins/week	Covid 19 cancelled French classes March - June 2020 French language program continued with work packages, online learning, etc.
	<i>Gwich'in</i>	Core	JK-6	60 mins/week	60 mins/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	<i>Inuvialuktun</i>	Core	JK-6	60 mins/week	60 mins/week	Covid 19 cancelled IL classes March - June 2020 IL



						supports continued through packages, on the land, etc.
E3SS	<i>Gwich'in</i>	Core	7-9	131 min /week	131 min /week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	<i>Inuvialuktun</i>	Core	7-9	131 min/week	131 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	<i>French</i>	Immersion	7-9	720 min/week	720 min/week	Covid 19 cancelled French classes March - June 2020 French language program continued with work packages, online learning,



						etc.
	<i>Gwich'in</i>	Core (Semester)	10-12	400 min/week	400 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	Inuvialuktun	Core (Semester)	10-12	400 min/week	400 min/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
	French	Core (Semester)	10-12	400 min/week	400 min/week	Covid 19 cancelled French Language classes March - June 2020. French language program continued with work packages, online learning, etc.
MKS	<i>Gwich'in</i>	Core		225 mins / week	225 mins / week	Covid 19 cancelled IL classes March -



						June 2020. IL supports continued through packages, on the land, etc.
	<i>Inuvialuktun</i>	Core		225 mins / week	225 mins / week	Covid 19 cancelled IL classes March - June 2020, IL supports continued through packages, on the land, etc.
IS	<i>Inuvialuktun</i>	Core	JK-9	150 mins / week	150 mins / week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
MS	<i>Inuvialuktun</i>	Core	JK-9	JK - 8 (35min a day, 175 a week) Gr 9 (45 min a day, 225 a week)	JK - 8 (35min a day, 175 a week) Gr 9 (45 min a day, 225 a week)	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.
HKE	<i>Inuinnaqtun</i>	Core	JK-10	225 mins / week	225 mins / week	Covid 19 cancelled IL classes



						March - June 2020. IL supports continued through packages, on the land, etc.
AS	<i>Inuvialuktun</i>	Core	JK-9	225 mins/week	225 mins/week	Covid 19 cancelled IL classes March - June 2020. IL supports continued through packages, on the land, etc.

** One row per Language/per school*



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.

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	

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)
CJS	1.18	1.25	Difficult to schedule 1.18 so BDDEC increased to 1.25	1.25	
CPNS	1.0	1.0		1.0	
E3ES	3.25	3.5	0.25 increased to add additional support	3.5	
E3SS	2.32	2.32		2.32	
MKS	1.08	1.08		1.08	
IS	0.5	0.5		0.5	
MS	2.0	2.0		2.0	
HKS	1.02	1.02		1.02	
AS	1.0	1.0		1.0	
TOTAL	13.34	13.67		13.67	



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.

Community	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Aklavik	1.99	2.4	Additional support added	7.2	Additional support added by BDDEC and Jordan's Principle
Fort McPherson	2.19	2.4		11.2	Additional SA's provided with Jordan's Principle
Ulukhaktok	1.88	1.6		6.4	Jordan's Principle Funding and BDDEC added additional positions
Inuvik – E3SS	11.31	4.0		7.2	Additional support added by Jordan's Principle
Inuvik – E3ES		10.4		10.4	
Paulatuk	0.93	1.6		6.4	Additional support added by Jordan's Principle
Sachs Harbour	0.17	0.8		1.6	Additional support added by Jordan's Principle
Tsiigehtchic	0.53	0.25		1.6	Additional support added by Jordan's Principle
Tuktoyaktuk	3.70	3.70		5.6	Additional support added by Jordan's

					Principle
TOTAL	22.70	24.15		57.6	Additional funding added to provide support by BDDEC and Jordan's Principle

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)
\$170,282	\$170,282		\$64,191.87	COVID 19 cancelled some training. Remaining funding will be rolled over for 2020-21.

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?
SIVA training	New Support Assistants in 1st or 2nd year	SIVA Training is a holistic, relationship-based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with individuals with challenging behaviours and complex needs	Inuvik Feb 12-13 2020	Yes	
PST In-services	Program Support Teachers from across BDDEC	Student Support Plans & IEP's / Self Regulation PST Time Use	Inuvik November 5th 6th 2019	Yes	Date changed to Nov 28th & 29th 2019
ECE approved Software	All staff	Using TIENET to complete Inclusive schooling documents	The last week of August 2019 and follow-up training in September	Yes	
Wellness (Self-Regulation)	All Staff	Implementing self-regulation in the classroom	This will be on-going in all schools	Yes	



Inclusive schooling Directive	All Staff	Removing and/or reducing barriers by increasing support services	Training to take place during BDDEC In-service, with ongoing follow-up	Yes	ECE supported during Feb PD days.
30 Minutes Problem Solving	PSTs and Teachers	School-based support team process	September 2019 with follow-up check-in for supports	Yes	
Mental Health	All Staff	Trauma informed classrooms	September 2019 and follow-up webinars	Yes	

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

Regional approach to Inclusive Schooling Professional Development and relevance to regional and departmental priorities, for the school year.	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. Face – Face PD courses and on-line courses are available to all school staff including homeroom teachers, Program Support Teachers, and Support Assistants. When needed, experts are contracted to provide additional training in various topics.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of educators that have been trained on developing and implementing IEPs this year.	100%	100%	
% of educators that have been trained on developing and implementing SSPs this year.	100%	100%	
% of educators that have been trained on the use of flexible strategies this year.	100%	100%	
% of educators that have been trained on the School-based Support Team process this year.	100%	100%	
% of principals that have been trained on their leadership role related to Inclusive Schooling this year.	100%	100%	
% of Support Assistants who have been trained on Inclusive Schooling this year.	100%	50%	Jordan's Principle hires received SIVA training in February. Difficult to bring in SA's with teachers due to the size of Inuvik and hotel availability. In 2020-21 we will be developing more online webinars. Also hiring a consultant to work with new SA's.
% 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.	100%	100%	
Areas of Strength for the region	<p>BDDEC as a region has provided opportunities for professional development for all staff to advance their knowledge in Inclusive Schooling. Training has been available both in person and on-line with courses meant to equip staff with knowledge and skills for supporting students with diverse needs to reach their fullest potential.</p> <p>Some staff members have already been certified in a variety</p>		



	<p>of courses including Self-Regulation, Insights to Behaviour as well as WITS and LEADS. Additionally, all Program Support Teachers have been trained in using TIENET to store students documents including SSPs and IEPs. They have become more competent in their responsibilities.</p> <p>Collaboration and consultation among team members has been great and ongoing. Where necessary, experts have been contracted to provide specific training as needed.</p> <p>During the COVID-19 pandemic, staff continued to access training via Webinars.</p>
Areas for Development for the region	Every year we receive new staff who need training in a variety of areas of which some settle quickly and some need more time to adjust.
Additional Comments/Requests for Support for the region	<p>BDDEC will continue to find better ways to train support staff. Jordan's Principle has significantly increased the number of support staff BDDEC employs. Bringing all Support Assistants together for an in-service is expensive and near impossible to do with all teaching staff due to a lack of accommodations in Inuvik. Consideration for a new model of training for 2020-21 include a designated BDDEC consultant for Support Assistant job embedded training.</p> <p>A second PST in-service was planned for Spring 2020 but cancelled because of COVID 19. VTRA training for school admin and PST's was scheduled for May 2020 but cancelled because of COVID 19.</p>

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 (\$)
Merrill Dean	Ed Psych Service	To provide workshop/in-service/consultations/observations	8 schools	October 2019 to May 2020	\$172,000.00



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 (\$)
\$152,263	\$236,135.67	Computer Hardware & Software to support students with learning disabilities.	\$83,872.67 additional funding spent in response to COVID 19 needs.



Healing and Counselling

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
Aklavik	\$23,691	\$23,691		\$14,214.60	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Fort McPherson	\$24,736	\$24,736		\$14,841.50	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Ulukhaktok	\$25,200	\$25,200		\$15,120.00	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Inuvik – E3SS	\$64,862	\$24,862		\$14,917.20	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Inuvik – E3ES		\$40,000		\$23,150.80	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.



Paulatuk	\$19,812	\$19,812		\$11,887.30	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Sachs Harbour	\$15,564	\$15,564		\$9,338.40	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Tsiigehtchic	\$16,615	\$16,615		\$9,969.00	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
Tuktoyaktuk	\$34,435	\$34,435		\$20,661.00	Guest speaker trips were cancelled due to COVID 19. Additional funds will be rolled over to 2020-21.
TOTAL	\$224,915	\$224,915		\$134,109.08	Guest speaker trips were cancelled due to COVID 19. Schools visits from Educational Psychologist Merrill Dean to support social, emotional issues were cancelled from March 2020-June 2020. Additional funds will be rolled over to 2020-21.



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

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	The BDDEC RISC as well one BDDEC Assistant Superintendent will support PD for PST's on SSP's and IEP's. 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.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of SSPs and IEPs that will be finalized in Tienet by November 30 of the upcoming school year.	100%	100%	
% of IEPs that will be reviewed and revised (if necessary) at each reporting period.	100%	90%	Getting parents in for consent and signatures has been a challenge at times.
% of teachers implementing all required supports identified in SSP/IEPs by the first reporting period.	100%	90%	Slow implementation of IEPs because of late and/or lack of signatures from caregivers.
Number of students not able to participate in the Common Learning Environment in their home community.	3	3	



% of teachers using Class Profiles (Class Reviews) in their lesson planning.	100%	90%	Some schools have had teachers starting late in the year.
% of schools using differentiated lesson plans that reflect the requirements of SSPs and IEPs.	100%	90%	New teachers continue to learn about differentiating instruction.
Number of students in temporary residency situations or homebound for whom education programs are provided.	12	12	
Number of times per month that the RISC meets with PSTs via video/phone conference?	Monthly (minimum)	The RISC meets with PSTs regularly via phone calls, text messages, and emails; and once a month via video conferencing.	
Number of times per year that the RISC meet with the PSTs in person	Three times a year (Minimum)	3-5 times depending on the needs of the school.	
Areas of Strength for the region	<p>Inclusive Schooling has a strong network where everyone is supported. This year we had more experienced PSTs than the year before. We have been working together as a team to support students to learn in a common learning environment. Additionally, we have been working collaboratively with integrated services including the Speech and Language Pathologists, Occupational Therapists, and Educational Psychologists to make sure all students' needs are met in good time. Provision of resources has helped in facilitating the implementation of SSPs and IEPs.</p> <p>PSTs, supported by the RISC and Assistant Superintendent have taken the lead on building good relationships with families who have children with complex needs.</p>		



	<p>BDDEC provides many opportunities for professional development to all staff including PECS, Self-Reg, Non Violent Crisis Intervention, SIVA, ASSIST and Self Care training in 2019-20. Partnerships with ECE and local Indigenous governments help provide more PD opportunities for BDDEC staff.</p>
<p>Areas for Development for the region</p>	<p>It was challenging to provide services to students in homes where there was no internet during the COVID-19 pandemic. For example, Speech and Language Services that normally happen over Teleconference were not possible. BDDEC provided modems and turbo sticks to families in response to internet needs. BDDEC has applied for funding to purchase electronic tablets and laptops for students in 2020-21.</p>
<p>Additional Comments for the region</p>	



Flexible Instructional Strategies

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

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies.	Supporting teachers to create environments that allow for students with varying needs to work in a more flexible learning environment. There will be a focus on theory-to-practice support for classroom teachers, in instructional strategies. Training for teachers in the area of differentiated instruction and modification of program delivery will be provided for all school staff members.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers who receive support through equitable scheduled time with PST.	100%	100%	
% of support assistants who receive support through adequate scheduled time with PST.	100%	100%	
% of principals who ensure that a student's instruction is primarily provided by the classroom teacher within the common learning environment.	100%	90%	Some students are in and out of their classrooms due to their complex needs.
% of classroom teachers who will meet with the PST at least once a month.	100%	100%	
% of support assistants who will meet with PST at least once a month.	100%	100%	



<p>% of support assistants who have regularly scheduled meeting times with the teacher(s) they work with.</p>	<p>100%</p>	<p>100%</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>100%</p>	
<p>Areas of Strength for the region</p>	<p>Training in use of flexible instructional strategies has been available to all staff. In person follow-up and coaching for teachers and support assistants have been provided.</p> <p>BDDEC provides time, materials and resources to staff for use in supporting the education of students in a common learning environment.</p> <p>During the COVID-19 season, modified learning packages and resources were sent home for students to continue with learning at home. BDDEC staff continued to follow-up and support students through phone calls, Facetime, and Facebook.</p> <p>There has been continuous collaboration and virtual meetings among school Principals, PSTs, the RISC, Teachers, and Support Assistants, and families to report on students' progress as students learn from home.</p>		
<p>Areas for Development for the region</p>	<p>COVID 19 pandemic negatively impacted staff members and students who learn and work best face to face.</p>		
<p>Additional Comments for the region</p>	<p>In response to COVID 19 PST's provided user-friendly visual schedules to parents and/or caregivers with precise information regarding establishing routines at home. Program Support Teachers (PSTs) and Support Assistants (SAs) followed up with families to ensure routines are customized/tailored to each individual family's needs. Learning materials were prepared with modifications to fit the home environment. All</p>		



assignments included simple instructions in a step by step format. Packages were prepared with differentiated instruction in mind to meet the changing dynamics and learning environments of home school settings.



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

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	The implementation of flexible instructional strategies would be enhanced and new teachers will be able to utilize the SBST supports in a more effective manner.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of schools that have an established and operational SBST by the end of the first month of school.	100%	100%	
% of teachers who know how to access the SBST	100%	100%	
% of schools that are using a referral process to notify SBST about specific student needs.	100%	100%	
% of schools that keep written records of SBST meetings.	100%	100%	

Areas of Strength for the region	All schools in BDDEC established their SBSTs at the beginning of the school year and they have been very active in assessing students' needs, completing referrals and following up to make sure each individual student's needs are met.
Areas for Development for the region	School profiles and referral processes will be standardized in 2020-21 with support from BDDEC and ECE.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for variance
Please list the frequency and duration of planned SBST meetings by school. (month/minutes)	CJS	30 minutes per student based on #of referrals/month	SBST teams averaged 30 mins per student / month	SBST meetings occurred less frequently as a result of COVID 19.
	CPNS	monthly for 60 minutes (PST, principal, RISC, SBST teacher, SBST SA, and invited BDDEC small school PST) for referrals and intakes	monthly for 60 minutes (PST, principal, RISC, SBST teacher, SBST SA, and invited BDDEC small school PST) for referrals and intakes	SBST meetings occurred less frequently as a result of COVID 19.
	E3ES	240 mins/month	240 mins/month	SBST meetings occurred less frequently as a result of COVID 19.
	E3SS	4 times a month, approx.. 80 minutes/meeting	4 times a month, approx.. 80 minutes/meeting (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.
	MKS	Twice a week for two separate hours	Twice a week for two separate hours (Achieved prior to COVID 19)	SBST meetings occurred less frequently as a result of COVID 19.



				19.
	IS	Daily	Daily (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.
	MS	One hour bi weekly	One hour bi weekly (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.
	HKE	Minimum 180 mins a month. 45 minutes weekly meeting with Principal, Vice Principal, PST, Instructional Coach, Referring Teacher, S.A. if applicable (Parent or guardian depending on level of intervention) Outside agencies where necessary	Meetings occurred as scheduled with additional meetings if necessary until school closure.	SBST meetings occurred less frequently as a result of COVID 19.
	AS	Weekly 30 mins	Weekly 30 mins (Achieved)	SBST meetings occurred less frequently as a result of COVID 19.



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 table details 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.</p>	<p>Improve collaboration between home and school with more active participation so that relevant changes, current performances and action plans can be more easily implemented.</p> <p>Weekly SBST meetings will occur in all schools with core members-the principal, PST, counselor, relevant teacher (s), and occasional members such as parents on as needed basis.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of teachers completing SSPs for student requiring them in consultation with parents.	100%	100%	
% of teachers completing IEPs for student requiring them in consultation with parents.	100%	100%	
% of parents given the opportunity to participate in developing SSPs for those students requiring them.	100%	100%	
% of parents participating in developing IEPs for those students requiring them.	100%	90%	Some parents have been invited to participate in IEP meetings but didn't show up even with multiple follow-up invitations.



<p>% of students participating in developing their own SSPs, when required and appropriate.</p>	<p>100%</p>	<p>80%</p>	<p>Some of the students have been unable to participate because they are young and/or have complex needs</p>
<p>% of students participating in developing their own IEP, when required and appropriate.</p>	<p>100%</p>	<p>70%</p>	<p>Some of the students have been unable to participate because they are young and/or have complex needs such as Autism</p>
<p>Areas of Strength for the region</p>	<p>In 2018-19 there were 733 students on student support plans. In 2019-20, thanks to universal design, collaboration between PST's, teachers, school admin, parents and students the number was reduced to 509. Which is a reduction of 224 SSP's (30.5% reduction rate).</p> <p>BDDEC has provided opportunities for staff to learn more about Educational Programming Options in the NWT. All Program Support Teachers have been trained in the development of student support plans (SSPs) and Individualized Education Plans (IEPs). All student plans are stored in TIENET and hard copies are stored in student files and locked in cabinets.</p>		
<p>Areas for Development for the region</p>	<p>More students can participate in the development of their own IEPs as we move towards "I Can Statements." This is in progress.</p>		
<p>Additional Comments for the region</p>			



PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	All PST's in 2019-2020 in BDDEC will spend no less than 60 % of their time engaged in activities directly supporting classrooms. The PST priorities are set at the beginning of the school year based on student need and reinforced by the administration.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for variance
% of PSTs meeting the 60% benchmark of their time directly supporting teachers.	100%	90%	Some of the PSTs spent less than 60% supporting teachers because they were planning for classes that had no teachers or were attending to other administrative duties.
% of PSTs meeting the 25% benchmark of their time directly supporting students.	100%	100%	
% of PSTs spending no more than 15% of their time on planning and organizational duties	100%	100%	

<p>Areas of Strength for the region</p>	<p>A majority of PSTs spent 60% of their time supporting teachers in the classrooms. BDDEC invited PSTs for inservice regarding time allocation for different activities (25%-working with students, 15%-organization, and 60%-supporting teachers). Through this training, PSTs became more efficient in scheduling. Support for PSTs was provided during school visits by the RISC.</p>
<p>Areas for Development for the region</p>	<p>Being fully staffed for the entire academic year. In some schools, some classes didn't have teachers and were depending on substitute teachers. In the absence of a teacher the PST has to do the planning for the class.</p>
<p>Additional Comments for the region</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.

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 centralized leadership at the regional level, and the explanation for any difference between each.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
1.00	1.5	0.5 PY for Indigenizing Education Coordinator working with RILE & Assistant Superintendent. 1.0 PY RILE	1.5	0.5 RILE funding used to support Indigenizing Education Coordinator position. Position and funding will be reassessed in 2020-21.



Indigenous Language Instructors

Indigenous Language Instructors provide Indigenous languages instruction to JK-12 students in NWT schools. The following table details the number of allocated, budgeted and actual Indigenous Language Instructors in place to provide direct collaborative support to schools, and the explanation for any difference between each.

Community	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference (if applicable)
Aklavik	1.45	2.0	Budgeted more than allocation to support 2 classes	2.0	
Fort McPherson	1.57	1.5	N/A	1.5	
Ulukhaktok	1.37	1.0	Elders support language learning	1.0	
Inuvik – E3SS	5.54	3.0	On the Land Coordinator	3.0	
Inuvik – E3ES		3.5	Indigenous Music Instruction	3.5	
Paulatuk	1.00	1.00	N/A	1.0	
Sachs Harbour	0.50	0.50	N/A	0.5	
Tsiigehtchic	0.75	0.75	N/A	0.75	
Tuktoyaktuk	2.39	2.5	On the Land Coordinator	2.5	
TOTAL	14.57	15.75		15.75	



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 work towards creating a welcoming environment in the school through building the school-community relationship, offering teacher training, and employing a whole-school approach to Indigenous language use, including Elders in Schools and Teacher Cultural Orientation; and Indigenizing education through Indigenizing teaching and learning practices, Indigenizing content of curricula and programming, and offering key cultural experiences.

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.

Community	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)
Aklavik	\$40,200	\$40,200		\$2,348.00	Roll over funds due to COVID 19
Fort McPherson	\$40,200	\$40,200		\$13,332.29	Roll over funds due to COVID 19
Ulukhaktok	\$43,800	\$43,800		\$6,196.25	Roll over funds due to COVID 19
Inuvik – E3SS	\$84,700	\$25,410		\$6,420.54	Roll over funds due to COVID 19
Inuvik – E3ES		\$59,290		\$10,139.71	Roll over funds due to COVID 19
Paulatuk	\$36,500	\$36,500		\$2,574.79	Roll over funds due to COVID 19
Sachs Harbour	\$36,500	\$36,500		\$2,354.41	Roll over funds due to COVID 19
Tsiigehtchic	\$34,500	\$34,500		\$3,524.36	Roll over funds due to COVID 19
Tuktoyaktuk	\$42,600	\$42,600		\$37,264.47	Roll over funds due to COVID 19

TOTAL	\$359,000	\$359,000		\$84,154.82	Roll over funds due to COVID 19
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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. It is important for 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.

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

Regional approach to build the school-community relationship in all schools.	ILE Committee at each school reports to Regional Indigenizing Education Team (RILE, Indigenizing Coordinator & Assistant Superintendent).
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with an Indigenous Languages and Education (ILE) Committee	100%	100%	
% of schools with Elders in Schools programming	100%	100%	
% of schools hosting community gatherings rooted in local cultures	100%	100%	



Areas of Strength for the region	BDDEC schools consistently hire Elders to assist with cultural programming. Elders advise and help with cultural events to create authentic learning for our students. Our schools host a variety of events and programs which involve community and celebrate important seasonal and cultural traditions.
Areas for Development for the region	All schools have an ILE committee established to create and facilitate ILE action plans. BDDEC is aiming to expand membership and streamline activities of the ILE committees in BDDEC schools. All schools follow a cultural calendar in 2020-21.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type and frequency of involvement of Elders in each school <i>(i.e. Part-time/full-time/project or event specific)</i>	CJS	Cultural orientation; Demonstrations when planning around Dene Kede; On the land planning and delivery; Language revitalization; Language mentors; storytelling (Ongoing)	Cultural orientation; Demonstrations when planning around Dene Kede; On the land planning and delivery; Language revitalization; Language mentors; storytelling (Complete)	COVID 19 impacted programming March to June 2020.
	CPNS	Whole school: supporting the ILE to prepare materials in the Gwich'ya Gwich'in dialect, supporting cultural activities at the school camp, providing guidance in the observance of Dene laws (Ongoing) Project/event specific: teachers of cultural skills,	Whole school: supporting the ILE to prepare materials in the Gwich'ya Gwich'in dialect, supporting cultural activities at the school camp, providing guidance in the observance of Dene laws (Complete) Project/event specific: teachers of cultural skills,	COVID 19 impacted programming March to June 2020.



		<p>passing on traditional knowledge & oral history</p> <ul style="list-style-type: none"> JK-G3: plants & medicines, fish cutting, snaring, preparing rabbit meat G4-G9: meat preparation & preservation, medicine preparation, sewing, camp preparation, winter hunt, canoe trip <p>Seasonal / Once a year.</p>	<p>passing on traditional knowledge & oral history</p> <ul style="list-style-type: none"> JK-G3: plants & medicines, fish cutting, snaring, preparing rabbit meat G4-G9: meat preparation & preservation, medicine preparation, sewing, camp preparation, winter hunt, canoe trip <p>Seasonal / Once a year. COMPLETE</p>	
	E3ES	JK/K to Grade Six – at least one/month	JK/K to Grade Six – at least one/month completed up until March 2020	COVID 19 impacted programming March to June 2020.
	E3SS	Breakfast Program in the language (daily) -On the Land In-Class Participation (Part-Time, Event Specific monthly)	Breakfast Program in the language (daily) COMPLETE -On the Land In-Class Participation (Part-Time, Event Specific monthly) COMPLETE)	Breakfast program was discontinued with school closure March to June 2020.
	MKS	Language Class Support (daily) On the Land or Specific areas of teachings (monthly)	Language Class Support (daily) On the Land or Specific areas of teachings (monthly) Complete	COVID 19 impacted programming March to June 2020.
	IS	Traditional Skills / Language (weekly)	Traditional Skills / Language (weekly) Complete	COVID 19 impacted programming March to June 2020.
	MS	Storytellers (monthly)	Storytellers (monthly)	COVID 19 impacted programming March to June 2020.



		<p>Crafts (weekly)</p> <p>Arctic Sports (three times a year)</p> <p>OTL Activities (monthly)</p> <p>Whole School Language activities (monthly)</p>	<p>Crafts (weekly)</p> <p>Arctic Sports (three times a year)</p> <p>OTL Activities (monthly)</p>	
	HKS	Every week. Full Time Cultural Coordinator	In class support for indigenizing content, language acquisition, culture programs, OTL support, translation, liaison to community elders and organizations. Support to ensure authenticity of activity and the alignment of activity was in keeping with traditional time of the Inuvialuit culture (Return of the sun, harvesting, drum dance, songs, arctic sports, etc).	COVID 19 impacted programming March to June.
	AS	10 special events. Two times monthly in the IL classroom.	10 special events. Two times monthly in the IL classroom. Achieved	COVID 19 impacted programming March to June 2020.
Type of activities provided through Elders in Schools (description/grades)	CJS	Every Week with story telling and cultural teachings.	Every Week with story telling and cultural teachings. Complete	COVID 19 impacted programming March to June 2020.
	CPNS	Story telling Trapping Cultural Activities	Story telling Trapping Cultural	COVID 19 impacted programming March to June 2020.



		(weekly)	Activities (Achieved)	
	E3ES	Language Support; Reading Support; Cultural Support (weekly)	Language Support; Reading Support; Cultural Support (Complete)	COVID 19 impacted programming March to June 2020.
	E3SS	Story telling Cultural Activities (weekly)	Story telling Cultural Activities (Complete)	COVID 19 impacted programming March to June 2020.
	MKS	Elders will be utilized in classrooms and out on the land for JK-12 (Classroom story telling visits weekly) On The Land Guide (two times a year) (Elders annual feast)	Elders utilized in classrooms and out on the land for JK-12 (Classroom story telling visits weekly) On The Land Guide (two times a year) (Elders annual feast) Complete	COVID 19 impacted programming March to June 2020.
	IS	Story telling Cultural Activities (monthly)	Story telling Cultural Activities (monthly) Complete	COVID 19 impacted programming March to June 2020.
	MS	Story telling Cultural Activities (monthly)	Story telling Cultural Activities (monthly) Complete	COVID 19 impacted programming March to June 2020.
	HKS	Musk-Ox Harvest - Fox Trapping - On The Land Safety/Camp Setup - Igloo Building - Plant Collecting/identification - Ice Conditions - Traditional Stories - Animal Tracking - Seal Harvest - Language Camp –	Musk-Ox Harvest - On The Land Safety/Camp Setup - Plant Collecting/identification - Ice Conditions - Traditional Stories - Animal Tracking - Language Camp – Fall - Traditional Tool Making	HKS has an ongoing partnership with Nunamin who provide language and culture revitalization classes. Partnership with Nunamin - Fox Trapping - Igloo Building - Net setting Covid-19 Closure



		<p>Fall</p> <ul style="list-style-type: none"> - Language Camp – Spring - Net setting - Traditional Tool Making - Elder Studies - Traditional Foods - Cultural Sewing - Carving <p>(Cultural activities every week and are seasonal)</p>	<ul style="list-style-type: none"> - Elder Studies - Traditional Foods - Cultural Sewing - Carving <p>(Cultural activities every week and are seasonal)</p>	<ul style="list-style-type: none"> - Seal Harvest - Language Camp – Spring
	AS	<p>Traditional cooking</p> <p>Preparation of Game</p> <p>Guiding</p> <p>Story Telling</p> <p>(monthly)</p>	<p>Traditional cooking</p> <p>Preparation of Game</p> <p>Guiding</p> <p>Story Telling</p> <p>(monthly)</p> <p>Complete</p>	<p>COVID 19 impacted programming March to June 2020.</p>
<p>Type and frequency of school-community gatherings (family fun nights, feasts, etc.) offered to build school-community relationships</p>	CJS	<p>(Twice a month) Feast, Family nights and cultural activities</p> <p>Immersion Camp(s) with Elders/community members invited happens two times a year</p>	<p>(Twice a month) Feast, Family nights and cultural activities</p> <p>Immersion Camp(s) with Elders/community members invited twice a year (Complete)</p> <p>17 OTL camps for the year in total for CJS were complete.</p>	<p>COVID 19 did impact programming March to June 2020.</p>
	CPNS	<p>CPNS – Elders in Schools funding will be used for: language support, cultural support, on-the-land programming, KCEs</p> <p>All grades</p> <ul style="list-style-type: none"> · Fish feast in the fall to celebrate fish camp · Traditional foods feast with 	<p>CPNS – Elders in Schools funding will be used for: language support, cultural support, on-the-land programming, KCEs</p> <p>All grades</p> <ul style="list-style-type: none"> · Fish feast in the fall to celebrate fish camp · Traditional foods feast with 	<p>COVID 19 did impact programming March to June 2020.</p>



		Gwich'in language games in October/November to celebrate fall hunting and gathering Elders activities happen weekly	Gwich'in language games in October/November to celebrate fall hunting and gathering Elders activities happen weekly	
	E3ES	JK/K to Grade Six – at least one/month Feasts Elders/community invited to assemblies Family Fun nights	JK/K to Grade Six – at least one/month Feasts Elders/community invited to assemblies Family Fun nights Complete	COVID 19 did impact programming March to June 2020.
	E3SS	Feasts Assemblies Dinners Community Nights AWG's Minimum once a month	Feasts Assemblies Dinners Community Nights AWG's Minimum once a month Complete	COVID 19 did impact programming from March to Jun 2020.
	MKS	Family fun night (NAAWW), Open house (meet new teachers), Grandparents Day, Christmas gathering, Elders feast, Library events. (monthly and seasonal)	Family fun night (NAAWW), Open house (meet new teachers), Grandparents Day, Christmas gathering, Elders feast, Library events. Complete	COVID 19 did impact programming March to June 2020.
	IS	JK/K to Grade Six – at least one/month Culture/Literacy Nights Feasts Christmas gathering	JK/K to Grade Six – at least one/month Culture/Literacy Nights Feasts Christmas gathering Complete	Partnership with Nunamin - Return of the Sun - Demo nights - language nights - Storytelling
	MS	Part Time Event/Project Specific All Grades Family Night	Part Time Event/Project Specific All Grades Family Night	COVID 19 did impact programming March to June 2020.



		Literacy Night Cultural events AWG Hand games	Literacy Night Cultural events AWG Hand games (Complete)	
	HKS	Cafes offered twice a month. Family Literacy Nights Board game nights Community Feast Elder Celebration – 3 a year Breakfasts – 4 a year Community Lunch – 2 a year Fall Outing - October Christmas Games – December Easter Celebration – April Spring Outing – May Arctic Café – bi-weekly	Cafes offered twice a month. Family Literacy Nights Board game nights Community Feast Elder Celebration – 3 a year Breakfasts – 4 a year Community Lunch – 2 a year Fall Outing - October Christmas Games – December Easter Celebration – April Spring Outing – May Arctic Café – bi-weekly (Complete)	COVID 19 did impact programming March to June.
	AS	Minimum once a month All Grades Elder's Feasts Christmas Yard Sales Mother's Day Father's Day Easter Feasts Cultural Nights	Minimum once a month All Grades Elder's Feasts Christmas Yard Sales Mother's Day Father's Day Easter Feasts Cultural Nights (Complete)	COVID 19 did impact programming March to June.



Strengthening Training for Northern Educators

Strengthening training for Northern educators 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 table details the region's approach to Strengthen 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 strengthen training for Northern Educators, including % of current teachers who have received Residential Schools Awareness training.</p>	<p>All schools will be in-serviced on draft ILE handbook. All staff including support assistants, custodians and school secretaries participate in cultural orientation days. 100% of teachers will receive Residential School Awareness training.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of regional gatherings training provided to strengthen training for Northern educators, and % of staff that participated (Cultural Orientation Days, ILE workshops and in-services, etc.)</p>	<p>6 days 3 day BDDEC In-services 2 day Cultural orientation days. 3 ILE workshops held annually</p>	<p>6 days 3 day BDDEC In-services 2 day Cultural orientation days. 2 ILE workshops</p>	<p>1 ILE workshop was cancelled due to COVID 19</p>
<p>% of schools holding Teacher Cultural Orientation Days</p>	<p>100%</p>	<p>100%</p>	
<p>Type of Residential School Awareness Training provided and # of teachers/staff participants</p>	<p>Elders support Blanket Activity All staff</p>	<p>Returning staff attended cultural activities which included Residential School awareness</p>	<p>The RILE planned an inclusive training session for new staff and organized events for returning staff that supplemented learning</p>

		elements and new staff were given Residential School Awareness sessions on the land with Elders and support personnel.	they had received through the blanket exercise in the 2018-2019 school year.
Areas of Strength for the region	<p>BDDEC staff are given many opportunities for professional learning about Residential Schools through the fall orientation, as well as the school based cultural orientation days. The school based training days provide staff with stories of their local Elders and resource people, as well as, provide dialogue surrounding the ways in which the school and the staff can have increased knowledge of the community's history with the Residential School System. In addition, BDDEC schools have access to a support network for training in the new OLC, the ILEH and the integration of the Dene Kede and Inuuqatigiit curricula through the Regional Indigenous Languages and Education team.</p>		
Areas for Development for the region	<p>As we move forward, there will be an increased emphasis on collaboration between ILI's and classroom teachers as well as accessing the knowledge and skills of the local support staff. There are many ways the new OLC and cultural curricula support classroom instruction and this will be an important focal area for the 2020-2021 school year.</p>		
Additional Comments for the region			



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of activities and % of school staff participating in school organized Cultural Orientation Days.	CJS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	CPNS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	E3ES	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	E3SS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	MKS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involved Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.



	IS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	MS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	HKS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
	AS	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	100% Cultural Excursions involving Elders and local guides on Cultural Orientation Days	COVID 19 did impact programming March to June.
Number of local resource people involved in planning and delivering Cultural Orientation Days.	CJS	12 local community members	12 local community members	COVID 19 did impact programming March to June.



	CPNS	Community members involved in 2 nd local Cultural Orientation Day: <ul style="list-style-type: none"> · 1 Elder · 2 resource people for traditional skills · 1 cook 4 resource people for transportation	Community members involved in 2 nd local Cultural Orientation Day: <ul style="list-style-type: none"> · 1 Elder · 2 resource people for traditional skills · 1 cook 4 resource people for transportation	
	E3ES	4 local community members	4 local community members	COVID 19 did impact programming March to June.
	E3SS	3 community members	3 local community members	COVID 19 did impact programming March to June.
	MKS	5 community members	5 local community members	COVID 19 did impact programming March to June.
	IS	2 community members	3 local community members	COVID 19 did impact programming March to June.
	MS	5 community members	6 local community members	COVID 19 did impact programming March to June.
	HKS	4-5 community members Cultural	5 local community members	COVID 19 did impact programming March to June.



		Orientation Days 100% of school staff.		
	AS	3 community members	3 local community members	COVID 19 did impact programming March to June.

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 table details 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. (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 visited and in-serviced.</p> <p>Whole School Approach to language targets set in the BDDEC regional strategic plan. 80% of students speaking 7 of the traditional greetings of their home community. 100% of teachers will learn the 7 traditional greetings by May 2020.</p> <p>The BDDEC strategic plan encourages the use of ILE 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 2019-20.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% 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 offering Indigenous language training and support to all staff members.	100%	100%	
% of schools hosting activities and events that promote, use and celebrate Indigenous languages.	100%	100%	
Areas of Strength for the region	Students, staff and community members have expressed an appreciation for schools' focus on implementing a whole school approach to language. Morning circles in Tsiigehtchic and Ulukhaktok started the day off with the entire school population practicing Indigenous languages. All school improvement plans set targets for language fluency and percentage of staff and students speaking 7 traditional greetings.		
Areas for Development for the region	The BDDEC strategic plan encourages the use of ILE language for instructors and students. The Beaufort Delta Divisional Education Council's strategic plan encouraged parents to participate in the use of IL language(s). A target of 50% of parents/guardians discussing their child's language level has been set for 2019-20 however surveys were incomplete due to COVID 19. BDDEC will continue with parent/guardian surveys in 2020-21.		
Additional Comments for the region	Despite COVID some schools have submitted OPA data. In the fall of 2020 we will collect all outstanding OPA data and report regional language indicators.		



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Initiatives in place to promote a Whole School Approach to Language Use.	CJS	<p>Signage; Classroom teachers go with students to Gwich'in class; Teachers use some Gwich'in words in class and sing song and count number etc. in Gwich'in as well continue themes that are being learned in Gwich'in class</p>	<p>Signage; Classroom teachers go with students to Gwich'in class; Teachers use some Gwich'in words in class and sing song and count number etc. in Gwich'in as well continue themes that are being learned in Gwich'in class</p> <p>ACHIEVED</p>	<p>COVID 19 impacted efforts from March-June 2020</p>
	CPNS	<p>Morning Language Mentorship. Older student paired with younger student. Every morning 100% of students Curriculum planning:</p> <p>Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan</p> <p>Our Languages curriculum: Whole school conversational Gwich'in practice as part of morning routine</p> <p>Teacher-led classroom morning circles to teach and reinforce Gwich'in phrases being learned.</p>	<p>Morning Language Mentorship. Older students paired with younger students. Every morning. (Achieved) 100% of students Curriculum planning:</p> <p>Monthly whole staff working sessions to identify the supporting Gwich'in words/phrases for the upcoming monthly teaching plan (Achieved)</p> <p>Our Languages curriculum: Whole school conversational Gwich'in practice as part of morning routine (Achieved)</p> <p>Teacher-led classroom morning circles to teach and reinforce Gwich'in</p>	<p>COVID 19 impacted efforts from March-June 2020</p>



			phrases being learned. (Achieved)	
	E3ES	ILE Handbook Implementation; STIP Action Plans – ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee	ILE Handbook Implementation; STIP Action Plans – ILE Templates; Grade Level Meetings/Initiatives; Indigenizing the School Committee; Community Involvement Committee (Achieved)	COVID 19 impacted efforts from March-June 2020
	E3SS	<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 - Culture and Languages PLC 	<ul style="list-style-type: none"> - Use of language apps on purchased tablets (Ongoing) - Signage throughout the school (Achieved) - Posters with key words and phrases in classrooms (Achieved) - Use of languages in announcements (Achieved) - Culture and Languages PLCs. (Achieved) 	COVID 19 impacted efforts from March-June 2020
	MKS	TV in foyer supports ILE	TV in foyer supports ILE (Achieved) ILE Committee established & sessions for Language/Culture On-The-land Programs	COVID 19 impacted efforts from March-June 2020
	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. (Achieved)	COVID 19 impacted efforts from March-June 2020



	MS	<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 4. Community involvement in Cultural Committee Meetings Collaboration/ team teaching 	<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 4. Community involvement in Cultural Committee Meetings Collaboration/ team teaching <p>All 4 goals from action plan for 2019 were achieved at M.S.</p>	<p>COVID 19 impacted efforts from March-June 2020</p>
	HKS	<p>Morning Circle 100% of students Weekly on the Land excursions</p>	<p>Morning Circle 100% of students Weekly on the Land excursions (Achieved)</p>	<p>Covid 19 impacted efforts from March-June 2020</p>
	AS	<p>Indigenous activities in the classroom. Signs & messages in hallways and classrooms.</p>	<p>Indigenous activities in the classroom. Signs & messages in hallways and classrooms. (Achieved)</p>	<p>Covid 19 impacted efforts from March-June 2020</p>



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. (required 2021)</p>	<p>Goal is for our Indigenizing Education Coordinator and Regional Indigenous Language consultant (RILE) to visit all schools to ensure Indigenizing programming is implemented at the school level on a consistent basis.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Professional development goal(s) related to developing Indigenizing teaching and learning practices by school.</p>	<p>All teachers will receive IL lessons at staff meetings</p> <p>BDDEC moodle with Indigenizing units made available to all teachers. Support from Indigenizing Coordinator made available to all schools.</p> <p>Implementation of Inuuqatigiit & Dene Kede curriculum is to be on a consistent weekly basis.</p> <p>All teachers to</p>	<p>BDDEC school staff all received a comprehensive list of the standard greetings in the language and had access to recordings made by IIs in the region. Staffs reported practicing regularly at staff meetings throughout the year.</p> <p>The cultural repository in Moodle which contains unit and lesson plans that are culturally relevant and tied to</p>	



	<p>receive ILE handbook training by May 2020</p>	<p>seasonal land based activities was revamped and teachers were trained on where to find it and how to use and adapt content to their needs.</p> <p>8 of 9 schools have received ILE handbook training and worked through their action plans in the 2019-2020 school year.</p>	<p>Completion of ILEH action plans was affected by the school shut down due to COVID-19 and this also prevented the 9th school from receiving training that was scheduled for the spring.</p>
% of schools planning to implement Indigenous Teaching and Learning Practices.	100%	100%	
Areas of Strength for the region	<p>The cultural lesson and unit repository in Moodle provides innovative culture based lessons and unit plans that are linked to the Dene Kede and Inuuqatigiit curricula for our teaching staff. These lessons can be adapted and updated for a variety of grades and contexts.</p> <p>Many schools have linked long range plans to Dene Kede and Inuuqatigiit themes and are integrating this material into lessons regularly. There was a training session in the Fall orientation centered on Indigenizing Education and there were 2 training sessions for teachers in February which specifically focused on Indigenizing teaching and learning practices and the completion of unit studies focused on Key Cultural Experiences and seasonal land based activities per region.</p>		
Areas for Development for the region	<p>Many BDDEC schools have cultural calendars which are created with Elders and community knowledge and aligned with seasonal activities relevant to their regions. We are looking to standardize this in all schools and the goal going forward will be training for teachers to align long range plans and unit studies to the cultural</p>		



	calendars, matching essential learning targets and assessment to the activities that guide student learning.
Additional Comments for the region	

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Type of Indigenizing teaching and learning practices focused on in each school. (Spiral, holistic, experiential and/or relational).	CJS	Relational Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstrations	Relational Use of Indigenous mentor texts, regular on the land experiences; Elder presentations ,teachings and demonstrations (Achieved)	Goals achieved up to the school closure due to COVID 19
	CPNS	Holistic 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	Holistic 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. (Achieved)	Goals achieved up to the school closure due to COVID 19
	E3ES	Relational O Canada; Indigenous Greetings; Signage; On-The-Land Activities in the school and outside of the school; Grade level and individual class proposals for cultural activities	Relational O Canada; Indigenous Greetings; Signage; On-The-Land Activities in the school and outside of the school; Grade level and individual class proposals for cultural activities (Achieved)	Goals achieved up to the school closure due to Covid 19



	E3SS	<p>Experiential</p> <ul style="list-style-type: none"> - Use of Moodle repository of cultural lesson and unit plans - Strong On the Land Program - School-wide approach to language - Use of both Dene Kene and Inuuqatigiit Curricula <p>Modeling language usage</p>	<p>Experiential</p> <ul style="list-style-type: none"> - Use of Moodle repository of cultural lesson and unit plans - On the Land Program (unitil March 2020) - School-wide approach to language. (Recordings in First Class shared with all staff) - Use of both Dene Kene and Inuuqatigiit Curricula (Ongoing) <p>Modeling language usage (Achieved by IL instructors at staff meetings)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	MKS	<p>Holistic</p> <p>School wide approach to strengthening our cultural languages & traditions - ILI providing cultural materials to JK-12 classrooms. Teachers involved with the language. Television scrolling both Gwich'in and Inuvialuit Indigenous languages for public to view.</p>	<p>Holistic</p> <p>School wide approach to strengthening our cultural languages & traditions - ILI providing cultural materials to JK-12 classrooms. Teachers involved with the language. (Achieved) Television scrolling both Gwich'in and Inuvialuit Indigenous languages for public to view. (Achieved)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	IS	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; Various grade level cultural activities including sewing and artwork.</p>	<p>Relational</p> <p>O Canada; Indigenous Greetings; Signage; Various grade level cultural activities including sewing and artwork. (Achieved)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	MS	<p>Spiral, Holistic, Experiential &</p>	<p>Spiral, Holistic, Experiential &</p>	<p>Goals achieved up</p>



		<p>Relational Elder's in the classroom, Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language use, Collaborate with local committees</p>	<p>Relational Elder's in the classroom, Outdoor classes in school tent, On-The-Land lessons, Hands on activities, Creating local culturally relevant resources, Whole School Approach to Language use, Collaborate with local committees. (Achieved)</p>	<p>to the school closure due to Covid 19</p>
	HKE	<p>Spiral, Holistic, Experiential & Relational Cultural Calendar which guides unit plans, lesson plans.</p>	<p>Spiral, Holistic, Experiential & Relational Cultural Calendar which guides unit plans, lesson plans. (Achieved)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>
	AS	<p>Holistic, Experiential & Relational Indigenous activities in the classroom Signs & some messages in IL Elders in the classroom</p>	<p>Holistic, Experiential & Relational Indigenous activities in the classroom Signs & some messages in IL Elders in the classroom. (Ongoing)</p>	<p>Goals achieved up to the school closure due to Covid 19</p>



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, 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 (Required in 2021)</p>	<p>Indigenizing Education is part of the BDDEC 2019-20 strategic plan. An Indigenizing Coordinator will be added to support teachers and schools across the district.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
<p>Type of actions taken to ensure that teachers are actively implementing Dene Kede & Inuuqatigiit.</p>	<p>Unit Plans that include Dene Kede and/or Inuuqatigiit curriculum. Checked by principals.</p> <p>School visits and support from RILE, Indigenizing Coordinator ongoing throughout 2019-20.</p> <p>IL committee formed at all schools to</p>	<p>Unit plans created and checked by school principals</p> <p>School visits completed in 8 of the 9 Schools by 03/2020. The 9th school visit was cancelled as it was set to occur in March.</p> <p>IL Committees were created and held</p>	<p>All March to June 2020 school visits were cancelled.</p>

	<p>review how Indigenizing practices can be improved upon. Will report to BDDEC coordinators and school principal</p> <p>IL committees will be given time present at staff meetings.</p> <p>IL committees will be cultural leads</p>	<p>regular meetings.</p> <p>IL committees presented at staff meetings.</p> <p>IL committees were cultural leads</p>	
% of schools focused on Indigenizing content for curricula and programming.	100%	100%	
Areas of Strength for the region	<p>Newly added Indigenizing Consultant has visited schools supporting teachers directly with their implementation of Dene Kede and Innuqatgiit curriculums as well as integrating seasonal activities and land based learning into regular classroom instruction. There was an increased emphasis on teaching essential learning skills through cultural knowledge that is relevant and authentic to learners in the region. School site visits were coordinated with RILE Consultant to work along side Indigenizing Consultant where need be over the school year.</p> <p>There was a pilot project in 2 schools which saw the creation and implementation of integrated unit studies centered on key cultural experiences that included authentic assessment, direct links to the Dene Kede and Innuqatigiit, and collaboration between classroom teachers and ILIS and community resource people (Elders and harvesters). These pilots were very successful and will be available to all schools through the cultural Moodle course.</p>		



<p>Areas for Development for the region</p>	<p>Going forward, BDDEC will be focused on increasing targeted training and support for teachers and staff to collaborate on the integration of the Dene Kede and Inuuqatigiit curriculums in regular classroom teaching. The Moodle repository of lesson and unit plans will be a source of support as well as training opportunities through ECE and consultant school visits.</p>
<p>Additional Comments for the region</p>	<p>The partnership with both the Indigenizing/RILE Consultants has been very advantageous with support to the Indigenizing Language & Culture, Education platform.</p>



School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
% of teachers who are actively indigenizing content for curricula and programming.	CJS	100%	100%	
	CPNS	100%	100%	
	E3ES	100%	98%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	E3SS	100%	96%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	MKS	100%	95%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	IS	100%	100%	
	MS	100%	98%	Some new staff still developing programming to ensure content is as Indigenized as possible.
	HKE	100%	100%	
	AS	100%	97%	Some new staff still developing programming to ensure content is as Indigenized as possible.



Offering Key Cultural Experiences

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

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

Regional approach to offer key cultural experiences	All students will have the opportunity to participate in authentic key cultural activities. BDDEC target of 80% of students participating in at least 4 cultural activities.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference
% of schools with On-the-Land Key Cultural Experiences for students.	100%	100%	COVID 19 cancelled spring cultural experiences
% of schools with Key Cultural Experiences that include full staff participation.	100%	91%	COVID 19 cancelled spring cultural experiences
Areas of Strength for the region	BDDEC schools have done an excellent job of ensuring that all students have regular opportunities to attend key cultural experiences, both on the land and within the school. These experiences range from harvesting, trapping, and learning about the local environment on the land, to feasts, traditional games, and Elder visits. BDDEC schools have begun to ensure that essential learning targets are integrated within these experiences and that they compliment and enhance classroom instruction. The ILE committees and SIP/ Action Plans are seminal in the organization and planning of these KCEs.		



Areas for Development for the region	Although we have successfully met most of the targets in this area--we continue to strive to ensure that classroom instruction and learning are integrated with the KCEs that students are participating in, there is more work to be done in this area. Cultural calendars, cultural lesson and unit plans, and collaboration between the ILE teams, classroom teachers and ILIs will certainly strengthen the impact of our KCEs on student learning.
Additional Comments for the region	The role of RILE/Indigenizing Consultants compliment each other with ensuring the BDDEC regional schools are developing and proactively seeking support to strengthen their school KCE program delivery.

School Specific Performance Indicators	School	School Targets	Achieved Results	Explanation for difference
Frequency of relevant and authentic key culture experiences. (grade(s)/daily or weekly or monthly etc.)	CJS	A minimum of three cultural experiences per grade per year	Three cultural experiences per grade until March 2020.	COVID 19 cancelled spring cultural experiences
	CPNS	<p>Four main key cultural activities/year occurring a minimum of three cultural experiences per grade per year at least once each quarter</p> <p>JK-G3:</p> <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills <p>G4-G9:</p> <ul style="list-style-type: none"> · Harvesting camps (fishing, trapping, snaring, medicinal plants, berry harvesting) 	<p>Four main key cultural activities/year three cultural experiences per grade per year at least once each quarter</p> <p>JK-G3:</p> <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills <p>G4-G9:</p> <ul style="list-style-type: none"> · Harvesting camps (fishing, trapping, snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Traditional sports & Dene games · Meat preparation · Sewing 	COVID 19 cancelled spring cultural experiences



		<ul style="list-style-type: none"> · Dene laws · Community cultural celebrations · Traditional sports & Dene games · Meat preparation · Sewing · Survival skills · Camp preparation · Canoe trip · Hunting trip 	<ul style="list-style-type: none"> · Survival skills · Camp preparation · Canoe trip · Hunting trip 	
	E3ES	JK/K to Grade Six – at least once/month	JK/K to Grade Six – at least once/month (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	E3SS	7-12/3x a week	7-12/3x a week (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	MKS	A minimum of four cultural experiences per grade per year	Three cultural experiences per grade per year (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	IS	JK/K to Grade Six – at least 3 times/month	JK/K to Grade Six – at least 3 times/month (Achieved until March 2020)	COVID 19 cancelled spring cultural experiences
	MS	JK-12 Quarterly	JK-12 Q1-Q3 achieved.	COVID 19 cancelled spring cultural experiences
	HKE	Weekly ALL grades	Weekly ALL grades	COVID 19 cancelled spring cultural experiences.



	AS	Weekly All grades	Weekly All grades	COVID 19 cancelled spring cultural experiences.
Type of Key Cultural Experiences provided	CJS	Quarterly Camps all Grades	17 camps in total for the year. All grades	COVID 19 cancelled spring cultural experiences.
	CPNS	Four main key cultural activities/year occurring at least once each quarter JK-G3: <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills G4-G9: Harvesting camps (fishing, trapping, snaring, medicinal	Key cultural activities/year occurred at least once each quarter (Q1-Q3) JK-G3: <ul style="list-style-type: none"> · Harvesting camps (snaring, medicinal plants, berry harvesting) · Dene laws · Community cultural celebrations · Sewing · Survival skills G4-G9: Harvesting camps (fishing, trapping, snaring, medicinal	COVID 19 cancelled spring cultural experiences. (Q4)
	E3ES	Moose Meat Cutting (JK-6) Student Donation of Moose Stomach Lace for Drying & Eating Inuvialuit Learning History Project (Grades 5 & 6) Grade 5 Dry Meat Making JK/K Grade 3 Nature Walks with Elders Grade 1-6: RCMP History of Inuvialuit Rangers	Moose Meat Cutting (JK-6) Student Donation of Moose Stomach Lace for Drying & Eating Inuvialuit Learning History Project (Grades 5 & 6) Grade 5 Dry Meat Making JK/K Grade 3 Nature Walks with Elders Grade 1-6: RCMP History of Inuvialuit Rangers Grades 3&4 Fish Patties with Elder JK/K to Grade 3: Making &	COVID 19 cancelled spring cultural experiences



		Grades 3&4 Fish Patties with Elder JK/K to Grade 3: Making & Setting Rabbit Snares Grade 5: OTL Trapping Program	Setting Rabbit Snares Grade 5: OTL Trapping Program	
	E3SS	OTL program Feasts Community Sports Northern Dene Games Summit Traditional Games Teams and Clubs	OTL program Feasts Community Sports Northern Dene Games Summit Traditional Games Teams and Clubs	COVID 19 cancelled spring cultural experiences
	MKS	At least once a semester Crafts, sewing, art, cooking, OTL activities, storytelling Family Game Night	At least once a semester Crafts, sewing, art, cooking, OTL activities, storytelling Family Game Night	COVID 19 cancelled spring cultural experiences
	IS	OTL program Feasts Community Sports	OTL program Feasts Community Sports	COVID 19 cancelled spring cultural experiences
	MS	OTL Excursions, Storytelling, Culturally focused CTS classes, Cultural Exchanges, Crafts/Sewing, Cooking	OTL Excursions, Storytelling, Culturally focused CTS classes, Cultural Exchanges, Crafts/Sewing, Cooking	COVID 19 cancelled spring cultural experiences
	HKE	Ice Gathering for Elders Hide Preparations and Meat preparation/delivery - Igloo Building - Art Discovery with Elders - Cultural Walk Inukshuk Teaching and Stories	Ice Gathering for Elders Hide Preparations and Meat preparation/delivery - Igloo Building - Art Discovery with Elders - Cultural Walk Inukshuk Teaching and Stories	COVID 19 cancelled spring cultural experiences



		Edible/Medicinal Plant Gathering - Fall Language Camp Spring Language Camp Trapping and Fur Preparation - Traditional Foods - Cultural Sewing	Edible/Medicinal Plant Gathering - Fall Language Camp Spring Language Camp(Cancelled) Trapping and Fur Preparation - Traditional Foods - Cultural Sewing	
	AS	Traditional Cooking Guiding Story Telling Elder's Feast Yard sales Cultural Nights All grades	Traditional Cooking Guiding Story Telling Elder's Feast Yard sales Cultural Nights All grades	COVID 19 cancelled spring cultural experiences
% of students and staff participating in whole school key cultural experiences on-the-land.	CJS	60%	60%	COVID 19 cancelled spring cultural experiences
	CPNS	100%	100%	COVID 19 cancelled spring cultural experiences
	E3ES	100%	100%	COVID 19 cancelled spring cultural experiences
	E3SS	25% students 40% staff	25% students 40% staff	COVID 19 cancelled spring cultural experiences
	MKS	75%	75%	COVID 19 cancelled spring cultural experiences
	IS	100%	100%	COVID 19 cancelled spring cultural experiences



	MS	100% participating in one whole-school activity	100% participating in one whole school activity. Grades JK-7 complete 8-12 were to take place in spring.	COVID 19 cancelled spring cultural experiences
	HKE	100%	100% of staff and students participated until March 2020	COVID 19 cancelled spring cultural experiences
	AS	80%	80% until March 2020	COVID 19 cancelled spring cultural experiences
% of schools that involve community members who are not a part of regular school staff.	CJS	100%	100%	COVID 19 cancelled spring cultural experiences
	CPNS	100%	100%	COVID 19 cancelled spring cultural experiences
	E3ES	100%	100%	COVID 19 cancelled spring cultural experiences
	E3SS	100%	100%	COVID 19 cancelled spring cultural experiences
	MKS	100%	100%	COVID 19 cancelled spring cultural experiences
	IS	100%	100%	COVID 19 cancelled spring cultural



				experiences
	MS	100%	100%	COVID 19 cancelled spring cultural experiences
	HKE	100%	100%	COVID 19 cancelled spring cultural experiences
	AS	100%	100%	COVID 19 cancelled spring cultural experiences

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 Our Languages curriculum through the TLC.	Begin developing resources to support OLC. All IL instructors will be provided with classroom kits to support OLC.
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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>2 story books created per school</p> <p>All IL instructors will be provided with classroom kits to support OLC.</p>	<p>2 story books created per school (Incomplete still ongoing)</p> <p>Kits provided to schools. New felt boards and laptops given to IL Instructors.</p>	Covid 19 delayed completion of story books. Will be completed early fall of 2020.
Number of staff receiving training and support for development of Indigenous language resources.	100%	100%	
Areas of Strength for the region	<p>District in-services August and February PD days staff received training on Indigenous language resources and cultural teachings. IL instructors were provided new laptops and portable hard drives to support the collection of OPA data. Despite COVID 19 schools were actively engaged in the collection of OPA data prior. The district continues to include emergent level target(s) as part of the strategic plan.</p> <p>A graphic novel is being created with an elder originally from Tuktoyaktuk. The novel will be produced in Inuvialuktun, Gwich'in initially and eventually in Inuinnaqtun.</p>		
Areas for Development for the region	Language fluency of instructors is still developing. IL instructors are actively engaged in professional development opportunities. Many IL Instructors work with an Elder who visits their classroom on a regular basis.		



Additional Comments for the region	As the need for fluent IL Instructors is hard pressed the urgency of retention and training is a priority as our pool of Elders as a resource becomes less over the years. Need to look at a Language Revitalization plan to support current IL Instructors especially for those that are aging out. Next 5 years will be critical for seeking out fluent IL speakers in both Gwich'in and Inuvialuktun.
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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	\$18,546	\$18,546		\$0		Spring camp planned for April 2020 cancelled due to COVID 19. Funds will be rolled over for 2020-21.
Fort McPherson	\$19,068	\$19,068		\$14,578.28		Funds rolled over due to COVID 19
Ulukhaktok	\$19,900	\$19,900		\$7,414.00		Funds rolled over due to COVID 19
Inuvik – E3SS	\$38,482	\$38,482		\$8,882.41		Funds rolled over due to COVID 19
Inuvik – E3ES				\$8,423.20		Funds rolled over due to COVID 19



Paulatuk	\$17,206	\$17,206		\$8,882.63		Funds rolled over due to COVID 19
Sachs Harbour	\$15,082	\$15,082		\$1,299.80		Funds rolled over due to COVID 19
Tsiigehtchic	\$15,208	\$15,208		\$4,896.15		Funds rolled over due to COVID 19
Tuktoyaktuk	\$24,318	\$24,318		\$2,629.96		Funds rolled over due to COVID 19
TOTAL	\$167,808	\$167,808		\$42,851.35		Funds rolled over due to COVID 19



Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment Draft Budget

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

	2019-2020 Budget	2018-2019 Approved Budget	2018-2019 Year-end Forecast
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contribution	27,343,052	26,566,735	28,159,117
Indigenous Languages Contribution	2,806,189	2,690,435	2,693,252
French Language Contribution	90,000	90,000	90,000
ECE Other Contribution	1,230,000	1,770,000	455,000
Sub-Total ECE	31,469,241	31,117,170	31,397,369
GNWT Other Contributions			
Total GNWT	31,469,241	31,117,170	31,397,369
Federal Government - Jordans Principle	4,400,000	2,886,125	2,734,313
Federal Government			
Property Tax Requisitioned			
Other School Authorities			
Education Authority Generated Funds			
Rentals			
School Fees			
Sales			
Investment Income	130,000	110,000	155,000
Other	667,575	593,158	550,000
Total Generated Funds	5,197,575	3,589,283	3,439,313
TOTAL REVENUES	36,666,816	34,706,453	34,836,682
EXPENSES			
Administration	3,454,441	2,903,749	2,825,000
School Programs	20,725,861	22,368,919	21,950,000
Operations and maintenance			
Inclusive Schooling	5,043,411	5,173,039	5,050,000
Indigenous Languages and Education	2,906,189	2,690,435	2,465,000
Jordans Principle	4,400,000	2,886,125	2,734,313
Transfers to Capital			
Debt Services			
TOTAL EXPENSES	36,529,902	36,022,267	35,024,313
SURPLUS (DEFICIT)	136,913	(1,315,814)	(187,631)
PROJECTED ACCUMULATED SURPLUS (DEFICIT)	2,391,694	1,126,598	2,254,781

Department of Education, Culture & Employment
Draft 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		11,460,268			11,460,268
Instruction Assistants		332,026			332,026
Regional Coordinators		650,240	130,048	195,072	975,360
Program Support Teachers			1,503,451		1,503,451
Wellness Counsellors			203,745		203,745
Support Assistants			1,463,163		1,463,163
Indigenous Language Instruction				1,360,471	1,360,471
Cultural Resource Staff				0	0
Elders in Schools				72,627	72,627
Non Instructional Staff	1,239,918	1,087,776			2,327,694
Board/Trustee Honoraria	22,125				22,125
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	532,871	4,766,069	1,330,177	564,360	7,193,477
Leave And Termination Benefits	680,000				680,000
STAFF DEVELOPMENT (Including Travel)					
	30,500	86,539	31,800	459,507	608,346
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	244,500	36,500	500	10,000	291,500
Postage/Communication	32,100	76,250			108,350
Utilities		0			0
Travel	205,206	52,787	20,800	11,429	290,222
Student Transportation (Busing)		265,608	2,000		267,608
Advertising/Printing/Publishing	8,000				8,000
Maintenance/Repair		16,500			16,500
Rentals/Leases	165,000	100,500			265,500
Other Contracted Services	5,600	135,530		158,327	299,457
MATERIALS/SUPPLIES/FREIGHT					
Assistive Technology			12,000		12,000
Materials	258,621	1,612,268	343,727	74,396	2,289,012
Freight	30,000	47,000	2,000	0	79,000
TRANSFERS TO CAPITAL					
					0
TOTAL	3,454,441	20,725,861	5,043,411	2,906,189	32,129,902



**Department of Education, Culture & Employment
Draft Budget**

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

	General Inclusive Schooling	Magnet Facilities	Total
SALARIES			
Regional Coordinator	130,048		130,048
Program Support Teachers	1,503,451		1,503,451
Support Assistants	1,463,163		1,463,163
Non Instructional Staff	203,745		203,745
EMPLOYEE BENEFITS			
Employee Benefits/Allowances	1,330,177		1,330,177
STAFF DEVELOPMENT (Including Travel)			
	31,800		31,800
SERVICES PURCHASED/CONTRACTED			
Professional/Technical Services	500		500
Travel	20,800		20,800
Student Transportation	2,000		2,000
Other Contracted Services			0
MATERIALS/SUPPLIES/FREIGHT			
Assistive Technology	12,000		12,000
Materials	343,727		343,727
Freight	2,000		2,000
TOTAL	5,043,411	0	5,043,411



**Department of Education, Culture & Employment
Draft 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	195,072			195,072
Language Instruction	1,360,471			1,360,471
Cultural Resource Staff			0	0
Elders in Schools			72,627	72,627
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	564,360		0	564,360
STAFF DEVELOPMENT (Including Travel)				
	459,507		0	459,507
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services			10,000	10,000
Travel	11,429		0	11,429
Student Transportation (Bussing)				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services	87,020		71,307	158,327
MATERIALS/SUPPLIES/FREIGHT				
Materials	5,000	40,000	29,396	74,396
Freight			0	0
TOTAL	2,882,859	40,000	183,330	2,906,189



**Beaufort Delta Education Council
2019 - 2020 Draft Budget**

Schedule of Budgeted Approved Person Years

	<u>2019-2020</u> <u>Person Years</u>	<u>2018-2019</u> <u>Person Years</u>
Administration Staff	9.30	9.30
Other - IT	2.00	2.00
Territorial Schools		
Teachers	101.00	108.00
Consultants	5.00	4.50
Classroom Assistants	0.00	0.00
Secretaries	6.10	7.60
Custodians	12.22	12.22
School Community Counsellors	0.00	1.80
IT - NDL		
Inclusive Schooling:		
Regional Coordinators	1.00	2.00
Program Support Teachers	13.25	13.00
Wellness Counsellors	2.50	3.50
Support Assistants	21.85	24.80
Assistive Technology	0.00	0.00
Indigenous Languages and Education		
Regional Coordinator	1.50	2.00
Indigenous Languages Instruction Staff	13.25	13.50
Total Person Years	<u>188.97</u>	<u>204.22</u>



Appendix C: Annual Report - Audited Financial Statements



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

**CONSOLIDATED ANNUAL FINANCIAL REPORT
June 30, 2020**

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Message from Superintendent of Schools Frank Galway

On behalf of the Beaufort Delta Divisional Education Council (BDDEC), I am pleased to present the Annual Report for 2019 - 2020. 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 2019 – 2020 year has proven to be one of the most challenging years that BDDEC has ever faced. With the continuing advance of Covid-19 the decision was made to not open the schools for classes after the Spring Break in March 2020 and the schools remained closed to the end of the school year June 2020. The challenge for our education council was to deliver meaningful education and support to our students.

Spring of 2020, the GNWT released a document Emerging Wisely for the NWT. School administration along with the Education Council prepared plans for each of the schools so that students would be able to attend classes. The plans were submitted to the Chief Health Officer of the NWT and after discussions; all of the plans were approved so that all of our schools would be able to offer in-school classes for September 2020. For September 2020 regular classes will be offered. Personal Protective Equipment (PPE) is in place for all staff, and protocols have been developed 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 2019 - 2020 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 for 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 2019 - 2020 include:

- Partnership with the Inuvialuit Regional Corporation (IRC).
- Partnership with the Gwich'in Tribal Council (GTC).
- Jordan's Principle funding.
- Northern Distance learning statistics show continual improvement and show that the service has been utilized for those students in small schools that need the dash one/two courses for access to further education. The program with ECE's financial contribution continues to expand with additional schools throughout the NWT in the 2019 – 2020 year with plans for further expansion in the 2020 – 2021 year.
- BDDEC welcomes IRC's initiative to hire candidates referred to as "Student and Family Support Workers" who are working in the communities of Inuvik, Aklavik, Tuktoyaktuk, Ulukhaktok, Paulatuk and Sachs Harbour. The Student and Family Support Workers will work

with students (with parental approval) to improve student success by addressing attendance concerns and other matters.

- Governance Training has been deferred for DEA members in Aklavik, Fort McPherson, Ulukhaktok, Tuktoyaktuk and Inuvik.
- A standardized template for the Operating Plan and the Annual Report have been used in submissions to ECE.
- BDDEC continues to focus on literacy and numeracy initiatives to improve teacher practices and development with a focus on student achievement.
- 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.
- For the 2019 – 2020 year BDDEC continues to work with the recently adopted Aboriginal Language and Culture directive from ECE. As directed by ECE funding for the Elders in the School program and Cultural Orientation funding has been provided directly to the School's operating budget. On the land programming continues to be a major focus for the program.
- Staff changes for the 2020 – 2021 include the retirement of Paul Loewen and the appointment of Richard McKinnon as an Assistant Superintendent.

The world of education is changing globally, nationally and territorially. The Beaufort Delta Divisional Education Council (BDDEC) recognizes the importance of embracing these changes to prepare northern students for participation in a 21st century. Research indicates that culture-based education impacts student outcomes. With the increased focus on Indigenizing Education, BDDEC will continue to ensure teaching and learning is meaningful to the students it serves.

Overview

The Beaufort Delta Divisional Education Council (BDDEC) for the 2019 – 2020 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 2019 – 2020 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.

Chairperson	Darlene Gruben
Vice-Chairperson	Jennifer Parrott
Member-at-Large	Rebecca Blake
Aklavik	Rita Arey (Acting)
Fort McPherson	Mary Rose Tetlich
Inuvik	Jennifer Parrott
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	Andrea Keogak
Tsiigehtchic	Archie Inglangasuk Jr
Tuktoyaktuk	Darlene Gruben
Ulukhaktok	Joanne Ogina
Gwich'in Tribal Council	Robert Charlie
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	Frank Galway
Assistant Superintendent	Devin Roberts
Assistant Superintendent	Richard McKinnon
Comptroller	Gary McBride
Public Affairs Coordinator	Lisa Steen
LAN Manager	Michael Reardon
Technical Officer	Dylan Blais
Finance Officers	Ken Crocker
	Kurt Scheiwiller
	Sheena Snowshoe
Administrative Assistant	Loni Noksana-Ruben

Consultants

Inclusive Schooling
Indigenous Languages
Literacy Coordinator k-12
Junior Kindergarten
Math Science
PowerSchool
Northern Distance Learning

Jane Khaemba
Velma Illasiak/Erica Thompson
Julie Donahue-Kpolugbo
Danielle Aylward
Shawn Feener
Lorna Jones-Martin
William Logan

Principals

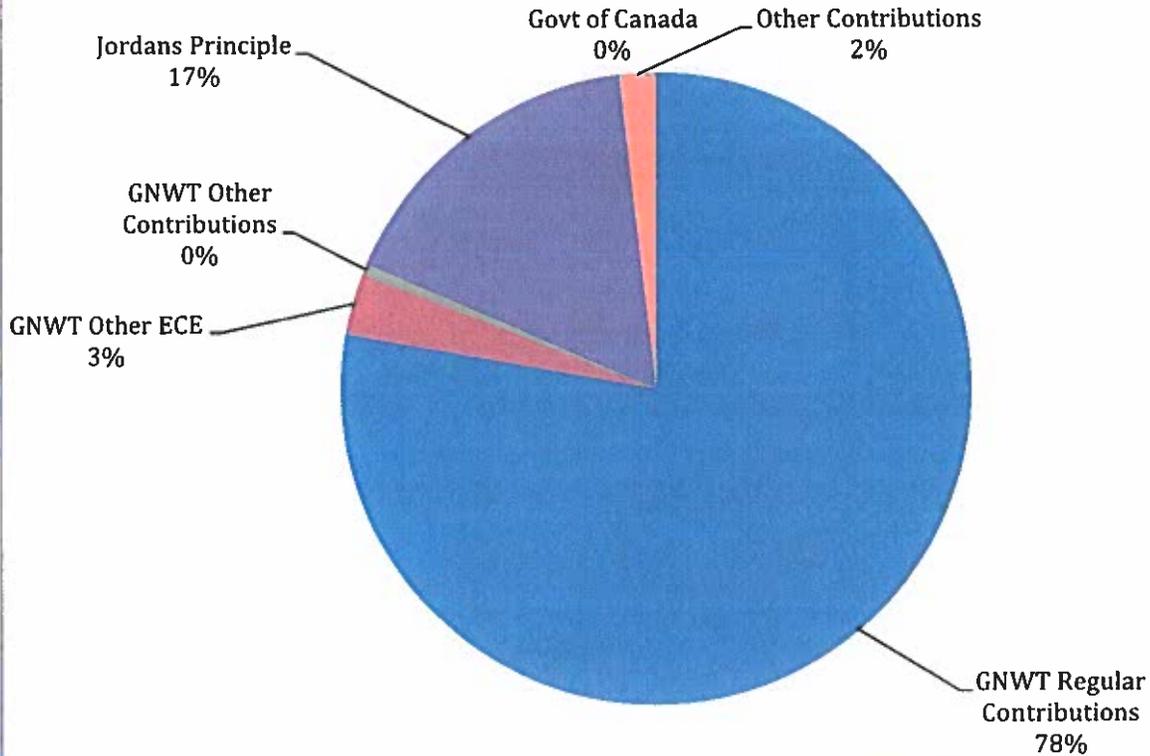
Angik – Paulatuk
Chief Julius – Fort McPherson
Chief Paul Nitidchie – Tsiighetchic
Helen Kalvak – Uluhaktok
Inualthuyak – Sachs Harbour
Mangilaluk – Tuktoyaktuk
Moose Ker School – Aklavik
East Three Elementary – Inuvik
East Three Secondary – Inuvik

William Callahan
Shirley Peterson
Sonia Gregory
Richard McKinnon
Stephen Keoughan
Ephraim Warren
Vivian Wirth
Elizabeth McNeil
Krista Cudmore

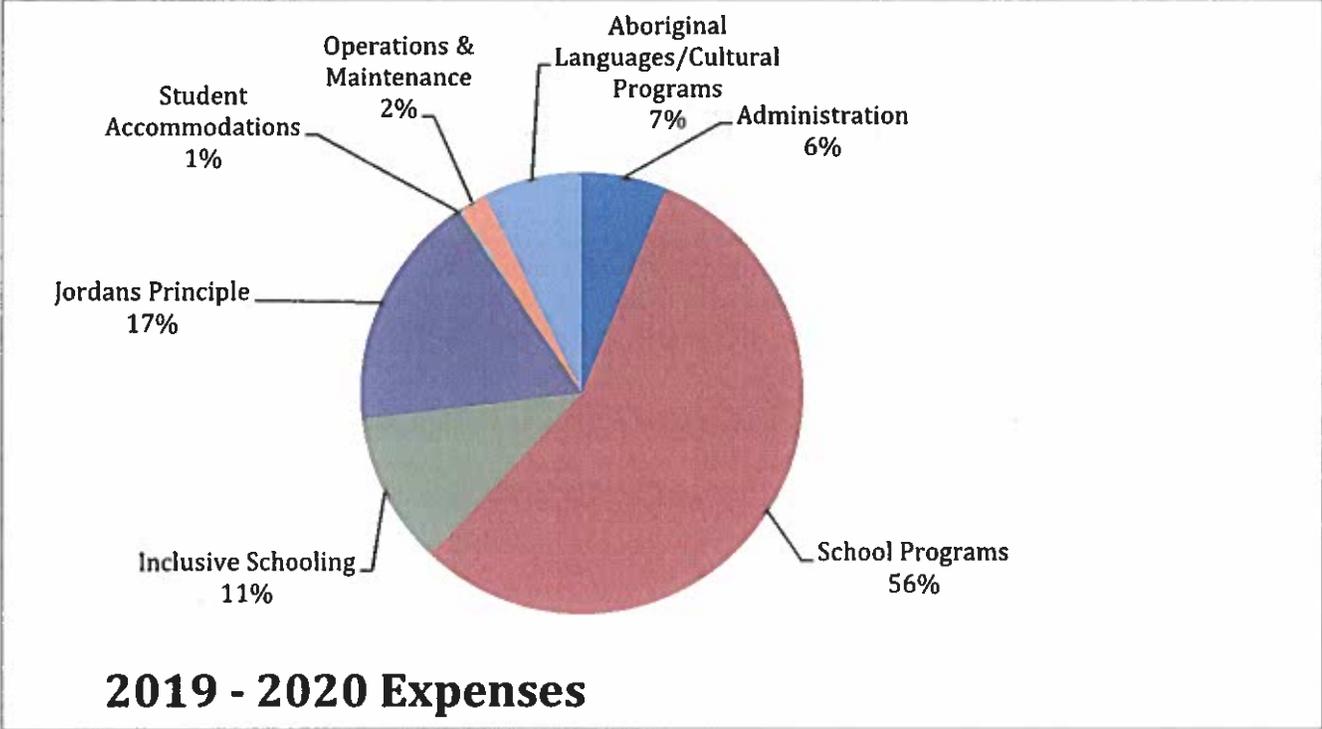
Financial Highlights

Revenues for 2019 – 2020 of \$39.8 million were \$3.1 million higher than budgeted. GNWT regular contributions accounted for 78% of the revenue at \$30.9 million an increase of \$0.9 million from 2018 - 2019 year. Other contribution agreements from the GNWT brought the total GNWT contributions to \$32.4 million; which is an increase of \$691.6 K from the 2018 – 2019 year. Total revenues of \$39.8 million were an increase of \$4.6 million from the 2018 - 2019 year. Funding from the Government of Canada under the Jordan's Principle program accounted for \$6.6 million.

2019 - 2020 Revenue



Expenses are broken into program cost; school programs accounted for 55.7% of cost at \$21.5 million, Inclusive schooling for 28.4% of cost at \$10.9 million. Total expenses at \$38.5 million were \$2.2 million greater than 2018 - 2019, and \$2.0 million greater than the 2019 - 2020 Budget.

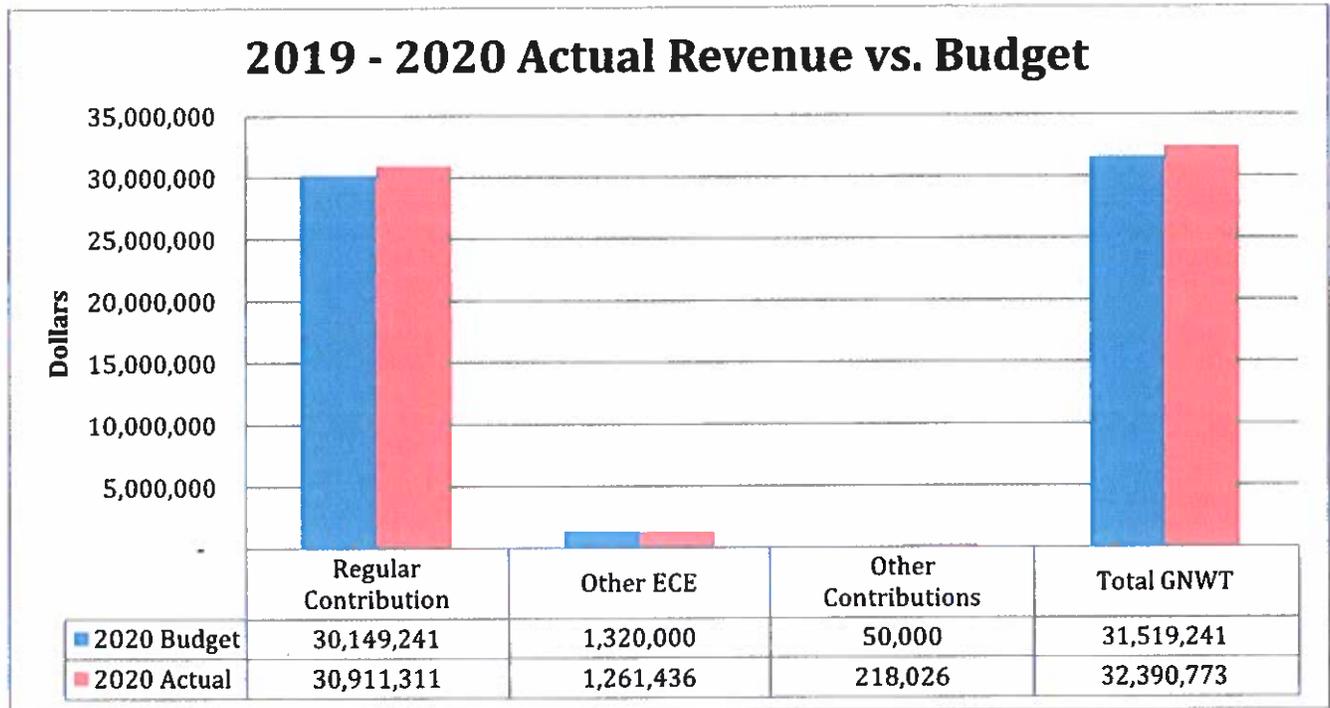


2019 – 2020 Revenues

For 2019 - 2020 BDDEC Consolidated Statement of Operations had an Operating Surplus of \$1.2 million compared to a Budgeted Operating Surplus of \$0.1 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 2019 – 2020 Actual Revenues compared to the budgeted revenue.



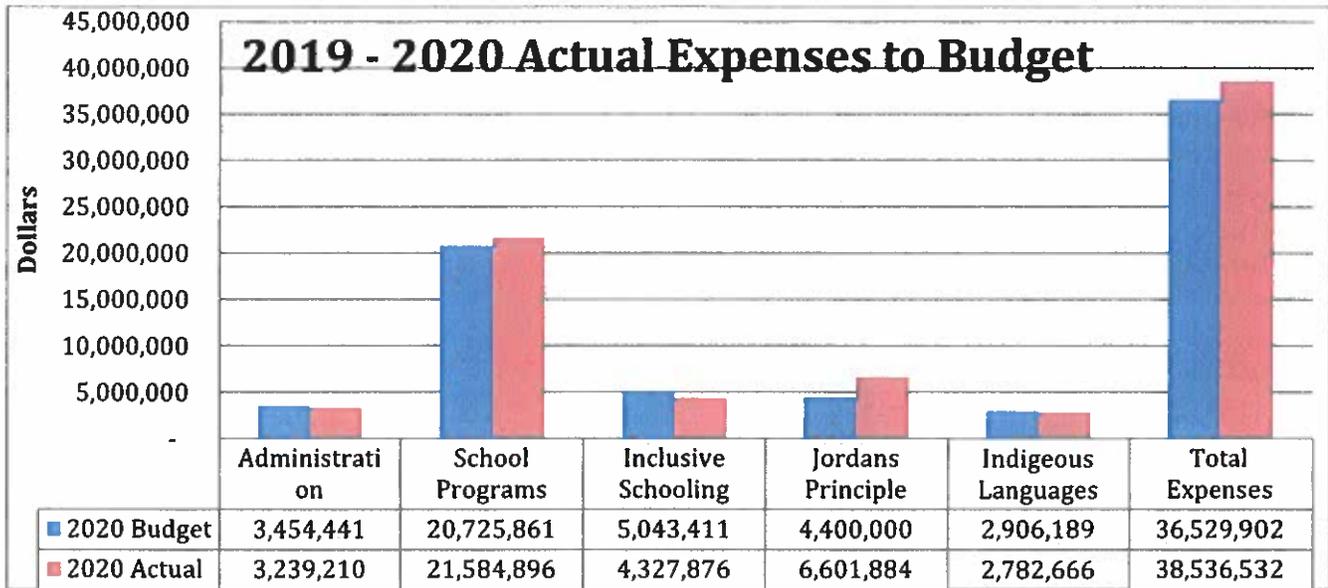
2019 – 2020 Expenses

Expenses for the year-end June 2020 were \$2.0 million more than the budget of \$36.5 million for a total cost of \$38.5 million. This represents a \$2.1 million increase in expenditures from 2018 -2019, or a 6.0% increase in spending from previous year.

Inclusive schooling had expenses of 10.9 million representing an increase in spending from the 2018 - 2019 year of \$3.6 million. The increase was due to increase staff and supplies funded through the Jordan’s Principle program.

Indigenous Languages had expenses of \$2.8 million; which represents an increase of expenditures of \$188 K from the 2018 – 2019 year.

Chart 2 is a program comparison of our expenses for 2019 - 2020 compared to the budgeted expenses.



When comparing 2020 against 2019, BDDEC experienced a 12.9% increase in revenues, and an increase in expenses of 6.0% resulting in an operating surplus of \$1,2 million. As a result for the year ended June 2020, the Accumulated Surplus is \$2.4 or 6.1% of revenues.

Chart 3 is a comparison of the Year-end 2020 GNWT Revenues compared to the 2019 Revenues

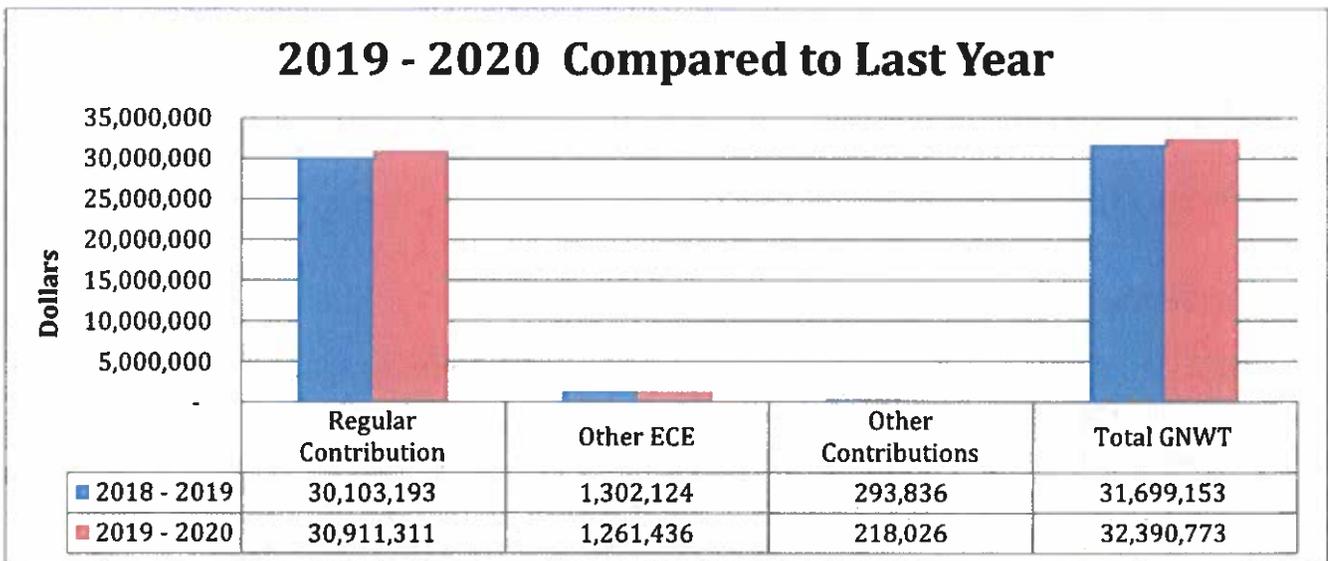
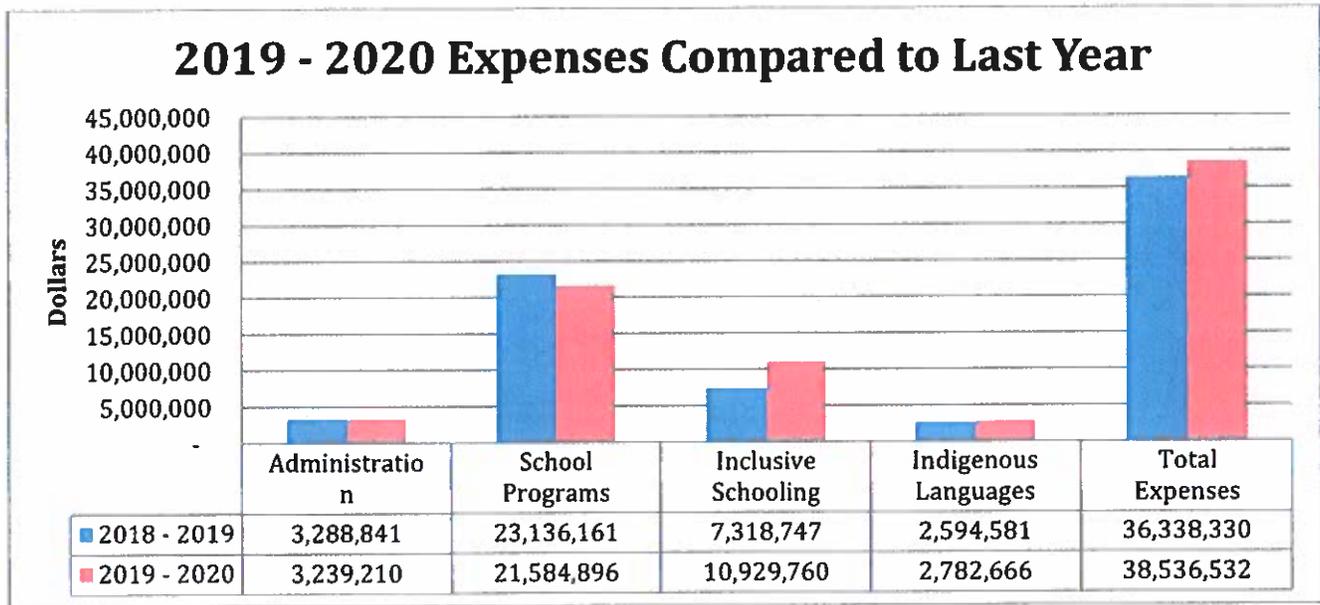


Chart 4 compares the 2020 Program Expenses against to the 2019 Program Expenses.



The plan for the 2019 – 2020 year was to have little or no surplus for the current year. Partially due to the schools being closed BDDEC had a surplus of \$1.2 million which increased the Accumulated Surplus from \$1.2 million at the end of June 2019 to \$2.4 million for the end of June 2020.

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. 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	2019 Students	2019 Teachers	2018 Students	2019 Teachers
Aklavik	Moose Kerr	148.00	13.00	128.00	13.00
Fort McPherson	Chief Julius	147.00	16.00	141.00	16.00
Inuvik	East 3 Elem	438.50	41.00	451.00	38.00
Inuvik	East 3 Second	273.80	24.50	275.80	28.00
Inuvik DEA	Subtotal	712.30	65.50	726.80	66.00
Paulatuk	Angik	67.50	8.00	59.50	7.00
Sachs Harbour	Inualthuyak	16.00	2.50	16.00	2.50
Tsiigehtchic	Chief Paul Niditchie	43.00	6.75	40.00	5.75
Tuktoyaktuk	Mangilaluk	235.00	20.00	237.50	21.00

Ulukhaktok	Helen Kalvak	120.00	13.00	121.00	10.50
Total		1488.80	144.75	1469.80	141.75

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 2019 – 2020 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 2019 – 2020 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 2019 – 2020 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.

For the year 2019 – 2020 the award was given to Brianna Dillon.

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 2019 – 2020 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 3 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 2020 – 2021 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 2020 – 2021 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.



BEAUFORT DELTA DIVISIONAL EDUCATION COUNCIL
Aklavik, Ft. McPherson, Inuvik, Paulatuk, Sachs Harbour, Tsiigehtchic, Tuktoyaktuk, Ulukhaktok

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

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

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Beaufort-Delta 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, 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

Frank Galway
Superintendent

Gary McBride
Comptroller

August 8, 2020

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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, 2020 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, 2020 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.

Emphasis of Matter

Without modifying our opinion, we draw attention to Note 23 to the financial statements, concerning the worldwide spread of a novel coronavirus known as COVID-19 subsequent to year-end and its effect on the global economy. Our opinion is not modified in respect of this matter.

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

August 8, 2020

BEAUFORT-DELTA EDUCATION COUNCIL
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
 June 30, 2020

Statement I

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents (Note 2)	\$ 10,450,789	\$ 10,888,953
Restricted Assets (Note 6)	293,125	282,511
Accounts Receivable (Note 8)	<u>456,432</u>	<u>281,116</u>
	<u>11,200,346</u>	<u>11,452,580</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities (Note 10)	893,782	976,589
Payroll Liabilities (Note 10)	4,018,169	4,906,250
Employee Deductions Payable	1,687	1,986
Deferred Revenue (Note 11)	856,006	1,260,679
Post-Employment Benefits (Note 17)	2,704,647	2,808,281
Trust Liabilities (Note 6)	<u>293,125</u>	<u>282,511</u>
	<u>8,767,416</u>	<u>10,236,296</u>
NET FINANCIAL ASSETS (Statement III)	<u>2,432,930</u>	<u>1,216,284</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses (Note 20)	<u>3,000</u>	<u>4,516</u>
	<u>3,000</u>	<u>4,516</u>
ACCUMULATED SURPLUS	<u>\$ 2,435,930</u>	<u>\$ 1,220,800</u>

Approved:

Frank Galway

 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, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Government of the NWT			
Regular contributions	\$ 30,149,241	\$ 30,911,311	\$ 30,103,193
Other ECE contributions (Note 31)	1,320,000	1,261,436	1,302,124
Other contributions (Note 32)	<u>50,000</u>	<u>218,026</u>	<u>293,836</u>
Total Government of the NWT	<u>31,519,241</u>	<u>32,390,773</u>	<u>31,699,153</u>
Government of Canada			
Jordan Prinicpal	4,400,000	6,601,884	2,387,257
Other Government of Canada	<u>-</u>	<u>25,445</u>	<u>47,035</u>
Total Government of Canada	<u>-</u>	<u>6,627,329</u>	<u>2,434,292</u>
Board Generated Funds			
Investment Income	130,000	113,234	162,271
Rentals	-	17,064	6,234
Other	<u>617,575</u>	<u>603,262</u>	<u>814,768</u>
Total Board Generated Funds	<u>747,575</u>	<u>733,560</u>	<u>983,273</u>
TOTAL REVENUE	<u>36,666,816</u>	<u>39,751,662</u>	<u>35,116,718</u>
EXPENSES (Schedule 1)			
Aboriginal Languages/Cultural Programs	2,906,189	2,782,666	2,594,581
Administration	3,454,441	2,381,814	2,447,073
Inclusive Schooling	9,443,411	10,929,760	7,318,747
School Programs	20,725,861	21,480,680	22,967,058
Student Accommodations	-	104,216	169,103
Operations & Maintenance	<u>-</u>	<u>857,396</u>	<u>841,768</u>
TOTAL EXPENSES	<u>36,529,902</u>	<u>38,536,532</u>	<u>36,338,330</u>
OPERATING SURPLUS	<u>\$ 136,914</u>	<u>\$ 1,215,130</u>	<u>\$ (1,221,612)</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement III

CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS

June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
OPERATING SURPLUS	\$ 136,914	\$ 1,215,130	\$ (1,221,612)
Purchase of Prepaid Expenses	-	(3,000)	(4,516)
Use of Prepaid Expenses	<u>-</u>	<u>4,516</u>	<u>8,181</u>
	-	1,516	3,665
INCREASE IN NET FINANCIAL ASSETS	<u>136,914</u>	<u>1,216,646</u>	<u>(1,217,947)</u>
NET FINANCIAL ASSETS, BEGINNING OF YEAR	<u>1,216,284</u>	<u>1,216,284</u>	<u>2,434,231</u>
NET FINANCIAL ASSETS, END OF YEAR	\$ <u>1,353,198</u>	\$ <u>2,432,930</u>	\$ <u>1,216,284</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

Statement IV

CONSOLIDATED STATEMENT OF CASH FLOW

For the Year Ended June 30, 2020

Cash provided by (used in):	<u>2020</u>	<u>2019</u>
OPERATING TRANSACTIONS		
Operating surplus (deficit)	\$ 1,215,130	\$ (1,221,612)
Changes in non-cash assets and liabilities:		
Decrease (increase) in accounts receivable	(175,316)	95,685
Increase (decrease) in accounts payable	(82,807)	15,955
Increase (decrease) in payroll liabilities	(888,081)	1,806,778
Increase (decrease) in employee deductions payable	(299)	(600)
Increase (decrease) in deferred revenue	(404,673)	1,126,791
Increase (decrease) in post-employment benefits	(103,634)	(275,215)
Decrease (increase) in prepaid expenses	<u>1,516</u>	<u>3,665</u>
Cash provided by operating transactions	<u>(438,164)</u>	<u>1,551,447</u>
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(438,164)	1,551,447
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>10,888,953</u>	<u>9,337,506</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 10,450,789</u>	<u>\$ 10,888,953</u>

See the accompanying notes and schedules.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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, 2020

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.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, continued

(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, 2020

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, 2020

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, 2020

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, 2020

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, 2020

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, 2020

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, 2021. 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.

Other New Standards

Effective July 1, 2021, 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. There are no significant impacts on the financial statements as a result of these applications.

Effective July 1, 2021, 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.

Effective July 1, 2022, 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>2020</u>	<u>2019</u>
Cash	\$ <u>10,450,789</u>	\$ <u>10,888,953</u>
	\$ <u>10,450,789</u>	\$ <u>10,888,953</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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>2020</u>	<u>2019</u>
Comprised of:			
Short-term	- GIC 2.0% due June 24, 2020	\$ 265,000	\$ 255,000
	- Due from general cash	<u>2,138</u>	<u>6,578</u>
		<u>\$ 267,138</u>	<u>\$ 261,578</u>
Stallworthy / Carpenter Endowment Fund:			
	Principal proceeds received	\$ 216,515	\$ 216,515
	Interest earned to date	268,438	262,955
	Expenses to date	<u>(217,815)</u>	<u>(217,892)</u>
		<u>\$ 267,138</u>	<u>\$ 261,578</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, 2020	\$ 21,000	\$ 20,000
	- Due from general cash	<u>379</u>	<u>933</u>
		<u>\$ 21,379</u>	<u>\$ 20,933</u>
Terry Halifax Fund:			
	Principal proceeds received	\$ 21,000	\$ 21,000
	Interest earned to date	840	2
	Expenses to date	<u>(500)</u>	<u>69</u>
		<u>\$ 21,379</u>	<u>\$ 20,933</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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, 2020	\$ 4,000	\$ -
	- Due from general cash	<u>608</u>	<u>-</u>
		\$ <u>4,608</u>	\$ <u>-</u>

R. Gosselin Go For It Award Fund:

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

TOTAL RESTRICTED ASSETS		\$ <u>293,125</u>	\$ <u>282,511</u>
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NOTE 7 PORTFOLIO INVESTMENTS

(Not applicable)

NOTE 8 ACCOUNTS RECEIVABLE

	<u>Accounts</u> <u>Receivable</u>	<u>Allowance</u>	<u>2020</u>	<u>2019</u>
Government of the Northwest Territories:				
- Education, Culture and Employment	\$ <u>33,473</u>	\$ <u>-</u>	\$ <u>33,473</u>	\$ <u>68,351</u>
Due from GNWT	<u>33,473</u>	<u>-</u>	<u>33,473</u>	<u>68,351</u>
Other Accounts receivable	<u>709,716</u>	<u>286,757</u>	<u>422,959</u>	<u>212,765</u>
	\$ <u>743,189</u>	\$ <u>286,757</u>	\$ <u>456,432</u>	\$ <u>281,116</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 9 INVENTORY

(Not applicable)

NOTE 10 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	<u>2020</u>	<u>2019</u>
Government of the Northwest Territories:		
Education, Culture and Employment	\$ 2,500	\$ 25,525
Municipal and Community Affairs	5,319	5,318
Department of Finance	46,335	153,411
Department of Petroleum Products	<u>-</u>	<u>1,100</u>
Government of the Northwest Territories	54,154	185,354
Related Parties	383,966	324,573
Accounts payable	195,824	204,831
Accrued payables	<u>259,838</u>	<u>261,831</u>
	893,782	976,589
Payroll Liabilities		
To GNWT (A)	4,018,169	4,906,250
Payroll Liabilities	<u>\$ 4,018,169</u>	<u>\$ 4,906,250</u>

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

Note B: Amount accrued by the Council for salaries and wages to be paid in July and August.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 11 DEFERRED REVENUE

	<u>2020</u>	<u>2019</u>
Education, Culture & Employment		
- Healthy Food For Learning	\$ 29,729	\$ -
- Breakfast Program - Tuktoyaktuk DEA	2,084	-
- Hamlet of Sachs Harbour	9,457	-
- Facility Use - Inuvik DEA	3,503	-
- Self Regulation	-	2,502
- School & Public Library Services -Uluhaktuk FEA	21,000	13,518
- E- Learning	-	6,010
Environment & Natural Resources		
- Species at Risk - Need 2 more lines	28,757	1,855
Library		
- School & Public Library Services - Paulatuk	1,850	-
- School & Public Library Services - Aklavik DEA	175	7,755
Healthy and Social Services		
- Drop the Pop	459	3,701
Municipal & Community Affairs		
- Keepers - Need 7 more lines	<u>102,754</u>	<u>4,646</u>
- Jordon Prinicpal	454,235	1,055,549
- NWT Library	<u>20,754</u>	<u>-</u>
Teetlit Gwich'in Council	-	30,205
Charities Aid Foundation - America	-	7,419
Literacy Program - Uluhaktok DEA	972	-
Breakfast Program - Paulatuk DEA	5,192	3,986
Lights on CAF America	7,419	-
Inuvialuit Regional Corporation	-	4,791
Food First Foundation	32,440	8,036
Presidents Choice Foundation	1,086	3,888
First Light Research	-	15,000
Breakfast for Learning	37,245	16,027
Healthy Food for Learning	-	8,634
Tides - OTL - Collaborative Fund	92,432	64,544
NWT Parks & Rec Get Active NWT	<u>4,463</u>	<u>2,613</u>
	<u>\$ 856,006</u>	<u>\$ 1,260,679</u>

NOTE 12 CONTRIBUTION REPAYABLE

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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 actuarial valuation was completed as at March 31, 2017. The effective date of the next actuarial valuation is March 31, 2020. The liabilities are actuarially determined as the present value of the accrued benefits at February 17, 2018 and the results extrapolated to June 30, 2018. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>2020</u>	<u>2019</u>
Changes in Obligation:				
Accrued benefit obligations				
beginning of year	\$ 1,674,063	\$ 348,703	\$ 2,022,767	\$ 1,790,445
Current period benefit cost	145,895	37,082	182,977	145,961
Interest accrued	54,331	11,480	65,811	68,362
Benefit payments	(100,800)	(99,873)	(200,673)	(324,099)
Actuarial (gains)/losses	<u>(170,071)</u>	<u>38,360</u>	<u>(131,711)</u>	<u>342,098</u>
Accrued benefit obligations				
end of year	1,603,418	335,752	1,939,171	2,022,767
Unamortized net actuarial				
gain	<u>647,985</u>	<u>(41,125)</u>	<u>606,860</u>	<u>602,975</u>
Net future obligation	<u>2,251,403</u>	<u>294,627</u>	<u>2,546,031</u>	<u>2,625,742</u>
Total employee future				
benefits and compensated				
absences	2,251,403	294,627	2,546,031	2,625,742
Benefits Expense:				
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>

The discount rate used to determine the accrued benefit obligation is an average of 3%. No inflation rate was applied. The expected payments during the next five fiscal years are:

	<u>Severance and Removal</u>	<u>Compensated Absences</u>	<u>Total</u>
2021	\$ 214,087	\$ 45,917	\$ 260,004
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
Next 5 years	580,159	103,966	684,125
Thereafter	<u>-</u>	<u>-</u>	<u>-</u>
Total	<u>\$ 1,388,970</u>	<u>\$ 271,123</u>	<u>\$ 1,660,093</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 18 TRUST ASSETS UNDER ADMINISTRATION

(Not applicable)

NOTE 19 TANGIBLE CAPITAL ASSETS

(Not applicable)

NOTE 20 PREPAID EXPENSES

	<u>2020</u>	<u>2019</u>
LAS Holdings - R Ranking	1,500	-
LAS Holdings - S Timothy	1,500	-
Canadian Association of School System Administrators	-	1,797
VISA charges	<u>-</u>	<u>2,719</u>
	<u>3,000</u>	<u>4,516</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 21 GNWT ASSETS PROVIDED AT NO COST

	<u>Cost</u>	<u>Accumulated Amortization</u>	2020 <u>Net Book Value</u>	2019 <u>Net Book Value</u>
BBDEC Student Housing				
Inuvik	\$ 182,650	\$ 182,650	\$ -	\$ -
East Three Secondary School Carpentry shop	461,563	461,563	-	-
East Three Secondary School Auto Shop	1,308,100	532,320	775,780	42,427
Moose Kerr School	8,123,452	5,853,383	2,270,069	2,529,505
Aklavik Portable Classrooms	62,052	62,052	-	-
Chief Julius School	10,064,072	5,023,394	5,040,678	5,199,439
Mangilaluk School	7,146,891	5,110,403	2,036,488	2,245,359
Inualthuyak School	2,750,507	1,728,618	1,021,889	857,864
Helen Kalvak School	8,864,887	7,447,940	1,416,947	1,715,252
Angik School	3,871,297	2,369,638	1,501,659	1,557,722
Chief Paul Niditchie School	2,467,762	984,020	1,483,742	1,554,961
Moose Kerr Foundation Replacement	753,546	174,289	579,257	598,095
Tsiigehtchic Gym	1	-	1	1
Moose Kerr School - Ventilation	173,505	91,477	82,028	93,609
Angik School Retrofit	123,278	65,745	57,533	57,533
Helen Kalvak School Vent & DDC Retrofit	354,896	214,416	140,480	170,054
East Three New Inuvik School	108,222,857	21,062,238	87,160,619	90,000,465
Tsiigehtchic Gym Pilings	205,668	36,420	169,248	174,389
Aklavik Community Library	234,794	121,804	112,990	118,860
Moose Kerr School - Playscape	250,904	12,365	238,539	-
East Three Carpentry Shop	734,188	21,414	712,774	-
Chief P. Niditchie - Playscape	208,874	6,962	201,912	-
E3 Elementary School - Platscape	<u>347,809</u>	<u>11,594</u>	<u>336,215</u>	<u>-</u>
	<u>\$156,913,553</u>	<u>\$ 51,574,705</u>	<u>\$105,338,848</u>	<u>\$106,915,535</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 22 CONTRACTUAL OBLIGATIONS

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2020:

	<u>Expiry Date</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>Total</u>
Equipment					
Leases	2022	\$ 45,147	\$ 45,147	\$ 45,147	\$ 135,441
Commercial					
Leases	2022	<u>146,100</u>	<u>146,100</u>	<u>73,050</u>	<u>365,250</u>
Total		<u>\$ 191,247</u>	<u>\$ 191,247</u>	<u>\$ 118,197</u>	<u>\$ 500,691</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.

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

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

terms.

	<u>2020</u>	<u>2019</u>
Due to related parties		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	\$ 2,500	\$ 25,525
Department of Municipal & Community Affairs	5,318	5,318
Department of Finance	46,335	153,410
Petroleum Products Division	<u>-</u>	<u>1,100</u>
Government of the Northwest Territories	<u>54,153</u>	<u>185,353</u>
Other Related Parties:		
Various BDEC Schools	<u>383,966</u>	<u>324,573</u>
Total Accounts Payable	<u>438,119</u>	<u>509,926</u>
Due to Related Parties	\$ <u>438,119</u>	\$ <u>509,926</u>

	<u>Accounts</u>		<u>Net 2020</u>	<u>2019</u>
	<u>Receivable</u>	<u>Allowance</u>		
Due from related parties				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Health and Social Services	\$ <u>33,473</u>	\$ <u>-</u>	\$ <u>33,473</u>	\$ <u>54,384</u>
Government of the Northwest Territories	<u>33,473</u>	<u>-</u>	<u>33,473</u>	<u>54,384</u>
Due from Related Parties	\$ <u>33,473</u>	\$ <u>-</u>	\$ <u>33,473</u>	\$ <u>54,384</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

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 on 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, 2020

NOTE 28 EXPENSES BY OBJECT

	2020 Budget <u>(Unaudited)</u>	2020 <u>Actual</u>	2019 <u>Actual</u>
Compensation	\$ 31,803,314	\$ 34,281,161	\$ 31,418,156
Other	<u>4,726,588</u>	<u>4,255,371</u>	<u>4,920,174</u>
	<u>\$ 36,529,902</u>	<u>\$ 38,536,532</u>	<u>\$ 36,338,330</u>

NOTE 29 SUBSEQUENT EVENTS

(Not applicable)

NOTE 30 COMPARATIVE FIGURES

(Not applicable)

NOTE 31 ECE OTHER CONTRIBUTIONS

	<u>2020</u>	<u>2019</u>
French Program	\$ 75,000	\$ 75,000
eLearning	-	1,051,638
NWT Literacy Program (Aklavik)	8,000	-
NWT Literacy Council (Ft McPherson)	8,588	-
Library (Aklavik)	47,374	56,745
Public Library Services (Ft McPherson)	27,035	30,925
Community Literacy Projects (Ft McPherson)	8,744	33,654
Literacy (Ulukhaktok)	7,350	13,329
Library (Ulukhaktok)	27,069	40,833
Northern Distance Learning	<u>1,052,276</u>	<u>-</u>
	<u>\$ 1,261,436</u>	<u>\$ 1,302,124</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2020

NOTE 32 GNWT OTHER CONTRIBUTIONS

	<u>2020</u>	<u>2019</u>
Encounters with Canada	(3,578)	8,000
Mentorship	5,938	-
SCES - Snack Program	-	3,851
Self Regulation & Action Research (ECE)	2,502	6,498
Ivvavik	10,000	10,000
Others (Finance)	-	22,110
Regular Youth Sports Programs	4,665	-
RYS - Basketball (MACA)	-	2,493
RYS - Soccer (MACA)	-	2,250
NGDG Summit (MACA)	31,000	29,852
RYS - Volleyball (MACA)	-	500
GNWT - RYS Hockey (MACA)	-	4,904
Drop the Pop (H & SS)	18,533	21,794
Under 100 Club	-	1,676
TAKT	39,523	44,687
Experience Exchange Program	1,296	-
After School Physical Activity (MACA)	63,667	122,400
Enhancing Students (MACA)	2,480	-
Volleyball ISSR	4,744	-
Track and Field ISSR	6,000	-
Badminton ISSR	1,400	-
Keepers (MACA)	7,541	23,554
GNWT - Others	9,594	-
GSA Club	5,000	-
TGC - On The Land Program (Ft McPherson)	7,252	-
Misc revenue (Ulukhaktok)	<u>469</u>	<u>200</u>
	<u>218,026</u>	<u>293,836</u>

NOTE 33 CONTINGENT ASSETS

(Not applicable)

NOTE 34 CONTRACTUAL RIGHTS

(Not applicable)

BEAUFORT-DELTA EDUCATION COUNCIL
CONSOLIDATED DETAILS OF EXPENSES
 For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Student Accommodations	Operations & Maintenance	Total
SALARIES:							
Teachers	\$ 1,291,373	\$ -	\$ 2,893,158	\$ 11,733,796	\$ -	\$ -	\$ 15,918,327
Instruction Assistants	48,354	-	414,072	129,495	-	-	591,921
Non-instructional Staff	367,107	1,183,339	4,246,823	2,751,521	-	-	8,548,790
Board/Trustee Honoraria	133,255	70,989	-	12,173	-	-	216,417
EMPLOYEE BENEFITS							
Employee Benefit/Allowance	591,030	348,102	3,001,741	4,853,912	-	274,923	9,069,708
Leave and Termination	-	-	-	(64,004)	-	-	(64,004)
SERVICES PURCHASED/ CONTRACTED							
Professional/Technical Services	-	72,355	77,882	-	-	-	150,237
Postage/Communication	638	31,864	-	98,775	1,980	-	133,257
Utilities & Leases	-	-	-	3,136	-	-	3,136
Travel	59,824	103,597	70,237	280,212	4,372	-	518,242
Student Travel	19,868	1,080	-	90,247	97,864	-	209,059
Advertising/Printing/Publishing	497	2,676	-	-	-	-	3,173
Maintenance/Repair	11,989	69,795	-	42,987	-	-	124,771
Rentals/Leases	9,145	17,680	-	158,888	-	153,579	339,292
Others	5,500	136,092	-	30,047	-	428,894	600,533
Contracted Services	17,690	61,170	26,525	328,817	-	-	434,202
MATERIALS/SUPPLIES/FREIGHT							
Materials	161,726	151,561	67,470	784,995	-	-	1,165,752
Furniture and Equipment	60,628	117,920	259,637	177,399	-	-	615,584
Freight	4,042	13,594	3,556	68,284	-	-	89,476
CONTRIBUTIONS/TRANSFERS							
Transfers - Other	-	-	(131,341)	-	-	-	(131,341)
Total	\$ 2,782,666	\$ 2,381,814	\$ 10,929,760	\$ 21,480,680	\$ 104,216	\$ 857,396	\$ 38,536,532

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 2

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

For the Year Ended June 30, 2020

<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	\$ 1,544,920	\$ -	\$ -	\$ -	\$ 1,544,920
Consultants	136,027	-	-	-	136,027
Support Assistants	1,160,586	-	-	-	1,160,586
Non Instructional Staff	4,205	-	56,288	-	60,493
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,097,623	-	-	-	1,097,623
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Travel	31,098	39,137	-	-	70,235
Other Contracted Services	77,882	26,525	-	-	104,407
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	21,089	-	243,252	-	264,341
Furniture and Equipment	7,315	-	-	-	7,315
Freight	<u>2,810</u>	<u>-</u>	<u>746</u>	<u>-</u>	<u>3,556</u>
TOTAL	<u>\$ 4,083,555</u>	<u>\$ 65,662</u>	<u>\$ 300,286</u>	<u>\$ -</u>	<u>\$ 4,449,503</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 3

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
INDIGENOUS LANGUAGES AND EDUCATION EXPENSES
For the Year Ended June 30, 2020**

<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	\$ 1,291,374	\$ -	\$ -	\$ -	\$ 1,291,374
Language Consultants	193,710	-	-	159,414	353,124
Honoraria	49,816	530	5,016	-	55,362
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	538,838	-	-	114,710	653,549
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	-	-	-	5,500	5,500
Travel	26,229	8,317	9,251	27,834	71,181
Student Transportation (bussing)	300	-	-	7,401	7,401
Advertising/Printing/Publishing	-	-	-	414	414
Rentals/Leases	300	-	750	8,095	9,145
Other Contracted Services	1,538	2,000	9,080	4,420	17,038
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	43,906	80,110	17,033	69,591	210,640
Furniture and Equipment	6,827	-	-	-	6,827
Freight	<u>1,623</u>	<u>1,589</u>	<u>230</u>	<u>600</u>	<u>4,042</u>
TOTAL	<u>\$ 2,154,461</u>	<u>\$ 92,546</u>	<u>\$ 41,360</u>	<u>\$ 397,230</u>	<u>\$ 2,685,597</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 4

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

For the Year Ended June 30, 2020

<u>Contribution 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	-	2,228,476	660,621	2,889,097
Expenses				
Salaries	-	1,552,063	811,196	2,363,259
Other - O & M	-	277,375	45,263	322,638
Moose Kerr	-	-	353,124	353,124
Chief Julius plus \$20K	-	-	653,548	653,548
Chief Paul Niditchie	-	-	55,363	55,363
Mangilaluk plus \$20K	-	-	5,500	5,500
Inualthuyak	-	-	414	414
Helen Kalvak	-	-	9,145	9,145
Angik	-	-	17,038	17,038
TLC - Gwich'in	-	-	210,639	210,639
TLC - Inuvialuit	-	-	6,827	6,827
	-	-	4,042	4,042
Total Expenses	-	1,829,438	2,172,099	4,001,537
Net Surplus (Deficit)				<u>(1,112,440)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 5

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
FRENCH LANGUAGE PROGRAM
For the Year Ended June 30, 2020**

	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:			
Teacher's Assistant Salary	\$ 60,000	\$ 21,420	\$ 81,420
French Monitor - Wage	-	33,260	33,260
French Monitor - Travel	-	5,373	5,373
French Monitor - Housing	-	11,181	11,181
French Resources	5,000	(1,589)	3,411
Cultural Activities	5,000	(5,000)	-
Professional Development	5,000	(228)	4,772
Mentorship with YCS on Immersion Program	<u>15,000</u>	<u>-</u>	<u>15,000</u>
Total	<u>\$ 90,000</u>	<u>\$ 64,417</u>	<u>\$ 154,417</u>
Regular GNWT Funding			
Immersion Program	\$ 75,000		
Mentorship YCS	\$ 15,000		
CMEC Odysseel Program	\$ -		
GNWT - ECE - Food Allowance	<u>29,076</u>		
Total	<u>\$ 119,076</u>		

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 6

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
JORDAN'S PRINCIPLE
For the Year Ended June 30, 2020**

	<u>Full Year Total</u>			<u>9 and 3 Month Split</u>	
	June 30, 2020 Budget <u>Unaudited</u>	June 30, 2020 <u>Actual</u>	June 30, 2019 <u>Actual</u>	July 1, 2019 - March 31, 2020 <u>Actual</u>	April 1, 2020 - June 30, 2020 <u>Actual</u>
Revenue					
Government of Canada	\$ 3,344,449	\$ 6,000,568	\$ 3,442,807	\$ 5,406,505	\$ 594,063
Carry Forward from Previous Year	<u>1,055,551</u>	<u>1,055,551</u>	<u>-</u>	<u>1,055,551</u>	<u>2,451,557</u>
Total Revenue	<u>4,400,000</u>	<u>7,056,119</u>	<u>3,442,807</u>	<u>6,462,056</u>	<u>3,045,620</u>
Expenses					
Administration	-	86,479	94,982	64,859	21,620
Personnel	4,400,000	6,061,479	2,215,184	3,651,575	2,409,904
Transportation	-	66,371	20,582	66,371	-
Materials and Supplies	-	168,853	54,602	168,524	329
Other	-	<u>218,702</u>	<u>1,906</u>	<u>59,170</u>	<u>159,532</u>
Total Expenses	<u>4,400,000</u>	<u>6,601,884</u>	<u>2,387,256</u>	<u>4,010,499</u>	<u>2,591,385</u>
Net Surplus (Deficit)	<u>\$ -</u>	<u>\$ 454,235</u>	<u>\$ 1,055,551</u>	<u>\$ 2,451,557</u>	<u>\$ 454,235</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 7

NORTHERN DISTANCE LEARNING

For the Year Ended June 30, 2020

<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	929,408	663,127	389,149	1,052,276
	<u>929,408</u>	<u>663,127</u>	<u>389,149</u>	<u>1,052,276</u>
Expenses				
- 3 OBL teachers and support	457,595	420,106	228,284	648,390
- DL coordinator	155,000	105,994	57,523	163,517
- IT coordinator & support	-	67,313	37,297	104,610
- Coordinator Travel (15 schools)	40,750	30,673	-	30,673
Co-ordinator telephone	3,000	894	381	1,275
- Substitute costs (In-service/sick days)	11,263	6,824	(3,125)	3,699
Coordinator professional development	2,500	4,161	-	4,161
Inclass support person (person, phone, doc cam)	31,300	144,423	44,139	188,562
NYA coordination (1-Gr.12 trip)	23,500	74,650	45,553	120,203
- Inuvik Hardware/software	189,000	1,111	920	2,031
Surface Pros, Wireless Splitter	<u>15,500</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenses	<u>929,408</u>	<u>856,149</u>	<u>410,972</u>	<u>1,267,121</u>
Net Surplus (Deficit)	<u>-</u>	<u>(193,022)</u>	<u>(21,823)</u>	<u>(214,845)</u>

BEAUFORT-DELTA EDUCATION COUNCIL

NORTHERN DISTANCE LEARNING

For the Year Ended June 30, 2020

Schedule 7 cont'd

	<u>Inuvik</u>	<u>Total</u>
REVENUE:		
Education, Culture and Employment	\$ 928,408	\$ 928,408
Other	<u>929,408</u>	<u>929,408</u>
EXPENSES		
Salaries/Wages		
Instructional Staff		
- 3 OBL teachers and support	457,595	457,595
- DL coordinator	<u>155,000</u>	<u>155,000</u>
Non-Instructional Staff		
- IT coordinator & support	40,750	40,750
- Substitute costs (In-service/sick days)	11,263	11,263
Coordinator professional development	2,500	2,500
Services Purchased/ Contracted		
Inclass support person (person, phone, doc cam)	31,300	31,300
NYA coordination (1-Gr.12 trip)	<u>23,500</u>	<u>23,500</u>
Hardware and software		
Computer Equipment		
- Inuvik Hardware/software	189,000	189,000
- Telephone	3,000	3,000
- Wireless Adapters and Splitter	<u>15,500</u>	<u>15,500</u>
Total Expenses	<u>929,408</u>	<u>929,408</u>
Net Surplus/(Deficit)	<u>\$ 928,408</u>	<u>\$ 928,408</u>

BEAUFORT-DELTA EDUCATION COUNCIL

Schedule 8

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

For the Year Ended June 30, 2020

NWT Student Success Initiative

Professional Development Initiative

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

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
	<u>130,000</u>	<u>132,850</u>	<u>101,660</u>
Expenses:			
Salaries/Wages			
Facilitator Fees	25,500	44,050	40,473
Travel			
Air Charter	76,500	37,629	102,110
Accommodation	25,500	43,049	75,117
Daily Per Diems	8,500	26,005	47,454
Workshop Expenses			
Room Rental	-	-	1,000
Refreshments	25,500	14,861	23,584
Miscellaneous	<u>8,500</u>	<u>8,994</u>	<u>24,032</u>
Total Expenses	<u>170,000</u>	<u>174,588</u>	<u>313,770</u>
Net Surplus (Deficit)	<u>(40,000)</u>	<u>(41,738)</u>	<u>(212,110)</u>

BEAUFORT-DELTA EDUCATION COUNCIL
REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS
STUDENT SUCCESS INITIATIVE
For the Year Ended June 30, 2020

Schedule 9

NWT Student Success Initiative

Title of Project: eLearning Development/Implementation - Year 3 of 3

	<u>2020</u>
Revenue	
Expenses	
Internet/Telephone	\$ 1,275
Classroom Materials	4,161
Education Assistants	188,562
Computer Software	120,203
Duty Travel	3,699
coordinator travell	30,673
Teachers	916,517
Freight	<u>2,031</u>
Total Expenses	<u>1,267,121</u>
Net Surplus (Deficit)	\$ <u>(1,267,121)</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 6,295	\$ 18,178
Due from Related Parties	1,060	4,238
Accounts Receivable	<u>14,869</u>	<u>-</u>
	<u>22,224</u>	<u>22,416</u>
LIABILITIES		
Due to Related Parties	4,391	-
Payroll Liabilities	867	607
Deferred Revenue	<u>175</u>	<u>7,755</u>
	<u>5,433</u>	<u>8,362</u>
ACCUMULATED SURPLUS	<u>\$ 16,791</u>	<u>\$ 14,054</u>

AKLAVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget <u>(Unaudited)</u>	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 64,742	\$ 60,389	\$ 68,747
Other ECE contributions	49,000	55,374	56,745
Other	<u>10,000</u>	<u>13,025</u>	<u>14,532</u>
TOTAL REVENUE	<u>123,742</u>	<u>128,788</u>	<u>140,024</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	9,656	4,623
Administration	25,032	35,413	27,682
School Programs	<u>98,710</u>	<u>80,983</u>	<u>143,463</u>
TOTAL EXPENSES	<u>123,742</u>	<u>126,052</u>	<u>175,768</u>
OPERATING SURPLUS	-	2,736	(35,744)
OPENING ACCUMULATED SURPLUS	<u>14,053</u>	<u>14,053</u>	<u>49,797</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 14,053</u>	<u>\$ 16,789</u>	<u>\$ 14,053</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	Total
SALARIES:				
Non-instructional Staff	\$ -	\$ 16,866	\$ 43,577	\$ 60,443
Board/Trustee Honoraria	-	4,503	-	4,503
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	-	-	4,722	4,722
SERVICES PURCHASED/ CONTRACTED				
Postage/Communication	-	617	-	617
Student Travel	8,300	-	2,500	10,800
Rentals/Leases	-	-	16,500	16,500
Others	-	4,519	-	4,519
MATERIALS/SUPPLIES/FREIGHT				
Materials	1,356	8,698	13,441	23,495
Furniture and Equipment	-	-	243	243
Freight	-	210	-	210
Total	\$ 9,656	\$ 35,413	\$ 80,983	\$ 126,052

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 70,243	\$ 35,729
Due from Related Parties	12,331	2,394
Accounts Receivable	<u>2,736</u>	<u>56,027</u>
	<u>85,310</u>	<u>94,150</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	50,112	32,458
Due to Related Parties	4,517	8,224
Payroll Liabilities	(178)	1,449
Deferred Revenue	<u>37,054</u>	<u>53,793</u>
	<u>91,505</u>	<u>95,924</u>
ACCUMULATED DEFICIT	<u>\$ (6,195)</u>	<u>\$ (1,774)</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 55,892	\$ 51,375	\$ 58,874
Other ECE contributions	49,500	44,367	64,579
Other contributions	-	7,252	-
Other	<u>12,000</u>	<u>55,385</u>	<u>42,065</u>
TOTAL REVENUE	<u>117,392</u>	<u>158,379</u>	<u>165,518</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	24,252	19,669
Administration	36,492	61,981	61,134
School Programs	<u>80,900</u>	<u>76,568</u>	<u>93,759</u>
TOTAL EXPENSES	<u>117,392</u>	<u>162,801</u>	<u>174,562</u>
OPERATING DEFICIT	-	(4,422)	(9,044)
OPENING ACCUMULATED DEFICIT	<u>(1,777)</u>	<u>(1,777)</u>	<u>7,267</u>
CLOSING ACCUMULATED DEFICIT	<u>\$ (1,777)</u>	<u>\$ (6,199)</u>	<u>\$ (1,777)</u>

FT MCPHERSON DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	Total
SALARIES:				
Instruction Assistants	\$ -	\$ -	\$ 25,051	\$ 25,051
Non-instructional Staff	8,969	25,722	-	34,691
Board/Trustee Honoraria	-	5,075	-	5,075
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	614	1,760	1,720	4,094
SERVICES PURCHASED/ CONTRACTED				
Professional/Technical Services	-	2,669	-	2,669
Postage/Communication	-	1,854	-	1,854
Student Travel	-	-	1,127	1,127
Rentals/Leases	-	-	14,640	14,640
Others	-	5,075	10,575	15,650
Contracted Services	1,290	-	-	1,290
MATERIALS/SUPPLIES/FREIGHT				
Materials	13,379	19,826	21,773	54,978
Freight	-	-	1,682	1,682
Total	\$ 24,252	\$ 61,981	\$ 76,568	\$ 162,801

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 43,470	\$ 73,865
Due from Related Parties	29,801	24,521
Accounts Receivable	<u>11,740</u>	<u>11,103</u>
	<u>85,011</u>	<u>109,489</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	5,225	83,978
Payroll Liabilities	4,824	2,000
Deferred Revenue	<u>3,502</u>	<u>6,708</u>
	<u>13,551</u>	<u>92,686</u>
ACCUMULATED SURPLUS	<u>\$ 71,460</u>	<u>\$ 16,803</u>

INUVIK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Contributions from Divisional Council	\$ 99,337	\$ 99,337	\$ 110,056
Other	<u>34,208</u>	<u>67,013</u>	<u>113,694</u>
TOTAL REVENUE	<u>133,545</u>	<u>166,350</u>	<u>223,750</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	50,465	50,014
Administration	121,917	85,552	90,892
Inclusive Schooling	-	11,930	-
School Programs	<u>11,628</u>	<u>(36,255)</u>	<u>85,867</u>
TOTAL EXPENSES	<u>133,545</u>	<u>111,692</u>	<u>226,773</u>
OPERATING SURPLUS	-	54,658	(3,023)
OPENING ACCUMULATED SURPLUS	<u>16,806</u>	<u>16,806</u>	<u>19,829</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 16,806</u>	<u>\$ 71,464</u>	<u>\$ 16,806</u>

**INUVIK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Total
SALARIES:					
Instruction Assistants	\$ 46,183	\$ -	\$ -	\$ -	\$ 46,183
Non-instructional Staff	-	67,945	-	13,002	80,947
Board/Trustee Honoraria	-	7,900	-	-	7,900
EMPLOYEE BENEFITS					
Employee Benefit/Allowance	4,199	6,181	-	1,283	11,663
SERVICES PURCHASED/ CONTRACTED					
Postage/Communication	-	1,924	-	-	1,924
Advertising/Printing/Publishing	-	-	-	-	83
Rentals/Leases	83	-	-	1,397	1,397
Others	-	-	-	4,380	4,895
Contracted Services	-	515	-	5,940	6,362
MATERIALS/SUPPLIES/FREIGHT					
Materials	-	422	-	-	(61,592)
Furniture and Equipment	-	665	-	(62,257)	11,930
Total	<u>\$ 50,465</u>	<u>\$ 85,552</u>	<u>\$ 11,930</u>	<u>\$ (36,255)</u>	<u>\$ 111,692</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 17,483	\$ 3,846
Due from Related Parties	<u>7,559</u>	<u>2,637</u>
	<u>25,042</u>	<u>6,483</u>
LIABILITIES		
Due to Related Parties	7,485	-
Payroll Liabilities	1,330	2,260
Deferred Revenue	<u>7,042</u>	<u>2,069</u>
	<u>15,857</u>	<u>4,329</u>
ACCUMULATED SURPLUS	<u>\$ 9,185</u>	<u>\$ 2,154</u>

PAULATUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 15,117	\$ 31,642	\$ 26,365
Other	<u>13,500</u>	<u>8,399</u>	<u>12,607</u>
TOTAL REVENUE	<u>28,617</u>	<u>40,041</u>	<u>38,972</u>
EXPENSES			
Administration	17,917	11,705	28,749
School Programs	<u>10,700</u>	<u>21,305</u>	<u>9,847</u>
TOTAL EXPENSES	<u>28,617</u>	<u>33,010</u>	<u>38,596</u>
OPERATING SURPLUS	-	7,031	376
OPENING ACCUMULATED SURPLUS	<u>2,155</u>	<u>2,155</u>	<u>1,779</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 2,155</u>	<u>\$ 9,186</u>	<u>\$ 2,155</u>

**PAULATUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

SALARIES:
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Others
 Contracted Services
Total

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
\$	6,453 \$	4,610 \$	11,063
	4,650	-	4,650
	360	170	530
	132	-	132
	<u>110</u>	<u>16,525</u>	<u>16,635</u>
\$	<u>11,705 \$</u>	<u>21,305 \$</u>	<u>33,010</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 34,656	\$ 18,220
Due from Related Parties	<u>2,550</u>	<u>10,550</u>
	<u>37,206</u>	<u>28,770</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	15	66
Payroll Liabilities	459	459
Deferred Revenue	<u>9,457</u>	<u>-</u>
	<u>9,931</u>	<u>525</u>
ACCUMULATED SURPLUS	<u>\$ 27,275</u>	<u>\$ 28,245</u>

SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget <u>(Unaudited)</u>	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 6,376	\$ 6,376	\$ 30,972
Other	<u>-</u>	<u>1,017</u>	<u>-</u>
TOTAL REVENUE	<u>6,376</u>	<u>7,393</u>	<u>30,972</u>
EXPENSES			
Administration	5,376	1,863	9,023
School Programs	<u>1,000</u>	<u>6,500</u>	<u>21,208</u>
TOTAL EXPENSES	<u>6,376</u>	<u>8,363</u>	<u>30,231</u>
OPERATING DEFICIT	-	(970)	741
OPENING ACCUMULATED SURPLUS	<u>28,251</u>	<u>28,251</u>	<u>27,510</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 28,251</u>	<u>\$ 27,281</u>	<u>\$ 28,251</u>

**SACHS HARBOUR DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

SALARIES:
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Student Travel
 Others

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
	\$ 543 \$	\$	543
	1,075	-	1,075
	216	-	216
	-	6,500	6,500
	<u>29</u>	<u>-</u>	<u>29</u>
Total	\$ 1,863 \$	\$ 6,500 \$	\$ 8,363

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 29,239	\$ 28,317
Due from Related Parties	2,532	857
Accounts Receivable	<u>-</u>	<u>2,700</u>
	<u>31,771</u>	<u>31,874</u>
LIABILITIES		
Payroll Liabilities	<u>178</u>	<u>54</u>
	<u>178</u>	<u>54</u>
ACCUMULATED SURPLUS	<u>\$ 31,593</u>	<u>\$ 31,820</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 8,440	\$ 8,440	\$ 8,569
Rentals	<u>2,000</u>	<u>17,154</u>	<u>5,850</u>
TOTAL REVENUE	<u>10,440</u>	<u>25,594</u>	<u>14,419</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	9,399	11,045
Administration	5,250	12,945	10,508
School Programs	<u>5,190</u>	<u>3,476</u>	<u>12,629</u>
TOTAL EXPENSES	<u>10,440</u>	<u>25,820</u>	<u>34,182</u>
OPERATING DEFICIT	-	(226)	(19,763)
OPENING ACCUMULATED SURPLUS	<u>31,811</u>	<u>31,811</u>	<u>51,574</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 31,811</u>	<u>\$ 31,585</u>	<u>\$ 31,811</u>

TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES

For the Year Ended June 30, 2020

SALARIES:
 Instruction Assistants
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Student Travel
 Others
 Contracted Services
MATERIALS/SUPPLIES/FREIGHT
 Materials
 Furniture and Equipment

	<u>Aboriginal Languages/Cultural Programs</u>	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
\$	2,171 \$	- \$	- \$	2,171
	5,014	-	-	5,014
	-	5,235	-	5,235
	714	-	-	714
	1,500	-	-	1,500
	-	412	-	412
	-	600	-	600
	-	1,649	3,476	5,125
	-	<u>5,049</u>	-	<u>5,049</u>
Total	<u>9,399 \$</u>	<u>12,945 \$</u>	<u>3,476 \$</u>	<u>25,820</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 36,152	\$ 32,508
Due from Related Parties	42,848	35,612
Accounts Receivable	<u>15,139</u>	<u>20,265</u>
	<u>94,139</u>	<u>88,385</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	43,134	49,808
Due to Related Parties	10,933	8,394
Payroll Liabilities	1,097	1,988
Deferred Revenue	<u>2,084</u>	<u>6,010</u>
	<u>57,248</u>	<u>66,200</u>
ACCUMULATED SURPLUS	<u>\$ 36,891</u>	<u>\$ 22,185</u>

TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Contributions from Divisional Council	\$ 68,355	\$ 67,113	\$ 141,489
Regular contributions	-	36,404	29,636
Other Government of Canada	38,500	17,425	38,835
Other	<u>27,000</u>	<u>36,156</u>	<u>69,852</u>
TOTAL REVENUE	<u>133,855</u>	<u>157,098</u>	<u>279,812</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	3,000	3,853
Administration	36,300	24,942	93,995
School Programs	<u>97,555</u>	<u>114,447</u>	<u>218,344</u>
TOTAL EXPENSES	<u>133,855</u>	<u>142,389</u>	<u>316,192</u>
OPERATING SURPLUS	-	14,709	(36,380)
OPENING ACCUMULATED SURPLUS	<u>22,174</u>	<u>22,174</u>	<u>58,554</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 22,174</u>	<u>\$ 36,883</u>	<u>\$ 22,174</u>

**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	School Programs	Total
SALARIES:				
Non-instructional Staff	-	1,300 \$	47,271 \$	48,571
Board/Trustee Honoraria	-	3,400	-	3,400
EMPLOYEE BENEFITS				
Employee Benefit/Allowance	-	2,192	6,863	9,055
SERVICES PURCHASED/ CONTRACTED				
Utilities & Leases	-	-	3,136	3,136
Travel	3,000	-	3,000	6,000
Student Travel	-	1,080	5,840	6,920
Rentals/Leases	-	2,500	18,000	20,500
Others	-	1,446	-	1,446
Contracted Services	-	-	4,510	4,510
MATERIALS/SUPPLIES/FREIGHT				
Materials	-	12,924	25,827	38,751
Freight	-	100	-	100
Total	<u>\$ 3,000</u>	<u>\$ 24,942</u>	<u>\$ 114,447</u>	<u>\$ 142,389</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL POSITION

For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 39,197	\$ 19,551
Due from Related Parties	13,905	2,178
Accounts Receivable	<u>1,940</u>	<u>(364)</u>
	<u>55,042</u>	<u>21,365</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	250	719
Due to Related Parties	11,335	-
Payroll Liabilities	441	611
Deferred Revenue	<u>21,972</u>	<u>13,518</u>
	<u>33,998</u>	<u>14,848</u>
ACCUMULATED SURPLUS	<u>\$ 21,044</u>	<u>\$ 6,517</u>

ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 <u>Actual</u>	2019 <u>Actual</u>
REVENUE			
Contributions from Divisional Council	\$ 43,748	\$ 46,021	\$ 42,861
Other ECE contributions	49,500	34,419	54,162
Other contributions	-	469	200
Rentals	-	(90)	384
Other	<u>13,134</u>	<u>17,870</u>	<u>13,676</u>
TOTAL REVENUE	<u>106,382</u>	<u>98,689</u>	<u>111,283</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	-	-	3,586
Administration	18,379	14,054	15,963
School Programs	<u>88,003</u>	<u>70,110</u>	<u>99,517</u>
TOTAL EXPENSES	<u>106,382</u>	<u>84,164</u>	<u>119,066</u>
OPERATING SURPLUS	-	14,525	(7,783)
OPENING ACCUMULATED SURPLUS	<u>6,518</u>	<u>6,518</u>	<u>14,301</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 6,518</u>	<u>\$ 21,043</u>	<u>\$ 6,518</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY
DETAILS OF EXPENSES**

For the Year Ended June 30, 2020

SALARIES:
 Non-instructional Staff
 Board/Trustee Honoraria
EMPLOYEE BENEFITS
 Employee Benefit/Allowance
SERVICES PURCHASED/ CONTRACTED
 Student Travel
 Others
MATERIALS/SUPPLIES/FREIGHT
 Materials
Total

	<u>Administration</u>	<u>School Programs</u>	<u>Total</u>
	\$ 3,646 \$	57,325 \$	60,971
	5,600	1,664	7,264
	236	2,120	2,356
	-	230	230
	1,564	3,000	4,564
	<u>3,008</u>	<u>5,771</u>	<u>8,779</u>
	<u>\$ 14,054 \$</u>	<u>70,110 \$</u>	<u>84,164</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL POSITION
For the year ended June 30, 2020

	<u>2020</u>	<u>2019</u>
FINANCIAL ASSETS		
Cash and Cash Equivalents	\$ 10,174,054	\$ 10,658,739
Accounts Receivable	410,008	191,385
Restricted Assets	<u>293,124</u>	<u>282,512</u>
	<u>10,877,186</u>	<u>11,132,636</u>
LIABILITIES		
Accounts Payable and Accrued Liabilities	795,046	809,560
Due to Related Parties	73,925	66,369
Payroll Liabilities	4,009,154	4,896,824
Employee Deductions Payable	1,681	1,970
Deferred Revenue	774,720	1,170,826
Post-Employment Benefits	2,704,647	2,808,281
Trust Liabilities	<u>293,124</u>	<u>282,511</u>
	<u>8,652,297</u>	<u>10,036,341</u>
NET FINANCIAL RESOURCES	<u>2,224,889</u>	<u>1,096,295</u>
NON-FINANCIAL ASSETS		
Prepaid Expenses	<u>3,000</u>	<u>4,516</u>
ACCUMULATED SURPLUS	<u>\$ 2,227,889</u>	<u>\$ 1,100,811</u>

NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL
STATEMENT OF FINANCIAL OPERATIONS
For the Year Ended June 30, 2020

	2020 Budget (Unaudited)	2020 Actual	2019 Actual
REVENUE			
Government of the NWT			
Regular contributions	\$ 30,149,241	\$ 30,874,907	\$ 30,073,557
Other ECE contributions	1,140,000	1,127,276	1,126,638
Other contributions	<u>50,000</u>	<u>210,305</u>	<u>293,636</u>
Total Government of the NWT	<u>31,339,241</u>	<u>32,212,488</u>	<u>31,493,831</u>
Government of Canada			
Jordan Prinicpal	4,400,000	6,601,884	2,387,257
Other Government of Canada	-	8,020	8,200
Total Government of Canada	<u>4,400,000</u>	<u>6,609,904</u>	<u>2,395,457</u>
Board Generated Funds			
Investment Income	130,000	113,234	162,271
Other	<u>797,575</u>	<u>404,397</u>	<u>548,342</u>
Total Board Generated Funds	<u>927,575</u>	<u>517,631</u>	<u>710,613</u>
TOTAL REVENUE	<u>36,666,816</u>	<u>39,340,023</u>	<u>34,599,901</u>
EXPENSES			
Aboriginal Languages/Cultural Programs	2,878,189	2,694,288	2,527,492
Administration	3,084,003	2,329,762	2,298,969
Inclusive Schooling	9,438,661	11,049,171	7,441,929
School Programs	20,163,129	21,178,101	22,431,632
Student Accommodations	140,920	104,216	169,103
Operations & Maintenance	<u>825,000</u>	<u>857,396</u>	<u>841,768</u>
TOTAL EXPENSES	<u>36,529,902</u>	<u>38,212,934</u>	<u>35,710,893</u>
OPERATING SURPLUS	136,914	1,127,089	(1,110,992)
OPENING ACCUMULATED SURPLUS	<u>1,100,785</u>	<u>1,100,785</u>	<u>2,211,777</u>
CLOSING ACCUMULATED SURPLUS	<u>\$ 1,237,699</u>	<u>\$ 2,227,874</u>	<u>\$ 1,100,785</u>

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

For the Year Ended June 30, 2020

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Student Accommodations	Operations & Maintenance	Total
SALARIES:							
Teachers	\$ 1,291,373	\$ -	\$ 2,893,158	\$ 11,733,796	\$ -	\$ -	\$ 15,918,327
Instruction Assistants	-	-	414,072	104,444	-	-	518,516
Non-instructional Staff	353,124	1,060,864	4,246,823	2,585,736	-	-	8,246,547
Board/Trustee Honoraria	133,255	33,551	-	10,509	-	-	177,315
EMPLOYEE BENEFITS							
Employee Benefit/Allowance	585,503	337,157	3,001,741	4,837,034	-	274,923	9,036,358
Leave and Termination	-	-	-	(64,004)	-	-	(64,004)
SERVICES PURCHASED/ CONTRACTED							
Professional/Technical Services	-	69,686	77,882	-	-	-	147,568
Postage/Communication	638	27,469	-	98,775	1,980	-	128,862
Travel	56,824	103,597	70,237	277,212	4,372	-	512,242
Student Travel	10,068	-	-	74,050	97,864	-	181,982
Advertising/Printing/Publishing	414	2,676	-	-	-	-	3,090
Maintenance/Repair	11,989	69,795	-	42,987	-	-	124,771
Rentals/Leases	9,145	15,180	-	108,351	-	153,579	286,255
Others	5,500	122,400	-	12,092	-	428,894	568,886
Contracted Services	16,400	60,038	26,525	301,842	-	-	404,805
MATERIALS/SUPPLIES/FREIGHT							
Materials	146,991	104,791	67,470	776,964	-	-	1,096,216
Furniture and Equipment	60,628	112,871	247,707	177,156	-	-	598,362
Freight	4,042	13,284	3,556	66,602	-	-	87,484
CONTRIBUTIONS/TRANSFERS							
Transfers - Other	8,394	196,403	-	34,555	-	-	239,352
Total	\$ 2,694,288	\$ 2,329,762	\$ 11,049,171	\$ 21,178,101	\$ 104,216	\$ 857,396	\$ 38,212,934

Approvals

Operating Plan

Daulene Gruben

Education Body Chair

Frank Galway

Superintendent

June 26, 2019

Date

June 26, 2019

Date

Annual Report

Daulene Gruben

Education Body Chair

Frank Galway

Superintendent

September 28th, 2020

Date

September 28, 2020

Date

