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# Beaufort Delta Divisional Education Council Annual Report for 2017-2018 School Year

September 28, 2018

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## Purpose of the Annual Report

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The Beaufort Delta Divisional Education Council **Error! Reference source not found.** (BDDEC) Annual Report for the 2017-2018 school year was prepared in compliance with the *Financial Administration Act* that requires NWT Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the GNWT Mandate and the Minister of Education's direction.

The Annual Report is one of the key components of the Education Accountability Framework that was implemented in 2016 as part of the *Education Renewal and Innovation Framework: Directions for Change* (2013) and following new requirements of the *Financial Administration Act* that were put in force in 2016. The purpose of the Annual Report is to ensure that Education Bodies remain accountable to their Operating Plans.

## Beaufort Delta Divisional Education Council Operating Environment

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### School Profiles and Student Enrolment

In the 2017-2018 school year the BDDEC consisted of 9 schools housing 1393.5 full time equivalent (FTE) students. Two (Chief Paul Niditchie and Inualthuyak) of the nine schools offered Junior Kindergarten (JK) – Grade 9 programming. In Inuvik, East Three Elementary School served grades JK-6 while East Three Secondary School served grades 7-12. The remaining 5 schools (Angik, Chief Julius, Helen Kalvak, Mangilaluk, and Moose Kerr) offered grades JK-12.

The Inuvik schools offered French Immersion programming from grades K-9. Gwich'in Language programming was offered in Fort McPherson, Tsiigehtchic, Akalvik and Inuvik. Inuvialuktun Language programming was offered in Inuvik, Tuktoyaktuk, Sachs Harbour and Paulatuk. Inuinnaqtun Language programming was offered in Ulukhaktok.

Northern Distance Learning (NDL) provided access to high school '-1' courses in Ulukhaktok, Aklavik, Tuktoyaktuk and Fort McPherson.

All schools offered on-the-land programming for all students.

**Table 1** below provides an overview of the school profiles, while **Table 2** provides information on student enrolment in each school in the completed school year.

**Table 1: Beaufort Delta Education Council School Profiles 2017-2018.**

School	Community	Grades Offered	Student Enrolment (FTE) <sup>1</sup>	Teaching Staff (PY) <sup>2</sup>
East Three Elementary School	Inuvik	JK-6	424.5	29
East Three Secondary School	Inuvik	6-12	267.5	20
Moose Kerr	Aklavik	JK-12	115	9
Chief Julius	Ft McPherson	JK-12	143.25	12.5
Chief Paul Niditchie	Tsiigehtchic	JK-9	41.5	3.5
Mangilaluk	Tuktoyaktuk	JK-12	217.5	14
Inualthuyak	Sachs Harbour	JK-9	16	1.5
Helen Kalvak Eihakvik	Ulukhaktok	JK-12	117.50	8.9
Angik	Paulatuk	JK-12	50.75	5

**Table 2: Student enrolment (FTE) by school and by grade as of September 30, 2017.**

School	Grades													
	JK	K	1	2	3	4	5	6	7	8	9	10	11	12
E3E	21	69	55	60	66	62	47	44.5	0	0	0	0	0	0
E3S	0	0	0	0	0	0	0	0	47	39.5	43.5	82	34	21.5
Moose Kerr	5	7	7	5	9	9	9	8	12	7	10	17.5	5	4.5
Chief Julius	9	10	9	14	7	11	9	9.5	1	13.5	8	21.5	6	14.75
Chief Paul Niditchie	1.5	4	7	2	3	1	6	4	1	4	4	2	1	1
Mangilaluk	9	19	17	19	17	18	14	11	11	17	15	16.5	19	15
Inualthuyak	1	2	1	0	1	2	0	2	0	1	1	3	2	0
Helen Kalvak Eihakvik	5	8	3	11	16	7	12	8	9	6	7	20.5	1	4
Angik	1	3	4	7	4	1	4	4	3	2	2	9	0	3.75
<b>DEC Total</b>	<b>52.5</b>	<b>123</b>	<b>103</b>	<b>118</b>	<b>123</b>	<b>111</b>	<b>101</b>	<b>91</b>	<b>84</b>	<b>90</b>	<b>91.5</b>	<b>173</b>	<b>68</b>	<b>64.5</b>

<sup>1</sup> FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2017.

<sup>2</sup> PY stands for person years and refers to funded positions. Teaching staff includes staff providing instruction to students, such as teachers, teaching principals, and others.

## Beaufort Delta Divisional Education Council Governance

### Governance Training

The BDDEC is committed to ensuring all DEA members receive the necessary training and support to fulfill their duties as elected members. In January 2018, DEA training was provided for DEA members in Aklavik, Tsiigehtchic and Inuvik. The same training took place in Inuvik in April for DEA members from Paulatuk, Sachs Harbour, Ulukhaktok and Tuktoyaktuk.

The training focused on the 'DEA and DEC Member Handbook', highlighting areas of interest or concern to participating members.

### Divisional Education Council 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". Table below describes the status of DEC meetings that were planned for the completed school year.

**Table 3: DEC Meetings Schedule.**

Meeting Number	Planned Date	Planned Location	Did the meeting take place as planned? (Yes/No)	If no, explain why.
1	September 2017	Inuvik via Videoconference	Yes	
2	October 2017	Inuvik via Videoconference	Yes	
3	February 2018	Inuvik	Yes	
4	June 2018	Inuvik	Yes	

## Language, Culture and Identity

Outlined below are achievements on programs and activities implemented to support the development of language, culture and sense of identity.

<b><i>Gwich'in and Inuvialuit Instructions Immersion Workshop with Elders</i></b>	
<b>Priorities in the 2017-2018 school year:</b>	<p>Held August 30<sup>th</sup> and 31<sup>st</sup>, 2017.</p> <p>The purpose was to provide opportunity for the Language teachers to come together and plan lessons. Senior Manager and the Technology consultant as well as the presenter Darryl Isbister provided two days of this training.</p> <p>Language teachers were introduced to the formats and templates that they could use with their long-range plans, program/course plans, etc.</p> <p>Language teachers were trained in Moodle (technology resource)</p> <p>Opportunity was given for a sharing of experiences on Southern-Northern perspectives and how these could be used with language Implementation and Immersion practices. The group worked toward a Cultural Exchange.</p> <p>Elders Roy &amp; Julia Cockney, Ernest &amp; Alice Vittrekwa were present for confirmation of translation, understanding, terminology and affirmation of language users with words, etc.</p>
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• Twelve language teachers had their long range plans outlined using the new technology and began implementing them with added use of technology to improve instruction.</li> <li>• Language teachers were supported to access the tech resource (Moodle) for shared resources or seeking other ideas/resources.</li> <li>• Language Teachers attended an Honoring Our Language conference held in Saskatoon &amp; at same time participated in a Cultural Exchange in November 2017</li> <li>• Language Teachers were supplied with support from Elders for confidence in language translation and terminology.</li> </ul>

**Northern/Dene Games Summit**

**Priorities in the 2017-2018 school year:**

The Northern Dene Games Summit (NDGS) is a showcase of sport, culture and spirit for the students and communities of the Beaufort-Delta Region. Held in Inuvik each year, student-athletes, chaperones and coaches from the eight communities of the Beaufort-Delta come to Inuvik for four days of competition, learning and culture. People from the communities are transported to Inuvik, stay at and have meals provided by East Three Secondary School (ETSS); with no cost being placed on the students/individual schools. This year the event took place February 11-14, 2018.

**Achieved results:**

An event of this magnitude did not happen without many involved individuals and community organizations. Below is a list of organizations who supported in NDGS in 2018.

- Beaufort Delta Divisional Education Council
- Department of Municipal and Community Affairs
- Inuvialuit Regional Corporation
- Gwich'in Tribal Council
- Inuvik Justice Committee
- KidSport NWT
- Northern Games Society
- Town of Inuvik – Recreation Department
- Inuvik District Education Authority (DEA)
- Aklavik DEA
- Fort McPherson DEA
- Paulatuk DEA
- Tsiigehtchic DEA
- Tuktoyaktuk DEA
- Ulukhaktok DEA
- ETSS's Sports Program
- ETSS's Student Leadership Council
- Inuvik Drum
- CBC North – Inuvik office
- Inuvialuit Communications Society
- Inuvik Drummers and Dancers
- Stanton's Group - Inuvik
- North-Wright Air
- Local busing businesses in Aklavik, Fort McPherson, Inuvik & Tuktoyaktuk



The following chart shows a breakdown of student/community involvement:

<b>Community</b>	<b>Total Participants</b>	<b>Girls</b>	<b>Boys</b>	<b>Chaperones</b>	<b>Officials</b>
Aklavik	28	13	12	3	3
East Three Elementary, Inuvik	39	17	20	2	
East Three Sececondary, Inuvik	63	31	31	1	8
Fort McPherson	19	8	9	2	1
Paulatuk	10	6	2	2	
Pickering College (Newmarket, ON)	10	2	6	2	
Sachs Harbour	5	3	2	1	
Tsiigehtchic	11	4	6	1	
Tuktoyaktuk	19	6	10	3	4
Ulukhaktok	8	3	3	2	
<b>TOTALS</b>	<b>212</b>	<b>93</b>	<b>101</b>	<b>19</b>	<b>16</b>
<b>Community Schools</b>	<b>110</b>	<b>45</b>	<b>50</b>		

Note:

\*All participants ranged in age from 10-19 years of age.

\*East Three Elementary opened participation to all students in Grade 6.

\*East Three Secondary opened participation to all students registered at the school.

\*Sachs Harbour numbers reflect students who are home-boarded in Inuvik. Based on the 2017-2018 student demographics in Sachs – no students from Inualthuyak School were sent this year.

The size of this event also required hundreds of volunteer hours in planning and preparing for 200+ individuals: 110 of which stayed at ETSS. A summary of volunteering responsibilities included:

- 6 staff members at ETSS, and 1-2 individuals in each Beau-Del community
  - Scheduling, transportation, student registration, meal planning, fundraising/budgeting, opening ceremony celebrations.
- ETSS school sports teams handled all the meal preparation for overnight guests
- MACA staff helped to organize and direct competition officials
- All staff at ETSS opened their classrooms to overnight guests, supervision and general support of this large event.



<b><i>Gwich'in Drumming</i></b>	
<b>Priorities in the 2017-2018 school year:</b>	Gwich'in Leadership and the BDDEC were in initial discussions to introduce Gwich'in Drumming to the Gwich'in students of the BDDEC schools. The BDDEC had a discussion with Fort McPherson Elders on the topic.
<b>Board Wide Achieved results:</b>	It was determined that there is ongoing apprehension with introducing Gwich'in Drumming into the schools. It will be postponed until communities initiate and reach out to the BDDEC to partner in the delivery.
<b>School-level Achieved Results</b>	
Angik School	<ul style="list-style-type: none"> <li>• Angik School did not participate in Gwich'in drumming.</li> </ul>
Chief Julius School	<ul style="list-style-type: none"> <li>• Chief Julius School did not participate in Gwich'in drumming.</li> </ul>
Chief Paul Niditchie School	<ul style="list-style-type: none"> <li>• In Chief Paul Niditchie School (CPNS), drumming was taught by the Indigenous Culture &amp; Language Instructor as part of the Grades 6-9 Gwich'in Language class. This was supported by local resource people and used drums previously created as part of a Gwich'ya Gwich'in Band project.</li> <li>• Grades 6-9 CPNS students worked with resource people from the Gwich'in Language Center to learn traditional drum songs and prayers, these were performed at an Elder's program in partnership with Community Health &amp; Wellness</li> <li>• Grades 6-9 CPNS students performed these drum songs at school functions like the Christmas Concert and at community events like the Spring Carnival.</li> <li>• As part of their on-the-land learning during the annual Spring Canoe Trip, Grades 6-9 CPNS students honoured their ancestors and prayed for a safe journey home through the prayer song they wrote and sang with accompanying drums.</li> </ul>
East Three Elementary School	<ul style="list-style-type: none"> <li>• East Three Elementary School did not participate in Gwich'in drumming.</li> </ul>
East Three Secondary School	<ul style="list-style-type: none"> <li>• East Three Secondary School did not participate in Gwich'in drumming.</li> </ul>
Helen Kalvak School	<ul style="list-style-type: none"> <li>• Helen Kalvak School did not participate in Gwich'in drumming.</li> </ul>
Inualthuyak School	<ul style="list-style-type: none"> <li>• Inualthuyak School did not participate in Gwich'in drumming.</li> </ul>
Mangilaluk School	<ul style="list-style-type: none"> <li>• Mangilaluk School did not participate in Gwich'in drumming.</li> </ul>
Moose Kerr School	<ul style="list-style-type: none"> <li>• Moose Kerr School did not participate in Gwich'in drumming.</li> </ul>

<b><i>Provide all teachers with Blanket Exercise</i></b>	
<b>Priorities in the 2017-2018 school year:</b>	The BDDEC's August 2017 In-Service for teachers/staff of all BDDEC schools participated in the Blanket Exercise that was delivered by the ECE staff and supported by the BDDEC regional office staff.
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• The blanket exercise was attended by 170 staff both from the BDDEC regional office and BDDEC school staffs.</li> <li>• The exercise provided historical context to approximately 100% of the staff, composed of 40% new incoming teaching staff and 60% long-term staff of BDDEC. The group was joined by the local Indigenous government personnel who also participated.</li> <li>• The exercise provided understanding, insight and appreciation for the Residential School impacts on the people of this place.</li> <li>• Elders and H&amp;SS counseling support were provided and on site for the exercise.</li> <li>• The support staff chosen were individuals with insight and previous work done towards healing and reconciliation practices in the new school year to come.</li> </ul>
<b><i>On the Land Program</i></b>	
<b>Priorities in the 2017-2018 school year:</b>	Provide all students with opportunity to have an on the land experience.
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• All BDDEC schools implemented on-the-land programming, with the exception of Sachs Harbour (due to staffing challenges). This included partnering with local organizations such as the hunters and trappers, Environment, Natural Resources (ENR), elders and local guides.</li> </ul>
<b>School-level Achieved Results</b>	
Angik School	<ul style="list-style-type: none"> <li>• Ice Fishing: Two days in April. The whole school spent two days ice fishing.</li> </ul>
Chief Julius School	<ul style="list-style-type: none"> <li>• Moose hunting on September 28<sup>th</sup>, 2017. Four high school students and one grade 5 student, 2 Support Assistants, 3 Elders, and 1 resource person all attended.</li> <li>• Sixteen on-the-land day trips occurred; including the majority of all students from JK to high school took place on different days. Up to two elders participated in each day trip. Activities included setting fishing nets, maintaining and setting up camps, jigging, snowshoeing, and various other activities. Community resource people supported many of these day trips.</li> <li>• Two overnight trips occurred with activities included snowshoeing, cutting wood, setting up camps, story telling, and setting snares:               <ul style="list-style-type: none"> <li>○ March 19-23, 2018. Ten grade 7/8 students had an overnight trip to Rock River, supported by 2 school staff, 2 elders, and 4 resource people.</li> <li>○ April 25-27, 2019. 17 grade 5/6 student had a trip to the school camp supported by 2 school staff and 2 elders.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• One overnight trip occurred on the Peel River with 18 Grade 8 and 9 students on June 4 – 8, 2018. 1 school staff, 2 elders, and 1 resource person also attended. Activities included setting fishing nets, setting up the camp, maintaining the camp, cooking meals, collecting water/wood, working with fish, and learning a traditional way of life on the land and the history of Gwich'in people.</li> </ul>
<p>Chief Paul Niditchie School</p>	<ul style="list-style-type: none"> <li>• The types of on-the-land experiences that took place in CPNS included:             <ul style="list-style-type: none"> <li>○ JK-9 - harvesting camps like shore net fishing and net under ice fishing in the fall, spring trapping and snaring, harvesting plants &amp; medicinal plants in the fall and spring</li> <li>○ Grade 6-9 – winter hunting trip, spring canoe trip</li> </ul> </li> </ul>
<p>East Three Elementary School</p>	<ul style="list-style-type: none"> <li>• Twelve Grade 5 students participated in a two nights-three days Moose Hunting trip.</li> <li>• Twelve Grade 6 students participated in a two nights-three days Ya-Ya Lake Fishing Trip.</li> <li>• Each of our 18 classes from Grade 1 to 6, approximately 346 students, walked to Boot Lake to participate in a variety of cultural activities, such as, making a campfire, checking fish nets, Inuvialuktun and Gwich'in language sessions, and learning about different species of fish. Students brought home their catch to share with their families.</li> <li>• Six of the JK/K classes, consisting of approximately 90 students, walked to the canvas tents with their teachers and language teachers to participate in language classes.</li> </ul>
<p>East Three Secondary School</p>	<ul style="list-style-type: none"> <li>• East Three Secondary School had a very active 'On the Land' Program. A number of trips were planned to hunt and harvest animals (moose, fish, geese) and the E3 cabin was visited many times throughout the year, when accessible.</li> <li>• Students travelled to territorial parks and participated in the 'Wood for Elders' program. A highlight of the program was the annual trip to Ivvavik National Park. Students from Grades 7-12 were given the opportunity to participate in the school's 'On the Land' activities.</li> </ul>
<p>Helen Kalvak School</p>	<p><b><u>Edible/Medicinal Plant Collection: Grades 1 – 9 (aligned with the science curriculum – plant units)</u></b>  <b>Project done in partnership with Elders Committee – Elder Instructors: Mary Akoakhion, Mary Kudlak</b>          Teachers aligned their science units to teach the section on plants in early September. Elders co-taught plant science with the classroom teacher, fusing traditional knowledge with modern understanding. In later sessions, the Elders took the classes to areas where they could find specific plants in order to teach students how to select, prepare and use the plants.</p> <p><b><u>Musk-Ox harvest (On the land safety, sustainability, traditional food preparation) Grades 10 - 12</u></b>  <b>Partnership with ENR &amp; Justice Committee – Elder Instructor: John Alikamik, Joseph Haluksit, Ross Klengenber, Alan Pogotak, Tony Alanak</b>          Working with teachers, ENR, Ulukhaktok Hunters and Trappers, RCMP, Search and Rescue and local elders, taught the students the basics of on the</p>



land safety and planning for travel. Prior to the harvest students were taught how to make snow shelters, set up tents, use a GPS, Sat Phone, etc... as well as create a safety plan. Once everything was in place, students submitted their travel and safety plans to the office along with their completed packing checklist. On the day of the hunt, students were treated to traditional stories from elders; good food; several planned stops to discuss important land markers and traditional places names of important landmarks; and given hands-on opportunities to practice safe traveling procedures. If students had a successful harvest, elders worked closely with them to ensure the meat and hide were correctly prepared. The teacher used this time to talk about the biology of the animal, teaching them organ names; while elders assisted with the Inuinnaqtun names of the same organs. Once back at the school all students in the school assisted with the cleaning of the hides and separation of meat. On the last day, we sent the students who were on the hunt around to elders in the community to share their harvest. Some meat was kept back to teach students how to make dry meat and cook healthy meals.

**Return of the Sun: J.K. to Grade 12**

**Partnership with Hamlet Special Events, Elders Committee, UCC -**

The School collaborated with the community to put on a return of the sun celebration. The event included stories by elders, traditional games, drum dance, a community feast and the feeding of the sun ceremony.

**Musk-Ox harvest 2 (On the land safety, sustainability, traditional food preparation) Grades 7 - 9**

**Partnership with ENR & Justice Committee – Elder Instructor: John Alikamik, Joseph Haluksit, Ross Klengenber, Alan Pogotak, Tony Alanak**

Working with teachers, ENR, Ulukhaktok Hunters and Trappers, RCMP, Search and Rescue and local elders, taught the students the basics of on the land safety and planning for travel. Prior to the harvest students were taught how to make snow shelters, set up tents, use a GPS, Sat Phone, etc... as well as create a safety plan. Once everything was in place, students submitted their travel and safety plans to the office along with their completed packing checklist. On the day of the hunt, students were treated to traditional stories from elders; good food; several planned stops to discuss important land markers and traditional places names of important landmarks; and given hands-on opportunities to practice safe traveling procedures. If students had a successful harvest, elders worked closely with them to ensure the meat and hide were correctly prepared. The teacher used this time to talk about the biology of the animal, teaching them organ names; while elders assisted with the Inuinnaqtun names of the same organs. Once back at the school all students in the school assisted with the cleaning of the hides and separation of meat. On the last day, we sent the students who were on the hunt around to elders in the community to share their harvest. Some meat was kept back to teach students how to make dry meat and cook healthy meals.

**Musk-Ox harvest 3 (On the land safety, sustainability, traditional food preparation) NDL Students**

**Partnership with ENR & Justice Committee – Elder Instructor: John Alikamik, Joseph Haluksit, Ross Klengenber, Alan Pogotak, Tony Alanak**

Working with teachers, ENR, Ulukhaktok Hunters and Trappers, RCMP, Search and Rescue and local elders, taught the students the basics of on the land safety and planning for travel. Prior to the harvest students were taught how to make snow shelters, set up tents, use a GPS, Sat Phone, etc... as well as create a safety plan. Once everything was in place, students submitted their travel and safety plans to the office along with their completed packing checklist. On the day of the hunt, students were treated to traditional stories from elders; good food; several planned stops to discuss important land markers and traditional places names of important landmarks; and given hands-on opportunities to practice safe traveling procedures. If students had a successful harvest, elders worked closely with them to ensure the meat and hide were correctly prepared. The teacher used this time to talk about the biology of the animal, teaching them organ names; while elders assisted with the Inuinnaqtun names of the same organs. Once back at the school all students in the school assisted with the cleaning of the hides and separation of meat. On the last day, we sent the students who were on the hunt around to elders in the community to share their harvest. Some meat was kept back to teach students how to make dry meat and cook healthy meals.

**Seal Harvest: Grades 6 – 7, Grades 8 – 9, High School and NDL Students (separate hunts)**

**Partnership with ENR, Elders Committee – Elder Instructor: Allen Joss, Cora Joss, Cory Joss**

High School Students joined local hunters and their teachers to travel across the spring ice in search of young seals. During the harvesting sessions, they explored the local landscape, heard hunting stories, learned about ice safety and visited traditional locations. Once the harvest was completed the seals were skinned, pelts prepared and meat distributed to local elders.

**Migratory Bird Harvesting: Grades 10 – 12**

**Partnership with Hunters & Trappers Committee ENR and Elders Committee – Elders Instructor: Adam Kudlak, Ross Klengenber, Jack Akhiatak**

High School students accompanied their elder mentors out on the land to traditional Inuit rock blinds, where families have hunted for years. There they learnt about the importance of animal migration, how to lure geese and listen to many stories, along with class discussion on migrations and animal navigation. Once the harvest was over, they plucked, cleaned and distributed the geese to local elders.

	<p><b><u>Fox Trapping: Grades 6 to 9</u></b>  <b>Partnership with Hunters and Trappers Committee, ENR – Elder Instructors: John Alikamik, Colin Okheena, Nathan Okheena, Tony Alanak</b></p> <p>Partnered with Ulukhaktok Hunter and Trappers, and ENR the school brought classes out on the land to learn from elders about traditional rock traps, modern quick kill traps. They listened to stories and learned how to prepare a fox for sale.</p>
Inualthuyak School	<ul style="list-style-type: none"> <li>• In collaboration with Parks Canada, an on-the-land program was partially funded by Inualthuyak School, to support Parks Canada’s delivery, in conjunction with local guides. 37% of the students participated in a sealing, fishing, sewing, carving, hiking, rug hooking, and gun safety.</li> </ul>
Mangilaluk School	<ul style="list-style-type: none"> <li>• Mangilaluk School participated in a Cranberry pick. 168 students from Junior Kindergarten to Grade 12 spent the day picking cranberries. 4 elders accompanied the students each day and told stories while cooking/eating a campfire lunch.</li> </ul>
Moose Kerr School	<ul style="list-style-type: none"> <li>• School wide Berry Picking K-9 initiative included staff, IL Instructors &amp; parents, elders and ENR partners. The trip was tied into ELA and Socials.</li> <li>• Grade 5 Students worked [Species At Risk –Willow Creek Hike] with Elders, Guides &amp; teaching/ILI staff. Students worked on awareness of importance of place, land preservation, species at risk, collection of plants, rocks, and medicinal &amp; edible plants. The trip was tied into ELA and Socials. A Community/school presentation was held at the annual Open House.</li> <li>• Grade 6/7 students participated in a Moose Hunt-into the Richardson hills. Elders, Guides &amp; teaching/ILI staff accompanied the students. Animal tracking, habitat, digestive system, ecological system, sewing/clothing, harvesting-sustainability &amp; traditional food preparation were tied into ELA, Socials, and Sciences curriculum.</li> <li>• Rabbit Snaring Unit 6-9-in the foothills- Students were taught about animal tracking, harvesting, sustainability &amp; traditional food preparation. This involved Elders, Guides &amp; teaching/ILI staff and was tied into ELA, Social.</li> <li>• Muskrat Camp Unit K-9 at school camp- Students were taught about identifying muskrat houses, harvesting, sustainability and traditional food preparation. This involved Elders, Guides &amp; teaching/ILI staff and was tied into ELA, Social.</li> <li>• Ivavik Park Grade 9, Lead by Elders, Parks Resource People, Teacher students were presented with the operations of Parks Canada. This was tied into Sciences/Art as directed by the Parks Personnel.</li> </ul>



<b><i>Pilot of Our Languages Curriculum</i></b>	
<b>Priorities in the 2017-2018 school year:</b>	Two schools, Chief Julius in Fort McPherson and Mangilaluk School in Tuktoyaktuk participated in the pilot program.
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• Both schools indicated there was marked improvement in using the language in the school.</li> <li>• Anecdotal observations demonstrated more aboriginal language was being spoken in general across the classrooms.</li> <li>• Both pilot school Language Teachers were very impressed and pleased with the results.</li> <li>• ECE provided hands-on support to both these schools over the course of the school year.</li> <li>• Each of the school sites provided Indigenous Language instruction for JK-9 at 90 hours per year in local language learning.</li> <li>• BDEC supported High School Language programming with those schools that had the resources (both personnel &amp; material) to deliver. East 3 High School offers Tainami and Gwich'in 15 to their students as they had Language Teachers to deliver the programs.</li> <li>• Indigenizing Education handbook</li> </ul>
<b>School-level Achieved Results</b>	
Angik School	<ul style="list-style-type: none"> <li>• Did not participate in pilot</li> </ul>
Chief Julius School	<ul style="list-style-type: none"> <li>• Chief Julius School reported 15 % students participated in the baseline assessment and 50 % of these tested students showed improvement in the June re-test. All started at Emergent &amp; some achieved 3 or 4 components in the Beginners Level. 50% spoke Limited Clarity and this rose to 75%.</li> <li>• Instruction only went to grade 9.</li> <li>• Training: <ul style="list-style-type: none"> <li>○ September 12 – 14, 2017: In-service in Yellowknife</li> <li>○ November 7 – 8, 2017: School visit by Mindy Willett and Tessa Macintosh</li> <li>○ March 19 – 20, 2018: School visit by Mindy Willett</li> </ul> </li> </ul>
Chief Paul Niditchie School	<ul style="list-style-type: none"> <li>• Did not participate in pilot</li> </ul>
East Three Elementary School	<ul style="list-style-type: none"> <li>• Did not participate in pilot</li> </ul>
East Three Secondary School	<ul style="list-style-type: none"> <li>• Did not participate in pilot</li> </ul>
Helen Kalvak School	<ul style="list-style-type: none"> <li>• Did not participate in pilot</li> </ul>
Inualthuyak School	<ul style="list-style-type: none"> <li>• Did not participate in pilot</li> </ul>



Mangilaluk School	<ul style="list-style-type: none"><li>• 180 students in Junior Kindergarten to Grade 9 participated in the Our Languages Curriculum Pilot. They received daily Inuvialuktun instruction. 15% of these students (27 students) participated in the base-line assessments in October. 100% of these tested students showed noticeable improvement in the April retest.</li></ul>
Moose Kerr School	<ul style="list-style-type: none"><li>• Did not participate in pilot</li></ul>



## Health, Wellness and Student Support

Outlined below are achievements on programs and activities implemented which supported health and wellness of our students and teachers. This met the diverse needs of our learners, and created an inclusive learning environment.

<b>Self-Regulation Initiatives</b>	
<b>Priorities in the 2017-2018 school year:</b>	<p>On-line Mindfulness courses and the summer symposium will be provided to all BDEC educators, intending to enhance basic philosophy and practices for mindfulness and its implementation in schools. A master list of participants will be updated throughout the school year by the Regional Inclusive Schooling Consultant (RISC) and supported by Education, Culture and Employment (ECE).</p> <p>In-service training on the Mindfulness Curriculum from K-8 will be implemented in all schools.</p> <p>Self-Regulation Book Club sponsored by ECE, delivered by Paula Jurczak, SR Consultant, will be provided to all educators at BDEC schools.</p> <p>Self-Regulation monies from ECE were provided to successful school applicants in BDEC and monitored by the RISC.</p>
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• 11 teachers in BDEC completed the Mindfulness Fundamentals course which was completed on-line in 6 weeks from October 2017-May 2018.</li> <li>• 4 teachers in BDEC completed the Mindfulness Educator Essentials course on-line in 6 weeks from January 2018-July 2018.</li> <li>• 2 teachers from BDEC attended the Mehrit Centre Self-Regulation 4 day Symposium at Trent University in Ontario July 2017. One teacher attended this July 2018.</li> <li>• Power Point presentations initiated by the BDEC RISC on “The Mindful Curriculum” were delivered to two schools for professional development and in-service training. All schools were able to access the presentation on the BDEC Moodle site under Inclusive Schooling.</li> <li>• Two educators in BDEC participated in the monthly Self-Regulation Book Club seminars from September 28, 2017 to May 2018. The book for 2017-2018 was called” <u>Behavioral Challenges in Children with ASD and other Special Needs: The Developmental Approach</u>” by Diane Cullinane</li> <li>• Three schools in BDEC successfully attained Self-Regulation funds from ECE: East Three Elementary, Chief Julius School and Chief Paul Niditchie School. Two on-site visits with self-regulation specialists were included as part of the training.</li> </ul>

### ***Healthy Relationship Programming***

<p><b>Priorities in the 2017-2018 school year:</b></p>	<p>Inclusive Schooling will continue to provide direct contracted training through Supporting Individuals Through Valued Attachments (SIVA). This is a holistic, relationship-based model that effectively utilizes collaboration, goal-direction, self-management and healthy empowerment to strengthen relationships and create safety with persons who have challenging behaviors and complex needs. It inspires problem solving, decision-making, and systemic change in how programs establish and maintain safety. The intent is for students to improve their self-regulating skills and for teachers to increase their knowledge of teaching strategies that promote self-regulation.</p> <p>For the 2017-2018 school year, the SIVA “Train the Trainer” course will be offered to those who have participated in part 1 of SIVA in 2016 and 2017. A representation from each school will be requested. All of our Support Assistants and Program Support Teachers and some administration have completed part 1 of SIVA in the past two years.</p> <p>SIVA part 2 for 2017-2018 will allow participants to acquire a greater breadth and depth of knowledge of SIVA’s holistic relationship based model and guiding principles. They will also learn how to effectively present the SIVA model in supporting others. This builds capacity in our community schools and replenishes the skill levels of our educators.</p>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• The SIVA Training was not achieved as other ECE/BDEC training was provided and NWTTA conferencing in February 2018 in Yellowknife had been instigated.</li> <li>• Another two-day training session on Applied Suicide Intervention System Training (ASSIST) was provided to all Support Assistants in BDEC on August 31-September 1, 2017 in Inuvik with Inuvialuit Regional Corporation trainers. It was held at East Three Secondary School with 30 Support Assistants from BDEC schools participating.</li> <li>• Support Assistant training had been provided on Feb 22-23, 2018 in Inuvik by the RISC on many topics: Autism, Dyslexia, Assistive Technology, Moodle Platform, Strategies for Students who are Trauma-Sensitive, etc.</li> </ul>
<h3><b><i>Program Support Teacher (PST) Training</i></b></h3>	
<p><b>Priorities in the 2017-2018 school year:</b></p>	<p>On-going PST training-on-site, monthly video conferencing with all BDEC PSTS coordinated by BDEC RISC. Orientation for new PSTs will be a priority.</p>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• PST training was on-going throughout the year. Emphasis was directed at new PSTs for the first term. Monthly video conferencing and face-to-face meetings 1-1 on school sites have been employed by the RISC. The following topics were covered:</li> </ul>



	<ul style="list-style-type: none"> <li>○ Inclusive Schooling documents: NWT Ministerial Directive on Inclusive Schooling ( 2016), Inclusive Schooling Handbook, and the Support Assistant Handbook</li> <li>○ PST monthly duty checklists</li> <li>○ Tienet training on Student Support Plans and Individualized Education Plans</li> <li>○ School and classroom profiles</li> <li>○ Teacher Helping Teachers Process-(30 minute problem solving method)</li> </ul> <p>There were 6 new PSTs who received training in all of the above sessions.</p>
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***Mental Health Initiatives***

<b>Priorities in the 2017-2018 school year:</b>	<p>To promote and sponsor school projects in BDEC schools relating to mental health in the form of “Wellness Days”.</p> <p>Promoting and supporting “TAMI” (Talking About Mental Illness) as part of the grade 7/8 Health Curriculum.</p> <p>Supporting and promoting continuation of school applications and implementation for “Northern Counselling Therapeutic Services” (NCTS).</p> <p>To contract educational psychological services for psychological assessments, consultations, training for 2017-18. This would help diagnose students who may have a learning/reading disability and provide recommendations for school and home use. Referrals, letters to outside agencies may be warranted: pediatrician, Speech and Language Therapist, Occupational Therapist, etc. provided by the psychologist.</p>
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<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• Two schools in BDEC (Chief Julius School and East Three Secondary School) were involved in “Wellness Days” which were delivered in collaboration with the following agencies: BDEC, Health &amp; Social Services, Inuvialuit Regional Corporation, Gwich’in Tribal Council, elders, R.C.M.P, mental health counselors, volunteers, etc. Topics / activities for students were: yoga practice, cyber safety, sexual health, drug awareness, stress-less, addictions, physical fitness, grief, suicide, nutrition, and so on.</li> <li>• TAMI (Talking About Mental Illness) was delivered through the health curriculum in grades 7/8. There was in-servicing for teachers and students:             <ul style="list-style-type: none"> <li>on May 22, 2018 for Helen Kalvak School ( 2 teachers and 9 students)</li> <li>on May 23, 2018 for Chief Julius School ( 1 teacher and 11 students)</li> <li>on May 24, 2018 for Mangilaluk School ( 2 teachers and 19 students)</li> <li>and on May 25, 2018 for East Three Secondary School ( 2 teachers and 40 students).</li> </ul> </li> <li>• The Northern Counselling Therapeutic Service (NCTS) provided on-site services to families, and teachers on issues, which affected pupil success,</li> </ul>
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wellness and healthy living styles. This extra support engaged three schools who had on-site visits in BDEC: Moose Kerr School, Angik School, and Chief Paul Niditchie School. Numerical data is not available.

- An Educational Psychologist was contracted for 2017-18 year. Forty students referred from all BDEC schools received these services: psychological assessments, pre and post conferencing with written reports, recommendations, referrals for outside agencies, interventions, programs, materials and resources for teachers, PSTs and parents to avail of.
- The Health and Wellness curriculum (grades 4-6) explores issues of health and wellness. BDEC's participation involved cultural relevance to the topics presented as well as responsive to the strengths and needs of each community. For addressing cultural sensitivity and encouraging community members such as elders to be partners in its delivery, BDEC continued to foster this practice.  
12 teachers in 8 BDEC schools from grades 4-12 will receive training in 2018-19 for delivery of the new Health and Wellness Curriculum. This in-service may occur in Inuvik.

## Teaching and Learning

Outlined below are achievements on programs and activities implemented to support excellence in teaching and professional development of our educators.

<i>Literacy Initiatives - Assessment</i>	
<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b><i>Reading Assessment – Fountas and Pinnell Benchmark Assessment (4-9)</i></b></p> <p><b>Background:</b> It was determined that Student reading data was not accurately reflecting student capacity specifically in reading comprehension. It was determined that part of the challenge was the type of reading assessment being used to gather the data. The Fountas and Pinnell Benchmark Assessment System 3<sup>rd</sup> Edition was purchased for each school and teachers in Grades 4-9 were trained on delivery. Toward the end of the school year Grades 1-3 teachers were also included in this training which will continue through the first quarter of the 2018-2019 school year. So by the end of the 2018-2019 school year we will have a consistent and universal data collected that better informs us about student achievement in reading.</p> <p><b><i>Writing Assessment – 2<sup>nd</sup> Year of 3 Year Pilot Project - District Wide Write (K-12)</i></b></p> <p><b>Background:</b> It was decided in September 2016 that a district writing assessment should be put in place to give BDEC a better understanding of student achievement in writing. It is also designed to support teacher capacity in better understand best practices in writing pedagogy. As Per the collective decision, it was also determined that using the assessment to reduce teacher and student reticence in teacher and learning in the writing classroom needed to be addressed. A team of teachers from across the district gathers to work on creating and tweaking an assessment that suits the district context while also reflecting the curriculum expectations in English Language Arts are at levels. The District Wide Write is currently working through a 3 year cycle pilot project. The genre of focus for each part of the cycle includes:                      Year 1: Expository-Non-Fiction (2016-2017)                      Year 2: Narrative (2017-2018)                      Year 3: Expository-Functional/Persuasive (2018-2019)</p>
<p><b>Achieved results:</b></p>	<p>Reading Assessment – Fountas and Pinnell Benchmark Assessment</p> <ul style="list-style-type: none"> <li>From September to June 100% Grades 5-9 teachers implemented the use of Fountas and Pinnell Benchmark Assessment to gain a more accurate view of student achievement.</li> </ul>

Writing Assessment – 2nd Year of 3 Year Pilot Project - District Wide Write (K-12)

- In September, all schools had students from Gr 1-12 participate in the beginning of the year District Wide Write Assessment. (Kindergarten students were not included at this time based on the understanding that formal assessments within the play-based environment for formative purposes are not used as they are in Grades 1-12.) In April, all schools had students from Gr 1-12 participate in the District Wide Write Assessment to look at the learning growth in that particular genre of focus. Kindergarten students were included during the spring assessment to gather portfolio data to share with the Grade 1 teacher for the following year.

### ***Literacy Initiatives – Program Implementation***

**Priorities in the 2017-2018 school year:**

***Balanced Literacy Resources – Gr 1-6. Literacy Place Early Years (K-3) and Literacy Place Moving Up (Gr 4-6)***

**Background:** Literacy Place resources were purchased in the 2016-2017 school year after determining that teacher capacity building in understanding best practices in English Language Arts Pedagogy was needed along with resources that supported this same instructional practice. During the course of 2017-2018 school year, the first year of implementation began with a district focus specifically on building teacher capacity in gradual release balanced literacy framework. The training provided through the course of the year was specifically in Reading Instruction (Structured Read Aloud, Whole Group Shared Reading, Small Group Shared Reading, Guided Reading, and Independent Reading). There is a 3-year implementation plan in place with 2017-2018 being year 1 of the 3-year plan.

***Junior Kindergarten and Kindergarten Integrated Curriculum.***

**Background:** Education Culture and Employment began their mandated Junior Kindergarten and Kindergarten Integrated Curriculum Document for instruction in all Northwest Territories during the year of 2017-2018. Although some training was provided for teachers of these levels in Yellowknife, it was determined that the best way to build capacity and support these teachers was by creating a district collaborative group that would further support each other over the course of the school year.

***Literacy in the Disciplines – Reading Apprenticeship.***

**Background:** The Reading Apprenticeship Framework (Literacy in the Disciplines) is an initiative begun by Education Culture and Employment. It is a 3-year training for teachers anywhere from Grade 4-12 that will

work to shift their pedagogical practice toward finding better ways to reach the adolescent literacy learner. The Reading Apprenticeship Framework provides a structure of four dimensions (Social, Personal, Cognitive, and Knowledge Building) to better support metacognitive conversations in the classroom that support reading in all content areas. The training for this began in the 2016-2017 school year. BDEC determined that having a representative from each school was a more equitable way of sharing the knowledge across the district. In the 2017-2018 school year, due to transiency and shifts in duties and responsibilities with some of our members the team shifted to having a cohort of English Language Arts Teachers representing middle and high school and the same for Math. We also have a principal and the Literacy and Math Consultants participating in the training. The teachers involved in each content area worked collaboratively to plan and deliver instruction that matched the model. The group met periodically to discuss progress, challenges, and next steps.

### ***Pilot Programs***

**Background:** There were a number of pilot programs currently in implementation across the District in the area of Literacy, some of which were district wide while others were specific to a particular school.

Across the district, we revisited our Teacher Coaching framework outside of what was delivered through Inclusive Schooling. We completed the 2<sup>nd</sup> Year of the District Wide Write 3-Year Pilot. We have also just completed the first year of 3-Year Pilot of Co-Constructed Collaborative courses for our Grade 8 and 9 English Language Arts students. As mentioned in the section above, we also worked to better support our Junior Kindergarten and Kindergarten teachers by creating a collaborative support group that leveraged some of the expertise and knowledge within the group itself.

At the local school level we piloted different designs of reading intervention models that suited the needs of the students, but also the daily operations of the local school.

When the pilots have completed their term, data will be available to report on the impact on student achievement.

### ***Fountas and Pinnell Benchmark Assessment 3<sup>rd</sup> Edition (K-9).***

**Background:** As mentioned in the above section the Fountas and Pinnell Benchmark Assessment 3<sup>rd</sup> Edition was adopted in BDEC as our universal benchmark reading assessment resource. Previous programs used were

	<p>not depicting the true reading level of an individual student, specifically in the area of comprehension. As well, overlapping programs with different approaches was not giving the district an accurate picture of reading data across grade levels. Therefore, the Fountas and Pinnell assessment system, known for its rigour in the comprehension component, is a better choice to give teachers an idea of where students are achieving and thus giving them a much clearer picture on how to inform their instructional practice. <i>Note: The baseline data district wide will be available after Quarter 1 of the 2018-2019 school year.</i></p> <p><b>Learning Forward Academy – Professional Development</b></p> <p><b>Background:</b> The Learning Forward Academy is an extended learning experience that takes place over two and half years. It immerses members in a model of inquiry and problem-based learning. Academy members work collaboratively to gain knowledge to solve significant student learning problems in their schools, districts, or organizations. The Math and Science Program Coordinator and Literacy Program Coordinator are currently participating in the Learning Forward Academy class of 2019. During this process of professional learning the coordinators/consultants continue to work closely with all school leaders district wide to keep the process as collaborative and relevant as possible. The intent is for this ongoing learning to be used in helping support the work of increasing teacher capacity in instructional practice, cultural teaching and teacher planning through professional development design. We surmise that this will be one of the contributing factors in increasing the level of student engagement and decreasing the level of annual teacher turnover.</p>
<p><b>Achieved results:</b></p>	<p>Balanced Literacy Resources</p> <ul style="list-style-type: none"> <li>• Year 1 of 3 for Literacy Place (1-3 Early Years &amp; 4-6 Moving Up) implementation             <ul style="list-style-type: none"> <li>○ 41 teachers from Grades 1-6 received coaching cycles on implementation and delivery of gradual release reading structures for the English Language Arts classroom.</li> </ul> </li> </ul> <p>Junior Kindergarten and Kindergarten Integrated Curriculum</p> <ul style="list-style-type: none"> <li>• Debbie Mutford (Education Culture and Employment) came up to lead a full day training and collaboration session with 11 our Junior Kindergarten &amp; Kindergarten teachers across the district. The overall session was called: <i>A Child's Work is Play</i>. It was organized into six sessions in the following areas: <b>Importance of Play</b> (Play-based Learning, NWT JK/K Curriculum and Teacher Guide); <b>Planning for Play</b> (Classroom arrangements, Connecting Curriculum, Scheduling, Centres); <b>Observation for Learning, Assessment, Reflection</b> (Asking questions to extend students' learning, Asking questions for assessment, Asking questions for reflection and problem-solving); <b>Play in Action</b> (Children in the</li> </ul>





classroom); **Questioning for Learning, Assessment, and Reflection** (Reviewing previous sessions' observations made in the classroom, Asking purposeful questions to extend learning, assess, and reflect); **Your Turn: Sharing is Caring** (Collegial sharing of ideas, resources, problem-solving, etc., sharing successes and challenges)

- This was to further support and continue the training received in Yellowknife that was hosted by the Education Culture and Employment Department. They continued to collaborate over a setting up designated social media page (something similar to a private Facebook page) for all of them to use to communication with each other and to support best practice and ideas in implementation.

#### Literacy in the Disciplines – Reading Apprenticeship

- Three English Language Arts teachers and two Math teachers from the district received the second year of training for Literacy in the Disciplines. This team met bimonthly to discuss progress of implementation and opportunities for collaboration across distance. Further work on technology challenges and timing around different school schedules were worked through as the collaborative efforts between Inuvik and Tsiighetchic in this particular area.

#### Pilot Programs

- Grade 8 and 9 ELA Co Constructed Courses was part of an ongoing with the 2 year implementation plan
- The Teacher Coaching Framework was utilized to help build teacher capacity
- Junior Kindergarten and Kindergarten collaboration group piloted a shared collaborative platform to share ideas. Utilization wasn't tracked as it was run by the group.

#### Fountas and Pinnell Benchmark Assessment Training

- All teachers from Gr K-9 in every school (for the exception of Sachs Harbour, Tsiighetchic, and Paulatuk) received training on implementation and delivery of the Fountas and Pinnell Reading Benchmark Assessment. The missing schools will receive the aforementioned training in September 2018. The intention is that student data collected will increase in accuracy by June 2019.

#### Learning Forward Academy – Professional Development

- Currently within the Learning Forward Academy, the Learning Plan 2 (assignment) has been completed including Research Synthesis, Change Theory, and Logic Model and ultimate SMART Goal. The problem of practice referenced in the 2017-2018 Operating Plan has been revised to read :

*“Based on chronic underachievement with regard to our students’ achievement and attendance, we need to increase teacher capacity through differentiated/broad based and inclusive professional learning*

*design for all teachers and support staff delivering literacy instruction in Junior Kindergarten through Grade 12, during September 2017 to June 2020 in all Beaufort Delta Schools. This will be accomplished by developing a new learning designs based on the student achievement and teacher perception data collected that best meets the needs of our district (individuals, schools, communities, and district). Note, increasing teacher capacity in literacy encompasses the territorial education department initiative of Indigenizing education.”*

**Literacy Initiatives – Leadership and Collaboration**

**Priorities in the 2017-2018 school year:**

***The Literacy Network***

**Background:** Literacy Network is comprised of a team of teachers from various areas of English Language Arts Instruction from across the district. The team is headed by the Literacy Program Consultant/Coordinator and meets 5-7 times a year either through ‘face to face’ meetings or video conferencing to develop resources and discuss ways to improve the literacy programming in the schools and district.

***Professional Learning and Development***

**Background:** During the course of the school year the Literacy Consultant provides different opportunities for teachers and other personnel in the district to choose professional development related to the literacy practices and initiatives that are happening throughout the district. This is over and above training and in-service provided to teachers with program adoption and implementation.

**Achieved results:**

**Literacy Network**

- The Literacy Network for 2017-2018 had 13 members. There was representation from each school for the exception of Sachs Harbour. The team met 6 times through the school from which small collaborative action groups met separately to work on the different ELA initiatives taking place throughout the district.

**Professional Learning and Development**

- Professional Learning and Development occurred district wide during the Aug 2017 district in-service. Approximately 40 teachers from Grade 1-6 English Language Arts were introduced and given time to discuss and plan with the new balanced literacy resources. Approximately 15 teachers from Grade 5-9 teachers were given a preliminary training session on the Fountas and Pinnell Benchmark Assessments.
- The Beaufort Delta Teachers Conference took place Feb 22 and 23. Sessions for English Language Arts offered a deep dive into better

	<p>understanding the gradual release process in reading instruction and how that applies to the new resources. Since the Northwest Territories Teacher Association (NWTTA) Collective Agreement states that professional development is determined by individual teacher choice, this was not a mandated session. Approximately 22 teachers from across the district in Grades 1-6 participated on Day 1 and 15 teachers participated on Day 2. <i>(This was followed by 6 weeks of mandatory training on guided reading through instructional coaching cycles for 41 Grades 1-6 teachers across the district.)</i></p>
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**Numeracy Initiatives - Assessment**

<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>Common Math Assessments (CMAs)</b></p> <ul style="list-style-type: none"> <li>• The CMAs are unit tests that were designed by BDEC teachers that cover every unit, from grades 2 – 9, in the Math Makes Sense textbook.</li> <li>• CMAs are to be administered by all teachers, to all students (excluding specific students that have different goals within their individual education plans, or student support plans) that are taking grade 2 – 9 math.</li> <li>• The CMA results are to be provided to BDEC quarterly from each school, to monitor success of students and provide support to teachers who may be falling behind in their curriculum.</li> <li>• Grade 1 teachers have an end of year exit test in place of unit tests.</li> </ul>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• The CMAs were re-written by a team of teachers representing multiple schools and all grades to ensure accuracy of the tests and correct coverage of student outcomes, specifically with the changes to the Alberta Outcomes in 2016.</li> <li>• The CMAs were made accessible to all teachers on the Moodle Platform.</li> <li>• Grade 1 teachers designed and implemented an outcomes based reporting tool to replace the end of year exit test.</li> <li>• Grade 1 teachers created a list of competency statements for Kindergarten teachers to be provided to BDEC to help start of year planning based on student profiles.</li> </ul>

**Numeracy Initiatives – Program Implementation**

<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>Leaps and Bounds</b></p> <ul style="list-style-type: none"> <li>• Leaps and Bounds is a research-based intervention program that is designed to help teachers support students who are struggling in mathematics. An easy-to-use student and teacher resource supports students working below grade level. There are diagnostic assessments for every topic that can clearly pinpoint significant gaps in student learning. It also contains strategic tools for differentiating instruction to enable teachers to build on what students understand and close critical gaps in understanding.</li> <li>• All grade 1 – 9 teachers in BDEC have access to a Leaps and Bounds resource.</li> </ul>
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	<p><b>Math Daily Three</b></p> <ul style="list-style-type: none"> <li>• Math Daily 3 is a framework for structuring math time so students develop deep conceptual understanding, mathematical proficiency, and a true love of mathematics.</li> <li>• 18 teachers participated in a one-year subscription to the Daily 3 to test if the program is something that enhances their lesson planning.</li> </ul> <p><b>3D – Printing</b></p> <ul style="list-style-type: none"> <li>• 3D printing is a process in which material is joined or solidified under computer control to create a three-dimensional object by material is adding together.</li> </ul> <p><b>SMART Lessons</b></p> <ul style="list-style-type: none"> <li>• Pearson Math Makes Sense provides digital SMART Lessons to accompany each lesson from the textbook.</li> </ul>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• 100% of grades 1 – 9 teachers have been provided Leaps and Bounds training. They receive ongoing support to utilize and implement the program.</li> <li>• The Math Daily Three Pilot met with mixed reviews. Teachers found that the program did not provide the framework for easy implementation to enhance the stamina of their students. For this reason, the pilot will not continue.</li> <li>• 3D-Printing was initiated in each school. Aurora Research Institute provided multiple one-hour training sessions, through video conference, to help support teachers in utilizing this technology in their schools. Two schools created CTS credit courses that were well received by students. Other schools have brought 3D printing into their classrooms to enhance learning experiences.</li> <li>• Interactive Whiteboard lessons for Math Makes Sense were purchased for all teachers. These lessons are available on Moodle to allow teachers to easily access and utilize them. This initiative was well received and appreciated by teachers. These lessons are provided for all grade 3 – 9 teachers.</li> </ul>

**Numeracy Initiatives – Leadership and Collaboration**

<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>The Numeracy Network</b></p> <ul style="list-style-type: none"> <li>• The numeracy network consists of volunteer teachers from most schools. The invitation to be a part of the network is available for all teachers, with the intent to have one representative from each school.</li> <li>• Members participate in meetings to engage in discussions around research-based math instruction that they can then implement in their classrooms.</li> <li>• Meeting discussions also look at areas where teachers feel they need more support in their math delivery.</li> </ul>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• The Numeracy Network met on November 23<sup>rd</sup>, January 18<sup>th</sup>, March 14<sup>th</sup> and May 31<sup>st</sup> through video conferencing. General discussion centered around helping students navigate math through literacy</li> </ul>



	and how to engage in problem solving strategies to encourage student discussions and conceptual understanding. This was not embedded in STIP. An average of 12 teachers participated in the network meetings, who represented classes from Junior Kindergarten to Senior High School. All schools in BDEC had representatives at each meeting, with the exclusion of Moose Kerr School and Inualthuyak School.
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***Moodle Learning Management System***

<b>Priorities in the 2017-2018 school year:</b>	Teachers are working with the Moodle learning management system in various disciplines for collaboration within a large geographic area. Lesson/unit plans are being developed, as are regionally created and shared resource repositories. All teachers in all schools are involved in this process.
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• Moodle Pages were available for reference that supported teaching, student learning and assessment in literacy and numeracy.</li> <li>• A variety of resources, tools and supports related to inclusive schooling practices were made available to program support teachers, teachers, support assistants, and administration.</li> <li>• District assessment schedules, tools, and reporting templates were available to all teachers and administrators on Moodle.</li> <li>• A variety of Math, Science, Social Studies, and English Language Arts courses were created by teachers and have been available to all teachers, upon request, through Moodle.</li> <li>• Four BDDEC teachers involved in Northern Distance Learning were provided 80 minutes per day, for one semester, to create and refine Moodle Courses to be shared with all staff.</li> </ul>

***Indigenizing Education***

<b>Priorities in the 2017-2018 school year:</b>	Schools are indigenizing education in all areas of the curriculum. Evidence of this can be found in the interdisciplinary multi-grade indigenized unit plans submitted to the Council and shared with all teaching staff.
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• Access to all unit plans were provided through Moodle to all educators. They were organized by grade and subject content so that teachers could easily access them as needed.</li> </ul>

***Culture Based Education***

<b>Priorities in the 2017-2018 school year:</b>	Schools are creating quality opportunities for students to experience culture-based education. Evidence of this process can be found in the unique on-the-land and culture-based programs each BDEC school directs as approved by the local DEA.
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• BDEC Cultural Based Education Gathering June 7-8<sup>th</sup>, 2017 was held in Inuvik and Gwich'in Territorial Park.</li> <li>• The theme was on Indigenizing Education Dialogue</li> <li>• 15 participants that included Language Teachers, School site cultural committee members, and BDEC staff</li> </ul>



	<ul style="list-style-type: none"> <li>• Participants were able to share best practices and develop seasonal cultural calendars</li> <li>• Participants were exposed to proposal writing and</li> <li>• Revisited the implementation of the two foundational indigenous curriculum Dene Kede and Inuugatigiit in their programming</li> <li>• Developed stronger relationships with local resource groups such as Environmental Natural Resources dept.</li> <li>• Stronger network development was created between school leadership &amp; cultural committees.</li> <li>• Traditional and Cultural Protocols were shared by the elders with the participants.</li> <li>• Safety &amp; Liability practices were shared with participants and encouraged to ensure safety measures in place for On-The-Land component of program delivery.</li> </ul>
<p><b>School-level Achieved Results</b></p>	
<p>Angik School</p>	<ul style="list-style-type: none"> <li>• Throughout the year, there were a number of cultural based projects. In May, through the ECE funded two elders, twice a week, who taught sewing to grade 4 – 12. Approximately 10 students participated in making fur mittens and moccasins.</li> <li>• In April through the Elders Program grades k -12 spent two days ice fishing (10:00 - 3:30). They were accompanied by local guides, elders, staff and parents. Approximately 30 students went each day. The students were taught to ice fish, were served lunch and saw the land.</li> <li>• From the same program, we had a community member teach k – 9 traditional games twice a week during May. All students participated as this was taught during gym class.</li> <li>• We had a mother’s and father’s day lunches for the elders. Grades 7 – 12 helped cook and set up the lunch and distribute gifts to the elders. The gifts were donated by Northern Canada mini projects.</li> <li>• Through the Elder’s Program we had elders visit JK/K, 1-3, 4-6 and 7-9 telling stories about their past.</li> <li>• Through the same program, elders visited 7 – 12 talking about Inuvialuit self - government as well as the local government structure.</li> <li>• We had elders show students K- 9 how to process a goose and make goose soup and bannock.</li> <li>• During the year, we hosted several cultural nights, which included drum dancers and meals. Students 7 – 12 prepared the meals and some of our high school students performed.</li> <li>• Students 4 – 12 helped to prepare a Christmas feast for the community. This was sponsored by the school.</li> <li>• During our graduation ceremony, drum dancers performed and traditional goose and caribou and char dishes were served. This was a community event and sponsored by the school.</li> </ul>
<p>Chief Julius School</p>	<ul style="list-style-type: none"> <li>• Sept 28<sup>th</sup>, 2017. Moose hunting trip was held up Peel River. 4 high school students, 1 Grade 5 student. 2 support assistants (SAs), 3 Elders and 1 resource person attended.</li> </ul>



	<ul style="list-style-type: none"> <li>• Sept 28<sup>th</sup>, 2017. Day trip to school camp. 9 JK students and 10 Kindergarten students attended with 3 school staff and 3 resource people.</li> <li>• Sept 29<sup>th</sup>, 2017. Day trip to 8 miles. 13 Grade 3/4 students, 8 Grade 8/9 students attended with 2 school staff, 2 elders, and 1 resource person.</li> <li>• Sept 29<sup>th</sup>, 2017. Day trip to school camp. 16 Grade 1/2, 11 Grade 7/8 students attended with 3 school staff and 3 resource people.</li> <li>• Oct 3<sup>rd</sup>, 2017. Day trip to Lost Patrol Monument with RCMP. 10 students from grade 8 – 12 attended with 1 school staff, 3 resource people, and 2 elders.</li> <li>• Nov 14-16<sup>th</sup> 2017. Day trips to check fish net in Tsiigehtchic. 7 high school students, 3 Grade 7/9 students and 1 Grade 5 student attended with 2 school staff.</li> <li>• Nov 30<sup>th</sup>, 2017. Day trip to school camp. 12 Grade 2/3 students and 8 high school students attended with 2 school staff, 1 resource person, and 2 elders.</li> <li>• Nov 1<sup>st</sup>, 2017. Day trip to school camp. 16 Grade 1/2 students and 8 high school students attended with 3 school staff and 2 resource people.</li> <li>• Dec 4<sup>th</sup>, 2017. Day Trip to school camp. 11 grade 7/8 students and 8 high school students attended with 3 school staff and 2 elders.</li> <li>• Dec 6<sup>th</sup>, 2017. Day trip to school camp. 7 JK students, 11 Kindergarten students, 7 Grade 8/9 students and 8 high school students attended with 6 school staff and 2 elders.</li> <li>• Dec 8<sup>th</sup>, 2017. Day trip to school camp. 11 high school students attended with 2 school staff and 1 elder.</li> <li>• Dec 15<sup>th</sup>, 2017. Jiggling on the Peel River. 18 high school students attended with 2 school staff and 1 elder.</li> <li>• Mar 16<sup>th</sup>, 2018. Day trip to school camp. 8 JK students and 10 kindergarten students.</li> <li>• Mar 19<sup>th</sup> – 23<sup>rd</sup>, 2018. Overnight trip to Rock River. 10 Grade 7/8 students attended with 2 school staff, 2 elders, and 4 resource people.</li> <li>• Mar 22<sup>nd</sup>, 2018. Day trip to school camp. 12 Grade 2/3 students attended with 2 school staff and 3 elders.</li> <li>• Apr 25<sup>th</sup> – 27<sup>th</sup>, 2018. Overnight trip to school camp. 17 Grade 5/6 students attended with 2 school staff and 2 elders.</li> <li>• May 1<sup>st</sup> and 2<sup>nd</sup>, 2018. Day trips to school camp. 13 Grade 2/3 students attended with 2 school staff and 2 elders.</li> <li>• Jun 4<sup>th</sup> – 8<sup>th</sup>, 2018. Overnight boat trip up the Peel River. 18 Grade 8/9 students attended with 1 school staff, 2 elders, and 1 resource person.</li> </ul>
<p>Chief Paul Niditchie School</p>	<ul style="list-style-type: none"> <li>• In CPNS, key cultural activities occurred at least twice each Quarter (8x/year) in JK-G5 classrooms, and at least once a month in G6-G9 classrooms.</li> <li>• The types of relevant and authentic key cultural activities that took place in CPNS included:             <ul style="list-style-type: none"> <li>○ JK-G9 - observance of Dene laws, celebrating culture with the community</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ G3-G9 - traditional sports &amp; Dene games, traditional skills like meat preparation &amp; preservation, medicine preparation, sewing</li> <li>○ G6-9 - camp preparation, service learning</li> <li>● In CPNS the community was involved with planning and/or implementing about half of the key cultural activities. These partnerships included:             <ul style="list-style-type: none"> <li>○ Outdoor first aid, canoe &amp; water safety – ENR officer, TCC bylaw officer, TCC recreation coordinator, NWT Recreation canoe instructor</li> <li>○ Traditional meat preparation &amp; preservation, traditional medicines – Gwich'in Language Center</li> <li>○ Traditional holiday traditions – Gwich'in Language Center, Community Health &amp; Wellness Elder's program</li> <li>○ Inuit &amp; Northern games – MACA</li> <li>○ Hunting &amp; trapping camps – ENR, DGO, TCC bylaw officer, TDEA, Gwich'in Language Center, TCC, OTLC</li> </ul> </li> </ul>
<p>East Three Elementary School</p>	<ul style="list-style-type: none"> <li>● Elders in the Schools program: Elders In our four Grade 3 classes learned about local vegetation and their medicinal uses. The Elders provided storytelling classes.</li> <li>● Two Elders in our Inuvialuktun and Gwich'in language classes assisted with the instruction around the following culture-based activities:             <ul style="list-style-type: none"> <li>● <b>Food Preparation:</b> plucking and cooking of geese, making bannock, cutting up of the meat from the moose caught during school hunt; made soup and prepared dry meat.</li> <li>● <b>Sewing Projects:</b> Made tapestries depicting different cultural scenes; Grade 6 students created their graduation stolls with embroidery and beadwork; All Grade 1 to Grade 6 students made various beaded bracelets and broches as gift offerings for Christmas, Valentines, and Mother's Day.</li> <li>● <b>Traditional Basket Making:</b> 20 Grade 3 students participated in traditional will basket making with an elder over a three week period.</li> </ul> </li> </ul>
<p>East Three Secondary School</p>	<p>East Three Secondary School prioritized culture-based education. Its teachers developed original and unique lesson and unit plans, which they shared on our regional Moodle site. A Professional Learning Community created phrase posters that were placed in all classrooms, with common phrases in both Gwich'in and Inuvialuktun. E3SS created an Indigenous Cooking course for senior high students, where traditional foods and recipes were shared. A new music program was implemented, with a priority to integrate Indigenous music and theatre. The On the Land Program offered rich cultural activities and practices for all students. E3SS hosted the Annual Northern Dene Games Summit, featuring all regional schools competing in Northern games over a week.</p> <ul style="list-style-type: none"> <li>● Moose Hunt – 10 students</li> <li>● Wood for Elders – 8 students</li> <li>● Field Trip to Reindeer Crossing – 14 students</li> <li>● Wilderness First Air Trip – 10 students</li> <li>● Sitigi Lake Trip – 4 students</li> </ul>





	<ul style="list-style-type: none"> <li>• Grade 7 Muskrat Trapping – 40 students</li> <li>• Grade 8 Muskrat Trapping – 22 students</li> <li>• Girls Wellness Camp – 9 students</li> <li>• Northern Dene Games Summit – 275 students (as well as regional participation from community schools)</li> <li>• Goose Hunt – 6 students</li> <li>• Ivvavik National Park Trip – 9 students</li> <li>• Gwich'in Campground Gr 7 – 20 students</li> <li>• Gwich'in Campground Gr 8 – 24 students</li> <li>• Gwich'in Campground Gr 9 – 35 students</li> </ul>
<p>Helen Kalvak School</p>	<p><b>September:</b></p> <p><b><u>Kakiavak Making (Fish Spear) Grades 6 – 9</u></b>  <b>This project was done in partnership with the local elders group – Elder Instructor: Kate Inuktalik</b>          Students worked with two elders in the shop learning about traditional fishing methods, sustainability, seasonal changes, traditional stories and mythology; all while learning to build a Kakiavak. The lesson was tied into ELA, Social Studies and Math outcomes:          ELA – mythology, oral tradition          Social Studies – local history, climate change, seasonal change,          Math – measurement, computation</p> <p><b><u>Edible/Medicinal Plant Collection: Grades 1 – 9 (aligned with the science curriculum – plant units)</u></b>  <b>Project done in partnership with Elders Committee – Elder Instructors: Mary Akoakhion, Mary Kudlak</b>          Teachers align their science units to teach the section on plants in early September. Elders co-taught plant science with classroom teacher, fusing traditional knowledge with modern understanding. In later sessions, the Elders took the classes to areas where they could find specific plants in order to teach students how to select, prepare and use the plants.</p> <p><b>October:</b></p> <p><b><u>Community/Land Mapping: Grades 10 – 12</u></b>  <b>Partnership with Energy and Natural Resources: Colin Okheena Elder Instructor: John Alikamik, Allen Joss</b>          Teachers began lessons regarding the local area and taught student how to read and build maps. Once the basic skills were taught, community elders joined the classes and taught students about place names, traditional methods of traveling and marking the land.</p> <p><b><u>Print Making: (Art Class) Grades J.K. - 12</u></b>  <b>Partnership with local elders – Elder Instructors: Susie Malgokak, Louis Nigiyok, Helen Olifie</b>          Local expert print makers joined classes during their art classes to pass on the skill of printmaking. Younger students learned the technique of</p>



printing while more mature students learned how to create original stencils to make their own one of a kind print.

**Aulatit and Fish Hook Making: Grades 10 - 12**

**Partnership with ENR – Elder Instructor: Adam Kudlak**

Students worked with local elders to learn the skill of making their own traditional Aulatit (fishing stick). For those who have already mastered this skill, the expert taught the skill of making traditional fishhooks.

**November:**

**Musk-Ox harvest (On the land safety, sustainability, traditional food preparation) Grades 10 - 12**

**Partnership with ENR & Justice Committee – Elder Instructor: John Alikamik, Joseph Haluksit, Ross Klengenberg, Alan Pogotak, Tony Alanak**

Working with teachers, ENR, Ulukhaktok Hunters and Trappers, RCMP, Search and Rescue and local elders, taught the students the basics of on the land safety and planning for travel. Prior to the harvest students were taught how to make snow shelters, set up tents, use a GPS, Sat Phone, etc... and create a safety plan. Once everything was in place, students submitted their travel and safety plans to the office along with their completed packing checklist. On the day of the hunt students were treated to traditional stories from elders, good food and several planned stops to discuss important land markers, traditional places names of importance and were given hands on opportunities to practice safe traveling procedures. Students after a successful harvest the worked closely with elders to ensure the meat and hide were correctly prepared. The teacher used this time to talk about the biology of the animal, teaching them organ names; while elders assisted with the Inuinnaqtun names of the same organs. Upon return to the school all students in the school assisted with the cleaning of the hides and separation of meat. On the last day, we sent the students who were on the hunt around to elders in the community to share their harvest. Some meat was kept back to teach student how to make dry meat and cook healthy meals.

**December:**

**Stars and Constellations: Grades 1 – 9 (Aligned with Science curriculum unit on space)**

**Partnership with local elders – Elder Instructor: Agnes Kuptana, Walter Olifie**

Local elders join with the science classes to discuss traditional stories and uses of the constellations.

**(Science units on space)**

**Drum Dance: Grades J.K. – Grade 12 (Physical Education unit on Dance)**

**Partnership with Ulukhaktok Western Drum Dance – Instructors:**

**Justin Memogana, Bryann Memogana, Susie Malgokak, Louisa Nigiyok**

Local Drum Dance groups were invited into our Gym classes for two weeks to teach our students the songs, stories and movements of their respective drumming styles.

**(Physical Education Units on Dance)**

**January:**

**String Games: Grades J.K. – Grade 9 (Inuinnaqtun Class)**

**Local Elders – Donald Inuktalik, David Kuptana**

Using local elders in the classroom students were taught about the important role string games played while living on the land. Elders showed the kids the movements while telling stories.

**Return of the Sun: J.K. to Grade 12**

**Partnership with Hamlet Special Events, Elders Committee, UCC -**

The School collaborated with the community to put on a return of the sun celebration. The event included stories by elders, traditional games, drum dance, a community feast and the feeding of the sun ceremony.

**February**

**Family trees: J.K. to grade 12**

**Local Elders: Mary Kudlak, Annie Goose, Joyce Banksland, Judy Okheena**

Students invited family members to the school in order to build their understanding of family connections and together they began the construction of a family tree.

**Kamatik Making: Grades 6 -7 (Aligned with Math unit in measurement)**

**Partnership with ENR, Elders Committee: Elder Instructor: David Kuptana, Ron Kallak, Colin Okheena**

Local Elder experts worked alongside the teachers in the school shop. During the weeklong process, high school students learned about measurement, volume, shop safety, safe use of power tools and traditional building methods. In the end, the Elder and students built a Kamatik that was gifted to the elder as a thank you for sharing knowledge.

**March**

**Bannock Making and Story Telling: J.K. to Grade 12**

**Elder Instructor: Helen Kitekudlak, Heather Okheena, Judy Okheena, Sarah Kuptana**

Grade 1 – 9 student worked with a local elder to make bannock and pass on the oral tradition of storytelling.

**Musk-Ox harvest 2 (On the land safety, sustainability, traditional food preparation) Grades 7 - 9**

**Partnership with ENR & Justice Committee – Elder Instructor: John Alikamik, Joseph Haluksit, Ross Klengenberg, Alan Pogotak, Tony Alanak**

Working with teachers, ENR, Ulukhaktok Hunters and Trappers, RCMP, Search and Rescue and local elders, taught the students the basics of on the land safety and planning for travel. Prior to the harvest students were taught how to make snow shelters, set up tents, use a GPS, Sat Phone, etc... and create a safety plan. Once everything was in place, students submitted their travel and safety plans to the office along with their completed packing checklist. On the day of the hunt students were treated to traditional stories from elders, good food and several planned stops to discuss important land markers, traditional places names of important and given hands on opportunities to practice safe traveling procedures. Students after a successful harvest the worked closely with elders to ensure the meat and hide were correctly prepared. The teacher used this time to talk about the biology of the animal, teaching them organ names; while elders assisted with the Inuinnaqtun names of the same organs. Upon return to the school, all students in the school assisted with the cleaning of the hides and separation of meat. On the last day, we sent the students who were on the hunt around to elders in the community to share their harvest. Some meat was kept back to teach student how to make dry meat and cook healthy meals.

**Drum Making Workshop: Grades 10 – 12**

**Partnership with UWDD, Elders – Instructors: Justin Memogana, Logan Memogana, Devon Notaina (student)**

**Interested students were taught by local experts in how to bend wood, stretching both traditional hide and modern drum skins and tuning a drum. On completion of their drums, students were instructed in drumming, singing and taught the stories behind the songs.**

**Musk-Ox harvest 3 (On the land safety, sustainability, traditional food preparation) NDL Students**

**Partnership with ENR & Justice Committee – Elder Instructor: John Alikamik, Joseph Haluksit, Ross Klengenberg, Alan Pogotak, Tony Alanak**

Working with teachers, ENR, Ulukhaktok Hunters and Trappers, RCMP, Search and Rescue and local elders, taught the students the basics of on the land safety and planning for travel. Prior to the harvest students were taught how to make snow shelters, set up tents, use a GPS, Sat Phone, etc... and create a safety plan. Once everything was in place, students submitted their travel and safety plans to the office along with their completed packing checklist. On the day of the hunt students were treated to traditional stories from elders, good food and several planned stops to

discuss important land markers, traditional places names of important and given hands on opportunities to practice safe traveling procedures. Students after a successful harvest the worked closely with elders to ensure the meat and hide were correctly prepared. The teacher used this time to talk about the biology of the animal, teaching them organ names; while elders assisted with the Inuinnaqtun names of the same organs. Upon return to the school, all students in the school assisted with the cleaning of the hides and separation of meat. On the last day, we sent the students who were on the hunt around to elders in the community to share their harvest. Some meat was kept back to teach student how to make dry meat and cook healthy meals.

### **April**

#### **Seal Harvest: Grades 6 – 7, Grades 8 – 9, High School and NDL Students (separate hunts)**

##### **Partnership with ENR, Elders Committee – Elder Instructor: Allen Joss, Cora Joss, Cory Joss**

High School Students joined local hunters and their teachers to travel across the spring ice in search of young seals. During the harvesting sessions, they explored the local landscape, heard hunting stories, learned about ices safety and visited traditional locations. Once the harvest was completed the seals were skinned, pelts prepared and meat distributed to local elders.

### **May**

#### **Migratory Bird Harvesting: Grades 10 – 12**

##### **Partnership with Hunters & Trappers Committee ENR and Elders Committee – Elders Instructor: Adam Kudlak, Ross Klengenber, Jack Akhiatak**

High School student accompanied the elder mentors out on the land to traditional Inuit rock blinds, where families have hunted for years. There they learned about the importance of animal migration, how to lure geese and listened to many stories, along with class discussion on migrations and animal navigation. Once the harvest was over, they plucked, cleaned and distributed the geese to local elders.

### **Year Long:**

#### **Arctic Sports: I.K. to Grade 12**

##### **Local Experts: Gary Okheena, Justin Memogana, Byran Okheena**

Several times during the year a local Arctic Sports Expert along with an elder, joined with our students in Physical Education to teach students about traditional games and their purpose.

	<p><b><u>Science Curriculum Connections:</u></b> Elders were asked to join class discussions around the weather, changing climate, ice flow, glaciers, water, life cycles, etc. in order to share their traditional knowledge alongside of the modern scientific views.</p> <p><b><u>Fox Trapping: Grades 6 to 9</u></b> <b>Partnership with Hunters and Trappers Committee, ENR – Elder Instructors: John Alikamik, Colin Okheena, Nathan Okheena, Tony Alanak</b> Collaborated with Ulukhaktok Hunter and Trappers, and ENR the school brought classes out on the land to learn from elders about traditional rock traps, modern quick kill traps, listened to stories and learned how to prepare a fox for sale.</p>
Inualthuyak School	<ul style="list-style-type: none"> <li>• In collaboration with Parks Canada, an on-the-land program was partially funded by Inualthuyak School, to support Parks Canada’s delivery, in conjunction with local guides, 37% of students participated in a sealing, fishing, sewing, carving, hiking, rug hooking, gun safety, and making of cultural one week.</li> </ul>
Mangilaluk School	<ul style="list-style-type: none"> <li>• Cranberry Picking - JK - 8 - 168 students, 4 elders</li> <li>• Arctic Sports - JK - 12 PE Classes - 227 students - 3 Elders</li> <li>• Jigging - JK - 12 PE Classes - 227 students - 4 elders</li> <li>• Learning Fair - 168 students - 20 elders</li> <li>• Skills Competition - 20 students - 5 elders</li> <li>• Caribou Harvest - 227 students - 4 elders</li> <li>• Mangilaluk Day - 227 students - 5 elders</li> <li>• Drum Dancing - 168 students - 2 elders</li> <li>• Square Dancing - 227 students - 4 elders</li> <li>• Archery - 227 students - 1 elder</li> <li>• Mipku Making - 168 students - 1 elder</li> <li>• Cultural Foods Class - 20 students - 2 elders</li> <li>• Cultural Art Class - 22 students - 2 elders</li> <li>• Cultural Shop Class - 5 students - 2 elders</li> <li>• Cultural Sewing - Grade 1, Grade 4/5A, Grade 7/8 - 57 students - 4 elders</li> <li>• Fire Starting / Snow Shelters - 22 students - 1 elder</li> </ul>
Moose Kerr School	<ul style="list-style-type: none"> <li>• Berry Picking- Aboriginal Language Classes K-9</li> <li>• Grandparents Day- School wide</li> <li>• Gwich'in / Inuvialuit / Aboriginal days</li> <li>• Community Feast- Students, Parents, Community and Staff</li> <li>• Orange T-shirt recognition day</li> <li>• Artic Winter Games ACC grade 8-12</li> <li>• BDEC Friendship Games 5-9</li> <li>• Elders Luncheon with traditional foods- Elders, Language teachers, visits from students in lower grades hosted 3 in total</li> </ul>



	<ul style="list-style-type: none"> <li>• PE unit Gym class Lisa S teacher grade 3&amp;4 .Shannon Inuvialuit Language teacher gave terminology for the unit the students were doing</li> <li>• Parents Open House School wide</li> <li>• Story telling/legends- Elders school wide</li> <li>• Moose Hunt Grade 6/7</li> <li>• Exchange students and MKS high school students</li> <li>• Cultural Exchange Mississauga, Ont. High school MACA came to showcase traditional games</li> <li>• Elders on site for the month of March- Aboriginal language instructors/school wide</li> <li>• Traditional Dene Games grade 5-8</li> <li>• Nitchit tsal (little girls)/ Gladys Edwards CHR</li> <li>• Science fair/ grades 5/6/7/8 Students used culture to showcase projects</li> <li>• Muskrat camp K-9</li> <li>• Ivvavik Park- grade 9</li> </ul>
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## Student Outcomes and Success

Outlined below are results on programs and activities implemented to support academic achievement and to improve student attendance.

### *Literacy Initiatives – Assessment*

**Priorities in the 2017-2018 school year:**

#### ***Reading Assessment – Fountas and Pinnell Benchmark Assessment (4-9)***

**Background:** It was determined that Student reading data was not accurately reflecting student capacity specifically in reading comprehension. It was determined that part of the challenge was the type of reading assessment being used to gather the data. The Fountas and Pinnell Benchmark Assessment System 3<sup>rd</sup> Edition was purchased for each school and teachers in Grades 4-9 were trained on delivery. Toward the end of the school year Grades 1-3 teachers were also included in this training which will continue through the first quarter of the 2018-2019 school year. So by the end of the 2018-2019 school year we will have a consistent and universal data collected that better informs us about student achievement in reading.

#### ***Writing Assessment – 2<sup>nd</sup> Year of 3 Year Pilot Project - District Wide Write (K-12)***

**Background:** It was decided in September 2016 that a district writing assessment should be put in place to give BDEC a better understanding of student achievement in writing. It is also designed to support teacher

	<p>capacity in better understand best practices in writing pedagogy. As Per the collective decision, it was also determined that using the assessment to reduce teacher and student reticence in teacher and learning in the writing classroom needed to be addressed. A team of teachers from across the district gathers to work on creating and tweaking an assessment that suits the district context while also reflecting the curriculum expectations in English Language Arts are at levels. The District Wide Write is currently working through a 3 year cycle pilot project. The genre of focus for each part of the cycle includes:          Year 1: Expository-Non-Fiction (2016-2017)          Year 2: Narrative (2017-2018)          Year 3: Expository-Functional/Persuasive (2018-2019)</p>
<p><b>Achieved results:</b></p>	<p>Reading Assessment – Fountas and Pinnell Benchmark Assessment</p> <ul style="list-style-type: none"> <li>• From September to June 100% Grades 5-9 teachers implemented the use of Fountas and Pinnell Benchmark Assessment to gain a more accurate view of student achievement.             <ul style="list-style-type: none"> <li>○ Due to this being a new assessment resource, accurate baseline data will not be available until after November 30, 2018.</li> </ul> </li> </ul> <p>Writing Assessment – 2<sup>nd</sup> Year of 3 Year Pilot Project – District Wide Write</p> <ul style="list-style-type: none"> <li>• In September, all schools had students from Gr 1-12 participate in the beginning of the year District Wide Write Assessment. (Kindergarten students are not included at this time based on the understanding that formal assessments within the play-based environment for formative purposes are not used in the same way are in Grades 1-12.) In April, all schools had students from Gr 1-12 participate in the District Wide Write Assessment to look at the learning growth in that particular genre of focus. Kindergarten students are included during the spring assessment to gather portfolio data to share with the Grade 1 teacher for the following year.             <ul style="list-style-type: none"> <li>○ Aggregate growth data is not currently available as this is still in a pilot project cycle.</li> </ul> </li> </ul>

**Literacy Initiatives – Program Implementation**

<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>Balanced Literacy Resources – Gr 1-6.</b> <i>Literacy Place Early Years (K-3) and Literacy Place Moving Up (Gr 4-6)</i></p> <p><b>Background:</b> Literacy Place resources were purchased in the 2016-2017 school year after determining that teacher capacity building in understanding best practices in English Language Arts Pedagogy was needed along with resources that supported this same instructional practice. During the course of 2017-2018 school year, the first year of implementation began with a district focus specifically on building teacher capacity in gradual release balanced literacy framework. The training provided through the course of the year was specifically in Reading Instruction (Structured Read Aloud, Whole Group Shared Reading, Small</p>
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Group Shared Reading, Guided Reading, and Independent Reading). There is a 3-year implementation plan in place with 2017-2018 being year 1 of the 3-year plan.

***Junior Kindergarten and Kindergarten Integrated Curriculum.***

**Background:** Education Culture and Employment began their mandated Junior Kindergarten and Kindergarten Integrated Curriculum Document for instruction in all Northwest Territories during the year of 2017-2018. Although some training was provided for teachers of these levels in Yellowknife, it was determined that the best way to build capacity and support these teachers was by creating a district collaborative group that would further support each other over the course of the school year.

***Literacy in the Disciplines – Reading Apprenticeship.***

**Background:** The Reading Apprenticeship Framework (Literacy in the Disciplines) is an initiative begun by Education Culture and Employment. It is a 3-year training for teachers anywhere from Grade 4-12 that will work to shift their pedagogical practice toward finding better ways to reach the adolescent literacy learner. The Reading Apprenticeship Framework provides a structure of four dimensions (Social, Personal, Cognitive, and Knowledge Building) to better support metacognitive conversations in the classroom that support reading in all content areas. The training for this began in the 2016-2017 school year. BDEC determined that having a representative from each school was a more equitable way of sharing the knowledge across the district. In the 2017-2018 school year, due to transiency and shifts in duties and responsibilities with some of our members the team shifted to having a cohort of English Language Arts Teachers representing middle and high school and the same for Math. We also have a principal and the Literacy and Math Consultants participating in the training. The teachers involved in each content area are working collaboratively to plan and deliver instruction that matches the model. The group meets periodically to discuss progress, challenges, and next steps.

***Pilot Programs***

**Background:** There are a number of pilot programs currently in implementation across the District in the area of Literacy, some of which are district wide while others are specific to a particular school.

Across the district, we are revisiting our Teacher Coaching framework outside of what is delivered through Inclusive Schooling. We just completed the 2<sup>nd</sup> Year of the District Wide Write 3-Year Pilot. We have also just

completed the first year of 3-Year Pilot of Co-Constructed Collaborative courses for our Grade 8 and 9 English Language Arts students. As mentioned in the section above, we are also working to better support our Junior Kindergarten and Kindergarten teachers by creating a collaborative support group that leverages some of the expertise and knowledge within the group itself.

At the local school level we are piloting different designs of reading intervention models that suit the needs of the students, but also the daily operations of the local school.

When the pilots have completed their term, data will be available to report on the impact on student achievement.

### ***Fountas and Pinnell Benchmark Assessment 3<sup>rd</sup> Edition (K-9).***

**Background:** As mentioned in the above section the Fountas and Pinnell Benchmark Assessment 3<sup>rd</sup> Edition was adopted in BDEC as our universal benchmark reading assessment resource. Previous programs used were not depicting the true reading level of an individual student, specifically in the area of comprehension. As well, overlapping programs with different approaches was not giving the district an accurate picture of reading data across grade levels. Therefore, the Fountas and Pinnell assessment system, known for its rigour in the comprehension component, is a better choice to give teachers an idea of where students are achieving and thus giving them a much clearer picture on how to inform their instructional practice. *Note: The baseline data district wide will be available after Quarter 1 of the 2018-2019 school year.*

### ***Learning Forward Academy – Professional Development***

**Background:** The Learning Forward Academy is an extended learning experience that takes place over two and half years. It immerses members in a model of inquiry and problem-based learning. Academy members work collaboratively to gain knowledge to solve significant student learning problems in their schools, districts, or organizations. The Math and Science Program Coordinator and Literacy Program Coordinator are currently participating in the Learning Forward Academy class of 2019. During this process of professional learning, the coordinators/consultants continue to work closely with all school leaders district wide to keep the process as collaborative and relevant as possible. The intent is for this ongoing learning to be used in helping support the work of increasing teacher capacity in instructional practice, cultural teaching and teacher planning through professional development design. We surmise that this will be one of the contributing factors in increasing the level of student engagement and decreasing the level of annual teacher turnover.

**Achieved results:**

Balanced Literacy Resources:

- During Year 1 of 3 for Literacy Place (1-3 Early Years & 4-6 Moving Up) implementation 41 teachers from Grades 1-6 received coaching cycles on implementation and delivery of gradual release reading structures for the English Language Arts classroom.
  - Student data will be tracked through the Reading Benchmark assessments, 3-year aggregate data for AATs, and the DWW. However, since we are still in the midst of training teachers to use the resources as well as piloting the assessment, the aggregate growth data is not yet available.

Junior Kindergarten Integrated Curriculum:

- Debbie Mutford (Education Culture and Employment) came up to lead a full day training and collaboration session with 11 our Junior Kindergarten & Kindergarten teachers across the district. The overall session was called: *A Child's Work is Play*.

It was organized into six sessions in the following areas:

**Importance of Play** (Play-based Learning, NWT JK/K Curriculum and Teacher Guide); **Planning for Play** (Classroom arrangements, Connecting Curriculum, Scheduling, Centres); **Observation for Learning, Assessment, Reflection** (Asking questions to extend students' learning, Asking questions for assessment, Asking questions for reflection and problem-solving); **Play in Action** (Children in the classroom); **Questioning for Learning, Assessment, and Reflection** (Reviewing previous sessions' observations made in the classroom, Asking purposeful questions to extend learning, assess, and reflect); **Your Turn: Sharing is Caring** (Collegial sharing of ideas, resources, problem-solving, etc, sharing successes and challenges)

- This was to further support and continue the training received in Yellowknife that was hosted by the Education Culture and Employment Department. They continued to collaborate over a setting up designated social media page (something similar to a private Facebook page) for all of them to use to communication with each other and to support best practice and ideas in implementation.
- Student data was not be gathered in relation to this teacher training.

Literacy in the Disciplines – Reading Apprenticeship

- Three English Language Arts teachers and two Math teachers from the district received the second year of training for Literacy in the Disciplines. This team met bi-monthly to discuss progress of implementation and opportunities for collaboration across distance. Further work on technology challenges and timing around different school schedules were worked through as the collaborative efforts between Inuvik and Tsiighetchic in this particular area continue.

	<ul style="list-style-type: none"> <li>○ At this stage in the training and implementation we are currently not able to directly assess direct impact on student achievement</li> </ul> <p>Pilot Programs</p> <ul style="list-style-type: none"> <li>● Until the pilot programs are complete, aggregate data will not be available.</li> </ul> <p>Fountas and Pinnell Reading Benchmark Assessment 3<sup>rd</sup> Edition</p> <ul style="list-style-type: none"> <li>● All teachers from Gr K-9 in every school (for the exception of Sachs Harbour, Tsiighetchic, and Paulatuk) received training on implementation and delivery of the Fountas and Pinnell Reading Benchmark Assessment. The missing schools will receive the aforementioned training in September 2018. The intention is that student data collected will increase in accuracy by June 2019.             <ul style="list-style-type: none"> <li>○ Due to this being a new assessment resource, accurate baseline data will not be available until after November 30, 2018.</li> </ul> </li> </ul> <p>Learning Forward Academy – Professional Development</p> <ul style="list-style-type: none"> <li>● Currently within the Learning Forward Academy, the Learning Plan 2 (assignment) has been completed including Research Synthesis, Change Theory, and Logic Model and ultimate SMART Goal. The problem of practice referenced in the 2017-2018 Operating Plan has been revised to read :             <p><i>“Based on chronic underachievement with regard to our students’ achievement and attendance, we need to increase teacher capacity through differentiated/broad based and inclusive professional learning design for all teachers and support staff delivering literacy instruction in Junior Kindergarten through Grade 12, during September 2017 to June 2020 in all Beaufort Delta Schools. This will be accomplished by developing a new learning designs based on the student achievement and teacher perception data collected that best meets the needs of our district (individuals, schools, communities, and district). Note, increasing teacher capacity in literacy encompasses the territorial education department initiative of Indigenizing education.”</i></p> <ul style="list-style-type: none"> <li>○ As we move through the 2.5-year academy, information on the impact on student achievement data will not be available until the academy is complete.</li> </ul> </li> </ul>
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**Literacy Initiatives – Leadership and Collaboration**

<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>The Literacy Network</b></p> <p><b>Background:</b> Literacy Network is comprised of a team of teachers from various areas of English Language Arts Instruction from across the district. The team is headed by the Literacy Program Consultant/Coordinator and meets 5-7 times a year either through ‘face to face’ meetings or video</p>
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	<p>conferencing to develop resources and discuss ways to improve the literacy programming in the schools and district.</p> <p><b>Professional Learning and Development</b></p> <p><b>Background:</b> During the course of the school year, the Literacy Consultant provides different opportunities for teachers and other personnel in the district to choose professional development related to the literacy practices and initiatives that are happening throughout the district. This is over and above training and in-service provided to teachers with program adoption and implementation.</p>
<p><b>Achieved results:</b></p>	<p>The Literacy Network</p> <ul style="list-style-type: none"> <li>• The Literacy Network for 2017-2018 had 13 members. There was representation from each school with the exception of Sachs Harbour. The team met 6 times through the school year from which small collaborative action groups met separately to work on the different ELA initiatives taking place throughout the district.</li> </ul> <p>Professional Learning and Development</p> <ul style="list-style-type: none"> <li>• Professional Learning and Development occurred district wide during the Aug 2017 district in-service. Approximately 40 teachers from Grade 1-6 English Language Arts were introduced and given time to discuss and plan with the new balanced literacy resources. Approximately 15 teachers from Grade 5-9 teachers were given a preliminary training session on the Fountas and Pinnell Benchmark Assessments.             <ul style="list-style-type: none"> <li>○ As we are still in the training and implementation phase with this resource, direct impact on student data is not ready to be assessed</li> </ul> </li> <li>• The Beaufort Delta Teachers Conference took place Feb 22 and 23. Sessions for English Language Arts offered a deep dive into better understanding the gradual release process in reading instruction and how that applies to the new resources. Since the Northwest Territories Teacher Association (NWTTA) Collective Agreement states that professional development is determined by individual teacher choice, this was not a mandated session. Approximately 22 teachers from across the district in Grades 1-6 participated on Day 1 and 15 teachers participated on Day 2. <i>(This was followed by 6 weeks of mandatory training on guided reading through instructional coaching cycles for 41 Grades 1-6 teachers across the district.)</i> <ul style="list-style-type: none"> <li>○ As we are still in the training and implementation phase with this resource, direct impact on student data is not ready to be assessed</li> </ul> </li> </ul>



<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>Common Math Assessments (CMAs)</b></p> <ul style="list-style-type: none"> <li>• The CMAs are unit tests that were designed by BDEC teachers that cover every unit, from grades 2 – 9, in the Math Makes Sense textbook.</li> <li>• CMAs are to be administered by all teachers, to all students (excluding specific students that have different goals within their individual education plans, or student support plans) that are taking grade 2 – 9 math.</li> <li>• The CMA results are to be provided to BDEC quarterly from each school, to monitor success of students and provide support to teachers who may be falling behind in their curriculum.</li> </ul> <p>Grade 1 teachers have an end of year exit test in place of unit tests.</p>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• Data from the CMAs for all students has been collected and placed into Dossier (an online assessment database that all teachers have access to).</li> <li>• Teachers can the use historical CMA data to help drive the instruction and goals of their students, developing a more complete classroom portfolio for Student Centered Learning.</li> </ul>
<p><b><i>Numeracy Initiatives – Program Implementation</i></b></p>	
<p><b>Priorities in the 2017-2018 school year:</b></p>	<p><b>Leaps and Bounds</b></p> <ul style="list-style-type: none"> <li>• Leaps and Bounds is a reseach-based intervention program that is designed to help teachers support students who are struggling in mathematics. It is an easy-to-use student and teacher resource that supports students working below grade level. There are diagnostic assessments for every topic that can clearly pinpoint significant gaps in student learning. It also contains strategic tools for differentiating instruction to enable teachers to build on what students understand and close critical gaps in understanding.</li> <li>• All grade 1 – 9 teachers in BDEC have access to a Leaps and Bounds resource.</li> </ul> <p><b>Math Daily Three</b></p> <ul style="list-style-type: none"> <li>• Math Daily 3 is a framework for structuring math time so students develop deep conceptual understanding, mathematical proficiency, and a true love of mathematics.</li> <li>• 18 teachers participated in a one-year subscription to the Daily 3 to test if the program is something that enhances their lesson planning.</li> </ul> <p><b>3D – Printing</b></p> <ul style="list-style-type: none"> <li>• 3D printing is a process in which material is joined or solidified under computer control to create a three-dimensional object with material being added together.</li> </ul> <p><b>SMART Lessons</b></p> <p>Pearson Math Makes Sense provides digital SMART Lessons to accompany each lesson from the textbook.</p>
<p><b>Achieved results:</b></p>	<ul style="list-style-type: none"> <li>• Leaps and Bounds has been used to diagnose and create intervention strategies for some students. As this is a program that can be quickly administered for any unit within the math curriculum, implementation numbers were not measured.</li> </ul>



	<ul style="list-style-type: none"> <li>• Two schools created 3D printing classes (Helen Kalvak and Chief Julius School) where students earned Career and Technology Studies (CTS) credits that they could apply to their graduation. Aurora Research Institute held three distance webinars to help teachers utilize their 3-D printing technology. Mangilaluk School, Helen Kalvak School, Chief Julius School, Angik School, Chief Paul Niditchie School, East Three Secondary School, and East Three Elementary School participated in the webinars.</li> <li>• As the SMART Lessons cover every lesson in Math Makes Sense, for grades 3 – 9, their full usage is difficult to measure.</li> </ul>
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***Numeracy Initiatives – Leadership and Collaboration***

<b>Priorities in the 2017-2018 school year:</b>	<p><b>The Numeracy Network</b></p> <ul style="list-style-type: none"> <li>• The numeracy network consists of volunteer teachers from most schools. The invitation to be a part of the network is available from all teachers, with the intent to have one representative from each school.</li> <li>• Members participate in meetings to engage in discussions around research-based math instruction that they can then implement in their classrooms.</li> <li>• Meeting discussions also look at areas where teachers feel they need more support in their math delivery.</li> </ul>
<b>Achieved results:</b>	<ul style="list-style-type: none"> <li>• The Numeracy Network met on November 23<sup>rd</sup>, January 18<sup>th</sup>, March 14<sup>th</sup> and May 31<sup>st</sup> through video conferencing. General discussion centered around helping students navigate math through literacy and how to engage in problem solving strategies to encourage student discussions and conceptual understanding. This was not embedded in STIP. An average of 12 teachers participated in the network meetings, who represented classes from Junior Kindergarten to Senior High School. All schools in BDEC had representatives at each meeting, with the exclusion of Moose Kerr School and Inualthuyak School.</li> </ul>



### School Staff Recruitment and Retention

The BDDEC is responsible for ensuring that schools are resourced to meet the priorities and needs of students. Tables below provide details on budgeted and actual General School, Inclusive Schooling, and Aboriginal Language staff for the 2017-18 school year.

Recruiting teachers in the Beaufort Delta region is becoming increasingly difficult. The overall the number of teacher applicants this year was down. We were unable to fill 1 teaching position within the district the year. There were no qualified substitute teachers available in any of our communities.

The BDDEC actively recruits on 5 platforms, in partnership with ECE and the Inuvialuit Regional Corporation. Staff also visited three universities and presented to education faculties and students on the Beaufort Delta region and opportunities for teaching within our region.

Table 4: Budgeted and Actual Person Years for General School Staff.

General School Staff											
		Regional Office Administration	Teachers*	Consultants	Secretaries	Custodians	Wellness Counsellors	Bus Drivers	Cooks	School Administration	Total
Budgeted	Regional Office	9	0	3.5	0	0	0	0	0	0	12.5
	E3E		26	0	1	2.5	1	0	0	0	30.5
	E3S		18.5	0.5	0.8	2.5	1	0	0	0	23.3
	Moose Kerr		9	0	1	1.25	0	0	0	0	11.25
	Chief Julius		11.5	0	1	1.85	0	0	0	0	14.35
	Chief Paul Nitidchie		3	0	0.8	0.5	0	0	0	0	4.3
	Mangilaluk		14	0	1	1.62	1	0	0	0	17.62
	Inualthuyak		1	0	0	0.5	0	0	0	0	1.5
	Helen Kalvak		9	0	1	0.75	0	0	0	0	10.75
	Angik		5	0	0.8	0.6	0	0	0	0	6.4
	<b>TOTAL</b>		<b>9</b>	<b>97</b>	<b>4</b>	<b>7.4</b>	<b>12.07</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>
Actual	Regional Office	8.5	0	3	0	0	0	0	0	0	11.5
	E3E		29	1	1	2.5	1	0	0	0	34.5
	E3S		20	1	0.87	3.5	1	0	0	0	26.37
	Moose Kerr		9	0	1	1.25	0	0	0	0	11.25
	Chief Julius		12.5	0	1	2	0	0	0	0	15.5
	Chief Paul Nitidchie		3.5	0	0.8	0.47	0	0	0	0	4.77
	Mangilaluk		14	0	1	1.87	1	0	0	0	17.87
	Inualthuyak		1.5	0	0	0.25	0	0	0	0	1.75
	Helen Kalvak		8.9	0	1	0.75	0	0	0	0	10.65
	Angik		5	0	1	0.5	0	0	0	0	6.5
	<b>TOTAL</b>		<b>8.5</b>	<b>103.4</b>	<b>5</b>	<b>7.67</b>	<b>13.09</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Note:** \*Teachers include NWTTA members who are classroom teachers, principals, assistant principals, librarians, guidance counsellors, etc.



# Annual Report 2017-2018

## Table 5: Budgeted and Actual Person Years for Inclusive Schooling and Aboriginal Language Staff.

School	Inclusive Schooling (IS) Staff										Aboriginal Language (AL) Staff			
	Regional IS Coordinator		Program Support Teachers <sup>3</sup>		Support Assistants		Wellness Counsellors		Magnet Facilities		Total IS Staff		Total AL Staff	
	B <sup>‡</sup>	A <sup>**</sup>	B	A	B	A	B	A	B	A	B	A	B	A
Regional Office	1	1			13.72						<b>14.72</b>	<b>1</b>		<b>2</b>
E3E			2	2	2.4	7.6	1	1	0	0	5.4	10.6	2.25	1.75
E3S			2	2	2.4	2.4	1.5	1	0	0	5.9	5.4	1.5	1.25
Moose Kerr			1	1	2.4	3.2	0	0	0	0	3.4	4.2	2	2
Chief Julius			1.5	1.5	0.8	4	0	0	0	0	2.3	5.5	1	1
Chief Paul Nitidchie			1	0.5	0.4	1.7	0	0	0	0	1.4	2.2	0.5	1
Mangilaluk			2	2	1.6	3.2	1	1	0	0	4.6	6.2	2	2
Inualthuyak			0	0.5	0.4	1.6	0	0	0	0	0.4	2.1	0.5	0.5
Helen Kalvak			1	1.1	1.6	1.6	0	0	0	0	2.6	2.7	1	1
Angik			1	1	0.8	1.6	0	0	0	0	1.8	2.6	1	1
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>11.5</b>	<b>11.6</b>	<b>26.52</b>	<b>26.9</b>	<b>3.5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>42.52</b>	<b>42.5</b>	<b>11.75</b>	<b>13.5</b>

**Note:** B<sup>‡</sup> - budgeted; A<sup>\*\*</sup> - actual.

<sup>3</sup> Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers concerning inclusive instructional practices. In their daily/weekly work, PSTs are not focused on one specific curricular area, but support all student learning – with a particular emphasis on supporting students on Student Support Plans or Individualized Education Plans.

**Table 6: Compliance of Program Support Teachers and Support Assistants staffing with the Ministerial Directive on Inclusive Schooling, by school.**

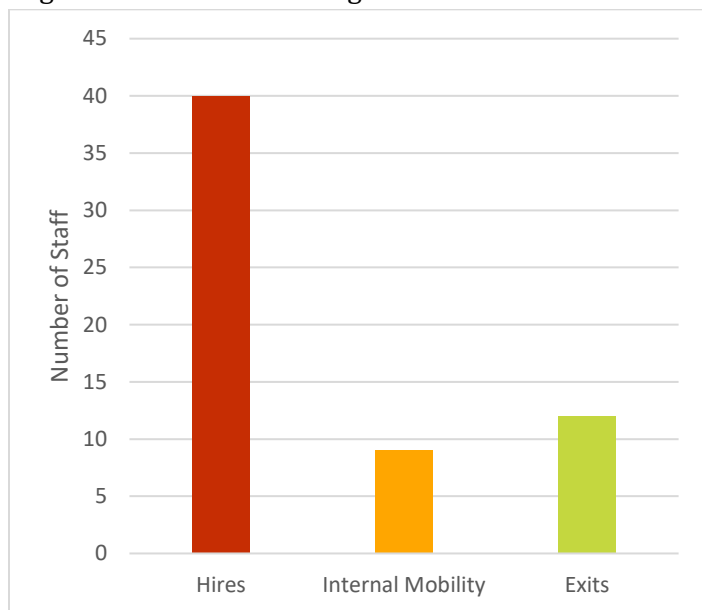
	Program Support Teachers	Support Assistants	Where not in compliance:	
			Reason(s) for noncompliance	Strategies used to mitigate effects of noncompliance
<i>Angik</i>	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		
<i>Chief Julius</i>	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		
<i>Chief Paul Niditchie</i>	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		
Helen Kalvak	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		
Inualthuyak	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		Compliant for 4 months - As a Support from September to February, on-site support was scheduled by Board office Inclusive Schooling consultant.
<i>Mangilaluk</i>	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		
<i>East Three Secondary</i>	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		
<i>East Three Elementary</i>	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		Staffing for PST's was ongoing throughout 2017/18 school year and was not filled, although the position was advertised. Support from the Board office Inclusive Schooling consultant was provided.
<i>Moose Kerr</i>	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant		



## Staffing Actions

Figure below illustrates staffing actions for all education staff in the BDDEC for the 2017-18 school year. Hires include all staffing actions that result in education staff entering the BDDEC. Internal mobility includes all transfers that occur between DEAs within the BDDEC. Exits include all staffing actions that result in education staff leaving BDDEC.

Figure 1: Education Staffing Actions.



**Note:** Education staff refers to principals, teachers, support assistants and program support teachers.

The number of new hires was higher than most years because the DEC for Beaufort Delta decided to reduce the class sizes in schools with larger class sizes. Inuvik was impacted the most by this decision. Across the district, we did well in retaining our staff. Many of those who exited had been in positions for greater than 15 years. Isolated community schools and specialist positions continue to be a challenge when recruiting. Contracts were signed but as late as August some staff pulled out of contracts.

We continued to recruit aggressively but the pools of candidates were low in number. We worked with Health and Social Services when their division hires and their potential hire has a teacher as a partner. If the teacher was suitable and we had positions, we acted swiftly.

### Completion of Staff Evaluations

All education staff are required to undergo evaluations as per Minister's *Direction on Evaluation and the Promotion of Professional Growth for Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012). Evaluations are important in developing individual staff growth plans. In 2017-2018 school year, 57 education staff underwent performance reviews. Table 7 shows details on the number of planned and actual evaluations of education staff who were in their evaluation year in 2017-2018.

Table 7: Education staff that underwent evaluations in 2017-2018 school year.

Number of education staff in their evaluation year	Actual (accounts for any change post-June 30 submission of final Operating Plan)	Number of education staff in their evaluation year that underwent performance reviews	Completion Rate
61	0	57	93.4%

$(57+0)/61 = 93.4\%$  completion. Two principal positions changed in middle of year and as a result, the performance appraisals for teachers in those schools were not completed.

## Appendix A: Audited Financial Statements

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

**CONSOLIDATED ANNUAL FINANCIAL REPORT  
June 30, 2018**

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## **Message from Superintendent of Schools Chris Gilmour**

On behalf of the Beaufort Delta Education Council (BDEC), I am pleased to present the Annual Report for 2017 - 2018. 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.

BDEC's goals are clearly defined as:

- Student Success
- Small Community Schools
- Assessment Practices
- Early Childhood Development
- Professional Capacity Building
- Culture, Identity and Well-being
- System Accountability

This approach will enable BDEC to clearly state the progress that the organization has made and will highlight areas where improvement is needed. Some of the key accomplishments in 2017 - 2018 include:

- Continued partnership with the Gwich'in Tribal Council (GTC) on development of a high school course to reflect the Gwich'in culture and history.
- Partnership with the Inuvialuit Regional Corporation (IRC). The IRC continues to support to BDEC's Data Analyst position and Inclusive schooling with Educational Psychologist visits.
- The expansion of the eLearning program renamed Northern Distance Learning (NDL) for the year ended 2018 allowed for expanding the initiative to 11 schools. The results of the 4 year pilot project encouraged ECE to submit a proposal to FMB expanding Northern Distance Learning to all small communities between 2018 to 2020. This proposal was accepted by the FMB and submitted to the Minister for presentation to the Legislative Assembly.
- BDEC continues to collaborate with 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 was provided January 2018 for DEA members in Aklavik, Tsiigehtchic and Inuvik. The same training took place in Inuvik in April 2018 for DEA members from Paulatuk, Sachs Harbour, Ulukhaktok and Tuktoyaktuk.
- For the year ended June 2018 ECE has requested that all school council submit an Annual Report using a common template. In this report the Priorities identified in the common Operating Plan template are reported upon in the Achieved results.
- Priorities categories are Language, Culture and Identity; Health, Wellness and Student Support; Teaching and Learning. Each category has a series of specific task and achieved results. Please refer to the Annual Report as submitted for the 2017 – 2018 year.
- BDEC 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 and can enroll in school at East Three Secondary School in Inuvik or Chief Julius in Fort McPherson

- Moving forward to the 2018 – 2019 year BDEC has adopted the new Aboriginal Language and Culture directive from ECE. As directed by ECE funding for the Elders in the School program and Cultural Orientation funding will be provided directly to the School's operating budget.
- Staff changes include the appointment of Frank Galway as the Superintendent of Schools.

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

## Overview

The Beaufort Delta Education Council (BDEC) effective the 2017 – 2018 year provides Junior Kindergarten to Grade 12 instruction for 1,392 students through 9 schools in the in 8 communities of Inuvik, Aklavik, Fort McPherson, Tsiigehtchic, Tuktoyaktuk, Sachs Harbour, Ulukhaktok, and Paulatuk. 2017 – 2018 completes BDEC's first year of offering Junior Kindergarten for all 4-year old children in our region as directed by the GNWT which as set by the 18<sup>th</sup> Legislative Assembly.

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 Inuvik for full time attendance of high school. 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 the Inuvik High School.

BDEC 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.

### **Vision**

Empowered by culture-based education, students are inspired to succeed.

### **Mission Statement**

The Beaufort Delta Education Council will strengthen partnerships to build thriving school communities which embrace and deliver culture-based education by providing tools and resources for student success.

### **Strategic Plan**

The fundamental purpose of the BDEC's Strategic Plan is to align our resources and actions with our Mission and Vision. BDEC is committed to providing what our communities are requesting: an education system that is purposeful and relevant to the lives and future goals of northern students. In addition to reaching consensus through consultation with community members, parents and school staff in partnership with the Gwich'in Tribal council and the Inuvialuit Regional Corporation, BDEC is committed to confronting our fiscal reality. With declining education dollars all school boards are faced with doing more with less funding.

## **BDEC's strategic plan consists of Three Pillars:**

Pillar 1: Encourage every child to reach their full potential through inclusive and culture-based education.

### Goals

1. Continue, and expand upon, the use of differentiated instruction and differentiated assessment to improve academic (literacy and numeracy) skills using Inuuqatigiit and Dene Kede curricula.
2. Expand and improve math, science and technology knowledge through instruction and assessment and use of technology for learning.
3. Communicate and share expectations with students and families about student progress, from early childhood to graduation. This will include collaboration with community partners to enhance and support early childhood programming.
4. Identify student pathways to learning that will lead to graduation and improve students' opportunities to explore career and education choices.
5. Collect baseline data related to student attendance and set annual goals for improvement.

Pillar 2: Strengthen and build community partnerships to foster strong relationships that inspire BDEC students as future northern leaders.

### Goals

1. Create, inspire and support more opportunities for students and staff to experience culture-based education on the land and in BDEC schools.
2. Support greater collaboration between school and community.
3. Promote active, healthy living and support wellness through physical, social and mental health initiative. Limit risk factors and increase healthy protective factors for students.
4. Transform learning by identifying and supporting trades awareness opportunities and practical hands-on skills and learning opportunities, including on-the-land and traditional skills accreditation.
5. Showcase and develop strengths throughout BDEC by recognizing both successes and attempts.

Pillar 3: Support and sustain BDEC schools by effectively and creatively managing our organizational, physical and financial resources.

### Goals

1. Ensure all school facilities are safe, well-maintained and inviting work and learning environments.
2. Improve technology and structural capabilities organizationally to monitor progress, manage resources and provide accurate and relevant assessment data.
3. Increase organizational capacity for leadership and management capacity in our region (DEA's, Staff Development, and new Teacher Orientations) through specific skills training and on-going support.
4. Improve BDEC's ability to retain competent staff to provide continuity of programming for all students.

Following direction from ECE, BDEC is transitioning from its four year strategic plan to an annual Operating Plan. For this fiscal year, all stated pillars and goals will remain the same. The District Education Council (DEC) will review the strategic plan and make appropriate changes to be included in the 2018 - 2019 Operating Plan.

### **BDEC Board of Directors**

The BDEC 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 BDEC Board. DEA positions are elected in the local communities and serve for a three year term. The BDEC Board had one face-to-face meeting, and two video conference meetings during the 2017 – 2018 year.

Chairperson	Rebecca Blake
Vice-Chairperson	Gilbert Thrasher Sr / Darlene Gruben
Member-at-Large	Darlene Gruben / Lesa Semmler
Aklavik	Lorna Storr
Fort McPherson	Rebecca Blake
Inuvik	Lesa Semmler
Paulatuk	Gilbert Thrasher Sr
Sachs Harbour	Sharon Green
Tsiigehtchic	Archie Inglanasuk
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 BDEC Board, and the two appointed positions from GTC and IRC. The Executive Committee meets monthly with the BDEC Board Office Staff.

### **BDEC Staff**

Superintendent of Schools	Chris Gilmour (Resigned)
Supervisor of Schools	Frank Galway
Senior Consultant Manager (ABLC)	Denise McDonald
Comptroller	Gary McBride
Public Affairs Coordinator	Lisa Steen
LAN Manager	Michael Reardon
Technical Officer	Dylan Blais
Finance Officers	Ken Crocker
	Kurt Scheiwiller
Administrative Assistant	Claudine Blake

**Consultants**

Data Analysis  
eLearning (Northern Distance Learning)  
Inclusive Schooling  
Literacy Coordinator k-12  
Math Science  
PowerSchool

Tara Gilmour  
William Logan  
Theresa Hartley  
Julie Donahue/Heather Olmstead (Short Term)  
Adam Wright  
Lorna Jones-Martin

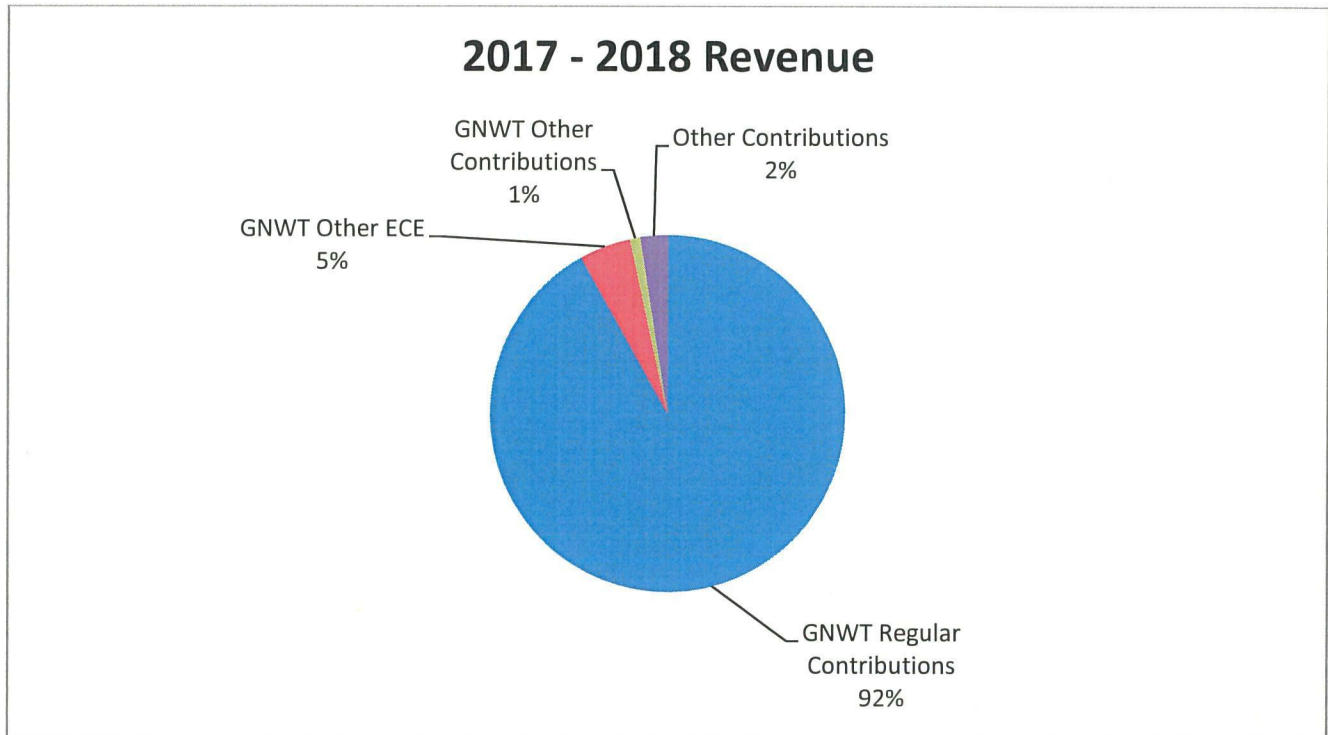
**Principals**

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

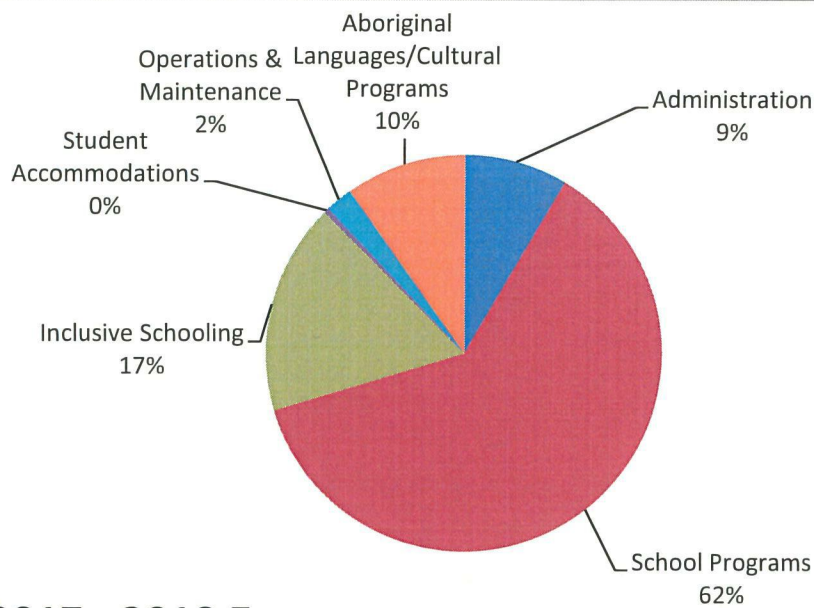
Jeffrey Planetta/William Callahan  
Shirley Peterson  
Sonia Gregory  
Richard McKinnon  
Karen Bibby/Wayne Dawe  
Krista Cudmore  
Velma Illisiak  
Elizabeth McNeil  
Gene Jenks

## Financial Highlights

Revenues for 2017 – 2018 of \$31.6 million were \$1.2 million higher than budgeted. GNWT regular contributions accounted for a 92% of the revenue at \$29.0 million an increase of \$0.5 million from 2016 - 2017 year. Other contribution agreements from the GNWT brought the total GNWT contributions to \$30.8 million; which is an increase of \$833.8 K from the 2016 – 2017 year. Total revenues of \$31.6 million were an increase of \$709.2 K from the 2016-2017 year.



Expenses are broken into program cost; school programs accounted for 62% of cost at \$20.3 million, Inclusive schooling for 17% of cost at \$5.6 million. Total expenses at \$32.8 million were \$2.2 million greater than 2016 - 2017, and \$1.4 million greater than the 2017-2018 Budget.



**2017 - 2018 Expenses**

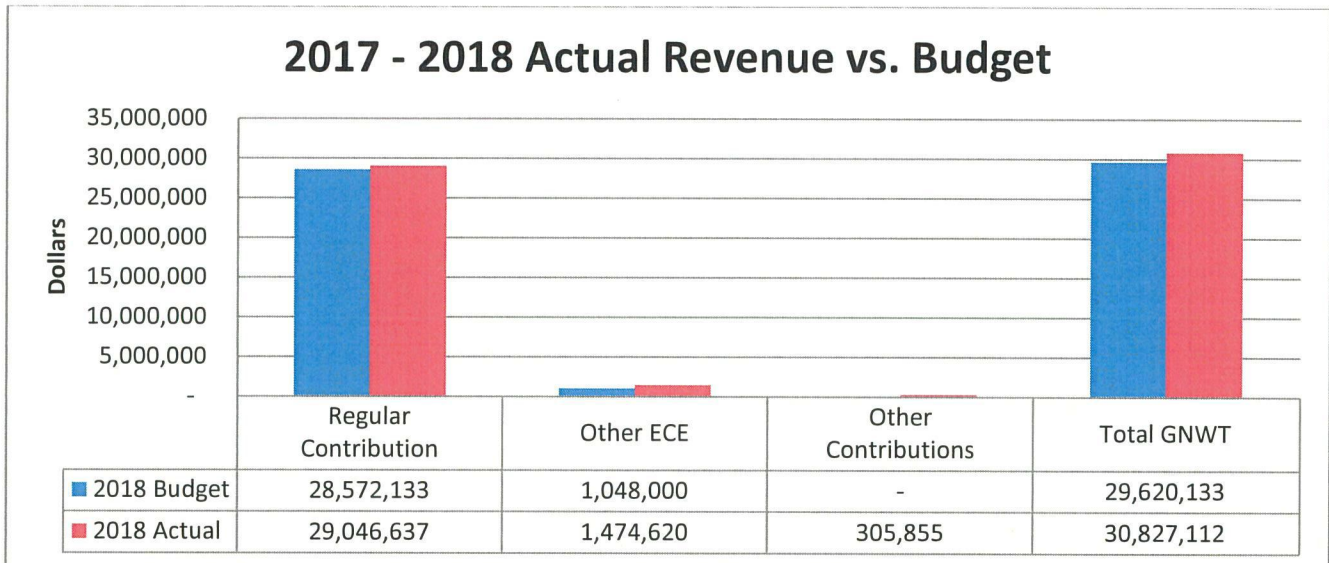


## 2017 – 2018 Revenues

For 2017 - 2018 BDEC Consolidated Statement of Operations had an Operating Deficit of \$1,164,338 compared to a budgeted deficit of \$980,539.

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

Chart 1 displays our 2017 – 2018 Actual Revenues compared to the budgeted revenue.



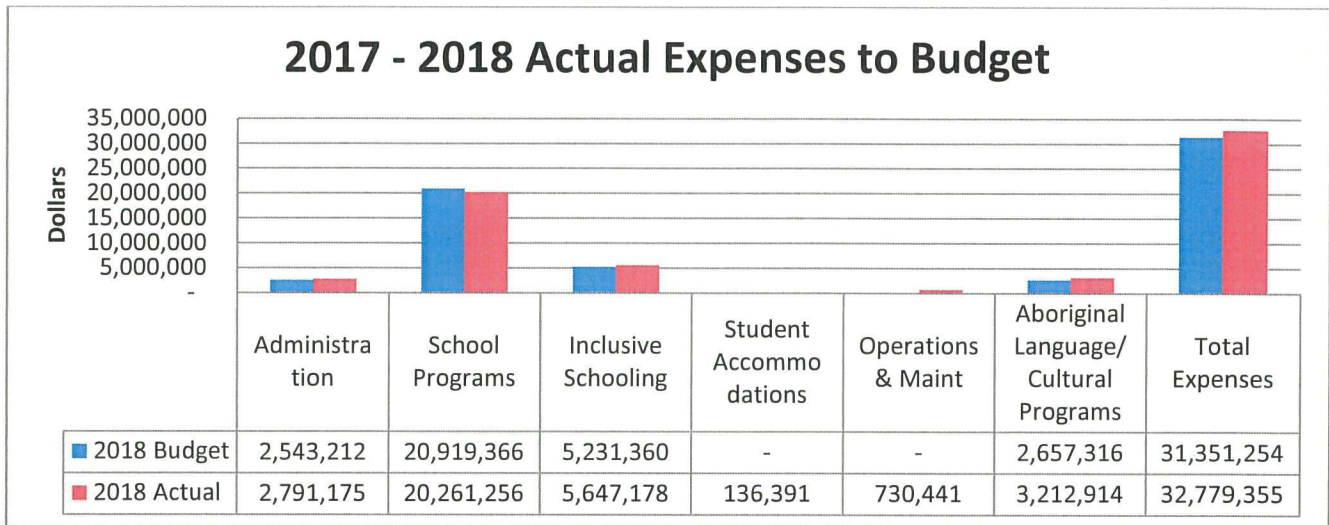
## 2017 – 2018 Expenses

Expenses for the year-end June 2018 were \$1.4 million more than the budget of \$31.4 million for a total cost of \$32.8 million. This represents a \$2.2 million increase in expenditures from 2016 -2017, or a 7.2% increase in spending from previous year.

Inclusive schooling had expenses of \$5.6 million representing an increase in spending from the 2016 - 2017 year of \$797K. Staff development continued to be the focus for Inclusive Schooling for the 2017 – 2018 year.

Aboriginal Languages/Cultural Programs had expenses of \$3.2 million; which represents an increase of expenditures of \$212 K from the 2016 – 2017 year.

Chart 2 is a program comparison of our expenses for 2017-2018 compared to the budgeted expenses.



When comparing 2018 against 2017, BDEC experienced a 2.3% increase in revenues, and an increase in expenses of 7.2% resulting in an operating deficit of \$1,164,338 compared to the operating surplus for 2017 of \$339,344.

Chart 3 is a comparison of the Year-end 2018 GNWT Revenues compared to the 2017 Revenues

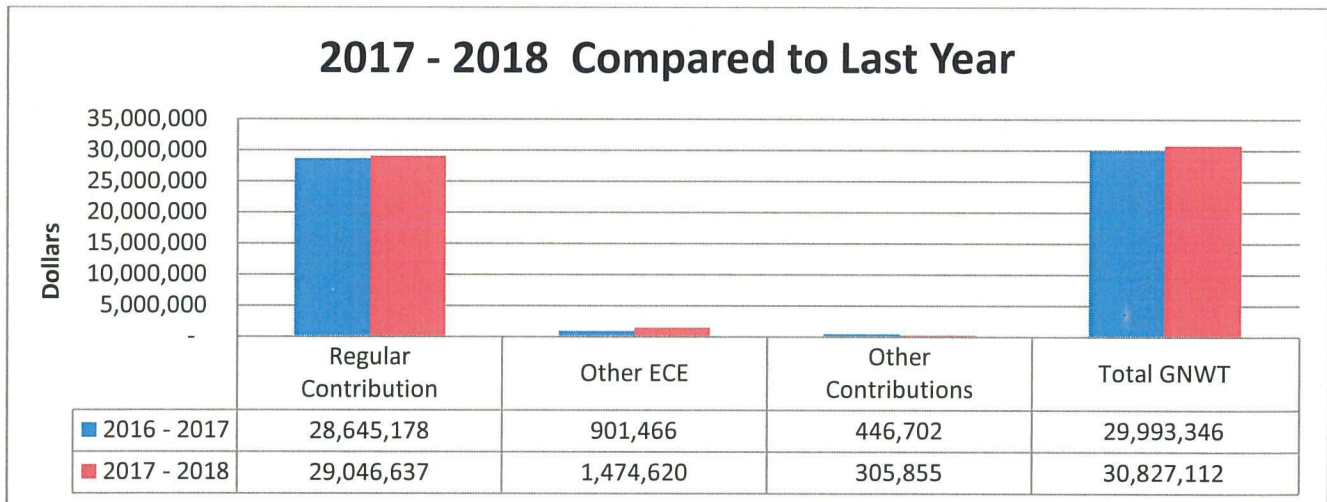
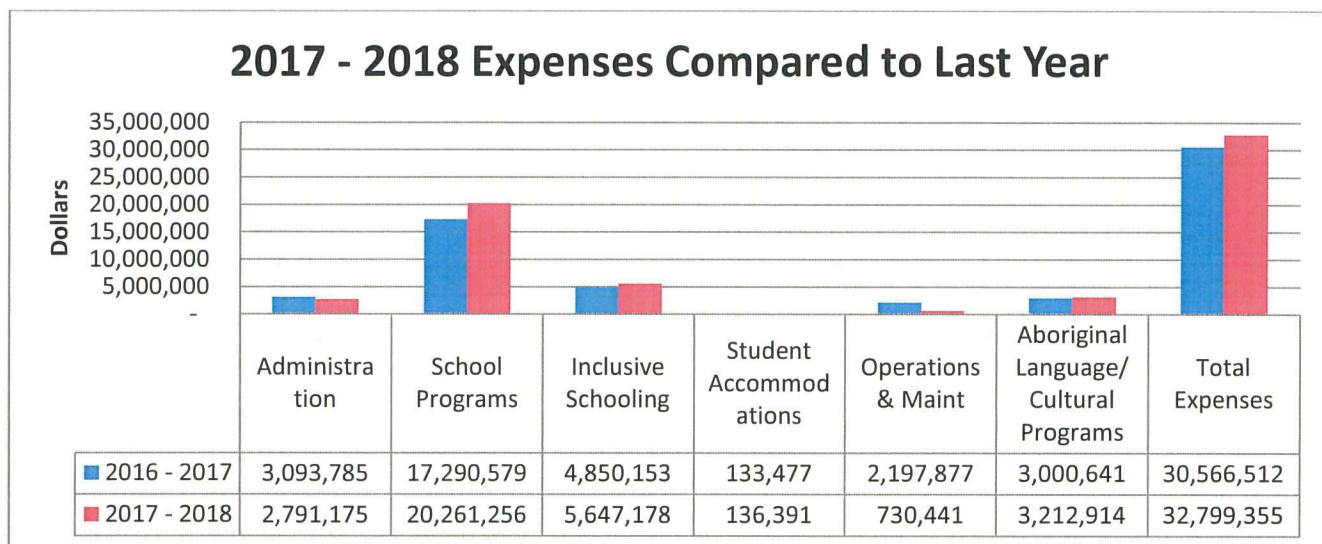


Chart 4 compares the 2017 Program Expenses against to the 2016 Program Expenses.



The plan for the 2017 – 2018 year was to reduce the Accumulated Surplus in stages to reach the recommended level of Accumulated Surplus. 2017 – 2018 represents the first year of the planned reduction of the Accumulated Surplus. The focus was on providing better coaching, training and additional staff to best meet the needs of the students. The Operating Deficit of \$1,164,388 reduced the Accumulated Surplus from \$3,606,734 to \$2,442,412

The strength of the organization is the commitment of the staff working for the Beaufort Delta 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% of the teaching staff. Student attendance remains a high concern, and many initiatives have been put forward to increase the student’s attendance in the schools.

Student and Teacher population for each school

Community	School	2018 Students	2018 Teachers	2017 Students	2017 Teachers
Aklavik	Moose Kerr	115.00	12.00	119.50	12.00
Fort McPherson	Chief Julius	143.25	14.00	145.25	12.00
Inuvik	East 3 Elem	424.50	31.25	393.50	21.00
Inuvik	East 3 Second	267.50	23.50	269.25	19.00
Inuik DEA	Subtotal	691.00	54.75	662.75	40.00
Paulatuk	Angik	50.75	7.00	50.75	5.50
Sachs Harbour	Inualthuyak	16.00	1.50	14.00	1.25
Tsiigehtchic	Chief Paul Niditchie	41.50	4.50	42.00	3.65
Tuktoyaktuk	Mangilaluk	217.50	19.00	216.00	16.00
Ulukhaktok	Helen Kalvak	117.50	11.00	111.25	6.80
Total		1393.50	123.75	1361.50	97.20

## **Operating Environment**

BDEC 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
- 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 has become 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, 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 BDEC, 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

## **The Mary Bryant Award for Improvement in English (Award)**

A joint venture between the Beaufort Delta Education Council, (BDEC) 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 BDEC 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](http://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 BDEC, with emphasis on English skills. The idea was proposed to the Family and the BDEC, 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 BDEC. 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 BDEC, 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 BDEC.

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. BDEC 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 BDEC 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 BDEC 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. BDEC 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 BDEC 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 BDEC 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 BDEC'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 BDEC.

Criteria used to determine the recipient of the award shall be developed by BDEC, in consultation with the Parties. The Parties and BDEC 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, BDEC 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.

Shalayah Raymond a Grade 10 student from East Three Secondary was awarded the Mary Bryant Award for the 2017 – 2018 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 BDEC 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; Mr. Carpenter is a indigenous resident from the jurisdiction of the Board who has completed higher education including a medical degree and thus provides a positive role model for students of the Board.

The will stated that BDEC 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 BDEC 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 2004/05 the BDEC 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 in the 2017 – 2018 year.



## **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.

No funds were awarded in the 2017 – 2018 year.

## 2017 - 2018 Long Term Service Awards

The Beaufort Delta Education Council believes that our successes come from the dedication of staff in each of our communities. Even with the challenge of high staff turn-over each year, there continues to be a group of dedicated long-term staff working for BDEC. In recognition of their dedication each year BDEC recognizes the contribution of our long term staff with long term service awards. For the 2017 – 2018 year the following individual were recognized by the management team.

Community	Name	Service Years
Aklavik	Effie Paul	15
	Olive Verna Pascal	20
Inuvik	Julie E Donohue	5
	Theresa M Hartley	5
	Denise N Lipscombe	5
	Abraham D Drennan	5
	Bartlomiej Kalata	5
	Jullian D Nugent	5
	Colin M Pybus	5
	Megan C McCaffery	5
	Dan Heilbrunn	5
	Sarah Danielle Jellema	10
	Andrea Adams	10
	Thomas Adams	10
	Janna M Wolki	10
	Carly Turner	15
Steven Mungialuk Junior	20	
Margaret Esther Gordon	25	
Phillip Ross McCallum	35	
Paulatuk	Kelly J Marsh	5
Sachs Harbour	Jean Harry	5
Tsiigehtchic	Cliff C Gregory	10
	Sonia Gregory	10
Tuktoyaktuk	Krista T Cudmore	5
	Meghan P Wilson	5

## **Accomplishments**

The Beaufort Delta Education Council is proud of the gifted educators that work in our school district. Countless hours are put in by many of the staff to maintain excellence in education for our communities. The following staff have been recognized and received the following awards.

2018

Chris Gilmour Minsters Choice Award inducted to the NWT Educators Hall of Fame  
Bella Kay inducted to the NWT Educators Hall of Fame

Chirs Gilmour and Tara Gilmour recognized by the NWTTA for Teaching Excellence

Lorna Jones-Martin presented the Cliff King Award by the NWTTA

Jennifer Giffin from the Angik School located in Paulatuk received the following award:  
2018 NAPEG Science Teaching Award

2017

Erica Thompson from the Chief Paul Niditchie located in Tsiigehtchic received the following awards:

Prime Minister's Award Certificate of Excellence (2017)

Premier's Award for Excellence (2017)

Alexandra Winchester from the East Three Secondary School located in Inuvik received the following award:

Prime Minister's Award Certificate of Achievement (2017)

Ephraim Warren from the Mangilaluk School located in Tuktoyaktuk received the following award:

NAPEG Science Teaching Award (2017)

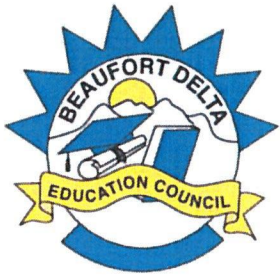
Annie Felix from the Mangilaluk School located in Tuktoyaktuk received the following award:  
NWT Education Hall of Fame Inductee (2017)

## **Summary and Outlook**

BDEC 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. 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 graduate. 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.

Looking forward, there is a concern about the potential for reduced funding. BDEC is well positioned financially and looking forward to 2018 – 2019 year and has identified areas where additional staffing will result in better services to our students, so reallocation of staff and increased staffing planned starting in the 2017 – 2018 year will continue into the 2018 – 2019 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 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 4, 2018

Bag Service # 12, Inuvik, NT X0E 0T0

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## INDEPENDENT AUDITORS' REPORT

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

Report on the Consolidated Financial Statements

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, 2018 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.

Management's Responsibility for the Consolidated Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified audit opinion.

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.

## INDEPENDENT AUDITORS' REPORT - cont'd.

### Qualified Opinion

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, 2018 and its financial performance and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

### 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.

### Other Matter

Our audit was conducted for the purposes of forming an opinion on the consolidated financial statements of Beaufort-Delta Education Council taken as a whole. The supplementary information included on Schedules 2 through 34 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.

*Avery Cooper & Co. Ltd.*

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

August 3, 2018

BEAUFORT-DELTA EDUCATION COUNCIL

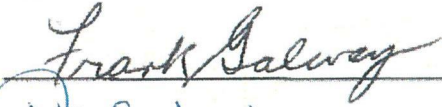
Statement I


CONSOLIDATED STATEMENT OF FINANCIAL POSITION

June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents (Note 4)	\$ 9,337,506	\$ 10,251,742
Restricted Assets (Note 6)	282,334	258,884
Accounts Receivable (Note 8)	<u>376,801</u>	<u>295,039</u>
	<u>9,996,641</u>	<u>10,805,665</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities (Note 10)	960,634	637,987
Payroll Liabilities (Note 10)	3,099,472	2,702,006
Contribution Repayable (Note 12)	-	5,282
Employee Deductions Payable	2,586	716
Deferred Revenue (Note 11)	133,888	192,320
Post-Employment Benefits (Note 17)	3,083,496	3,422,599
Trust Liabilities (Note 6)	<u>282,334</u>	<u>258,884</u>
	<u>7,562,410</u>	<u>7,219,794</u>
<b>NET FINANCIAL ASSETS (Statement III)</b>	<u>2,434,231</u>	<u>3,585,871</u>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid Expenses (Note 20)	<u>8,181</u>	<u>20,863</u>
	<u>8,181</u>	<u>20,863</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 2,442,412</u>	<u>\$ 3,606,734</u>

Approved:

  
\_\_\_\_\_  
Superintendent

  
\_\_\_\_\_  
Council Member

See the accompanying notes and schedules.



**BEAUFORT-DELTA EDUCATION COUNCIL**

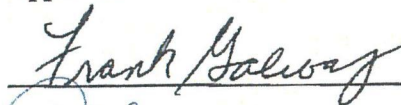
Statement II


**CONSOLIDATED STATEMENT OF OPERATIONS**

For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
<b>Government of the NWT</b>			
Regular contributions	\$ 28,572,133	\$ 29,046,637	\$ 28,645,178
Other ECE contributions (Note 31)	1,048,000	1,474,620	901,466
Other contributions (Note 32)	<u>-</u>	<u>305,855</u>	<u>446,702</u>
<b>Total Government of the NWT</b>	<u>29,620,133</u>	<u>30,827,112</u>	<u>29,993,346</u>
<b>Government of Canada</b>	<u>-</u>	<u>41,787</u>	<u>34,009</u>
<b>Board Generated Funds</b>			
Investment Income	60,000	129,169	72,560
Rentals	-	6,308	6,472
Other	<u>690,582</u>	<u>610,641</u>	<u>799,469</u>
<b>Total Board Generated Funds</b>	<u>750,582</u>	<u>746,118</u>	<u>878,501</u>
<b>TOTAL REVENUE</b>	<u>30,370,715</u>	<u>31,615,017</u>	<u>30,905,856</u>
<b>EXPENSES (Schedule 1)</b>			
Aboriginal Languages/Cultural Programs	2,657,316	3,212,914	3,000,641
Administration	2,543,212	2,791,175	3,093,785
Inclusive Schooling	5,231,360	5,647,178	4,850,153
School Programs	20,919,366	20,261,256	17,290,579
Student Accommodations	-	136,391	133,477
Operations & Maintenance	<u>-</u>	<u>730,441</u>	<u>2,197,877</u>
<b>TOTAL EXPENSES</b>	<u>31,351,254</u>	<u>32,779,355</u>	<u>30,566,512</u>
<b>OPERATING DEFICIT</b>	<u>\$ (980,539)</u>	<u>\$ (1,164,338)</u>	<u>\$ 339,344</u>

Approved:

 \_\_\_\_\_ Superintendent

 \_\_\_\_\_ Council Member

See the accompanying notes and schedules.

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Statement III**

**CONSOLIDATED STATEMENT OF CHANGES IN NET FINANCIAL ASSETS**

June 30, 2018

	2018 Budget <u>(Unaudited)</u>	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>OPERATING DEFICIT</b>	\$ (980,539)	\$ (1,164,338)	\$ 339,344
Purchase of Prepaid Expenses	-	(8,181)	(20,863)
Use of Prepaid Expenses	<u>-</u>	<u>20,863</u>	<u>9,241</u>
	-	12,682	(11,622)
<b>DECREASE IN NET FINANCIAL ASSETS</b>	<u>(980,539)</u>	<u>(1,151,656)</u>	<u>327,722</u>
<b>NET FINANCIAL ASSETS, BEGINNING OF YEAR</b>	<u>3,585,877</u>	<u>3,585,877</u>	<u>3,258,155</u>
<b>NET FINANCIAL ASSETS, END OF YEAR</b>	\$ <u>2,605,338</u>	\$ <u>2,434,221</u>	\$ <u>3,585,877</u>

See the accompanying notes and schedules.

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

For the Year Ended June 30, 2018

<b>Cash provided by (used in):</b>	<u>2018</u>	<u>2017</u>
<b>OPERATING TRANSACTIONS</b>		
Operating surplus (deficit)	\$ (1,164,338)	\$ 339,344
Items not affecting cash:		
Changes in valuation allowances	16	-
<b>Changes in non-cash assets and liabilities:</b>		
Decrease (increase) in accounts receivable	(81,762)	(15,128)
Increase (decrease) in accounts payable	322,647	(149,929)
Increase (decrease) in payroll liabilities	397,466	18,181
Increase (decrease) in contributions repayable	(5,282)	(32,982)
Increase (decrease) in employee deductions payable	1,870	(821)
Increase (decrease) in deferred revenue	(58,432)	(118,387)
Increase (decrease) in post-employment benefits	(339,103)	1,215,275
Decrease (increase) in prepaid expenses	<u>12,682</u>	<u>(11,622)</u>
Cash provided by operating transactions	<u>(914,236)</u>	<u>1,243,931</u>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	(914,236)	1,243,931
<b>CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR</b>	<u>10,251,742</u>	<u>9,007,811</u>
<b>CASH AND CASH EQUIVALENTS, END OF YEAR</b>	<u>\$ 9,337,506</u>	<u>\$ 10,251,742</u>

See the accompanying notes and schedules.

**BEAUFORT-DELTA EDUCATION COUNCIL**  
**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**  
June 30, 2018

**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, 2018

#### NOTE 2 SIGNIFICANT ACCOUNTING POLICIES, *continued*

(c) Financial Instruments

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

Financial assets subsequently measured at amortized cost include cash, accountable funds, due from the GNWT and other accounts receivable.

Financial liabilities subsequently measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, deferred revenue, post-employment benefits and accountable funds.

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

(d) Non-Financial Assets

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

(e) Tangible Capital Assets

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

## BEAUFORT-DELTA EDUCATION COUNCIL

### NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS

June 30, 2018

#### 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, 2018

**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, 2018

#### 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, 2018

#### 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, 2018

**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.

**NOTE 3      FUTURE ACCOUNTING CHANGES**

- (a)      Restructuring transactions (PS 3430 - April 1, 2018)
- (b)      Financial Statement Presentation (PS 1201 - required when Sections PS 2601 and PS 3450 are adopted)
- (c)      Foreign Currency Translation (PS 21601 - April 1, 2019)
- (d)      Portfolio Investments (PS 3041 - required when Sections PS 1201, PS 2601 and PS 3450 are adopted.
- (e)      Financial Instruments (PS 3450 - April 1, 2019)
- (f)      Student Activity / Fiduciary funds policy under review for possible inclusion in Special Purpose Funds.

**NOTE 4      CASH AND CASH EQUIVALENTS**

	<u>2018</u>	<u>2017</u>
Cash	\$ <u>9,337,506</u>	\$ <u>10,251,742</u>
	\$ <u>9,337,506</u>	\$ <u>10,251,742</u>

**NOTE 5      SPECIAL PURPOSE FUNDS**

(Not applicable)

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**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>2018</u>	<u>2017</u>
Comprised of:			
Short-term	- GIC 2.0% due June 24, 2019	\$ 255,000	\$ 250,000
	- Due from general cash	<u>6,332</u>	<u>8,884</u>
		<u>\$ 261,332</u>	<u>\$ 258,884</u>
Stallworthy / Carpenter Endowment Fund:			
	Principal proceeds received	\$ 216,515	\$ 216,515
	Interest earned to date	263,731	255,645
	Expenses to date	<u>(218,914)</u>	<u>(213,276)</u>
		<u>\$ 261,332</u>	<u>\$ 258,884</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, 2019	\$ 20,000	\$ -
	- Due from general cash	<u>1,002</u>	<u>-</u>
		<u>\$ 21,002</u>	<u>\$ -</u>
Terry Halifax Fund			
	Principal proceeds received	\$ 21,000	\$ -
	Interest earned to date	2	-
	Expenses to date	<u>-</u>	<u>-</u>
		<u>\$ 21,002</u>	<u>\$ -</u>

**NOTE 7 PORTFOLIO INVESTMENTS**

(Not applicable)

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**NOTE 8      ACCOUNTS RECEIVABLE**

	<u>Accounts Receivable</u>	<u>Allowance</u>	<u>2018</u>	<u>2017</u>
Government of the Northwest Territories:				
- Education, Culture and Employment	\$ <u>292,699</u>	\$ <u>-</u>	\$ <u>292,699</u>	\$ <u>57,100</u>
Due from GNWT	<u>292,699</u>	<u>-</u>	<u>292,699</u>	<u>57,100</u>
Other Accounts receivable	<u>268,686</u>	<u>184,584</u>	<u>84,102</u>	<u>237,939</u>
	<u>\$ 561,385</u>	<u>\$ 184,584</u>	<u>\$ 376,801</u>	<u>\$ 295,039</u>

**NOTE 9      INVENTORY**

(Not applicable)

**NOTE 10     ACCOUNTS PAYABLE AND ACCRUED LIABILITIES**

	<u>2018</u>	<u>2017</u>
Government of the Northwest Territories:		
Education, Culture and Employment	\$ 4,900	\$ -
Health and Social Services	-	880
Municipal and Community Affairs	24,813	10,562
Department of Finance	5,781	7,842
Environment and Natural Resources	-	2,810
Department of Justice	8,839	-
Department of Industry, Tourism and Investment	<u>-</u>	<u>5,808</u>
Government of the Northwest Territories	44,333	27,902
Related Parties	378,233	307,379
Accounts payable	75,124	81,157
Accrued payables	<u>462,944</u>	<u>221,549</u>
	960,634	637,987
Payroll Liabilities	<u>3,099,472</u>	<u>2,702,006</u>
	<u>\$ 4,060,106</u>	<u>\$ 3,339,993</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**NOTE 11 DEFERRED REVENUE**

	<u>2018</u>	<u>2017</u>
Education, Culture & Employment		
- E3E Playground	\$ -	\$ 1,022
- Healthy Food for Learning	-	22,269
- Elders in School	6,399	-
Library		
- School & Public Library Services - Ft. McPherson DEA	3,915	7,807
- Library - Ulukhaktok DEA	-	20,546
Healthy and Social Services		
- Drop the Pop	<u>3,700</u>	<u>2,872</u>
Government of the Northwest Territories	<u>14,014</u>	<u>54,516</u>
- Health Canada - Community Oral Health initiative	<u>4,484</u>	<u>6,290</u>
Government of Canada	<u>4,484</u>	<u>6,290</u>
Inuvik Community Corporation	-	23,989
Charities Aid Foundation - America	8,264	8,264
Hamlet of Paulatuk	4,000	-
Cross Country Canada Ski at School	100	-
Hamlet of Sachs Harbour	4,596	2,749
Inuvialuit Regional Corporation	53,647	32,960
Food First Foundation	7,493	9,756
Breakfast for Learning	9,436	5,605
E3E Breakfast	-	5,000
Tides - OTL - Collaborative Fund	26,866	40,000
NWT Parks & Rec Get Active NWT	<u>988</u>	<u>3,191</u>
	<u>\$ 133,888</u>	<u>\$ 192,320</u>

**NOTE 12 CONTRIBUTION REPAYABLE**

	<u>2018</u>	<u>2017</u>
Education, Culture & Employment		
- Library Services - Aklavik DEA	<u>-</u>	<u>5,282</u>
Government of the Northwest Territories	<u>-</u>	<u>5,282</u>
	<u>-</u>	<u>5,282</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**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)

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**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.

	Severance and <u>Removal</u>	Compensated <u>Absences</u>	<u>2018</u>	<u>2017</u>
Changes in Obligation:				
Accrued benefit obligations				
beginning of year	\$ 1,748,093	\$ 338,079	\$ 2,086,172	\$ 2,107,902
Current period benefit cost	121,962	28,432	150,394	136,755
Interest accrued	55,522	10,828	66,350	63,619
Benefit payments	(304,445)	(136,455)	(440,900)	(489,426)
Actuarial (gains)/losses	<u>(121,132)</u>	<u>49,561</u>	<u>(71,571)</u>	<u>267,322</u>
Accrued benefit obligations				
end of year	1,500,000	290,445	1,790,445	2,086,172

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

Unamortized net actuarial gain	<u>935,516</u>	<u>178,584</u>	<u>1,114,100</u>	<u>1,663,343</u>
Net future obligation	<u>2,435,516</u>	<u>469,029</u>	<u>2,904,545</u>	<u>3,749,515</u>
Total employee future benefits and compensated absences	2,435,516	469,029	2,904,545	3,749,515
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>
2019	\$ 226,246	\$ 48,585	\$ 274,831
2020	183,522	38,831	222,353
2021	189,952	38,365	228,317
2022	178,706	35,601	214,307
2023	160,820	30,364	191,184
Next 5 years	636,197	119,296	755,493
Thereafter	<u>860,073</u>	<u>157,987</u>	<u>1,018,060</u>
<b>Total</b>	<u>\$ 2,435,516</u>	<u>\$ 469,029</u>	<u>\$ 2,904,545</u>

**NOTE 18 TRUST ASSETS UNDER ADMINISTRATION**

(Not applicable)

**NOTE 19 TANGIBLE CAPITAL ASSETS**

(Not applicable)



**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**NOTE 20 PREPAID EXPENSES**

	<u>2018</u>	<u>2017</u>
Alberta Assessment Consortium	-	1,100
Canada Revenue Agency	-	1,220
VISA charges	<u>8,181</u>	<u>18,543</u>
	<u><u>8,181</u></u>	<u><u>20,863</u></u>

**NOTE 21 GNWT ASSETS PROVIDED AT NO COST**

	<u>Cost</u>	<u>Accumulated Amortization</u>	2018 <u>Net Book Value</u>	2017 <u>Net Book Value</u>
East Three Secondary School Carpentry shop	\$ 461,563	\$ 461,563	\$ -	\$ -
East Three Secondary School Auto Shop	541,689	483,833	57,856	73,284
Moose Kerr School Aklavik Portable Classrooms	8,123,452	5,334,511	2,788,941	3,048,378
Chief Julius School	62,052	62,052	-	-
Mangilaluk School	10,064,072	4,705,871	5,358,201	5,516,962
Inualthuyak School	7,146,891	4,692,661	2,454,230	2,663,100
Helen Kalvak School	2,298,578	1,406,826	891,752	1,023,863
Angik School	8,864,887	6,851,330	2,013,557	2,311,861
Chief Paul Nittchie School	3,697,250	2,123,247	1,574,003	1,697,453
Moose Kerr Foundation Replacement	2,467,761	841,582	1,626,179	1,697,399
Tsiigehtchic Gym	753,546	136,613	616,933	635,770
Moose Kerr School - Ventilation	1	-	1	1
Angik School Retrofit	173,505	68,315	105,190	116,770
Helen Kalvak School Vent & DDC Retrofit	123,278	55,739	67,539	77,545
East Three New Inuvik School	354,896	155,267	199,629	229,204
Tsiigehtchic Gym Pilings	106,182,229	15,501,975	90,680,254	93,340,800
Aklavik Community Library	205,668	26,137	179,531	184,673
	<u>234,794</u>	<u>110,065</u>	<u>124,729</u>	<u>130,600</u>
	<u><u>\$151,756,112</u></u>	<u><u>\$ 43,017,587</u></u>	<u><u>\$108,738,525</u></u>	<u><u>\$112,747,663</u></u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**NOTE 22 CONTRACTUAL OBLIGATIONS**

The Council has entered into agreements for, or is contractually committed to, the following expenses payable subsequent to June 30, 2018:

	Expires in <u>Fiscal Year:</u>	<u>2019</u>	<u>2020-2022</u>	<u>Total</u>
Commercial Leases	2020	\$ 146,100	\$ 219,150	\$ 365,250
Equipment Leases	2022	<u>178,159</u>	<u>325,581</u>	<u>503,740</u>
Total		<u>\$ 324,259</u>	<u>\$ 544,731</u>	<u>\$ 868,990</u>

Estimated lease payments are as follows:

(2119)	\$ 324,259
2020	313,410
2021	186,859
2022	40,320
2023	<u>4,142</u>
	<u>\$ 868,990</u>

**NOTE 23 CONTINGENCIES**

(Not applicable)

**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 terms.

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>Due to related parties</b>		
Accounts payable:		
Contributions		
Government of the Northwest Territories:		
Department of Education, Culture & Employment	\$ 4,900	\$ -
Department of Health and Social Services	-	880
Department of Municipal & Community Affairs	24,813	10,562
Department of Finance	5,781	7,842
Department of Environment and Natural Resources.eryg	-	2,810
Department of Justice	8,839	-
Department of Industry, Tourism and Investment	<u>-</u>	<u>5,808</u>
Government of the Northwest Territories	<u>44,333</u>	<u>27,902</u>
Other Related Parties:		
Various BDEC Schools	<u>378,233</u>	<u>307,379</u>
Total Accounts Payable	<u>422,566</u>	<u>335,281</u>
Due to Related Parties	<u>\$ 422,566</u>	<u>\$ 335,281</u>

	<u>Accounts</u> <u>Receivable</u>	<u>Allowance</u>	<u>Net 2018</u>	<u>2017</u>
<b>Due from related parties</b>				
Accounts receivable:				
Government of the Northwest Territories:				
Department of Education, Culture & Employment	\$ <u>292,699</u>	\$ <u>-</u>	\$ <u>292,699</u>	\$ <u>57,100</u>
Government of the Northwest Territories	<u>292,699</u>	<u>-</u>	<u>292,699</u>	<u>57,100</u>
Due from Related Parties	<u>\$ 292,699</u>	<u>\$ -</u>	<u>\$ 292,699</u>	<u>\$ 57,100</u>

## **BEAUFORT-DELTA EDUCATION COUNCIL**

### **NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

#### **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, 2018

**NOTE 28 EXPENSES BY OBJECT**

	2018 Budget <u>(Unaudited)</u>	2018 <u>Actual</u>	2017 <u>Actual</u>
Compensation	\$ 26,483,912	\$ 27,463,023	\$ 24,326,248
Other	<u>4,867,342</u>	<u>5,316,332</u>	<u>6,240,264</u>
	<u>\$ 31,351,254</u>	<u>\$ 32,779,355</u>	<u>\$ 30,566,512</u>

**NOTE 29 SUBSEQUENT EVENTS**

(Not applicable)

**NOTE 30 COMPARATIVE FIGURES**

(Not applicable)

**NOTE 31 ECE OTHER CONTRIBUTIONS**

	<u>2018</u>	<u>2017</u>
French Program	\$ 95,000	\$ 90,000
eLearning	690,852	566,443
TLC - Gwichin	207,133	39,000
TLC - Inuvialuit	270,867	39,000
TLC	52,000	-
Sage & Caring schools	-	642
NWT Literacy Program (Aklavik)	-	19,000
Library (Aklavik)	48,432	36,869
Public Library Services (Ft McPherson)	34,987	35,157
Community Literacy Projects (Ft McPherson)	28,672	22,442
Literacy (Ulukhaktok)	12,131	18,000
Library (Ulukhaktok)	<u>34,546</u>	<u>34,913</u>
	<u>\$ 1,474,620</u>	<u>\$ 901,466</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**NOTES TO THE CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

**NOTE 32 GNWT OTHER CONTRIBUTIONS**

	<u>2018</u>	<u>2017</u>
HKS kitchen	-	19,800
Library operations	60,933	35,020
E3E Playground	1,022	22,794
Self Regulation & Action Research (ECE)	10,000	-
Ivvavik	10,000	15,155
Sports Leadership (MACA)	-	4,000
YELS (MACA)	-	17,829
RYS - Basketball (MACA)	4,650	2,866
RYS - Soccer (MACA)	3,482	1,500
NGDG Summit (MACA)	43,245	29,000
RYS - Volleyball (MACA)	500	4,532
GNWT - RYS Hockey (MACA)	324	4,000
Drop the Pop (H & SS)	19,309	23,217
Take a Kid Trapping (ITI)	-	1,000
Swimming (H&SS)	-	15,920
GNWT - Others	-	17,058
After School Physical Activity (MACA)	127,400	130,608
HKS Resiliency (YK Catholic School)	-	14,291
4 Pillars - MKS & CJS (YK Catholic School)	-	7,146
Take a Kid Trapping (ITI)	2,577	51,060
Talk a Kid Hunting (ITI)	-	297
Keepers (MACA)	20,743	21,609
NWT Literacy Council (Ft McPherson)	-	8,000
Misc revenue (Ulukhaktok)	<u>1,670</u>	<u>-</u>
	<u><u>305,855</u></u>	<u><u>446,702</u></u>

**NOTE 33 CONTINGENT ASSETS**

(Not applicable)

**NOTE 34 CONTRACTUAL RIGHTS**

(Not applicable)

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 1**

**CONSOLIDATED DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	<u>Aboriginal Languages/Cultural Programs</u>	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>School Programs</u>	<u>Student Accommodations</u>	<u>Operations &amp; Maintenance</u>	<u>Total</u>
<b>SALARIES:</b>							
Teachers	\$ 1,106,480	\$ -	\$ 1,292,293	\$ 11,454,173	\$ -	\$ -	\$ 13,852,946
Instruction Assistants	46,729	-	11,770	65,330	-	-	123,829
Non-instructional Staff	583,182	1,483,767	2,271,232	1,986,962	-	-	6,325,143
Board/Trustee Honoraria	93,411	87,391	-	16,532	-	-	197,334
<b>EMPLOYEE BENEFITS</b>							
Employee Benefit/Allowance	534,582	373,927	1,378,886	4,413,670	-	158,324	6,859,389
Leave and Termination	-	-	-	104,383	-	-	104,383
<b>SERVICES PURCHASED/ CONTRACTED</b>							
Professional/Technical Services	-	51,102	80,006	-	-	-	131,108
Postage/Communication	796	40,402	-	104,081	2,040	-	147,319
Utilities & Leases	-	77	1,045	2,880	-	-	4,002
Travel	154,575	194,856	70,709	233,957	4,192	-	658,289
Student Travel	19,557	-	2,008	80,442	129,145	-	231,152
Advertising/Printing/Publishing	829	5,372	-	173	-	-	6,374
Maintenance/Repair	8,978	58,543	-	80,106	-	-	147,627
Rentals/Leases	10,125	20,827	32,040	130,805	-	157,859	351,656
Others	22,730	41,242	55,912	81,330	-	414,258	615,472
Contracted Services	322,184	25,670	94,536	153,200	-	-	595,590
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Materials	240,338	181,741	97,127	987,908	1,014	-	1,508,128
Furniture and Equipment	59,568	206,567	228,333	243,365	-	-	737,833
Freight	8,850	19,691	31,281	121,959	-	-	181,781
<b>Total</b>	<b>\$ 3,212,914</b>	<b>\$ 2,791,175</b>	<b>\$ 5,647,178</b>	<b>\$ 20,261,256</b>	<b>\$ 136,391</b>	<b>\$ 730,441</b>	<b>\$ 32,779,355</b>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 2**

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS  
ABORIGINAL LANGUAGE AND CULTURAL-BASED EDUCATION EXPENSES  
For the Year Ended June 30, 2018**

<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	\$ 1,106,480	\$ -	\$ -	\$ -	\$ 1,106,480
Language Consultants	314,222	-	-	133,126	447,348
Instruction Assistants	-	-	-	46,729	46,729
Non Instructional Staff	-	-	-	135,834	135,834
Honoraria	-	-	-	93,411	93,411
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	521,556	-	-	13,026	534,582
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Travel	87,818	-	65,476	1,281	154,575
Student Transportation (bussing)	-	-	-	19,557	19,557
Advertising/Printing/Publishing	-	-	-	829	829
Maintenance/Repair	-	-	-	8,978	8,978
Rentals/Leases	-	-	-	10,125	10,125
Other Contracted Services	796	240,400	6,147	74,841	322,184
Others	-	32,905	-	(10,175)	22,730
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	8,562	-	-	231,776	240,338
Furniture and Equipment	-	-	-	59,568	59,568
Freight	-	-	-	8,850	8,850
<b>TOTAL</b>	<u>\$ 2,039,434</u>	<u>\$ 273,305</u>	<u>\$ 71,623</u>	<u>\$ 827,756</u>	<u>\$ 3,212,118</u>



**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 3**

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS  
ABORIGINAL LANGUAGES (CONTRIBUTIONS)**

For the Year Ended June 30, 2018

<u>Contribution Agreement Aboriginal Languages</u>	<u>Budget</u>	<u>July 1 to March 31</u>	<u>April 1 to June 30</u>	<u>Total</u>
<b>Revenue</b>				
	<u>478,000</u>	<u>478,000</u>	<u>-</u>	<u>478,000</u>
<b>Expenses</b>				
East Three Elementary	38,310	12,932	32,517	45,449
East Three Secondary	26,731	-	21,363	21,363
Moose Kerr	13,033	-	-	-
Chief Julius plus \$20K	36,479	8,651	10,178	18,829
Chief Paul Niditchie	10,000	7,682	7,265	14,947
Mangilaluk plus \$20K	44,791	25,328	21,051	46,379
Inualthuyak	10,000	-	-	-
Helen Kalvak	12,656	-	12,460	12,460
Angik	10,000	-	3,128	3,128
TLC - Gwich'in	92,000	69,000	23,000	92,000
TLC - Inuvialuit	<u>184,000</u>	<u>138,000</u>	<u>46,000</u>	<u>184,000</u>
Total Expenses	<u>478,000</u>	<u>261,593</u>	<u>176,962</u>	<u>438,555</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 4**

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

For the Year Ended June 30, 2018

<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	\$ 1,292,293	\$ -	\$ -	\$ -	\$ 1,292,293
Non-instructional	11,770	-	-	-	11,770
Consultants	133,126	-	-	-	133,126
Support Assistants	1,706,350	-	-	-	1,706,350
Non Instructional Staff	378,049	-	53,707	-	431,756
<u>EMPLOYEE BENEFITS</u>					
Employee Benefits/Allowances	1,378,886	-	-	-	1,378,886
<u>SERVICES PURCHASED/ CONTRACTED</u>					
Professional/Technical Services	80,006	-	-	-	80,006
Travel	61,639	9,070	-	-	70,709
Student Transportation (bussing)	2,008	-	-	-	2,008
Rentals/Leases	28,540	3,500	-	-	32,040
Other Contracted Services	94,536	-	-	-	94,536
Others	55,912	-	-	-	55,912
<u>MATERIAL/SUPPLIES/FREIGHT</u>					
Materials	40,694	-	-	56,433	97,127
Furniture and Equipment	228,333	-	-	-	228,333
Freight	<u>31,281</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>31,281</u>
<b>TOTAL</b>	<b>\$ <u>5,523,423</u></b>	<b>\$ <u>12,570</u></b>	<b>\$ <u>53,707</u></b>	<b>\$ <u>56,433</u></b>	<b>\$ <u>5,646,133</u></b>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 5**

**REPORT ON ACTIVITIES OF SPECIFIC PROGRAMS**

**FRENCH LANGUAGE PROGRAM**

For the Year Ended June 30, 2018

	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>
<b>Bilateral Agreement Funding</b>			
<b>Special Projects:</b>			
Teacher's Assistant Salary	\$ 60,000	\$ 14,689	\$ 74,689
Core French 1:12 Salary	-	22,829	22,829
French Monitor - Travel	-	6,776	6,776
French Monitor - Housing	-	13,400	13,400
French Resources	5,000	4,335	9,335
Cultural Activities	5,000	(4,767)	233
Professional Development	5,000	(5,000)	-
Mentorship with YCS on Immersion Program	<u>15,000</u>	<u>-</u>	<u>15,000</u>
<b>Total</b>	<b><u>\$ 90,000</u></b>	<b><u>\$ 52,262</u></b>	<b><u>\$ 142,262</u></b>
<b>Regular GNWT Funding</b>			
Immersion Program	\$ 75,000		
Mentorship YCS	\$ 15,000		
CMEC Odysseel Program	\$ 24,043		
GNWT - ECE - Food Allowance	<u>950</u>		
<b>Total</b>	<b><u>\$ 114,993</u></b>		

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 6**

**NORTHERN DISTANCE LEARNING**

For the Year Ended June 30, 2018

<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>
<b>Revenue</b>				
Government of the NWT	667,740	667,740	-	667,740
Other	<u>-</u>	<u>85,000</u>	<u>10,000</u>	<u>95,000</u>
	<u>667,740</u>	<u>752,740</u>	<u>10,000</u>	<u>762,740</u>
<b>Expenses</b>				
1 Teacher FTE	150,000	111,470	50,671	162,141
1 Teacher FTE - Moodle Dev	150,000	109,016	49,212	158,228
Support Person	125,000	113,221	8,600	121,821
Network	55,740	97,269	41,316	138,585
Distance Learning Coordinator	75,000	110,336	59,260	169,596
IT Support	75,000	45,511	20,679	66,190
Coordinator Transportation	12,000	16,294	8,576	24,870
Training/release Time/in-service	10,000	23,800	800	24,600
Bridging unit ("MCU")	15,000	-	27,409	27,409
Telephone	-	1,266	-	1,266
Student Travel	-	840	4,621	5,461
Classroom Materials	-	1,837	-	1,837
Other Supplies	-	1,303	605	1,908
Computer Equipment	-	1,199	123,876	125,075
Freight	<u>-</u>	<u>313</u>	<u>6,880</u>	<u>7,193</u>
Total Expenses	<u>667,740</u>	<u>633,675</u>	<u>402,505</u>	<u>1,036,180</u>
Net Surplus (Deficit)	<u>-</u>	<u>119,065</u>	<u>(392,505)</u>	<u>(273,440)</u>

**BEAUFORT-DELTA EDUCATION COUNCIL**

**Schedule 7**

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

For the Year Ended June 30, 2018

**NWT Student Success Initiative**

**Professional Development Initiative**

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

	<u>2018</u>
Revenue	<u>61,682</u>
Expenses:	
<b>Travel</b>	
Air Charter	105,096
Accommodation	43,589
Daily Per Diems	29,510
<b>Workshop Expenses</b>	
Miscellaneous	<u>45,918</u>
Total Expenses	<u>224,113</u>
Net Surplus (Deficit)	<u><u>(162,431)</u></u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 36,772	\$ 61,594
Due from Related Parties	4,654	4,527
Accounts Receivable	<u>15,999</u>	<u>2,380</u>
	<u>57,425</u>	<u>68,501</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	-	2
Payroll Liabilities	731	909
Contribution Repayable	-	5,282
Deferred Revenue	<u>6,897</u>	<u>3,702</u>
	<u>7,628</u>	<u>9,895</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 49,797</u>	<u>\$ 58,606</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 77,652	\$ 74,077	\$ 59,764
Other ECE contributions	50,000	48,432	55,869
Government of Canada	-	(80)	-
Other	<u>10,000</u>	<u>8,810</u>	<u>21,671</u>
<b>TOTAL REVENUE</b>	<u>137,652</u>	<u>131,239</u>	<u>137,304</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	27,704	21,537	33,506
Administration	30,838	37,557	39,619
Inclusive Schooling	28,310	11,770	-
School Programs	<u>50,800</u>	<u>69,184</u>	<u>60,670</u>
<b>TOTAL EXPENSES</b>	<u>137,652</u>	<u>140,048</u>	<u>133,795</u>
<b>OPERATING DEFICIT</b>	-	(8,809)	3,509
<b>OPENING ACCUMULATED SURPLUS</b>	<u>58,606</u>	<u>58,606</u>	<u>55,097</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 58,606</u>	<u>\$ 49,797</u>	<u>\$ 58,606</u>

**AKLAVIK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	<u>Aboriginal Languages/Cultural Programs</u>	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>					
Instruction Assistants	-	-	11,770	-	11,770
Non-instructional Staff	9,235	22,000	-	36,003	67,238
Board/Trustee Honoraria	-	3,525	-	-	3,525
<b>EMPLOYEE BENEFITS</b>					
Employee Benefit/Allowance	1,828	609	-	610	3,047
<b>SERVICES PURCHASED/ CONTRACTED</b>					
Postage/Communication	-	895	-	-	895
Travel	-	810	-	-	810
Rentals/Leases	5,750	-	-	9,318	15,068
Others	-	1,180	-	1,200	2,380
Contracted Services	-	-	-	1,500	1,500
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Materials	4,724	6,548	-	19,549	30,821
Furniture and Equipment	-	1,679	-	-	1,679
Freight	-	311	-	1,004	1,315
<b>Total</b>	<u>\$ 21,537</u>	<u>\$ 37,557</u>	<u>\$ 11,770</u>	<u>\$ 69,184</u>	<u>\$ 140,048</u>



**FT MCPHERSON DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 44,515	\$ 37,867
Due from Related Parties	2,260	4,812
Accounts Receivable	<u>19,076</u>	<u>19,609</u>
	<u>65,851</u>	<u>62,288</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	41,003	26,364
Due to Related Parties	8,224	5,400
Payroll Liabilities	2,000	1,382
Deferred Revenue	<u>7,357</u>	<u>7,807</u>
	<u>58,584</u>	<u>40,953</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 7,267</u>	<u>\$ 21,335</u>

**FT MCPHERSON DISTRICT EDUCATION AUTHORITY  
STATEMENT OF FINANCIAL OPERATIONS**

For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 86,314	\$ 78,697	\$ 93,313
Other ECE contributions	60,000	63,659	57,599
Other contributions	-	-	8,000
Other	<u>12,000</u>	<u>61,534</u>	<u>96,385</u>
<b>TOTAL REVENUE</b>	<u>158,314</u>	<u>203,890</u>	<u>255,297</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	32,916	66,845	107,009
Administration	35,856	59,552	57,065
Inclusive Schooling	29,192	23,722	30,120
School Programs	<u>60,350</u>	<u>67,839</u>	<u>63,073</u>
<b>TOTAL EXPENSES</b>	<u>158,314</u>	<u>217,958</u>	<u>257,267</u>
<b>OPERATING DEFICIT</b>	-	(14,068)	(1,970)
<b>OPENING ACCUMULATED SURPLUS</b>	<u>21,335</u>	<u>21,335</u>	<u>23,305</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u><u>\$ 21,335</u></u>	<u><u>\$ 7,267</u></u>	<u><u>\$ 21,335</u></u>

**FT MCPHERSON DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Total
<b>SALARIES:</b>					
Instruction Assistants	-	-	-	42,501 \$	42,501
Non-instructional Staff	50,649	34,291	-	-	84,940
Board/Trustee Honoraria	4,375	4,577	-	-	8,952
<b>EMPLOYEE BENEFITS</b>					
Employee Benefit/Allowance	5,260	1,315	-	2,192	8,767
<b>SERVICES PURCHASED/ CONTRACTED</b>					
Professional/Technical Services	-	100	-	-	100
Postage/Communication	-	2,183	-	-	2,183
Travel	1,280	-	-	-	1,280
Rentals/Leases	-	-	14,640	-	14,640
Others	-	1,474	9,082	-	10,556
Contracted Services	2,379	-	-	-	2,379
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Materials	2,902	15,612	-	21,891	40,405
Freight	-	-	-	1,255	1,255
<b>Total</b>	<u>66,845 \$</u>	<u>59,552 \$</u>	<u>23,722 \$</u>	<u>67,839 \$</u>	<u>217,958</u>

**INUVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 72,594	\$ 263,446
Due from Related Parties	107,102	18,632
Accounts Receivable	<u>6,229</u>	<u>4,722</u>
	<u>185,925</u>	<u>286,800</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	119,466	39,635
Payroll Liabilities	4,160	11,288
Deferred Revenue	<u>42,470</u>	<u>37,373</u>
	<u>166,096</u>	<u>88,296</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 19,829</u>	<u>\$ 198,504</u>

**INUVIK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 194,392	\$ 191,435	\$ 238,775
Other	<u>279,500</u>	<u>73,956</u>	<u>84,278</u>
<b>TOTAL REVENUE</b>	<u>473,892</u>	<u>265,391</u>	<u>323,053</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	189,026	172,936	127,927
Administration	170,957	155,392	133,135
School Programs	<u>113,909</u>	<u>115,738</u>	<u>50,460</u>
<b>TOTAL EXPENSES</b>	<u>473,892</u>	<u>444,066</u>	<u>311,522</u>
<b>OPERATING DEFICIT</b>	-	(178,675)	11,531
<b>OPENING ACCUMULATED SURPLUS</b>	<u>198,504</u>	<u>198,504</u>	<u>186,973</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 198,504</u>	<u>\$ 19,829</u>	<u>\$ 198,504</u>

**INUVIK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	Aboriginal Languages/Cultural Programs	Administration	School Programs	<u>Total</u>
<b>SALARIES:</b>				
Instruction Assistants	\$ 38,514	\$ -	\$ -	\$ 38,514
Non-instructional Staff	37,958	72,938	17,042	127,938
Board/Trustee Honoraria	1,200	8,975	-	10,175
<b>EMPLOYEE BENEFITS</b>				
Employee Benefit/Allowance	5,159	4,935	1,121	11,215
<b>SERVICES PURCHASED/ CONTRACTED</b>				
Postage/Communication	-	3,326	-	3,326
Utilities & Leases	-	-	406	406
Advertising/Printing/Publishing	829	-	-	829
Maintenance/Repair	-	55	-	55
Rentals/Leases	-	-	9,000	9,000
Others	3,652	4,428	61,454	69,534
Contracted Services	25,148	444	24,146	49,738
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	60,476	25,655	2,569	88,700
Furniture and Equipment	-	34,636	-	34,636
<b>Total</b>	<u>\$ 172,936</u>	<u>\$ 155,392</u>	<u>\$ 115,738</u>	<u>\$ 444,066</u>

**PAULATUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 11,228	\$ 402
Due from Related Parties	3,596	3,476
Accounts Receivable	<u>-</u>	<u>2,328</u>
	<u>14,824</u>	<u>6,206</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	6,000	2,000
Due to Related Parties	-	2,510
Payroll Liabilities	674	1,472
Deferred Revenue	<u>6,371</u>	<u>-</u>
	<u>13,045</u>	<u>5,982</u>
<b>NET FINANCIAL RESOURCES</b>	<u>1,779</u>	<u>224</u>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid Expenses	<u>-</u>	<u>1,220</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 1,779</u>	<u>\$ 1,444</u>

**PAULATUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 43,618	\$ 43,618	\$ 42,931
Other	<u>15,500</u>	<u>13,947</u>	<u>16,607</u>
<b>TOTAL REVENUE</b>	<u>59,118</u>	<u>57,565</u>	<u>59,538</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	17,260	8,146	7,054
Administration	23,358	31,572	27,663
School Programs	<u>18,500</u>	<u>17,512</u>	<u>17,786</u>
<b>TOTAL EXPENSES</b>	<u>59,118</u>	<u>57,230</u>	<u>52,503</u>
<b>OPERATING SURPLUS</b>	-	335	7,035
<b>OPENING ACCUMULATED SURPLUS</b>	<u>1,444</u>	<u>1,444</u>	<u>(5,591)</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 1,444</u>	<u>\$ 1,779</u>	<u>\$ 1,444</u>



**PAULATUK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	Aboriginal Languages/Cultural Programs	Administration	School Programs	<u>Total</u>
<b>SALARIES:</b>				
Non-instructional Staff	\$ 6,106	\$ 18,519	\$ 8,711	\$ 33,336
Board/Trustee Honoraria	-	5,525	-	5,525
<b>EMPLOYEE BENEFITS</b>				
Employee Benefit/Allowance	-	884	661	1,545
<b>SERVICES PURCHASED/ CONTRACTED</b>				
Postage/Communication	-	1,337	-	1,337
Student Travel	661	-	-	661
Others	-	275	-	275
Contracted Services	-	4,791	8,000	12,791
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	<u>1,379</u>	<u>241</u>	<u>140</u>	<u>1,760</u>
<b>Total</b>	<u>\$ 8,146</u>	<u>\$ 31,572</u>	<u>\$ 17,512</u>	<u>\$ 57,230</u>

**SACHS HARBOUR DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 40,048	\$ 58,832
Due from Related Parties	3,072	-
Accounts Receivable	<u>-</u>	<u>280</u>
	<u>43,120</u>	<u>59,112</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	10,000	-
Due to Related Parties	-	8,235
Payroll Liabilities	1,014	490
Deferred Revenue	<u>4,596</u>	<u>2,749</u>
	<u>15,610</u>	<u>11,474</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 27,510</u>	<u>\$ 47,638</u>

**SACHS HARBOUR DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**

For the Year Ended June 30, 2018

	2018 Budget <u>(Unaudited)</u>	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 36,467	\$ 31,871	\$ 27,298
Other	<u>-</u>	<u>7,749</u>	<u>9,751</u>
<b>TOTAL REVENUE</b>	<u>36,467</u>	<u>39,620</u>	<u>37,049</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	10,186	12,343	722
Administration	5,025	21,827	12,819
School Programs	<u>21,256</u>	<u>25,578</u>	<u>23,221</u>
<b>TOTAL EXPENSES</b>	<u>36,467</u>	<u>59,748</u>	<u>36,762</u>
<b>OPERATING DEFICIT</b>	-	(20,128)	287
<b>OPENING ACCUMULATED SURPLUS</b>	<u>47,638</u>	<u>47,638</u>	<u>47,351</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 47,638</u>	<u>\$ 27,510</u>	<u>\$ 47,638</u>

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

For the Year Ended June 30, 2018

<b>SALARIES:</b>					
Teachers	\$ -	\$ -	\$ -	\$ 8,798	\$ 8,798
Non-instructional Staff	10,000	12,890	-	-	22,890
Board/Trustee Honoraria	630	3,100	-	-	3,730
<b>EMPLOYEE BENEFITS</b>					
Employee Benefit/Allowance	-	770	657	-	1,427
<b>SERVICES PURCHASED/ CONTRACTED</b>					
Others	-	185	-	-	185
Contracted Services	-	-	15,000	-	15,000
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Materials	1,713	4,882	1,123	-	7,718
<b>Total</b>	<u>\$ 12,343</u>	<u>\$ 21,827</u>	<u>\$ 25,578</u>	<u>\$ 59,748</u>	<u>\$ 59,748</u>

**TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 48,837	\$ 86,272
Due from Related Parties	1,638	13,374
Accounts Receivable	<u>1,350</u>	<u>1,350</u>
	<u>51,825</u>	<u>100,996</u>
<b>LIABILITIES</b>		
Due to Related Parties	-	7,064
Payroll Liabilities	<u>251</u>	<u>32</u>
	<u>251</u>	<u>7,096</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 51,574</u>	<u>\$ 93,900</u>

**TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**

For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 23,391	\$ 23,391	\$ 15,765
Rentals	<u>2,000</u>	<u>3,362</u>	<u>4,050</u>
<b>TOTAL REVENUE</b>	<u>25,391</u>	<u>26,753</u>	<u>19,815</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	14,779	12,604	4,644
Administration	5,612	19,425	12,502
School Programs	<u>5,000</u>	<u>37,050</u>	<u>5,805</u>
<b>TOTAL EXPENSES</b>	<u>25,391</u>	<u>69,079</u>	<u>22,951</u>
<b>OPERATING DEFICIT</b>	-	(42,326)	(3,136)
<b>OPENING ACCUMULATED SURPLUS</b>	<u>93,900</u>	<u>93,900</u>	<u>97,036</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 93,900</u>	<u>\$ 51,574</u>	<u>\$ 93,900</u>

**TSIIGEHTCHIC DISTRICT EDUCATION AUTHORITY**  
**DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	Aboriginal Languages/Cultural Programs	Administration	School Programs	<u>Total</u>
<b>SALARIES:</b>				
Instruction Assistants	8,215	-	-	8,215
Non-instructional Staff	-	2,630	-	2,630
Board/Trustee Honoraria	-	4,240	-	4,240
<b>EMPLOYEE BENEFITS</b>				
Employee Benefit/Allowance	350	-	-	350
<b>SERVICES PURCHASED/ CONTRACTED</b>				
Utilities & Leases				
Travel	-	77	-	77
Student Travel	-	709	-	709
Advertising/Printing/Publishing	-	-	8,015	8,015
Maintenance/Repair	-	1,010	-	1,010
Rentals/Leases	-	478	-	478
Others	-	-	1,659	1,659
Contracted Services	2,531	4,103	-	6,634
<b>MATERIALS/SUPPLIES/FREIGHT</b>				
Materials	1,508	3,810	17,328	22,646
Furniture and Equipment	-	857	-	857
Freight	-	1,511	-	1,511
<b>Total</b>	<u>12,604</u>	<u>19,425</u>	<u>37,050</u>	<u>69,079</u>

**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 82,382	\$ 58,110
Due from Related Parties	17,922	7,201
Accounts Receivable	<u>4,729</u>	<u>913</u>
	<u>105,033</u>	<u>66,224</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	28,499	26,785
Due to Related Parties	8,394	14,110
Payroll Liabilities	4,268	4,057
Deferred Revenue	<u>5,318</u>	<u>11,029</u>
	<u>46,479</u>	<u>55,981</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 58,554</u>	<u>\$ 10,243</u>



**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 164,548	\$ 196,404	\$ 149,772
Government of Canada	38,500	40,917	27,648
Other	<u>39,500</u>	<u>71,946</u>	<u>44,310</u>
<b>TOTAL REVENUE</b>	<u>242,548</u>	<u>309,267</u>	<u>221,730</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	45,972	37,601	16,405
Administration	51,999	65,624	46,127
Inclusive Schooling	-	31,856	21,016
School Programs	<u>144,577</u>	<u>125,875</u>	<u>113,934</u>
<b>TOTAL EXPENSES</b>	<u>242,548</u>	<u>260,956</u>	<u>197,482</u>
<b>OPERATING SURPLUS</b>	-	48,311	24,248
<b>OPENING ACCUMULATED SURPLUS</b>	<u>10,243</u>	<u>10,243</u>	<u>(14,005)</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 10,243</u>	<u>\$ 58,554</u>	<u>\$ 10,243</u>

**TUKTOYAKTUK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	<u>Aboriginal Languages/Cultural Programs</u>	<u>Administration</u>	<u>Inclusive Schooling</u>	<u>School Programs</u>	<u>Total</u>
<b>SALARIES:</b>					
Non-instructional Staff	\$ 179	\$ 28,784	-	\$ 40,063	\$ 69,026
Board/Trustee Honoraria	15,547	8,775	-	-	24,322
<b>EMPLOYEE BENEFITS</b>					
Employee Benefit/Allowance	-	3,772	-	3,478	7,250
<b>SERVICES PURCHASED/ CONTRACTED</b>					
Postage/Communication	-	347	-	-	347
Utilities & Leases	-	-	1,045	-	1,045
Travel	-	1,358	-	3,000	4,358
Rentals/Leases	-	5,750	17,400	-	23,150
Others	-	1,810	-	2,000	3,810
Contracted Services	60	1,486	4,510	45,150	51,206
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Materials	21,644	11,052	8,901	31,408	73,005
Furniture and Equipment	-	339	-	-	339
Freight	171	2,151	-	776	3,098
<b>Total</b>	<u>\$ 37,601</u>	<u>\$ 65,624</u>	<u>\$ 31,856</u>	<u>\$ 125,875</u>	<u>\$ 260,956</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL POSITION**  
For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 12,468	\$ 54,758
Due from Related Parties	3,771	-
Accounts Receivable	<u>-</u>	<u>689</u>
	<u>16,239</u>	<u>55,447</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	1,014	250
Due to Related Parties	-	4,080
Payroll Liabilities	924	925
Deferred Revenue	<u>-</u>	<u>27,181</u>
	<u>1,938</u>	<u>32,436</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 14,301</u>	<u>\$ 23,011</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY**  
**STATEMENT OF FINANCIAL OPERATIONS**  
For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 <u>Actual</u>	2017 <u>Actual</u>
<b>REVENUE</b>			
Contributions from Divisional Council	\$ 67,457	\$ 67,457	\$ 69,044
Other ECE contributions	50,000	46,677	52,913
Other contributions	-	1,669	-
Rentals	-	2,946	2,422
Other	<u>42,525</u>	<u>31,383</u>	<u>24,516</u>
<b>TOTAL REVENUE</b>	<u>159,982</u>	<u>150,132</u>	<u>148,895</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	27,241	28,775	25,071
Administration	42,755	42,614	35,266
Inclusive Schooling	19,210	20,115	14,950
School Programs	<u>70,776</u>	<u>67,338</u>	<u>84,904</u>
<b>TOTAL EXPENSES</b>	<u>159,982</u>	<u>158,842</u>	<u>160,191</u>
<b>OPERATING DEFICIT</b>	-	(8,710)	(11,296)
<b>OPENING ACCUMULATED SURPLUS</b>	<u>23,011</u>	<u>23,011</u>	<u>34,307</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 23,011</u>	<u>\$ 14,301</u>	<u>\$ 23,011</u>

**ULUKHAKTOK DISTRICT EDUCATION AUTHORITY  
DETAILS OF EXPENSES**

For the Year Ended June 30, 2018

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Total
<b>SALARIES:</b>					
Non-instructional Staff	\$ 21,707	\$ 21,455	\$ 20,115	\$ 41,353	\$ 104,630
Board/Trustee Honoraria	2,448	9,300	-	-	11,748
<b>EMPLOYEE BENEFITS</b>					
Employee Benefit/Allowance	-	4,502	-	-	4,502
<b>SERVICES PURCHASED/ CONTRACTED</b>					
Student Travel	3,000	-	-	7,941	10,941
Others	-	3,085	-	-	3,085
<b>MATERIALS/SUPPLIES/FREIGHT</b>					
Materials	1,620	4,272	-	18,044	23,936
<b>Total</b>	<u>\$ 28,775</u>	<u>\$ 42,614</u>	<u>\$ 20,115</u>	<u>\$ 67,338</u>	<u>\$ 158,842</u>

**NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL  
STATEMENT OF FINANCIAL POSITION**

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<b>FINANCIAL ASSETS</b>		
Cash and Cash Equivalents	\$ 8,988,662	\$ 9,630,461
Accounts Receivable	329,418	262,768
Restricted Assets	<u>282,334</u>	<u>258,884</u>
	<u>9,600,414</u>	<u>10,152,113</u>
<b>LIABILITIES</b>		
Accounts Payable and Accrued Liabilities	754,652	542,951
Due to Related Parties	127,397	10,623
Payroll Liabilities	3,085,474	2,681,459
Employee Deductions Payable	2,586	716
Deferred Revenue	60,879	102,479
Post-Employment Benefits	3,083,496	3,422,599
Trust Liabilities	<u>282,334</u>	<u>258,884</u>
	<u>7,396,818</u>	<u>7,019,711</u>
<b>NET FINANCIAL RESOURCES</b>	<u>2,203,596</u>	<u>3,132,402</u>
<b>NON-FINANCIAL ASSETS</b>		
Prepaid Expenses	<u>8,181</u>	<u>19,643</u>
<b>ACCUMULATED SURPLUS</b>	<u>\$ 2,211,777</u>	<u>\$ 3,152,045</u>

**NON-CONSOL BEAUFORT DELTA EDUCATION COUNCIL  
STATEMENT OF FINANCIAL OPERATIONS**

For the Year Ended June 30, 2018

	2018 Budget (Unaudited)	2018 Actual	2017 Actual
<b>REVENUE</b>			
<b>Government of the NWT</b>			
Regular contributions	\$ 28,572,133	\$ 29,046,637	\$ 28,645,178
Other ECE contributions	868,000	1,315,852	735,085
Other contributions	<u>50,000</u>	<u>304,186</u>	<u>438,702</u>
<b>Total Government of the NWT</b>	<u>29,490,133</u>	<u>30,666,675</u>	<u>29,818,965</u>
Government of Canada	<u>-</u>	<u>950</u>	<u>6,361</u>
<b>Board Generated Funds</b>			
Investment Income	60,000	129,169	72,560
Other	<u>820,582</u>	<u>341,316</u>	<u>501,951</u>
<b>Total Board Generated Funds</b>	<u>880,582</u>	<u>470,485</u>	<u>574,511</u>
<b>TOTAL REVENUE</b>	<u>30,370,715</u>	<u>31,138,110</u>	<u>30,399,837</u>
<b>EXPENSES</b>			
Aboriginal Languages/Cultural Programs	2,772,079	3,133,336	2,970,156
Administration	3,382,115	2,547,337	2,912,251
Inclusive Schooling	4,359,163	5,653,162	4,858,271
School Programs	18,534,130	19,877,711	17,018,669
Student Accommodations	140,920	136,391	133,477
Operations & Maintenance	<u>815,000</u>	<u>730,441</u>	<u>2,197,877</u>
<b>TOTAL EXPENSES</b>	<u>30,003,407</u>	<u>32,078,378</u>	<u>30,090,701</u>
<b>OPERATING SURPLUS (DEFICIT)</b>	367,308	(940,268)	309,136
<b>OPENING ACCUMULATED SURPLUS</b>	<u>3,152,045</u>	<u>3,152,045</u>	<u>2,842,909</u>
<b>CLOSING ACCUMULATED SURPLUS</b>	<u>\$ 3,519,353</u>	<u>\$ 2,211,777</u>	<u>\$ 3,152,045</u>

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

For the Year Ended June 30, 2018

	Aboriginal Languages/Cultural Programs	Administration	Inclusive Schooling	School Programs	Student Accommodations	Operations & Maintenance	Total
<b>SALARIES:</b>							
Teachers	\$ 1,106,480	\$ -	\$ 1,292,293	\$ 11,445,375	\$ -	\$ -	\$ 13,844,148
Instruction Assistants	-	-	-	22,829	-	-	22,829
Non-instructional Staff	447,348	1,270,260	2,251,117	1,843,790	-	-	5,812,515
Board/Trustee Honoraria	69,211	39,374	-	16,532	-	-	125,117
<b>EMPLOYEE BENEFITS</b>							
Employee Benefit/Allowance	521,985	357,140	1,378,886	4,404,951	-	158,324	6,821,286
Leave and Termination	-	-	-	104,383	-	-	104,383
<b>SERVICES PURCHASED/ CONTRACTED</b>							
Professional/Technical Services	-	51,002	80,006	-	-	-	131,008
Postage/Communication	796	32,314	-	104,081	2,040	-	139,231
Utilities & Leases	-	-	-	2,474	-	-	2,474
Travel	153,295	191,979	70,709	230,957	4,192	-	651,132
Student Travel	15,896	-	2,008	64,486	129,145	-	211,535
Advertising/Printing/Publishing	-	4,362	-	173	-	-	4,535
Maintenance/Repair	8,978	58,010	-	80,106	-	-	147,094
Rentals/Leases	4,375	15,077	-	110,828	-	157,859	288,139
Others	16,547	24,702	46,830	16,676	-	414,258	519,013
Contracted Services	294,597	18,949	90,026	49,356	-	-	452,928
<b>MATERIALS/SUPPLIES/FREIGHT</b>							
Materials	144,372	109,669	88,226	875,856	1,014	-	1,219,137
Furniture and Equipment	59,568	169,056	228,333	243,365	-	-	700,322
Freight	8,679	15,718	31,281	118,924	-	-	174,602
<b>CONTRIBUTIONS/TRANSFERS</b>							
Transfers - Other	281,209	189,725	93,447	142,569	-	-	706,950
<b>Total</b>	<b>\$ 3,133,336</b>	<b>\$ 2,547,337</b>	<b>\$ 5,653,162</b>	<b>\$ 19,877,711</b>	<b>\$ 136,391</b>	<b>\$ 730,441</b>	<b>\$ 32,078,378</b>