



Tlicho Community Services Agency

Annual Report for 2017-2018 School Year

September 28, 2018

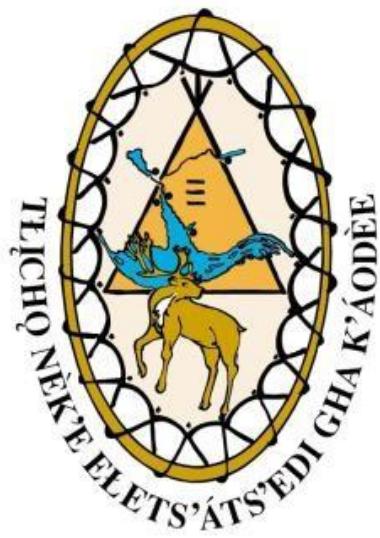


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Purpose of the Annual Report

The Tłı̨chǫ Community Services Agency 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.

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.

Tłı̨chǫ Community Services Agency Operating Environment

School Profiles and Student Enrolment

The Tłı̨chǫ Community Services Agency consists of 5 schools that housed approximately 870 students in the 2017-2018 school year. Our schools house students from JK -12 and our programs include Tłı̨chǫ Immersion and Regular program.

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: Tłı̨chǫ Community Services Agency School Profiles 2017-2018.

School	Community	Grades Offered	Student Enrolment (FTE) ¹	Teaching Staff (PY) ²
Chief Jimmy Bruneau School (CJBS)	Behchokǫ	JK-12	409	24.0
Elizabeth Mackenzie Elementary School (EMES)	Behchokǫ	JK-6	230	16.0
Mezi Community School (MCS)	Whatì	JK-12	145	10.0
Jean Wetrade Gamètì School (JWGS)	Gamètì	JK-12	57	7.87
Alexis Arrowmaker School (AAS)	Wekweètì	K-10	21	3.5

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

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

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
CJBS	11	9	10	11	12	12	11	12	34	45	35	46	37	121
EMES	28	22	35	29	33	32	28	23	-	-	-	-	-	-
MCS	5	7	5	15	11	5	16	7	8	12	6	9	11.5	27.5
JWGS	3	7	7	4	4	4	5	2	6	4	3	3	2	3
AAS	-	1	2	2	1	3	2	1	4	1	2	1	1	-
DEC Total	47	46	59	61	61	56	62	45	52	62	46	59	53.5	152.5

Student and Teacher Population

Chief Jimmy Bruneau School (CJBS)

Chief Jimmy Bruneau School (CJBS) population is 99% Indigenous. The large majority of students are Tł'chǫ, the remaining students are non-Indigenous. CJBS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming from JK to 12, CJBS offers many culturally responsive programs including seasonal camps, Tł'chǫ language instruction, locally developed courses such as drumming, Tł'chǫ Agreement, and beading.

The school is located in Edzo, which is a small community 15km from Behchokǫ. All secondary students from Behchokǫ are bussed, while students from Edzo walk to school.

There are 26 Northwest Territories Teachers’ Association (NWTTA) positions staffed at CJBS including one principal, one vice principal, two Aboriginal language instructors, three program support teachers, nineteen classroom teachers, in addition to six Union of Northern Workers (UNW) support assistants, and one cultural support assistant. The turnover rate at CJBS has varied between 3-5 teachers over the last three years, some teachers moved into other internal posted positions within the school and the region, and approximately three leave the region each year from CJBS. This has resulted in a fairly consistent staff at CJBS, who are working together for the third year in school based Professional Learning Communities (PLC) teams. CJBS boasts a relatively experienced staff with many educators possessing over five years’ experience, and many that have between ten and fifteen years of experience. However, new hires have tended to be either new to the north first year teachers or northern hires with under two years’ experience. This results in the need for mentorships, and other supports, to develop their abilities to work in the collaborative teacher teams.

The average class size of students at CJBS is 23 students in JK-6, 22 in grades 7-9, and 26 in senior secondary. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. CJBS in particular has embraced ‘trauma-informed practices’ and has engaged in work with Kim Barthel to build on established adult relationships to embed learner engagement and self-regulation in every classroom.

Elizabeth Mackenzie Elementary School (EMES)

Elizabeth Mackenzie Elementary School (EMES) population is 100% Indigenous. All students are Tłı̨chǫ. EMES strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming from JK to 6, EMES offers many culturally responsive programs including seasonal camps, Tłı̨chǫ language instruction, and Tłı̨chǫ immersion from K-2.

The school is located in Behchokǫ̀, which is the largest community in the Tłı̨chǫ region. Bussing is provided for students who live too far away to walk.

There are 17 NWT TA positions staffed at EMES including one principal, one vice principal, one Aboriginal language instructor, two program support teachers, twelve classroom teachers (including two Tłı̨chǫ immersion teachers), in addition to five UNW support assistants, and one cultural support assistant. The turnover rate at EMES has varied between 1-2 teachers over the last three years, and approximately two leave the region each year from EMES. Staffing at EMES has remained consistent, which has supported long term collaborative PLC teams. EMES boasts a large population of Indigenous educators, this has strengthened the cultural programming at EMES.

The average class size of students at EMES is 21 in JK-6. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. EMES in particular has embraced early literacy interventions and has continued their work with systemic speech and language practices.

Mezi Community School (MCS)

Mezi Community School (MCS) population is 100% Indigenous. All students are Tłı̨chǫ. MCS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming JK to 12, MCS offers many culturally responsive programs including seasonal camps, Tłı̨chǫ language instruction, and locally developed courses such as drumming, Tłı̨chǫ Agreement, and beading.

The school is located in Whatì, which is a fly in community with winter road access. There are 12 Northwest Territories Teachers’ Association (NWT TA) positions staffed at MCS including one principal, one Aboriginal language instructor, one program support teacher, nine classroom teachers, and three UNW support assistants. The turnover rate at MCS has varied between 1-5 teachers over the last three years, and most leave the region. Supporting long term collaborative PLC teams is the focus at MCS because of the teacher turnover. This year will see a challenging staff change as the principal is retiring, however an internal candidate was successful and will have the opportunity to transition into this role.

The average class size of students at MCS is 16 in JK-6, 18 in grades 7-9, and 27 in senior secondary. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. MCS in particular has embraced early literacy interventions and intends on refocusing PLC teams and systemic practices, as a result of their high turnover.

Jean Wetrade Gamèti School (JWGS)

Jean Wetrade Gamèti School (JWGS) population is 100% Indigenous. All students are Tłı̨chǫ. JWGS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming JK to 12, JWGS offers many culturally responsive programs including seasonal camps, Tłı̨chǫ language instruction, and locally developed courses such as drumming, Tłı̨chǫ Agreement, and sewing.

The school is located in Gamèti, which is a fly in community with limited winter road access. There are 8 Northwest Territories Teachers’ Association (NWTAA) positions staffed at JWGS including one principal, one Aboriginal language instructor, one program support teacher, six classroom teachers, and two UNW support assistants. The turnover rate at JWGS has varied between 1-3 teachers over the last three years, and most leave the region. Supporting long term collaborative PLC teams is the focus at JWGS because of the teacher turnover.

The average class size of students at JWGS is 12 in JK-12. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. JWGS in particular has embraced early literacy interventions and intends on refocusing PLC teams and systemic practices, as a result of their high turnover.

Alexis Arrowmaker School (AAS)

Alexis Arrowmaker School (AAS) population is primarily Tłı̨chǫ, and the remainder are Inuit or non-Indigenous. AAS strives to be “Strong Like Two People”, which is taken from Chief Jimmy Bruneau’s vision statement. In addition to academic programming JK to 10, AAS offers many culturally responsive programs including seasonal camps, Tłı̨chǫ language instruction, and locally developed courses such as drumming, Tłı̨chǫ Agreement, and sewing. AAS has committed to collaborating with community partners to extend cultural programming within Wekweèti.

The school is located in Wekweèti, which is a fly in community with very limited winter road access.

There are 4 Northwest Territories Teachers’ Association (NWTAA) positions staffed at AAS including one teaching principal, one Aboriginal language instructor, one teaching program support teacher, and one other classroom teacher. The turnover rate at AAS has been the largest in the region, varying between 1-4 teachers over the last three years, and most leave the region. Rebuilding community partnerships and strengthening interventions has been their focus.

The average class size of students at AAS is 7 in JK-10. Literacy assessments have led to a region wide strategic plan to focus on oral language, literacy (reading foundations), and self-regulation. AAS in particular has embraced early literacy interventions and intends on developing inquiry based instruction.

Tłı̨chǫ Community Services Agency Governance

Governance Training

The TCSA Board engages in governance training that supports their understanding of the roles and responsibilities within their purview as an Education Authority, a Health and Social Services Authority, and a Regional Wellness Council. Any such training is incorporated into regularly scheduled Board meetings.

In October 2017 staff from the Education Operations and Development branch of the Department of Education, Culture and Employment conducted an orientation to all five TCSA Board members, however the board member for Wekweètì has since changed so we will look to repeat it again during the 2018-2019 year along with comparable training for the Board members in their capacity as a health authority.

The training that took place in October 2017 reviewed the roles and responsibilities of Board members as a governing body of an education authority; governance versus administration, and strategic planning.

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	October 27-29, 2017	Yellowknife, NT	Yes	n/a
2	February 18, 2018	Whatì, NT	Yes	n/a
3	April 25, 2018	Teleconference	Yes	n/a
4	June 27-29, 2018	Yellowknife	Yes	n/a

Honoraria / travel allowances were paid out to all board members who attended the meetings noted in Table 3. There were no instances where honoraria or travel allowances were paid out to non-attendees.

Language, Culture and Identity

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

Tłı̨chǫ History Project

Priorities in the 2017-2018 school year:

- The Tłı̨chǫ History project package will be provided to each of the five TCSA schools.
- Regional education coordinators will provide site-based workshops during the first term of the school year to overview the resources and demonstrate their applicability in the process of developing integrated, culture-based units and lessons.
- Program support teacher will meet regularly with classroom teachers to support the program and assessment planning that guides their instruction.

Achieved results:

- The Tłı̨chǫ History project package was provided to each of the five TCSA schools, with a book launch April 28, 2017.
- Regional education coordinators provided site-based workshops to overview the resources and demonstrate their applicability in the process of developing integrated, culture-based units and lessons. Example lessons that were created in consultation with teachers, educational leaders, Elders, and a consultant, are provided in the resource, as examples for teachers to develop their own integrated (across Dene Kede and other curriculums) units. One example of this type of lesson is a grade 4 lesson based on “Rave and the Stolen Caribou” legend, where outcomes from social studies (cardinal directions and map making), Dene Kede (legends about ravens and caribou), science (factors that affect habits – ravens), and art (composing song based on legend).
- Community visits included sharing the resource with community and board members that participated in the development of the resource. These workshops took place as follows:
 - June 11-13, 2017 (Culture-based Integrated Programming In-Service)
 - August 24, 2017 (Annual Teacher Orientation)
 - September 19-20. 2017 (CJBS School Visit)
 - November 27-December 1, 2017 (EMES School Visit)
 - January 15-19, 2018 (MCS School Visit)
 - January 23-26, 2018 (AAS School Visit)
 - January 29 – February 2, 2018 (JWGS School Visit)
- Program support teachers, and regional coordinators modelled key cultural activities (for example; the Tea Dance) with classroom teachers and students regularly throughout the year.
- PSTs collaborated with Culture Based Integrated Planning (CBIP) team meetings every six weeks to support the program and assessment planning that guides their instruction.

Tłı̨chǫ Yati Professional Learning Communities

Priorities in the 2017-2018 school year:

- Establish the prioritized essential learning outcomes for each of the remaining grade levels.
- Develop the associated pacing guides for instruction.
- Unpack the prioritized outcomes to create learning targets.

Achieved results:

- The K-1 essential learning outcomes have been identified (the process took longer than expected; we will be expanding to other grades in the next school year). These essential learning outcomes use the Tłı̨chǫ Yati outcomes, to allow teachers to better understand the progression and prioritize outcomes in those curricula.
- Pacing guides have been created allotting 4-6 weeks for each unit/theme to allow Tłı̨chǫ Yati PLCs to teach common units at similar times.

Tłı̨chǫ Yati Standardized Assessment Tools

Priorities in the 2017-2018 school year:

- Refine grade-level expectations for grades 1-9 instruction and learning.
- Provide classroom-based coaching to the Tłı̨chǫ Yati Instructors and program support teachers twice per year in how to use and administer the assessment with accuracy and consistency.
- Regional coordinators will follow up with a school-based workshop whereby they interpret the student achievement results to inform responsive program planning and instructional next steps.

Achieved results:

- Grade level expectations for grades 1-9 (these grades were prioritized for this year) instruction and learning have been identified using the Dene as a Second Language Assessment Tool.
- Coaching how to use the assessments was provided at two Tlicho language in-services.
- With the new *Our Languages* Curriculum, there will be a different set of reporting assessments. The locally developed assessment tools, currently used, are still useful and will continue to be utilized by classroom teachers for benchmarking purposes.

Tłı̨chǫ Immersion Assessment Tools

Priorities in the 2017-2018 school year:

- Job-embedded classroom coaching to the school-based Tłı̨chǫ immersion teachers and program support teachers will be provided twice per year. This will focus on how to use and administer the Tłı̨chǫ immersion assessments with accuracy and consistency.
- Regional coordinators will follow up with a school-based workshop whereby they interpret the student achievement results to inform responsive program planning and instructional next steps.

Achieved results:

- Language and culture coordinators provided job-embedded classroom coaching around how to use the Tlicho immersion assessments for K-2.
- Coaching on how to use the testing tools was provided at two Tlicho language in-services this year as well as individual support given to the language instructor upon request.
- The immersion regularly reviewed their student achievement data during bi-weekly teleconferences to inform their programming and planning.

Health, Wellness and Student Support

Outlined below are achievements on programs and activities implemented to support health and wellness of our students and teachers, meet diverse needs of our learners, and create an inclusive learning environment.

Oral Language Development in the Early Years

Priorities in the 2017-2018 school year:

- The TCSA will implement junior kindergarten.
- The TCSA will enhance the play-based four-year-old program by utilizing a systemic response to intervention approach to speak and language development that targets improved oral language.
- Regional coordinators, TCSA speech and language therapists, school-based program support teachers, and contracted consultants will provide modelling and coaching to the newly-hired junior kindergarten teachers.
- Regional coordinators, TCSA speech and language therapists, school-based program support teachers, and contracted consultants will support the work of the junior kindergarten professional learning community team to develop a rich pedagogically sound instructional approach that is responsive to the oral language development needs.
- The TCSA will hire two full-time speech and language pathologists.
- The SLP will work closely with the regional early childhood development coordinator and the school-based program support teachers to train and support the junior kindergarten and kindergarten teachers in delivering the junior kindergarten curriculum through a rich tier one oral language model and strong tier two targeted support model of intervention.
- The SLP and the regionally early childhood coordinator will scaffold the adult learning for classroom teachers and school-based program support teachers as they build new knowledge and skills in the area of tiered oral language programming.
- The TCSA will continue to work with the SLPs assigned from Stanton Territorial Health Authority.
- The TCSA will continue to contract an additional private SLP to further the tier three individualized supports for those children whose needs cannot be met within the school-based tier one and tier two support mechanisms.

Achieved results:

- The TCSA successfully implemented junior kindergarten in all five (5) schools in the region.
- The TCSA enhanced the play-based four-year-old program by taking the first steps to use a systemic response to intervention approach to speaking and language development that targets improved oral language. Two speech-language pathologists pre-assessed the oral language skills of JK and K students at three of the five Tlicho schools. The data was shared with the School Based Support Teams who responded by creating Tier 2 interventions that centered around the needs specifically addressed in the reports.

- The regional early childhood and curriculum coordinator and the RISC, with suggestions from two (2) speech and language therapists, and school-based program support teachers, provided modelling and coaching to the newly-hired junior kindergarten teachers.
- Regional coordinators, two speech and language therapists, and school-based program support teachers supported the work of the junior kindergarten professional learning community team to develop a rich pedagogically sound instructional approach that is responsive to the oral language development needs. This was done during school-based planning sessions led by the regional early childhood and curriculum coordinator.
- The positions for two full-time speech and language pathologists were advertised and the first phase of the interviewing process commenced but candidates withdrew their applications. The TCSA will continue to advertise and hire two SLPs to further implement the tier one and two supports at all five schools.
- The Speech Language pathologist from the Stanton Territorial Health Authority worked closely with the Tlicho early childhood development coordinator/curriculum coordinator and the school-based program support teachers to train and support the junior kindergarten and kindergarten teachers in delivering the junior kindergarten curriculum through a rich tier one oral language model and strong tier two targeted support model of intervention. The SLP observed students within the classroom setting and made recommendations to improve vocabulary acquisition and oral language at the tier 1 level. At one school, daily intervention support was provided at the tier 2 level, with the program support teacher taking a major role.
- The SLP and the regional early childhood and curriculum coordinator focused on increasing the adult learning for classroom teachers and school-based program support teachers as they built new knowledge and skills in the area of tiered oral language programming.
- The TCSA will also continue to seek the services of a private speech-language pathologist to provide individualized supports for those children whose needs cannot be met within the school-based tier one and tier two support mechanisms.

Reporting Mechanisms for Incidents of Bullying

Priorities in the 2017-2018 school year:

- The Director of Education, the Regional Inclusive Schooling Coordinator (RISC), and the Regional Information and Communications Technology (RICT) coordinator will support each of the five TCSA schools to establish site-specific reporting mechanisms for incidents of bullying that are easily accessible and as anonymous as possible for students, staff members and parents/families.
- Each school's reporting mechanism will be designed by the local Safe and Caring School committee to ensure that the reporting mechanism aligns with their school and community needs.

Achieved results:

The TCSA will support each school to implement their chosen reporting mechanism and to collect, collate, and analyze the resulting data to develop appropriate response plans.

- The Director of Education, the RISC, and the RICT supported the schools with establishing site-specific reporting mechanisms for incidents of bullying as described below:
 - At EMES students, parents, guardians and community members can report incidents of bullying in various ways: an anonymous "I Care" (drop box) box that is checked daily, reporting directly to a teacher (these reports are documented on an incident reporting form and submitted to administration), and a parent/guardian form that was sent home at the beginning of the school year and can also be picked up in the main office. These mechanisms were designed by our safe and caring school to allow for anonymity, but to ensure open and direct conversation. These were put in place based on the direct feedback we received from our territorial audit. Administration may act on these reports directly or in conjunction with our school based support team to discuss possible trends and responses to put in place. Over the past couple of years EMES has begun working with the Second Step program to address social-emotional learning and bullying prevention.
 - Chief Jimmy Bruneau is committed to maintaining a safe positive learning environment and will continue to provide exercises/activities such as EBS assemblies, team meetings, peer grouping, health and self-esteem lessons, art therapy groups, the WITS program as well as counseling in order to be proactive and reduce the likelihood of bullying. Students can report bully in two ways: telling a teacher, and completing an "I care" form and submitting anonymously in an "I care" box. CJBS has a documented procedure to deal with bullying that includes the Safe and Caring Schools Team.
 - Mezi School gave all students, parents and the community a confidential bullying reporting mechanism by placing age appropriate reporting forms in every classroom and in high traffic areas in the community. The forms themselves offer a way to report incidents anonymously or confidentially to a drop box in the main office or quietly/privately to a staff member. This reporting system was established in the fall of 2017, and included a school/community meeting, a Community Gov't. meeting, and letters sent home to parents. Incident reports are filed for future reference.
 - At AAS, the bullying reporting system is currently informal. The students tell an available teacher and the teacher then handles the situation. Parents also contact the principal. The school regularly holds talking circles where students also report/discuss such issues.

- JWGS has a bullying intervention protocol that has been instituted at the school for several years. It outlines the staff response along with a bullying report form that is available for staff or parents to use. Several speakers have also been asked to speak to the students regarding bullying including RCMP, community health nurse and family counsellor. Students are made aware of situations that involve bullying (course curriculum and posters have been put up around the school) and that it is important to speak to a staff member. The staff initially deal with any report and if it persists, the principal will get involved. The SBST will meet and strategize how to manage the incident with follow-ups.

Student Mental Health and Wellness

Priorities in the 2017-2018 school year: The TCSA will staff a full-time counsellor at Mezi Community School on a one-year-basis.

Achieved results:

- A full-time art therapist was staffed at Mezi Community School for the 17-18 school year. With the introduction of the Child and Youth Care Counsellor initiative (through the GNWT Department of Health and Social Services) we will see that position remain in the community for the upcoming school year as well.

Health and Wellness Curriculum

Priorities in the 2017-2018 school year: The TCSA continues to participate in the territorial health and wellness curriculum pilot by supporting teachers and regional staff to participate in workshops with ECE as well as implementing the pilot curriculum in our grade 4-6 classrooms.

Due to operational requirements not all teachers were able to participate in the ECE-led in-services this year. The TCSA will continue to support this territorial curriculum implementation by moving towards the full implementation across all grades 4-6 classrooms, and by supporting teachers to access training and support through a variety of regional and territorial means.

Achieved results:

- Five teachers (5 of 9) participated in the ECE health and wellness workshops and piloted the curriculum in their classrooms.

Teaching and Learning

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

Junior Kindergarten (JK) Implementation

Priorities in the 2017-2018 school year:

- The TCSA will work jointly with Tłı̨chǫ Government culture program staff to support the junior and senior kindergarten teachers to deliver curriculum through a holistic, language-rich and culture-based model.

Achieved results:

- Collaborative working groups will meet bi-monthly to ensure a culturally-appropriate play-based program support all areas of development
- The TCSA's Early Childhood and Curriculum Coordinator and Regional Indigenous Languages Coordinator collaborated with Tłı̨chǫ Government culture program staff to support the junior and senior kindergarten teachers to deliver curriculum through a holistic, language-rich and culture-based model.
- JK and K classroom in all schools were visited by the Early Childhood and Curriculum Coordinator three times each, and meetings with the school based support team were held to emphasize the importance of this approach. On each visit the regional coordinator(s) spent time with the JK and K teacher(s), the program support teacher and the Tłı̨chǫ Yati teacher to review the competencies and outcomes in the JK and K curriculum. Also discussed were ways that Tłı̨chǫ Yati teachers could integrate the Tłı̨chǫ culture using the play-based methodology and centres.
- Other achieved results include:
 - JK/K handbooks were translated for parents into Tłı̨chǫ yati, and recorded translated audio files (CD) were included with booklets.
 - "Our Languages" were translated for class activities to strengthen oral Tłı̨chǫ yati.
 - Translated drama play (based on 'Peace between the Tribes – Edzo and Ekecho Make Peace' legend) for animation project development under Tłı̨chǫ Government. Written text with oral recorded CD were included.

Culture Based Integrated Programming (CBIP)

Priorities in the 2017-2018 school year:

- CBIP teachers will expand the application of CBIP by exploring common formative and summative assessment planning.
- CBIP teacher teams will meet via WebEx/teleconference once per month to engage with regional curriculum and culture coordinators to develop culture-based integrated learning units.
- CBIP teachers will meet for a three-day workshop in June to review annual progress, share their work via the online platform of Atlas Curriculum Mapping, to prepare long-range plans that will guide their unit planning the following year.

Achieved results:

- CBIP teachers met via teleconference monthly during the first half of the school year to collaboratively develop summative assessments for their units of instruction.
- The regional CBIP workshop was cancelled in June as a mid-year decision was made, involving school principals and regional coordinators, to move toward more school / community level ownership of this teaching and learning practice.

Purposeful Play-Based Learning

Priorities in the 2017-2018 school year:

- Regional coordinators will support JK/K teachers within their collaborative professional learning teams.
- For three TCSA schools, teams will meet weekly.
- For the remaining two TCSA schools, teams will meet monthly.

Achieved results:

- Regional coordinators were available to support JK/K teachers within their collaborative professional learning teams. This support was provided through on-site visits to all five (5) schools.
- For two of the five schools, each of the three visits was for one day and included classroom visitation, a SBST meeting and recommendations to improve play-based learning.
- For three of the five schools, each visit lasted three days and in addition to classroom observation, a SBST meeting, and written recommendations, time was also provided for the teachers and PST to co-plan play-based units of study, based on the curriculum.
- In late April 2018, the TCSA held an in-service for all JK and K teachers, program support teachers and principals. The early childhood and curriculum coordinator worked with them to review the successes of the year and to learn more ways to make play-based learning even more successful. The RISC re-iterated the need for teachers and program support teachers to collaborate in coaching cycles. The third day of the in-service was devoted to collaborative teams developing unit and daily plans.

Professional Learning Communities

Priorities in the 2017-2018 school year:

- The TCSA will continue to commit to supporting greater teacher capacity and effectiveness, which will improve student achievement for JK-12.

Achieved results:

- In addition to a region-wide two day workshop on 'The Pathway to Optimal Learning and Student Investment through Assessment', and three schools received on site coaching with their PLC teams by a contract service provider. Thursday afternoons, PLC team collaborated to examine their data from common formative assessments and direct interventions accordingly.

Professional Learning Communities for Principals

Priorities in the 2017-2018 school year:

- School administrators will engage in the work of being a collaborative professional learning community

- Quarterly on-site, school-specific leadership coaching visits by an education consultant specializing in instructional leadership, professional learning communities, and response to intervention.
- Quarterly on-site, school specific observations whereby the Director of Education and school principal observe actual collaborative teacher team meetings in progress.
- Quarterly in-person leadership meetings led by the Director of Education where student achievement data is analyzed, and systemic responses are explored and decided upon.
- Monthly WebEx/teleconference meetings led by the Director of Education that center on progressing the work of the collaborative teacher learning teams within the schools.
- Biannual school visits whereby the Director of Education visits each classroom with the school leadership team to observe the data driven instructional practices of teachers.

Achieved results:

- Three out of five school principals were mentored by an independently contracted professional learning community and school culture expert. In doing so, they received in-person coaching on a quarterly basis whereby they refined their skills in leading collaborative professional learning teams of teachers and in developing and implementing a system of tier two response to intervention across their school.
- The Director of Education participated actively in all of those coaching sessions and provided interim coaching to principals every 6 weeks throughout the school year – either by webex or in person. Topics of focus included reviewing student achievement results and corresponding PLC efforts for those student cohorts.
- The Director of Education conducted biannual classroom visits in three out of five schools and one round of classroom visits in the two remaining schools to observe data-driven instructional practices in action.

Professional Learning Communities for Teachers

Priorities in the 2017-2018 school year:

- The TCSA curriculum coordinator and the school-based leadership teams will support grades JK-9 teachers to develop common summative assessments that align with the essential learning outcomes of the NWT ELA curriculum.
- The TCSA curriculum coordinator will demonstrate and model aligning common summative assessments with essential learning outcomes during a three-day regional in-service, and data driven approaches during in-services (grades 7-12).
- Collaborative, professional learning times will occur weekly, or bi-weekly and be supported by the school-based instructional leadership team for all teachers.
- Collaborative, professional learning times will occur during job-embedded school-based coaching for all teachers.

Achieved results:

- The TCSA curriculum coordinator and school based leadership teams supported JK-9 teachers to develop common summative assessments that align with the essential learning outcomes of the NWT ELA curriculum.
- For a two and a half month period, the curriculum coordinator was reassigned to a school that was short-staffed. While there she was a member of both the PLC primary team and the elementary PLC team.
- While in the communities the curriculum coordinator met with the PLC teams and thus supported the creation of summative assessments. Elementary teams focused on essential outcomes that address comprehension strategies. Common summative assessments aligned to these outcomes and the data was tracked. The primary teachers emphasized phonological awareness.
- At the regional three-day in-services, the curriculum coordinator and the RISC modelled the aligning of essential learning outcomes to a reading assessment being developed. With their support, the teachers then proceeded to create common summative assessments for levels A to Z (Grades K to 8) in reading behaviors and comprehension, thus supporting the work of PLCs.
- At the school level, professional learning times occurred weekly in all five schools and was supported by the program support teacher and the principal.
- The in-services for grade 7-12 teachers used regional and territorial data to create responsive instructional practices.
- Tom Hierk, an expert on professional learning communities, contracted by the TCSA, offered further support twice a year at three of the five schools.

Deliver Curriculum Through an Oral Language Model

Priorities in the 2017-2018 school year:

- A team of speech and language pathologists, an early childhood coordinator and a regional literacy specialist will provide direct instruction and coaching to teachers at this grade level specifically in oral language development between 0-5 years of age and how to deliver a play-based, early learning curriculum through an oral language-rich model.
- The TCSA will provide site-specific in-service training to JK-2 teachers in early oral language development and universal cueing systems, in-class modelling and coaching to apply those cueing systems, program planning support development and deliver oral language and articulation supports and interpretation and analysis of oral language assessments.
- Families of children in these grades will be invited to participate in various oral language development awareness initiatives and family-oriented events targeting oral language friendly activities.

Achieved results:

- The regional early childhood co-ordinator and regional literacy coordinator both provided direct instruction and coaching to teachers in oral language development for children between 0-5 years of age. The

early childhood coordinator further reinforced this instruction during class visits and also at the JK/K in-service in late April.

- The use of universal cueing systems was successfully modelled in classes.
- Strategies for increasing vocabulary were shared with teachers. The TCSA provided release time for teachers and the PST to purposely plan with oral language in mind.

Moving Towards Student Centered Coaching: The Role of the PST

Priorities in the 2017-2018 school year:

- The TCSA RISC will schedule quarterly school visits to model and guide PSTs in learning to become a student-centred coach.
- The TCSA RISC will support the PSTs to transition the learning they have engaged in at the territorial level to daily practice within the scope of their school context.
- PSTs will meet via WebEx/teleconference with the RISC to engage in collaborative professional learning that extends their practice.

Achieved results:

- The TCSA RISC conducted bi-annual or more school visits to model and guide PSTs in learning to become a student centered coach.
- The RISC participated in territorial training with the PSTs to ensure consistency and support to transition the learning to their daily practice.
- The TCSA RISC facilitated monthly professional learning opportunities and meetings that allowed PSTs time to engage in collaboration professional learning that extended their practice.

Student Outcomes and Success

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

Literacy	
Priorities in the 2017-2018 school year:	<ul style="list-style-type: none">The TCSA will continue to focus on literacy development across our JK-12 classrooms through the use of balanced literacy and literacy in the disciplines territorial pilot.
Achieved results:	<ul style="list-style-type: none">The TCSA continued to provide coaching and professional development through in-servicing and school visits on the balanced literacy approach.The TCSA was supported by ECE to provide training for eight TCSA staff on the framework model of Literacy through the Disciplines pilot. This will continue to be an area of development with our junior high teachers as it has been positively received.
Data Analysis and Response to Intervention (RTI)	
Priorities in the 2017-2018 school year:	<ul style="list-style-type: none">School administrators and instructional leadership teams will learn what an RTI model is, monitoring and analyzing student achievement data, and conceptualizing appropriate tiered instruction and parent involvement mechanisms with support from the Director of Education and regional education coordinators through Webex/teleconferences and on-site school-specific meetings.TCSA schools will determine what variation of instructional interventions they will use within each tier.TCSA schools will determine which systemic assessment tools they will use to benchmark progress accordingly.TCSA schools will determine which systemic process they will use to identify a student for tiered interventions.TCSA schools will determine which communication system they will use to maintain parental engagement throughout the process.School instructional leadership team members and regional coordinators will engage with an RTI specialist to prepare for implementation of their school-based RTI program.
Achieved results:	<ul style="list-style-type: none">Individual school reports on variation of instructional interventions, tools, interventions, and communication systems:<ul style="list-style-type: none">At EMES there are three (40 minute) blocks of reading intervention time every week for each student in our school. These intervention blocks are done on a cyclical basis (approx. 6 week cycles) based on pre-assessment data completed at the beginning of every cycle. The focus continues to be on oral language, early reading skills, reading and comprehension. The TROLL (oral language) and the Fountas and Pinnell - Benchmark literacy assessment (reading) continue to be the systematic assessment tools used. EMES staff and regional coordinators are working to identify a phonological and phonemic

awareness assessment tool appropriate for our students. Teachers administer these and other school developed assessments, and use the results of these assessments to identify students for specific interventions. Teachers continue to use a variety of instructional interventions such as guided and shared reading and writing, universal cueing systems for promoting oral language. Parent and family literacy days have happened on a monthly basis at the EMES library.

- At CJBS the approach differed in each division: Elementary started the year with 3 blocks of 45 minutes Wed-Friday to focus on a whole elementary approach to literacy and reading levels. TROLL (oral language) and Fountas and Pinnell (reading) were used make targeted and focused intervention approaches. The initial data was analyzed and students were grouped accordingly into: play-based, oral language, pre-reading, and beginning reading. Throughout the PLC process, the data and resulting groups were revisited on a 5 week cycle. All EAs, teachers, and PSTs are part of these intervention blocks and have been placed in the schedules. PLC teams have decided to increase to 5 blocks next year to provide them with a collaborative team approach to help students improve reading.
- Junior High- The Junior High allotted 4 blocks of 45 minutes for tier two interventions. It took longer for the process to be worked out and planned. It was recognized early on that behaviour interventions were required alongside the academic interventions. Using Fountas and Pinnell reading assessments, students were targeted for specific reading interventions. A program called Corrective Reading began part of their targeted intervention. Next year, the PSTs and the teachers will continue to build upon their effective instructional practices.
- Senior High- Senior High allotted 4 blocks of 30 minutes for tier two interventions. Throughout the year there arose a need to revisit and refocus interventions. Students initially met with homeroom teachers to review their report cards and progress updates, and choose appropriate areas for interventions. It became evident early on that intervention groups needed to be more targeted by data. Teacher and students used data (attendance, weekly discussions, report cards, progress reports), to identify specific areas for interventions. Part of the shift was that the Senior High started to meet as whole collaborative team each week to update the data and revisit the approaches being used. The new intervention teams were based on student need. For example, there were academic groups around subject areas and also an attendance group, a literacy group, and a behaviour group. Next year, teams will continue with the process as well as increase focus on attendance and positive behavioral strategies for learning.
- Using Fountas and Pinnell, TROLL, and teacher generated formative and summative data, MCS has initiated tier two interventions, where every student receives 45 minutes/day WIN (Whatever Is Needed) session based on their particular need. To date this has focused on

reading intervention to support student reading fluency, comprehension, and vocabulary. Literacy is taught across the disciplines in recognition of its vital role in learning.

- Using the data from reading assessments, phonemic awareness assessments, and math pre-assessments created by the school, AAS has created ability based groups for tier two interventions in reading and mathematics. Intervention groups are led by a teacher other than the classroom teacher, thus more students get to know each other. AAS has established a tier three intervention group in reading for the students in grades one and two. Fountas & Pinnell reading assessments, PM Benchmarking reading assessments, PASS Test assessment for phonemic awareness, and TROLL assessments are used to establish these tiered reading interventions. A locally developed math assessment has been used to measure progress during each unit. These assessments were analyzed during our 6-week long PLC cycles, and will be improved upon next year.
- JWGS is working at the tier 1 level. There is differentiating instruction for every student in every class. The instruction is supported by student support plans for speech and language, and assessments (TROLL, Fountas and Pinnell, ARW and other classroom assessments like oral language checklist, sound symbols, letter recognition and phonological awareness). Resource materials were purchased to support the implementation of tier 1 instructional interventions. These resources together with guided/shared reading strategies, universal cueing systems for oral language, and collaboration with the JK/K curriculum coordinator and RISC have provided the foundation for the tier 1. Parent communication has included home visits, open house, casual parent contact when needed and meetings with the SBST if required.

TCSA Attendance Initiative

Priorities in the 2017-2018 school year:	<ul style="list-style-type: none"> ● The TCSA will implement a multipronged attendance initiative which will support regular school attendance.
Achieved results:	<ul style="list-style-type: none"> ● Attendance initiatives were designed by each school to suit their particular needs: <ul style="list-style-type: none"> ○ At EMES, as part of our tier 1 social, emotional, physical and academic goals, we have designated soft spots in our classrooms. We have also prioritized a healthy breakfast and snack program to encourage students to come to school. By creating a safe and caring environment students feel welcomed in the school. ○ At CJBS phone calls were made from the office regarding attendance - specifically targeting the beginning of both semesters. Assemblies focused on attendance and the effects of good attendance on success in school- JK to Grade 12. Positive messaging in the media has been started and will continue to expand. Senior High used time in their intervention blocks to target attendance

and success in high school courses (specific group with a focus on attendance tied to wellness issues and a holistic approach to why students are not attending school). This will also be further developed next year. At CJBS the attendance initiative has focused on junior and senior secondary students. We have designated 'soft spots' throughout the school, and in particular a classroom that students can access as a deterrent to leaving school early, or as a soft start to the day. These 'soft spots' create a space that is safe for students to access peer/staff support, a quiet space to self-regulate, and promote the school as a safe place.

- At MCS teachers send absence lists to the office twice a day and every effort is made to contact home to establish communication with parents/guardians. During the phone call and at every opportunity, formal and casual, the importance of regular and punctual attendance is stressed with students, parents, and the local government. The school has had a wide variety of guest speakers, counsellors and community elders and leaders visit the school to support attendance.
- At JWGS the attendance initiative has focused on the senior high. This year, JWGS made changes to the high school schedules in order to offer a full year Literacy and Math course. The hope was to encourage greater understanding and success with less anxiety. Students and teachers reported the longer offering gave them time to provide instruction to where there were substantial gaps, and was a stress relief for the students. Students were able to work at a slower pace and hence have the opportunity to achieve higher results. This in turn encouraged them to attend more regularly as they were experiencing success working at their level. For the JK- 12 attendance program, phone calls are made every day to encourage attendance. If there was a chronic problem, home visits were made or help from the community counsellor was arranged. The breakfast, morning snack and after school library food programs also helped to encourage attendance. To celebrate parents that helped their children attend over 90%, JWGS hosted a dinner for parents and their children.
- AAS created a school policy to call home within 30 minutes of the morning and noon start, if a student was absent. This has resulted in students coming to school late rather than being absent. The school has set up 'calm down' areas around the school to allow students to self-regulate rather than avoid or leave school. As AAS is a small school, students often are given choice that ensure the school is a comfortable and safe environment for learning. Above all, students are part of the conversation and encouraged to take ownership of and advocate for the school.

Human Resources Management

School Staff Recruitment and Retention

Tł'chǫ Community Services Agency 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.

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	5.50	-	2.0	-	-	1.0	-	-	9.5
	CJBS	-	22.87	-	1.0	5.0	-	3.5	1.0	-
	EMES	-	14.74	-	1.0	2.0	-	1.0	-	33.37
	MCS	-	9.87	-	1.0	1.5	-	-	-	18.74
	JWGS	-	6.87	-	0.87	1.0	-	-	-	12.37
	AAS	-	2.5	-	0.87	0.63	-	-	-	8.74
TOTAL		5.50	56.85	2.0	4.53	10.13	1.0	4.4	1.0	-
Actual	Regional Office	7.0		2.0			1.0			10.0
	CJBS		20.87		2.0	4.0		3.5	1.0	31.37
	EMES		13.70		1.0	2.0		1.0		17.7
	MCS		9.87		1.0	1.5				12.37
	JWGS		6.87		1.0	1.0				8.87
	AAS		3.50		0.87	0.63				5.0
TOTAL		7.0	54.81	2.0	5.87	9.13	1.0	4.5	1.0	85.31

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

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 ³		Support Assistants		Wellness Counsellors		Magnet Facilities		Total IS Staff		Total AL Staff	
	B‡	A**	B	A	B	A	B	A	B	A	B	A	B	A
Regional Office	1.0	1.0	-	-	-	-	-	-	-	-	1.0	1.0	2.5	2.5
CJBS	-	-	3.0	3.0	5.20	5.20	1.0	1.0	-	-	9.20	8.35	2.87	2.87
EMES	-	-	2.0	2.0	5.22	5.22	1.0	1.0	-	-	8.22	8.22	3.87	3.87
MCS	-	-	1.0	1.0	1.74	1.74	-	-	-	-	2.74	2.74	1.00	1.00
JWGS	-	-	1.0	1.0	1.74	0.87	-	-	-	-	2.74	2.74	0.87	0.87
AAS	-	-	0.5	0.5	-	-	-	-	-	-	0.50	0.5	1.00	1.00
TOTAL	1.0	1.0	7.5	7.5	13.90	13.03	2.0	2.0	-	-	24.40	23.55	12.11	12.11

Note: B‡ - budgeted; A** - actual.

Note: In actuality, the TCSA staffed 17.38 (PY) Support Assistants since in addition to what is noted above, there were 4.35 PY support assistants staffed specifically in the junior / senior kindergarten classrooms across our region. The breakdown for those were: 1.74 at Elizabeth Mackenzie Elementary School, 0.87 at Chief Jimmy Bruneau School, 0.87 at Mezi Community School, and 0.87 at Jean Wetrade Gameti School. Accordingly, the Actual Inclusive Schooling staff figures "on the ground" were 27.90 PYs for the 2017-2018 school year.

The junior/senior kindergarten support assistant positions were coded to the Territorial Schools block of the Education budget for the 2017-2018 school year: they will be coded to the Inclusive Schooling block of the Education Budget for the 2018-2019 school year.

³ Program Support Teachers contribute to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to 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.

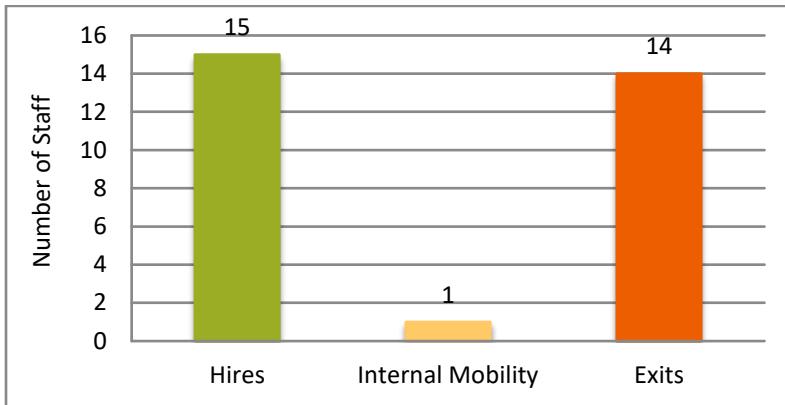
Table 6: Compliance of Program Support Teachers and Support Assistants staffing with the *Ministerial Directive on Inclusive Schooling*, by school.

	Program Support Teachers	Support Assistants	Where not in compliance:	
			Reason(s) for noncompliance	Strategies used to mitigate effects of noncompliance
Chief Jimmy Bruneau School	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	Redistributed 0.25 PY from CJBS to increase the number of PY PSTs at EMES to an even 2.0 PYs.	
Elizabeth Mackenzie Elementary School	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	Allocated 1.72 PY PSTs - actually staffed 2.0 PY PSTs (as noted above)	
Mezi Community School	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Noncompliant	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Noncompliant	Allocated 2.31 PY for SAs and 1.22 PYs PST at MCS. Staffed 2.0 SAs and 1.0 PST then redistributed remaining funding to increase SA support at EMES.	
Jean Wetrade Gameti School	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	Compliant	
Alexis Arrowmaker School	<input checked="" type="checkbox"/> Compliant <input type="checkbox"/> Noncompliant	<input type="checkbox"/> Compliant <input checked="" type="checkbox"/> Noncompliant	Funded for 0.33 PY support assistant - none staffed.	

Staffing Actions

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

Figure 1: Education Staffing Actions.



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

The TCSA saw 14 staff members leave our education system through the natural process of attrition this year. To address our staffing needs moving forward we are promoting from within for principal positions and strategically re-assigning qualified educators when a program support teacher position comes available, thus building capacity without our existing organization. For those positions that do need to be filled through a staffing competition we have moved to include assignments as part of our competition process and have revised our interview process to connect directly to key educational initiatives and projects that align to regional and territorial priorities.

Completion of Staff Evaluations

All education staff is 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, 21 education staff in the Tłı̨chǫ Community Services Agency 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
21	21	21	100%

Appendix A: Audited Financial Statements

**TLICHO COMMUNIY SERVICES AGENCY
EDUCATION DIVISION
Behchoko, NT**

**Non-Consolidated Report on Revenue and Expenses
and Accumulated Surplus
For the Year Ended June 30, 2018**

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Tlicho Community Services Agency

Management Discussion and Analysis June 30, 2018

Introduction

The Tlicho Community Services Agency (TCSA) is a unique organization in the Northwest Territories in two significant ways.

Firstly, it is a Government of the Northwest Territories Agency, while incorporating the values and principles of the Tlicho people and having the longer term objective of transforming itself into an agency of the Tlicho Government.

Secondly, the Agency is the only one in the Northwest Territories to deliver both the health and social services as well as the education programs under one entity.

The advantage of the TCSA model is it has the ability to effectively integrate the delivery of the health and education programs, especially when it comes to early childhood development.

The Agency's mission statement "Strong Like Two People" was developed to ensure that the TCSA is committed to the development of a continuum of care that will return control of education, health and social programs and services to the people of our communities, support them in the task of strengthening their families, promote the knowledge and skills they need to survive today and model the values they need to live in harmony with their families, our communities and our land.

The TCSA serves a population of approximately four thousand people (4,000) in the communities of Behchoko, Whati, Gameti and Wekweeti. The TCSA delivers its education programs through five schools from Junior kindergarten to grade 12. In fiscal 2017-2018, we had 862 students enrolled in school.

As a result of the Agency delivering both the health and education programs, it also is accountable to both the Government of the Northwest Territories departments of health and education, which have two different fiscal year ends. The Agency prepares annual audited financial statements for health and education as at March 31 which is the Government of the Northwest Territories fiscal year end, as well as these audited reports for the department of education's fiscal year ending June 30.

The Agency has a dedicated workforce of approximately 110 employees in the delivery of school programs, and administers up to 30 contracted services providers in the region. Salaries and benefits are the key cost drivers for education, and represent 81% of budgeted expenditures.

Operating Environment

The Agency faces many challenges. Society is changing, our workforce is changing, so to ensure our children and youth have everything they need to become productive, self-sufficient, and successful members of society our schools must change as well: we must teach students how to think, how to analyze, and how to solve problems. In



Tlicho Community Services Agency

the Northwest Territories, and within the Tlicho region, teachers are changing how they teach, principals are changing how they lead, and school boards are changing the nature and depth of their involvement so that our schools are fully supported in affecting positive changes in developing 21st century leaders.

The major challenge is to bring students up to education levels equal to or exceeding national standards across Canada. This will take time, resources and a strategic plan to achieve. The TCSA continues with its plan, and has established specific measurable goals and objectives to reach its targets.

These goals can be summarized under the four main pillars of education in the Tlicho region.

- (1) *To improve student success in reading and literature.*
- (2) *To contribute to the revitalization, maintenance and promotion of Tlicho language and culture.*
- (3) *To develop learning environments that promote the acquisition of 21st Century skills in contextually relevant ways.*
- (4) *To ensure all students have an equal opportunity to succeed.*

Financial Condition

The School Operations of the Agency are on a solid footing. Education funding for the Agency is based on a formula, with enrollment numbers each year being the key driver.

Due to previous years enrollment increases and additional 3rd party funding received in previous years, the Agency entered the year with an opening surplus of \$ 1.3 million.

The annual budgeted revenue education for fiscal 2017-2018 was \$ 17,703,688, budgeted expenses were \$18,477,300 and the budgeted deficit was \$ 773,612.

As of June 30, 2018, the TCSA had an operating surplus in education of \$ 821,858 thereby increasing accumulated operating surplus to \$2,197,337. The reason for surplus is that several budgeted positions were unfilled during the school year.

The Agency has a dedicated workforce of approximately 110 employees in the delivery of school programs, and administers numerous contracted services providers in the region. Salaries and benefits are the key cost drivers for education, and represent over 81 % of budgeted expenditures.

Education programs are delivered under the main categories of territorial schools, aboriginal languages, inclusive schooling and infrastructure services. Each school principal is responsible for managing his/her expenditures. Schools that do not spend their entire budget can carry forward their surpluses, and schools who overspend must repay the deficits to the Agency.



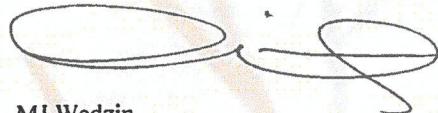
Tlicho Community Services Agency

Summary

In fiscal 2017-2018, the TCSA celebrated the graduation of 20 students obtaining their grade 12.

We will continue to work with the Government of the Northwest Territories and the Tlicho Government on improving education results by following our strategic plan and the four pillars of education.

We have the capable people in place who are both strong in their culture and prepared for a changing economic landscape. Like in the rest of Canada, a new economy is emerging that demands workers with “21st century skills.” This means high school graduates who have the knowledge, skills, and abilities to think critically, to problem-solve and to communicate effectively. At the foundation of each of these skills is the ability to read and write effectively. Reading is the most crucial skill for success in school and throughout life.



MJ Wedzin
Manager of Financial Services
Tlicho Community Services Agency

Dq Nake Lanì Nàts'etso • Strong Like Two People



Tłı̨chǫ Community Services Agency

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

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

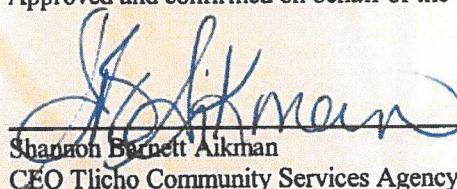
The Management Discussion & Analysis, Non-Consolidated report on Revenue and Expenses and Accumulated Surplus, Schedules and Notes herein submitted have been reviewed by management. They provide full disclosure and accurately reflect the financial and non-financial condition of the Agency in all material respects and in accordance with Canadian Public Sector Accounting Standards (CPSAS) relevant to preparing such a financial statement 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 Tlicho Community Services Agency - Education Division have been conducted within the statutory powers of the Education Body. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the Education Act, Financial Administration Act, CPSAS, FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Education Body Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

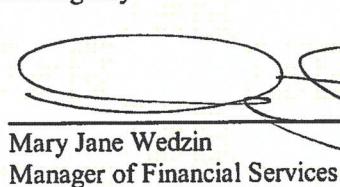
Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results,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

Avery Cooper & Co. Ltd. annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statement 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 Tlicho Community Services Agency


Shannon Bennett Aikhan
CEO Tlicho Community Services Agency

September 24 2018


Mary Jane Wedzin
Manager of Financial Services

Dø Nàke Lanì Nàts'etso · Strong Like Two People



AVERY COOPER & CO. LTD.

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INDEPENDENT AUDITORS' REPORT

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

Report on the Non-Consolidated Financial Statement

We have audited the accompanying Non-Consolidated Report on the Revenue and Expenses and Accumulated Surplus for the Tlicho Community Services Agency - Education Division, and a summary of significant accounting policies and other explanatory information (together "the financial statement") for the year ended June 30, 2018.

Management's Responsibility for the Non-Consolidated Financial Statement

Management is responsible for the preparation and fair presentation of the non-consolidated financial statement in accordance with those requirement of Canadian public sector accounting standards relevant to preparing such a financial statement, and for such internal control as management determines is necessary to enable the preparation of the financial statement that is free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on the non-consolidated financial statement 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 financial statement is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the non-consolidated financial statement. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the non-consolidated financial statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the non-consolidated financial statement in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of 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 financial statement.

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

Basis for Qualification

The GNWT is responsible for the calculation and distribution of the salaries and benefits paid to the Agency's employees. The wages and benefits information that appears on the statement of revenue and expenses is limited to the information provided by the department, the accuracy of which is not susceptible to complete audit verification. We have satisfied ourselves that the payroll information provided by the GNWT was accurately reflected in the Agency's records.

Qualified Opinion

In our opinion, except for the matter described in the Basis for Qualified opinion paragraph, the non-consolidated financial statement presents fairly, in all material respects, the results of operations for the year ended June 30, 2018 in accordance with Canadian public sector accounting standards relevant to preparing such a financial statement.



AVERY COOPER IS A MEMBER OF MSI, AN INTERNATIONAL ASSOCIATION OF INDEPENDENT PROFESSIONAL FIRMS

Report on Other Legal and Regulatory Requirements

We further report, in accordance with the Financial Administration Act, in our opinion, proper books of account have been kept by the Tlicho Community Services Agency, the non-consolidated financial statement is in agreement therewith and the transactions that have come under our notice have, in all significant respects, been within the statutory powers of the Agency.

Other Matter

Our audit was conducted for the purposes of forming an opinion on the non-consolidated financial statement of Tlicho Community Services Agency, Education Division, taken as a whole. The supplementary information included on Schedules 1 to 38 is presented for purposes of additional information and is not a required part of the non-consolidated financial statement. Such supplementary information has been subjected to the auditing procedures applied only to the extent necessary to express an opinion in the audit of the non-consolidated financial statement taken as a whole.

Avery Cooper & Co. Ltd.

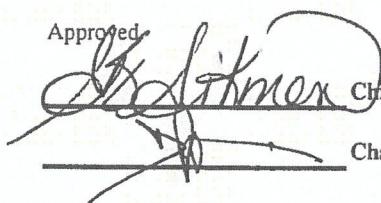
Avery Cooper & Co Ltd.
Chartered Professional Accountants
Yellowknife, NT

September 24, 2018

Tlicho Community Services Agency
Statement of Operations
For the Year Ended June 30, 2018

	2017-2018	2017-2018	2016-2017
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
ECE Regular contributions	\$ 17,373,688	17,488,051	16,835,893
Teaching and Learning Centres	60,000	269,000	54,308
ECE Other Contributions	140,000	177,393	143,474
Total ECE (Note 8)	<u>17,573,688</u>	<u>17,934,444</u>	<u>17,033,674</u>
GNWT Other Contributions (Note 9)	76,600	138,802	138,298
Total GNWT	<u>17,650,288</u>	<u>18,073,245</u>	<u>17,171,972</u>
BOARD GENERATED FUNDS			
Investment income	30,000	39,494	21,081
Donation	-	100	7,011
Other (Note 10)	23,400	328,939	378,086
Total generated funds	<u>53,400</u>	<u>368,533</u>	<u>406,177</u>
TOTAL REVENUES	<u>17,703,688</u>	<u>18,441,778</u>	<u>17,578,150</u>
<u>EXPENSES</u>			
Aboriginal language/Cultural Programs (schedule)	1,967,203	2,221,871	1,976,277
Administration	1,321,771	952,720	1,328,810
Inclusive Schooling (schedule)	3,233,761	2,840,239	2,716,990
School Programs	11,654,565	10,977,095	11,116,290
Operations and Maintenance	-	-	157,424
Amortization (incl. in school program)	-	-	24,760
Other	300,000	627,994	525,905
TOTAL EXPENSES (Note 15)	<u>18,477,300</u>	<u>17,619,920</u>	<u>17,846,457</u>
OPERATING SURPLUS (DEFICIT)	<u>\$ (773,612)</u>	<u>821,858</u>	<u>(268,307)</u>
Opening Accumulated Surplus/(Deficit)	\$ 1,375,478	1,375,478	1,643,785
Closing Accumulated Surplus/(Deficit)	<u>\$ 601,866</u>	<u>2,197,337</u>	<u>1,375,478</u>

Approved



Chief Executive Officer

Chairperson

**TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES**
For the Year Ended June 30, 2018

NOTE 1 NATURE OF ORGANIZATION

The Tlicho Community Services Agency (TCSA) was established under the Tlicho Agreement by order of the Minister effective August 4, 2005. Its purpose is to administer and maintain the standards of health and educational programs defined under the Act in the Member communities of the Tlicho Region.

The agency was formally the Dogrib Community Services Agency and all assets and liabilities of the DCSB were transferred to the TCSA effective August 4, 2005.

Member communities have formed Community Service Authorities (CSA) which have assumed the responsibility to provide sufficient educational programs within their respective communities of Behchoko, Gameti, Wekwezi and Whati. This financial report includes the accounts of Tlicho Community Services Agency - Education Division (TCSA), and the five schools of the CSA's including Chief Jimmy Bruneau School, Elizabeth Mackenzie Elementary School, Mezi Community School, Jean Wetrade Gameti School, and Alexis Arrowmaker School. All inter-entity balances have been eliminated.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

This financial report has been prepared in accordance to Canadian public sector accounting standards relevant to the report of revenue and expenses. The financial report has, in management's opinion, been properly prepared with reasonable limits of materiality. Requirements of the Education Act are also taken into consideration in preparation of the statement and related notes. The basis of accounting refers to the timing of when revenue and expenses items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under this basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

b) Non-Consolidated Report

This report includes only the revenue and expenses of the TCSA - Education Division. Asset, Liability and Equity balances of the organization are not reflected herein. The operations of Health and Social Services are not included in these reports and as such are non-consolidated.

c) Capital Assets

All buildings and works, furniture, equipment and vehicles valued in excess of \$50,000 and purchased with the GNWT capital funds are the property of the GNWT. The Minister grants to the Agency full occupancy and use of such facilities and equipment required for the administration and delivery of the education programs within the division. Assets in excess of \$50,000 must be reported and amortized at the following rates:

Class and Rate: Mobile and Heavy Equipment (School Busses) 7-15 years

d) Infrastructure

Any surplus on personnel, utilities and leases infrastructure funding at the end of June is recorded as payable to the GNWT. Net deficits are not shown as receivable since recovery is contingent on legislative approval.

TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

e) Budget Data

The Education Act of the NWT requires that the Agency prepare an annual budget, as outlined in Sections 128 and 129. The priorities and funding allocations are determined by the Agency and the budget is then legally adopted by a motion of the Agency in accordance with Section 135(3) of the Education Act.

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

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

The budget may be amended within a given fiscal year in accordance with Agency policy, regulations and approved budget procedures. The budget data presented in the non-consolidated statement reflects the Minister approved budget for the school year.

f) School Funds

The Agency administers the funds for the five schools in the region. The expenses of the schools are included in the total expenses reported in the statement of revenue and expenses. Each year the schools are allocated a budget and funds are held by the Agency and released based on approvals from the school principals.

g) Measurement Uncertainty

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

h) 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.

**TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION**
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

h) Revenue Recognition - cont'd

GNWT - Regular Contributions:

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

Other Contributions:

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

i) Employee Salary and Benefits

Salary expenses including vacation and leave benefits are accrued based on the NWT TA and GNWT Collective Agreements. Salary accrued to June 30th will be paid in July. As such the July amounts are accrued at June 30th.

i) Financial Instruments

The Agency classifies its financial instruments at cost or amortized cost.

The Agency's accounting policy for this financial instrument category is as follows:

This category includes cash, accounts receivable, accounts payable and accrued liabilities, payroll liabilities and deferred revenues. They are initially recorded at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instruments.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the write-down being recognized in the statement of operations.

NOTE 3 TANGIBLE CAPITAL ASSETS

	Cost	Accumulated Amortization	Net Book Value 2018	Net Book Value 2017
Mobile Equipment	\$ 173,318	\$ 173,318	\$ -	\$ 24,760

TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

NOTE 4 OTHER EMPLOYEE FUTURE BENEFITS AND COMPENSATED ABSENCES

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

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

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

Valuation results

The actuarial valuation was completed as at March 31, 2018. The effective date of the next actuarial valuation is March 31, 2019. The liabilities are actuarially determined as the present value of the accrued benefits at March 31 2018. An extrapolation to June 30, 2018 of the valuation results as at March 31, 2017 was completed based on the benefit provisions as at March 31, 2018. The membership data was provided as at February 17, 2017. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the consolidated Government.

	Severance and Removal	Compensated Absences	2018	2017
Changes in Obligation				
Accrued Benefit Obligation beginning of Year	\$ 841,349	\$ 226,132	\$ 1,067,481	\$ 934,612
Current Period Benefit Cost	47,053	18,084	65,137	60,182
Interest Accrued	25,192	7,117	32,309	28,080
Benefits Payments	(68,874)	(60,127)	(129,001)	(61,498)
Plan Amendment	-	-	-	-
Actuarial (Gain)/Loss	(201,516)	(3,129)	(204,645)	106,104
Accrued Benefit Obligation End of Year	643,204	188,077	831,281	1,067,480
Unamortized Net Actuarial Gain	602,631	71,237	673,869	541,162
Net Future Obligation	1,245,835	259,314	1,505,150	1,608,642
Other Employee Future Benefits	-	-	-	-
Other Compensated Absences	-	-	-	-
Future Benefits and	\$ 1,245,835	\$ 259,314	\$ 1,505,150	\$ 1,608,642

Benefits Expense

Current Period Benefit Cost	\$ 47,053	\$ 18,084	\$ 65,137	\$ 60,182
Interest Accrued	25,192	7,117	32,309	28,080
Plan Amendments	-	-	-	-
Amortization of Actuarial Gains	(60,918)	(11,019)	(71,937)	(85,167)
\$ 11,327	\$ 14,182	\$ 25,509	\$ 3,095	

TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

NOTE 4 OTHER EMPLOYEE FUTURE BENEFITS AND COMPENSTATED ABSENCES (cont.'d)

The discount rate used to determine the accrued benefits obligation is an average of 3.80% and salary scale of 2% per annum.
The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
2018	\$ 108,138	\$ 36,016	\$ 144,154
2019	82,456	28,102	110,558
2020	75,822	24,513	100,335
2021	75,975	21,630	97,605
2022	60,152	16,921	77,073
	\$ 402,543	\$ 127,182	\$ 529,725

NOTE 5 SCHOOL FUNDS ON HAND

	2018	2017
Chief Jimmy Bruneau School	\$ -	\$ -
Mezi Community School	-	-
Jean Wetrade Gameti School	-	-
Elizabeth Mackenzie Elementary School	-	-
Alexis Arrowmaker School	-	-
	\$ -	\$ -

Tlicho schools are allocated controllable funds at the beginning of the school year based on a budget. The budget may be revised during the year. These funds are administered by the TCSA and expenses approved by the principals.

All surpluses and deficits of the schools have been consolidated into the TCSA operations.

NOTE 6 CONTRIBUTIONS REPAYABLE

	2018	2017
GNWT ECE	\$ -	\$ -
	\$ -	\$ -

NOTE 7 DEFERRED REVENUE

	2018	2017
Ekati Cultural Programs	\$ 71,830	\$ 98,011
Breakfast For Learning	-	1,927
Food First Foundation	-	1,147
Breakfast Club	2,701	-
Other	8,921	18,454
	\$ 83,452	\$ 119,539

TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

NOTE 8 ECE REVENUE

	Budget		
	2018	2018	2017
Territorial Schools	\$ 12,097,517	\$ 12,173,976	\$ 11,503,842
Inclusive Schooling	2,792,301	2,836,706.00	2,802,381.00
Admin and School Services	939,455	938,982	1,023,000
Ab Languages & Culture	1,544,415	1,538,387	1,506,670
	17,373,688	17,488,051	16,835,893
Teaching and Learning Centres	60,000	269,000	54,308
Public Library	140,000	136,268	136,474
LMAPD	-	35,125	-
Self Regulation	-	6,000	7,000
	140,000	177,393	143,474
	\$ 17,573,688	\$ 17,934,444	\$ 17,033,674

NOTE 9 GNWT OTHER REVENUE/CONTRIBUTION

	Budget		
	2018	2018	2017
GNWT - Health and Social Services	\$ -	\$ 10,448	\$ 9,674
GNWT - Industry, Tourism & Investment	-	37,700	32,000
GNWT - Municipal and Community Affairs	76,600	76,600	76,500
GNWT - Municipal and Community Affairs	-	5,000	6,000
GNWT - Municipal and Community Affairs	-	8,000	8,000
GNWT - Municipal and Community Affairs	-	1,054	2,124
GNWT - Minister Responsible for Women	-	-	4,000
	\$ 76,600	\$ 138,802	\$ 138,298

NOTE 10 OTHER REVENUE

	Budget		
	2018	2018	2017
BHP/Dominion Diamond Ekati Corp.	\$ -	\$ 151,181	\$ 125,000
BHP/Dominion Diamond Ekati Corp. transfer from Deferred	-	-	89,219
BHP/Dominion Diamond Ekati Corp. transfer to Deferred	-	-	(98,011)
Breakfast for Learning/PC Children Charity	23,400	21,927	31,927
Food First Foundation	-	4,163	22,902
NWT Literacy	-	-	3,500
NWTTA - Student Success Initiatives	-	28,537	55,719
Tide Canada Culture	-	10,000	-
Tlicho Government	-	46,068	34,097
Mackenzie Recreation Assoc.	-	5,000	-
Breakfast Club	-	10,399	-
Miscellaneous	-	51,665	113,733
	\$ 23,400	\$ 328,939	\$ 378,085

TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

NOTE 11 RELATED PARTY TRANSACTIONS

The Agency is related, in terms of common ownership, to all GNWT created departments, agencies and corporations. The Agency enters into transactions with these entities in the normal course of operations. The Agency is provided with various administrative services by the GNWT, the value of which is not reflected in this non-consolidated financial statement. The administrative costs include legal services by the Department of Justice, insurance coverage, payroll services and internal audit services by the Department of Finance and utilities and maintenance by Public Works and Services. Transactions with related parties not disclosed elsewhere in the non-consolidated financial statement is disclosed in this note if applicable.

	2018	2017
Revenue from related parties:		
Government of the Northwest Territories		
Department of Education, Culture & Employment	\$ 17,934,444	\$ 17,033,674
Department of Health and Social Services	10,448	9,674
Department of Industry, Tourism & Investment	37,700	32,000
Department of Municipal and Community Affairs	90,654	92,624
Minister Responsible for Women	-	4,000
Expenses from related parties:		
Accounts Payable to related parties:		
Accounts Receivable from related parties:		
Government of the Northwest Territories		
Department of Education, Culture & Employment	45,854.48	49,586.94

NOTE 12 BUDGET AMOUNTS

The Education Act of the Northwest Territories requires that Education Bodies prepare an annual budget as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Agency.

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

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

NOTE 13 ECONOMIC DEPENDENCE

The Tlicho Community Services Agency - Education Division receives its funding primarily from the GNWT. If the funding arrangements were to change management is of the opinion that the Tlicho Community Services Agency - Education Division operations would be significantly affected.

NOTE 14 PRIOR YEAR FIGURES

The financial statement has been reclassified, where applicable, to conform to the presentation used in the current year. The changes do not affect prior year surplus.

	2018	2017
Compensation	\$ 14,351,982	\$ 14,950,770
Other	3,267,938	2,895,686
Total	\$ 17,619,920	\$ 17,846,456

TLICHO COMMUNITY SERVICES AGENCY
EDUCATION DIVISION
NOTES TO THE NON - CONSOLIDATED REPORT ON REVENUE AND EXPENSES
For the Year Ended June 30, 2018

NOTE 16 FINANCIAL INSTRUMENTS

The Agency is exposed to credit and liquidity risks from its financial instruments. Qualitative and quantitative analysis of the significant risk from the Agency's financial instruments by type of risk is provided below:

(i) Credit risk

Credit risk is the risk of financial loss to the Agency if a debtor fails to make payments of interest and principal when due. The Agency is exposed to this risk relating to its, cash, special purpose funds, trust assets and accounts receivable.

The Agency holds its cash, special purpose funds and trust assets deposits in trust accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation.

Accounts receivable are due from various governments, government agencies, corporations and individuals. Credit risk related to accounts receivable is mitigated by internal controls as well policies and oversight over arrears for ultimate collection. Management has determined that a portion of accounts receivable are impaired based on specific identification as well as age of receivables.

Concentration of credit risk

Concentration of credit risk is the risk that a customer(s) has a significant portion (more than ten percent) of the total accounts receivable balance and thus there is a higher risk to the Agency in the event of a default. The Agency does have concentration risk. At March 31, 2018, receivables from the GNWT and related parties accounted for 50% of the total outstanding accounts receivables. The Agency reduces this risk by monitoring overdue balances.

The Agency also has concentration risk of credit risk as deposits are held in one Canadian chartered bank.

(ii) Liquidity Risk

Liquidity risk is the risk that the Agency will not be able to meet all cash outflow obligations as they come due. The Agency mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise.

Schedule 1

Tlicho Community Services Agency
Details of Expenses
For the Year Ended June 30, 2018

	Aboriginal Language/Cultural Program	Administration	Inclusive Schooling	School Programs	Others	TOTAL
SALARIES						
Teachers' Salaries	\$ 885,686		\$ 1,022,624	\$ 7,112,279		\$ 9,020,589
Instruction Assistants	248,382		1,095,571	340,210		1,684,162
Non Instruction Staff	495,190	905,922	307,728	1,978,366		3,687,205
Board/Trustee Honoraria		25,578				25,578
EMPLOYEE BENEFITS						
Employee Benefits/Allowance	-	(231,854)		166,300	-	(65,553)
Leave & Termination Benefits						-
SERVICES PURCHASED/CONTRACTED						
Professional/Technical Services						-
Postage/Communication	1,693	54,098		94,289		150,080
Utilities						-
Travel/Training	125,862	34,183	139,359	66,106	90,380	455,889
Student Transportation (Bussing)				150,582		150,582
Advertising/Printing/Publishing				1,985		1,985
Maintenance/Repair	4,355	679	-	5,448		10,482
Rentals/Leases	2,132	13,823		95,951		111,906
Other Contracted Services	207,553	119,920	160,686	216,745	245,152	950,057
MATERIALS/SUPPLIES/FREIGHT						
Materials	250,385	28,363	113,934	689,975	292,462	1,375,119
Freight	634	2,008	338	34,099		37,079
AMORTIZATION				24,760		24,760
TOTAL	\$ 2,221,871	\$ 952,720	\$ 2,840,239	\$ 10,977,095	\$ 627,994	\$ 17,619,920

**Tlicho Community Services Agency
Aboriginal Languages and Culture-Based Education Expenses
For the Year Ended June 30, 2018**

Schedule 2

SALARIES/HONORARIA

	Student Instruction	Teaching/ Learning Resources	Professional Development	School Activities and integrated Community Programs	Total
ALCBE Teachers	\$ 885,686	\$ -	\$ -	\$ -	\$ 885,686
Language Consultants					-
Instruction Assistants	248,382				248,382
Non Instructional Staff	495,190				495,190
Honoraria					-
Elders in Schools	46,375				46,375

EMPLOYEE BENEFITS

Employee Benefits/Allowances				
------------------------------	--	--	--	--

SERVICES PURCHASED/CONTRACTED

Professional / Technical Services				-
Travel / Training	58,593	67,269		125,862
Student Transportation (Bussing)				-
Advertising / Printing / Publishing				-
Maintenance Repair	4,355			4,355
Rentals / Leases	2,132			2,132
Other Contracted Services	148,737	12,171		160,907

MATERIALS/SUPPLIES/FREIGHT

Materials	51,468	200,881		252,349
Freight	634			634
Total	\$ 1,941,550	\$ 280,321	\$ -	\$ 2,221,871

**Tlicho Community Services Agency
Aboriginal Languages (contributions)
For the Year Ended June 30, 2018**

Schedule 3

	July 1 to March 31	April 1 to June 30	Total
Contribution Agreement			
Aboriginal Languages			
Revenues			
Funding Received	269,000	-	269,000
Total Funding	\$ 269,000	\$ -	\$ 269,000
Expenses			
Salaries	-	-	-
Other O & M	64,943	215,504	280,447
Total Expenses	\$ 64,943	\$ 215,504	\$ 280,447
Net Surplus/(Deficit)			\$ (11,447)

Tlicho Community Services Agency
Inclusive Schooling Expenses
For the Year Ended June 30, 2018

Schedule 4

SALARIES

	General Inclusive Schooling	Staff Development	Assistive Technology	Magnet Facilities	Total
Regional Coordinator	\$ 307,728	\$ -	\$ -	\$ -	\$ 307,728
Program Support Teachers	1,022,624				1,022,624
Support Assistants	1,095,571				1,095,571

EMPLOYEE BENEFITS

Employee Benefits/Allowance					
-----------------------------	--	--	--	--	--

SERVICES PURCHASED/CONTRACTED

Professional / Technical Services					-
Travel	16,431	122,928			139,359
Student Transportation (Bussing)					-
Advertising / Printing / Publishing					-
Maintence / Repair					-
Rentals / Leases					-
Other Contracted Services	160,686				160,686

MATERIALS/SUPPLIES/FREIGHT

Materials	113,934				113,934
Freight	338				338

Total	\$ 2,717,312	\$ 122,928	\$ -	\$ -	\$ 2,840,239
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**Tlicho Community Services Agency
Student Success Initiative Projects
For the Year Ended June 30, 2018**

Schedule 5

**NWT Student Success Initiative
Professional Developmenty Initiative
NWT SSI Projects**

2017-18

Revenue

Education, Culture and Employment	\$ 55,000
NWT TA	\$ 28,537
Total Reveue	\$ 83,537

Expenses

Salaries/Wages

Facilitator fees (include per diem)	-
Substitute teacher wages	-
Staff (p / y)	55,000

Travel

Facilitator travel	
Air charter	
Staff travel	
Accommodation	
Daily per diems	
Other expenses	

Workshop Expenses

Room rental	
Refreshments	
Resources	31,200.00
Miscellaneous (stationery / printing)	

Total Expenses

Net Surplus / (Deficit)	\$ 86,200
	\$ (2,663)

Schedule 6

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast For Learning Snack Program - JWGS
For the Year Ended June 30, 2018

	2018	2017
Funding		
Breakfast for Learning	-	3,000
BFL (Deferred)	-	-
	<hr/>	<hr/>
	-	3,000
Expenditures		
Materials & Supplies	-	2,996
Minor Equipment <\$5000	-	-
Contract Services	-	-
	<hr/>	<hr/>
	-	2,996
Total Surplus (Deficit)	<hr/>	4

Schedule 7
Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast for Learning or PC Children Charity - CJBS
For the Year Ended June 30, 2018

	2018	2017
Funding		
PC Children Charity	10,000	-
Breakfast for Learning	-	1,700
	<hr/> 10,000	<hr/> 1,700
Expenditures		
Materials & Supplies	9,997	1,707
Minor Equipment <\$5000	-	-
	<hr/> 9,997	<hr/> 1,707
Total Surplus (Deficit)	<hr/> 3	<hr/> (7)

Schedule 8

Tlicho Community Services Agency

Education Division

Schedule of Specific Program

Breakfast for Learning Snack Program - CJBS (Sr)

For the Year Ended June 30, 2018

	2018	2017
Funding		
Breakfst for Learning	-	9,000
	<hr/>	<hr/>
	-	9,000
Expenditures		
Materials & Supplies	-	9,035
Minor Equipment <\$5000	-	-
	<hr/>	<hr/>
	-	9,035
Total Surplus (Deficit)	<hr/>	<hr/>
	-	(35)

Schedule 9

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast for Learning Snack Program - MEZI
For the Year Ended June 30, 2018**

	2018	2017
Funding		
Breakfast for Learning	-	6,500
	-	<u>6,500</u>
Expenditures		
Materials & Supplies	-	-
Contract Services	-	6,720
	-	<u>6,720</u>
Total Surplus (Deficit)	<u>-</u>	(220)

Schedule 10

Tlicho Community Services Agency

Education Division

Schedule of Specific Program

Breakfast for Learning or PC Children Charity - EMES

For the Year Ended June 30, 2018

	2018	2017
Funding		
PC Children Charity	10,000	-
Breakfast for Learning (Deferred)	-	10,000
	<hr/>	<hr/>
	10,000	10,000
Expenditures		
Materials & Supplies	10,006	10,201
Contract Services	-	-
	<hr/>	<hr/>
	10,006	10,201
Total Surplus (Deficit)	<hr/>	<hr/>
	(6)	(201)

Schedule 11

**Tlicho Community Services Agency
Education Division**

Schedule of Specific Program

**Breakfast for Learning Snack Program - Alexis Arrowmaker School
For the Year Ended June 30, 2018**

	2018	2017
Funding		
Breakfast for Learning	-	2,200
Breakfast for Learning - Deferred	1,927	(1,927)
Breakfast for Learning - Deferred	-	1,454
	<hr/> 1,927	<hr/> 1,727
Expenditures		
Materials & Supplies	1,773	1,727
Minor Equipment <\$5000	-	-
	<hr/> 1,773	<hr/> 1,727
Total Surplus (Deficit)	<hr/> 154	<hr/> -

Schedule 12

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Drop the Pop
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT HSS - CJBS	3,000	1,725
GNWT HSS - MEZI	1,800	2,013
GNWT HSS - JWGS	1,450	1,438
GNWT HSS - EMES	2,100	2,300
GNWT HSS - Wekweeti	1,600	1,150
	9,950	8,625
Expenditures		
Materials & Supplies - CJBS	3,100	1,722
Materials & Supplies - MEZI	1,652	1,992
Materials & Supplies - JWGS	1,520	1,437
Materials & Supplies - EMES	2,077	2,316
Materials & Supplies - Wekweeti	1,601	1,150
	9,950	8,618
Total Surplus (Deficit)	-	7

Schedule 13

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
On The Land Collaborative - EMES
For the Year Ended June 30, 2018**

	2018	2017
Funding		
TIDES Canada Foundation	10,000	-
	<hr/>	<hr/>
	10,000	-
Expenditures		
Materials & Supplies	4,266	-
Contract Services	5,750	-
	<hr/>	<hr/>
	10,016	-
Total Surplus (Deficit)	<hr/>	<hr/>
	(16)	-

Schedule 14

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Take a Kid Trapping - AAS
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ENR	7,700	-
	<hr/> 7,700	<hr/> -
Expenditures		
Materials & Supplies	4,072	-
Gasoline	624	-
Contract Services	<hr/> 3,000	<hr/> -
	<hr/> 7,696.67	<hr/> -
Total Surplus (Deficit)	<hr/> 3	<hr/> -

Schedule 15

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Take a Kid Trapping - CJBS
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ENR	8,000	8,000
	<hr/> 8,000	<hr/> 8,000
Expenditures		
Materials & Supplies	-	5,420
Contract Services	<hr/> 8,000	<hr/> 2,600
	<hr/> 8,000	<hr/> 8,020
Total Surplus (Deficit)	<hr/> <hr/> -	<hr/> <hr/> (20)

Schedule 16

**Tlicho Community Services Agency
Education Division**
Schedule of Specific Program
Take a Kid Trapping - MEZI
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT, ENR	8,000	8,000
	<hr/>	<hr/>
	8,000	8,000
Expenditures		
Materials & Supplies	1,263	4,845
Gasoline	674	1,003
Contract Services	<hr/>	<hr/>
	6,090	2,170
	<hr/>	<hr/>
	8,027	8,018
Total Surplus (Deficit)	<hr/>	<hr/>
	(27)	(18)

Schedule 17

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Take a Kid Trapping - JWGS
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ENR	6,000	8,000
	<hr/> 6,000	<hr/> 8,000
Expenditures		
Materials & Supplies	3,384	2,198
Food	-	-
Contract Services	<hr/> 2,700	<hr/> 5,800
	<hr/> 6,084	<hr/> 7,998
Total Surplus (Deficit)	<hr/> (84)	<hr/> 2

Schedule 18

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Take a Kid Trapping - EMES
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ENR	8,000	8,000
	<hr/>	<hr/>
	8,000	8,000
Expenditures		
Materials & Supplies	1,638	2,656
Gasoline	906	506
Contract Services	<hr/>	<hr/>
	5,450	4,850
	<hr/>	<hr/>
	7,994	8,012
Total Surplus (Deficit)	<hr/>	<hr/>
	6	(12)

Schedule 19

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Active After School - CJBS
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT MACA (North Slave)	12,000	12,300
	<hr/> 12,000	<hr/> 12,300
Expenditures		
Materials & Supplies	13,514	12,307
Minor Equipment <\$5000	<hr/> -	<hr/> -
	13,514	12,307
Total Surplus (Deficit)	<hr/> (1,514)	<hr/> (7)

Schedule 20

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Active After School - MEZI
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT MACA (North Slave)	16,500	17,300
	<hr/> 16,500	<hr/> 17,300
Expenditures		
Materials & Supplies	10,466	14,027
Contract Services	<hr/> 6,120	<hr/> 3,277
	<hr/> 16,586	<hr/> 17,304
Total Surplus (Deficit)	<hr/> (86)	<hr/> (4)

Schedule 21
Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Active After School - Jean Wetrade Gameti School
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT MACA (North Slave)	16,000	17,300
	16,000	17,300
Expenditures		
Materials & Supplies	16,003	17,319
Minor Equipment <\$5000	-	-
	16,003	17,319
Total Surplus (Deficit)	(3)	(19)

Schedule 22

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Active After School - EMES
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT MACA (North Slave)	15,300	12,300
	<hr/> 15,300	<hr/> 12,300
Expenditures		
Materials & Supplies	-	12,300
Contract Services	15,300	-
	<hr/> 15,300	<hr/> 12,300
Total Surplus (Deficit)	<hr/> -	<hr/> -

Schedule 23

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Active After School - Alexis Arrowmaker School
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT MACA (North Slave)	16,800	17,300
	<hr/> 16,800	<hr/> 17,300
Expenditures		
Materials & Supplies	13,073	16,914
Minor Equipment <\$5000	<hr/> 3,711	<hr/> 390
	<hr/> 16,783	<hr/> 17,304
Total Surplus (Deficit)	<hr/> 17	<hr/> (4)

Schedule 24

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast Club - JWGS
For the Year Ended June 30, 2018

	2018	2017
Funding		
Breakfast Club of Canada	5,600	-
Breakfast Club of Canada (Deferred)	<u>(2,701)</u>	-
	2,899	-
Expenditures		
Materials & Supplies	<u>2,899</u>	-
	2,899	-
Total Surplus (Deficit)	<u>-</u>	-

Schedule 25
Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Breakfast Club - EMES
For the Year Ended June 30, 2018

	2018	2017
Funding		
Breakfast Club of Canada	7,500	-
	7,500	-
Expenditures		
Materials & Supplies	7,480	-
Client Travel	-	-
	7,480	-
Total Surplus (Deficit)	20	-

Schedule 26

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Public Library Services - Behchoko
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ECE	35,000	16,000
GNWT, ECE (Deferred)	-	4,055
GNWT, ECE (A/R 2018-19)	9,967	-
GNWT, ECE (A/R)	<u>(14,329)</u>	14,329
	<hr/>	<hr/>
	30,638	34,384
Expenditures		
Salary	31,075	35,997
Materials & Supplies	<u>-</u>	-
	<hr/>	<hr/>
	31,075	35,997
Total Surplus (Deficit)	<hr/>	<hr/>
	(436)	(1,613)

Schedule 27

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Public Library Services - Whati
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ECE	35,000	16,000
GNWT, ECE (Deferred)	-	7,686
GNWT, ECE (A/R)	8,919	-
GNWT, ECE (A/R)	<u>(10,673)</u>	<u>10,673</u>
	33,246	34,359
Expenditures		
Salary	31,057	26,673
Materials & Supplies	2,300	8,691
Contract Services	-	-
	<u>33,357</u>	<u>35,365</u>
Total Surplus (Deficit)	<u>(111)</u>	<u>(1,006)</u>

Schedule 28

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Public Library Services - Gameti
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, ECE	35,000	16,000
GNWT, ECE (Deferred)	-	4,874
GNWT, ECE (A/R)	10,360	-
GNWT, ECE (A/R)	<u>(11,414)</u>	<u>11,414</u>
	33,946	32,287
Expenditures		
Salary	31,829	31,464
Materials & Supplies	2,122	1,292
Contract Services	-	-
	33,951	32,756
Total Surplus (Deficit)	(5)	(469)

Schedule 29
Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Public Library Services - Rae
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT, ECE (Deferred)	35,000	6,272
GNWT, ECE	-	16,000
GNWT, ECE (A/R)	16,608	-
GNWT, ECE (A/R)	<u>(13,171)</u>	<u>13,171</u>
	38,437	35,443
Expenditures		
Salary	37,080	34,686
Materials & Supplies	<u>1,372</u>	<u>939</u>
	38,452	35,625
Total Surplus (Deficit)	<u>(15)</u>	<u>(182)</u>

Schedule 30

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Food First Foundation - JWGS
For the Year Ended June 30, 2018**

	2018	2017
Funding		
First Food Foundation	2,500	6,200
First Food Foundation (Deferred)		<u>5,966</u>
	<u>2,500</u>	<u>12,166</u>
Expenditures		
Materials & Supplies	2,500	12,174
Contract Services	-	-
	<u>2,500</u>	<u>12,174</u>
Total Surplus (Deficit)	<u>0</u>	<u>(8)</u>

Schedule 31
Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Food First Foundation - EMES
For the Year Ended June 30, 2018

	2018	2017
Funding		
Food First Foundation	-	6,170
Food First Foundation (Deferred)	-	711
	<hr/>	<hr/>
	-	6,881
Expenditures		
Materials & Supplies	-	6,886
Minor Equipment	-	-
	<hr/>	<hr/>
	-	6,886
Total Surplus (Deficit)	<hr/>	<hr/>
	-	(5)

Schedule 32

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Food First Foundation - NWT Taste Makers
For the Year Ended June 30, 2018**

	2018	2017
Funding		
First Food Foundation (NWT Taste Maker)	516	2,226
Food First Foundation	-	1,720
First Food Foundation (NWT Taste Maker) Deferred	-	1,056
First Food Foundation (NWT Taste Maker) Deferred	<u>1,147</u>	<u>(1,147)</u>
	<u>1,663</u>	<u>3,855</u>
Expenditures		
Chief Jimmy Bruneau School	-	1,440
MEZI Community School	-	1,220
Alexis Arrowmaker School	<u>1,693</u>	<u>1,233</u>
	<u>1,693</u>	<u>3,893</u>
Total Surplus (Deficit)	<u>(30)</u>	<u>(38)</u>

Schedule 33

Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Contribution - CJBS (Music Workshop)
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT, MACA (Current Yr)	5,000	5,000
GNWT, MACA (Prior Yr)	-	1,000
	<hr/> 5,000	<hr/> 6,000
Expenditures		
Materials & Supplies	-	1,500
Contract Services	<hr/> 5,000	<hr/> 4,500
	<hr/> 5,000	<hr/> 6,000
Total Surplus (Deficit)	<hr/> <hr/> -	<hr/> <hr/> -

Schedule 34

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Contribution - CJBS (Vancouver Trip)
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, MACA	4,000	4,000
Tlicho Government	-	5,000
	<hr/> 4,000	<hr/> 9,000
Expenditures		
Travel	4,000	9,136
	<hr/> 4,000	<hr/> 9,136
Total Surplus (Deficit)	<hr/> -	<hr/> (136)

Schedule 35

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Contribution - JWGS (Trips)
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, MACA	4,000	-
	<hr/>	<hr/>
	4,000	-
Expenditures		
Materials & Supplies	-	-
Travel	4,000	-
	<hr/>	<hr/>
	4,000	-
Total Surplus (Deficit)	<hr/>	<hr/>
	-	-

Schedule 36

**Tlicho Community Services Agency
Education Division**
Schedule of Specific Program
Youth Contribution - JWGS (Sport Leadership)
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT, MACA	-	1,024
	-	1,024
Expenditures		
Materials & Supplies	-	912
Travel	-	275
	-	1,187
Total Surplus (Deficit)	-	(163)

Schedule 37

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Contribution - AAS (Sport Leadership)
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, MACA	-	1,100
	<hr/>	<hr/>
	-	1,100
Expenditures		
Materials & Supplies	-	-
Travel	-	1,149
	<hr/>	<hr/>
	-	1,149
Total Surplus (Deficit)	<hr/>	<hr/>
	-	(49)

Schedule 38

**Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Youth Contribution - MEZI (Sport Leadership)
For the Year Ended June 30, 2018**

	2018	2017
Funding		
GNWT, MACA	1,054	-
	<hr/> 1,054	<hr/> -
Expenditures		
Materials & Supplies	-	-
Travel	1,052	-
	<hr/> 1,052	<hr/> -
Total Surplus (Deficit)	<hr/> 2	<hr/> -

Schedule 39
Tlicho Community Services Agency
Education Division
Schedule of Specific Program
Yoga Classes - JWGS
For the Year Ended June 30, 2018

	2018	2017
Funding		
GNWT Aboriginal Affairs	-	4,000
	-	4,000
Expenditures		
Materials & Supplies	-	3,798
	-	3,798
Total Surplus (Deficit)	<hr/> -	<hr/> 202 <hr/>

Schedule 40

**Tlicho Community Services Agency
Education Division**
Schedule of Specific Program
Literacy Project - CJBS
For the Year Ended June 30, 2018

	2018	2017
Funding		
NWT Literacy	-	3,500
Diavik Diamond Mines (Deferred)	-	-
	<hr/>	<hr/>
	-	3,500
Expenditures		
Materials & Supplies	-	3,901
Contract Services	-	-
	<hr/>	<hr/>
	-	3,901
Total Surplus (Deficit)	<hr/>	<hr/>
	-	(401)