Planning and Accountability Framework Mandate Review for the Beaufort Delta Divisional Education Council

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Executive Summary

The Beaufort Delta Divisional Education Council (BDDEC) is a public education body in the NWT bound by the *Education Act*, S.N.W.T., 1995, c. 28. Its governance structure is established in the BDDEC policy manual, Government of the Northwest Territories (GNWT) legislation, and associated regulations. Consequential amendments to the *Education Act,* the *Financial Administration Act* (FAA) and the *Public Service Act* also serve to shape the education body.

The BDDEC is the most northerly school board in the Northwest Territories with all eight communities and nine schools located north of the Arctic Circle. Junior Kindergarten to grade twelve are available in six out of eight Beaufort Delta communities. BDDEC serves 1401 students in the region, is responsible for about 302 administrators, teachers and support staff, and oversees a budget of approximately $39.4 million.

The Beaufort Delta Divisional Education Council (BDDEC) is responsible for the provision of publicly funded education within the jurisdiction according to all relevant statutes and regulations and using funds provided by the Government of the Northwest Territories (GNWT). The BDDEC provides facilities, transportation, programs and services and management of risk associated with the operation of the school division.

The purpose of the review was to assess the Beaufort Delta Divisional Education Council's (BDDEC)'s:

- operations and alignment with existing legislation and the NWT Legislative Assembly's priorities and mandates
- effectiveness, and its performance in a variety of areas, specifically those prioritized in the BDDEC Operating Plans - literacy, numeracy, Indigenous languages and social responsibility
- successes and challenges in meeting these objectives

Key findings were found in the following topics, Inclusive Schooling, Indigenous Languages, communication, news publications, attendance, achievement tests, high school expansion and Indigenized education. Key findings are described in the conclusion of this document.

Next Steps:

BDDEC is about to undergo a curriculum review. The first task is to assess more BDDEC students' performance in literacy and numeracy, analyze the data, review the curriculum, and develop an action plan to target measurable improvements as part of our five-year

vision plan. (Appendix 2) Our goal is to support the revitalization directive in the NWT and across Canada through our approach to literacy and numeracy instruction. The enhancement of Indigenous language rates measured by student(s) oral proficiency assessments is a priority. Improvements with student attendance at the school(s) and district level(s) is a priority.

In 2018-19 the Beaufort Delta Divisional Education Council created a unified approach to School Improvement Plans (SIPs) to help meet the 19th Assembly mandate to "increase student education outcomes to the same level as the rest of Canada." The 2020-21 Canadian Achievement (CAT 4) review for the Beaufort Delta Divisional Education indicate this is a step in the right direction.

Completion of the BDDEC Five-Year Vision Plan 2022-2027

To maintain the strong results in the coming years, the BDDEC is in the process of completing a five-year vision plan with community stakeholders to try and meet the priorities set out by the mandate of the 19th Assembly.

This five-year vision plan will be finalized by the fall of 2022 and incorporate local/regional priorities and strategic targets for literacy, numeracy, social responsibility and Indigenous languages. (Appendix 2):
https://docs.google.com/document/d/17o3Bt3BY_1ApmX1k5Z7ieTiRdjvcm1YlhyilfAd0rOk/edit?usp=sharing

This work will be made public for feedback from the eight communities.
The Excellence Center of Canada has national experiences providing advice to post-secondary universities, government agencies and private companies and was identified as a possible external organization that could provide an audit of the Beaufort Delta Divisional Education Council.

The Beaufort Divisional Education Council will report out on the progress of the 2022-2027 five-year vision plan annually. It will report annually to ECE, the DEC and the public at large via DEA meetings and annual reports.

The Beaufort Delta Divisional Education is in the process of completing a five-year vision plan with community stakeholders to try and meet the priorities set out by the mandate of the 19th Assembly. This five-year vision plan will also incorporate local regional priorities for education. The District Education Council has drafted five year targets (Appendix 2). It is now in the process of making the work public for feedback from the various eight

communities. This plan with community feedback is scheduled to be finalized by fall of 2022.

The hope is that with clear direction from the public and the elected district education council student academic achievement and mental health needs will improve. In order to meet the mandate of the 19th NWT Legislative Assembly's priority of "increase student education outcomes to the same level as the rest of Canada '', student(s)' growth in the Beaufort Delta region must be measured over many years. To date we (BDDEC) only have consistent student achievement data among the four pillars of the Operating Plan since 2019-20. If the Beaufort Delta Divisional Education Council can maintain consistent student achievement measurements balanced with adequate school(s) supports/staffing; it is far more likely the 19th Legislative Assembly priority of "increasing student education outcomes to the same level as the rest of Canada '' can be achieved. Or BDDEC's progress towards this priority will be measured in a far more accurate manner.

The Beaufort Divisional Education Council will report out on the progress of the 2022-2027 five-year vision plan annually. It will report annually to ECE, the DEC and the public at large via DEA meetings and annual reports.

Introduction

The Planning and Accountability Framework (PAF) was introduced by the GNWT in June 2016 with the passage of the *Financial Administration Act*, SNWT 2015, c. 13 (the *FAA*), specifically sections 21, 33, and 146. The PAF sets out the requirements to meet the minimum standard for financial accountability that supports transparent and accountable government operations. Certain public agencies are required to undertake a mandate review at least once every five-years.

All public agencies listed in Schedules A, B, and C of the *FAA* must undertake a mandate review.

The mandate review is a formal assessment of what the agency has been tasked to do primarily by enabling legislation, but also by any governance documents produced by and for the organization and the mandate and priorities of Legislative Assemblies, and how well it is achieving those things. The minimum requirement of any mandate review is:

- An assessment of operations compared to legislation and the organization's overall mandate;
- An assessment of the effectiveness of the entity, performance of measures and expected results; and
- A plan to address any identified discrepancies between mandate and operations.

Organizational Background and Overview

The mandate of the BDDEC is to provide quality junior kindergarten to grade 12 education to approximately 1509 students in the communities of Aklavik, Tsiigehtchic, Paulatuk, Fort McPherson, Inuvik, Sachs Harbour, Tuktoyaktuk and Ulukhaktok.

The Beaufort Delta Divisional Education Council (BDDEC) oversees the operation of nine schools in the region.

- Aklavik – Moose Kerr School – 138 students
- Fort McPherson – Chief Julius School – 144 students
- Inuvik – East Three Elementary School – 402 students
- Inuvik – East Three Secondary School – 341 students
- Paulatuk – Angik School – 72 students
- Tuktoyaktuk – Mangilaluk School – 233 students
- Tsiigehtchic – Chief Paul Niditchie School – 35 students
- Sachs Harbour – Inualthuyak School – 16 students

- Ulukhaktok – Helen Kalvak Elihakvik – 128 students

- ☐ 93 Junior Kindergarten
- ☐ 117 Kindergarten
- ☐ 118 Grade One
- ☐ 95 Grade Two
- ☐ 118 Grade Three
- ☐ 108 Grade Four
- ☐ 111 Grade Five
- ☐ 113 Grade Six
- ☐ 111 Grade Seven
- ☐ 97 Grade Eight
- ☐ 92 Grade Nine
- ☐ 211 Grade Ten
- ☐ 73 Grade Eleven
- ☐ 52 Grade Twelve

1509 students (Appendix 4)

The governance structures of the Beaufort Delta Divisional Education Council is established in the BDDEC policy manual, in GNWT legislation, and associated regulations. Consequential amendments to the Education Act, the Financial Administration Act and the Public Service Act also serve to shape the education body. A copy of this legislation is available on the GNWT website at http://www.justice.gov.nt.ca

The Board: The Education Body's purpose is to provide an array of education services stipulated in the Northwest Territories *Education Act*, while maintaining fiscal integrity as per the *Financial Administration Act* of the Northwest Territories and the regulations of the *Order* establishing the Education Division.

The vision Statement for BDDEC is "Capable Citizens through Indigenized Education ".

The Beaufort Delta Divisional Education Council (BDDEC) is the most northerly school board in the Northwest Territories with all eight communities and nine schools located north of the Arctic Circle. BDDEC serves 1509 students in the region, is responsible for about 302 administrators, teachers and support staff, and oversees a budget of approximately $39.4 million.

The eleven members of Beaufort Delta Divisional Education Council include the Chairperson, representatives of eight communities and two Indigenous claimant groups of the Beaufort-Delta region in Canada's Western Arctic (Inuvialuit and Gwich'in). The education body focuses on Indigenous Languages, culture-based education, literacy, numeracy and social responsibility annually in its strategic plan.

The Beaufort Delta Divisional Education Council (BDDEC) is a public education body in the NWT bound by the NWT Education Act (1996).

GNWT JK-12 Education: Schools from Junior Kindergarten to grade twelve are available in six out of eight Beaufort Delta communities. High school programming is currently unavailable in Sachs Harbour and Tsiigehtchic. There are home boarding accommodation services for high school students currently in Tsiigehtchic and Sachs Harbour that are housed in Inuvik or Fort McPherson.

More information can be found at the main webpage for the education body at:
http://www.beaufortdeltadec.ca

The Beaufort Delta Divisional Education office staff work with the GNWT Department of Education Culture & Employment and the elected council (DEC) to provide education to the students of the Beaufort Delta region.

Operating Environment and Strategic Context

The Beaufort Delta Divisional Education Council functions in a unique, and challenging context. The BDDEC serves 9 schools in 8 communities covering a vast geographic area. Monitoring operations is complex because we are mandated to provide the same quality of services that one would expect anywhere in the NWT or throughout Canada. Most communities are accessed via fly in or winter roads. The majority of communities are on mainland while Beaufort communities of Paulatuk, Sachs Harbour and Ulukhaktok are on Victoria and Banks Island.

The Beaufort Delta is a scenic region of the NWT stretching from the Beaufort Sea across the Arctic Circle into the Delta area. The beautiful landscape provides an opportunity for students, educators and community members to work together to deliver land based education. School Improvement Plans (SIPs) are linked to goals pertaining to on the land excursions, Indigenizing teaching practices and goals related to Indigenous Language acquisition. The Beaufort Delta region is located on the traditional lands of the Inuvialuit and Gwich'in peoples. The Inuvialuit Regional Corporation and the Gwich'in Tribal Council

each have representation on the executive committee of the Beaufort Delta Divisional Education Council.

External Factors

BDDEC had a significant number of school closures in 2019-2020 and in 2021-2022. BDDEC also has some of the lowest ability to offer remote learning (due to limited community internet and devices). Recent downward trends with regional attendance is also a concern with in person learning being offered (Appendix 1). BDDEC expects the combination of the COVID 19 pandemic and low attendance to have adverse impact on student learning and mental wellness.

Internet connectivity is low in the region. This makes it difficult for students to connect with educational websites and their teachers in the evenings and weekends. Most recently, we have experienced the challenges of trying to deliver a quality educational program in the time of a pandemic. Connectivity issues in our smaller communities have impacted our ability to stream and/or provide student access to online platforms and BDDEC Moodle, Zoom/Google Meet sessions to support their learning from a distance. The Beaufort Delta Divisional Education Council has been connecting with the company SpaceX to help bring satellite internet to the region in 2022-23.
High winds in the Beaufort region can cause school closures not common to jurisdictions in the south. This can account for lost instructional hours for students.

The Beaufort Delta Divisional Education Council works closely with the NWT Housing Corporation to secure housing units for BDDEC staff. BDDEC is very appreciative of their continued efforts to support our schools and communities.

The housing situation in BDDEC has become difficult for BDDEC over the past five-years. Many teachers share accommodations. We are currently short two full time positions at Angik School because of a lack of housing in the community. One program support teacher and one classroom teacher position has not been filled as there is nowhere for the staff to live currently. The average length of employment for staff is approximately 5.3 years. The turnover rate at the BDDEC has been approximately 30-40 teachers (15-20%) from 2019-20 to 2020-21. Issues/concerns with teacher recruitment include an ongoing trend of receiving fewer applicants in general for all competitions. In addition, it was increasingly difficult to find quality candidates in specialty areas such as Indigenous Languages, mathematics, and English. Many of the Indigenous Language instructors are indicating they will be retiring within the next 4 to 5 years.

The complexity of covering eight communities with the inherent issues mentioned above also means that significant time is spent traveling by BDDEC consultants and BDDEC senior management, to support programs. From a staffing perspective due to our limitations, it means that some services are provided out of the central office. For example, some communities cannot have a full-time program support teacher (PST) or instructional coach (IC) because of housing issues. The two regional inclusive schooling coordinators (RISCs) provide direct support to schools without a program support teacher on the ground.

BDDEC is concerned that two of our remote schools only have a small number of students and consequently, we are unable to provide an array of services/course offerings in two of our eight communities. Due to this issue we must bring students from remote communities to Inuvik to complete their high school courses. It is our hope to change this and expand high school programming to all schools in the Beaufort Delta region by 2022-23. This service to the students is anchored in the Education Act (1a, 1w) and in the BDDEC's policies. See (Appendix 4): School Enrolment Data

Organizational Mandate

BDDEC operates under the *Education Act* and associated directives including the Inclusive Schooling Directive, Indigenous Languages and Education Policy (JK-12) and others found at https://www.ece.gov.nt.ca/en/ministerial-directives

Legislated Mandate:

The BDDEC exists to fulfill the following duties as outlined in the *Education Act*:

To administer and manage the educational affairs of the Division in accordance with the *Education Act*, as per 117 (1) (c)

- To provide access to the education program to all entitled persons consistent with the requirements of the Act. 117 (1) (a)
- To register students in our schools 12.(1) (a), (b), (c
- To monitor, evaluate, and direct the delivery of education 117 (1) (p)
- To provide educational materials and resources. 117 (1) (h and i)
- To provide inclusive schooling supports 117 (1) g)
- To deliver culture based programming 117 (1) k)
- To keep student records 117 (1) (m)
- To ensure that every student is entitled to have access to education in a regular instructional setting 7(1)

Education Act (1996)

The *Education Act* for the NWT can be found at:
https://www.justice.gov.nt.ca/en/files/legislation/education/education.a.pdf

Complete list of acts for the NWT can be found here:
https://www.justice.gov.nt.ca/en/files/legislation/administering-departments.en.pdf

Ministerial Directives for Education:

- Strengthening Teacher Instructional Practices (2020)
- Inclusive Schooling (2016)
- Principal Growth and Evaluation in the Northwest Territories (2012)
- Student Assessment, Evaluation and Reporting (2010)
- School Improvement and Reporting (2010)
- Release of Alberta Achievement Test Results (2005)
- Standardized Testing - Alberta Achievement Tests (2004)
- Evaluation and Promotion of Professional Growth for Teachers (2004)
- School Fees for Treaty Rights Holders (2004)
- Recruitment of Teaching Personnel (2001)
- Career Development Across the Lifespan (2001)
- Student Record Management (1998)
- Child Abuse Protocol (1998)
- Magnet Facilities (1998)
- Religious Instruction in Public Schools (1998)
- Home Schooling (1996)
- Preparing for Tomorrow – Community Secondary Schooling (1994)

Complete list of Ministerial Directives for education can be found here:
https://www.ece.gov.nt.ca/en/ministerial-directives

The Beaufort Delta Divisional Education Council Policy Manual (Appendix Five) can be found here:
https://drive.google.com/drive/folders/1V91mQUT2dmjjpnft3mXgSYcM1MjaQDNe?usp=sharing

Legislative Assembly Priority or Mandate Commitment

Strategic plans of the Government of the NWT originate with the Legislative Assembly, which identifies a vision, goals and priorities for the government. The vision, goals and priorities of the 19th Assembly (2019-2023) are built to "develop innovative solutions to the complex and long-standing issues Northerners face, ensuring a bright future for the NWT". The GNWT identified the following priorities or mandate commitments:

- Improve early childhood development indicators for all children
- Increase student education outcomes to the same level as the rest of Canada

In 2018-19 the Beaufort Delta Divisional Education Council created a unified approach to School Improvement Plans to help meet the mandate of the 19th Assembly. Upon completing a review of the 2020-21 Canadian Achievement (CAT 4) for the Beaufort Delta Divisional Education we believe this is a right step in the direction of achieving the mandate of "increase student education outcomes to the same level as the rest of Canada." Based on the Beaufort Delta Divisional Education Council of this specific priority of the 19th Legislative Assembly of the NWT we present the following student achievement data from the 2020-21 Canadian Achievement Tests (CAT 4's).

The CAT4 (Canadian Achievement Test) is a standardized multi-level literacy and numeracy assessment designed to help identify areas of learning in which students may be struggling or excelling. Educators use the CAT 4's as a mechanism to help target areas where students may need extra help. The Beaufort Delta Divisional Education has been participating in the CAT 4 testing since 2013. There was an increase of twenty percent (20%) all the way up to fifty percent (50%) improvement in some schools and grade levels this past summer 2021.

In 2020-21, Grade 5 students met the national average (Canadian norm) in reading (82%) and spelling (78%). Grade 8 students exceeded the national average (Canadian norm) in reading (87%), vocabulary (84%), spelling (82%) and mathematics (81%). Grade 9 students met the national average (Canadian norm) in spelling (77%). This is the first time in the district's history that many students met, approached and exceeded the national average on the Canadian Achievement Tests (CAT 4's). Students in grades 4-9 were approaching the national average in multiple sub-tests of the CAT 4.

Students of BDDEC are also approaching national averages in Stanine 4 ratings. Stanine (a method of scaling test scores on a nine-point standard scale) is a score from 1 to 9, with 4 being the average. In grade four, 66 per cent of students are approaching the national average in vocabulary, 69 per cent in spelling and 72 per cent in mathematics. Fifth graders are now 76 per cent approaching the national average in their writing conventions, 70 percent approaching the norm in vocabulary and 70 per cent in mathematics.

In grade six, 67 per cent are approaching the national average in reading, 69 per cent in spelling and 59 per cent in math. Grade 7 students in the Beaufort Delta are now 70 per cent approaching the national average in computation, estimation and spelling. They are now 68 per cent in math.

(Appendix 1)
https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

Eighth graders scored 68 per cent in writing conventions and 70 per cent in computation and estimation against the average and grade nine students scored 65 per cent in reading, 62 per cent in computation and estimation and 63 per cent in mathematics.

It will be important for BDDEC to maintain the strong results in CAT 4 data and all pillars of the BDDEC 5 Year Vision Plan in the coming years. (Appendix 2)
https://docs.google.com/document/d/17o3Bt3BY_1ApmX1k5Z7ieTiRdjvcm1YlhyilfAd0rOk/edit?usp=sharing

Therefore, the Beaufort Delta Divisional Education is in the process of completing a five-year vision plan with community stakeholders. One reason for developing a unified 5-year plan is to continue to try to meet the priorities set out by the mandate of the 19th Assembly. The 2020-21 results with Canadian Achievement Tests are promising for the Beaufort Delta. We hope to sustain this type of student achievement in the coming years.

Complete list of the Priorities of the 19th Legislative Assembly can be found here:
https://www.ntassembly.ca/sites/assembly/files/priorities_of_the_19th_legislative_assembly_0.pdf

GOALS 2020-21	TARGETS & OBJECTIVES 2020-21	Achieved Results 2020-21

To improve student success in Literacy (Reading & Writing)	**5% increase in students gaining at least one stanine (year's growth) in reading on CAT 4 or CAT 5.** **10% increase from September 2020 to May 2021 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.** **5% increase of total students writing at grade level by May 2021.** **5% increase of total students reading at grade level from November 2020 to June 2021.** **60% of students in Grades 1-9 indicating at least 8+ months of growth using Fountas & Pinnell from November 2020 to June 2021.** **2% decrease in the 3-year rolling average students' achievement gap on Grade 6 ELA AAT's.** **2% decrease in the 3-year rolling average students' achievement gap on Grade 9 ELA AAT's.** **3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 6 AAT.** **3% increase in the 3-year rolling average participation rates in BDDEC for the Grade ELA 9 AAT** **50% of parents have discussed with the ELA teacher their child's strengths and stretches in reading and writing.**	**32% increase in students gaining at least one stanine (year's growth) in reading on CAT 4.** **12.4% increase from September 2020 to May 2021 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher.** **17% increase of total students writing at grade level by May 2021.** **11.8% increase of total students reading at grade level from November 2020 to June 2021.** **54% of students in Grades 1-9 indicating at least 8+ months of growth using Fountas & Pinnell from November 2020 to June 2021.** **No AAT data** **No AAT data** **No AAT data** **No AAT data** **75.5% of parents AGREE they discussed with their child's ELA teacher their strengths and stretches in reading and writing.**
To improve student success in Numeracy	**5% increase in students gaining at least one stanine (year's growth) increase in numeracy on CAT 4.** **10% increase in students meeting expectations on the CMA's.** **5% decrease in students' achievement gap on Grade 6 Math AAT's.** **5% decrease in students' achievement gap on Grade 9 Math AAT's.** **50% of parents have discussed with the Math teacher their child's strengths and stretches in Math.**	**42% increase in students gaining at least one stanine (year's growth) increase in numeracy on CAT 4.** **2.9% increase in students meeting expectations on the CMA's.** **No AAT data collected.** **No AAT data collected.** **73.2% of parents/guardians AGREE that they have discussed their child's strength and stretches in Mathematics.**
To improve student success in Indigenous Language(s) & Culture	**80% of students speaking 12 of the traditional greetings of their home community** **25% of students speaking at the Emergent level.**	**81.2% of students speaking 12 of the traditional greetings of their home community.** **14.7% of students speaking at the Emergent level.**

	80% of students participating in at least key 4 key cultural on the land or within the classroom. **100% of schools focused on Indigenizing content for curricula and programming** **100% of BDDEC schools following a cultural calendar.** **50% of parents discussing their child's language levels**	**84.3% of students participating in at least key 4 key cultural on the land or within the classroom.** **100% of schools focused on Indigenizing content for curricula and programming** **100% of BDDEC schools following a cultural calendar.** **51% of parents discussing their child's language levels**
To increase understanding and practice of Social Responsibility of students.	**5 % increase of total students attending 90% or above** **5% improvement in overall district attendance** **50 % of parents attending virtual or in person 3 way conferences, Parent/Teacher interview(s) and workshops.**	**-1.4 % increase of total students attending 90% or above.** **- 4.0% improvement in overall district attendance** **71.9% of parents AGREE they attended virtual or in person 3 way conferences, Parent/Teacher interview(s) and workshops.**

(Appendix 1):
https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

Other Mandates:

Additionally, the BDDEC incorporated the GNWT Commitment towards Education in *NWT Education Renewal and Innovation Framework: Directions for Change* and supported the 10 year plan with development of its Operational Plan and district goals.

GNWT Commitments toward Education in the NWT

The GNWT commitments toward education in the NWT are based on research, data and best northern practices that have been identified through various engagements across the NWT.

The GNWT will**:**

1. Ensure that the school and community work together to build and renew positive relationships.
2. Ensure that student wellness and the development of a positive sense of identity are promoted and embedded in school experiences, programming, and environments.
3. Ensure that educators have access to experiences and resources that enhance their wellness in order for them to focus on excellence in teaching.

Implementing the Mandate

The BDDEC supports the JK-12 educational program for schools in our district. In order to serve our population well and to adhere to the *Education Act*, Regulations, and the *NWT Education Renewal and Innovation Framework: Directions for Change* and ministerial mandates, the Beaufort Divisional Education Council has an organization structure that supports functionality of the district. *Appendix 3: Organizational Chart*

"As all mandates outlined in legislation is funded in the Beaufort Delta DEC's funding formula from the GNWT and is detailed in the relevant sections of the *Education Act* as well as various related Ministerial Directives, all programs, services and outputs are supported and funded as part of the regular operations of the organization. All funded areas of legislation are staffed, operated and funded as per the legislation and directives. For example, teacher and classroom sizes are funded and staff based on formula funding which serves the educational mandate. Funding for various programs such as Inclusive Schooling , Wellness, Indigenous Language programs are provided from the GNWT in order to implement the mandate and the staffing and program development is then maintained at the levels and on the basis as outlined. Therefore, funding and activities are directly targeted to successfully fulfilling the mandate. As these programs are implemented on a continual basis, the goals and objectives are constantly evolving and improving from year to year."

BDDEC's sets specific targets in its Strategic Plan that are approved by the council. These targets are reported on yearly. BDDEC is also in the process of setting five-year long-term targets. (Appendix 1) shows an example of the 2020-21 BDDEC Strategic plans and its results. See (Appendix 1) one year targets and (Appendix 2) for five year targets.

Overarching goals Literacy by 2026-27:

- Reduction of the middle school/high school bottleneck

- Higher percentage of students on regular programs
- Increase graduation rate
- Increase parent/guardian participation rates
- Higher percentage of students performing at the Canadian Norm CAT 4.

Specific targets outlined in Appendix 1 and Appendix 2.

Overarching goals under Numeracy over five years by 2026-27:

- Reduction of the middle school/high school bottleneck.
- Higher percentage of students on regular programs.
- Increase graduation rate.
- Increase parent/guardian participation rates.
- Higher percentage of students performing at the Canadian Norm CAT 4.

Specific targets outlined in Appendix 1 and Appendix 2.

Overarching goals for Indigenous Languages (ILE) over five years by 2026-27:

- Higher percentage of students speaking Indigenous Languages at the emergent levels to intermediate levels.
- Increase in parent/guardian participation rates.
- Increase the percentage of students participating in cultural events.
- Increase in key cultural experiences for all students.
- Increase elders and traditional knowledge keepers' involvement in school activities.

Specific targets outlined in Appendix 1 and Appendix 2.

Overarching goals for Social Responsibility over five years by 2026-27

- Increased attendance.
- Percentage of students attending 90% or higher.
- Overall attendance percentage improved by 25% or higher.
- Increased percentage of parents/guardians attending school events.

Specific targets outlined in Appendix 1 and Appendix 2.

Key Findings in 2020-21 (Achieved Results in Annual Report):

Literacy (2020-21)

- 32% increase in students gaining at least one stanine (year's growth) in reading on Canadian Achievement Tests (CAT 4). This exceeded our goal of 5%. (See Appendix 1).
- 12.4% increase from September 2020 to May 2021 of all Grades 1-9 students writing at grade level achieving Satisfactory level or higher. This exceeded our goal of 10%. (See Appendix 1)
- 17% increase of total students writing at grade level by May 2021 in BDDEC.
- 11.8% increase of total students reading at grade level from November 2020 to June 2021.
- 54% of students in Grades 1-9 indicated at least 8+ months of growth using Fountas & Pinnell from November 2020 to June 2021.

Numeracy (2020-21)

- 42% increase in students gaining at least one stanine (year's growth) increase in numeracy on CAT 4.
- 2.9% increase in students meeting expectations on the CMA's.
- No Alberta Achievement Tests (AAT/PAT) data collected. (COVID 19)
- No Alberta Achievement Tests (AAT/PAT) data collected. (COVID 19)
- 73.2% of parents/guardians AGREE that they have discussed their child's strength and stretches in Mathematics. (Participation rate 29.6%)

Key Findings Indigenous Languages & Culture (ILE) 2020-21

- 81.2% of students speaking 12 of the traditional greetings of their home community.
- 14.7% of students speaking at the Emergent level.
- 84.3% of students participated in at least 4 key cultural activities on the land or within the classroom.
- 100% of schools focused on Indigenizing content for curricula and programming.
- 100% of BDDEC schools followed a cultural calendar.
- 51% of parents discussed their child's language levels. (Participation rate 27.4%)

School Improvement Plans are set with the BDDEC regional Strategic Plan for 2020-21. Baseline data from 2020-21school based SIP's are shared out by December to school based District Educatoin Authorities.

Principals are encouraged to update local DEA's on the progress made with SIP's throughout the year.

In reviewing our most recent results on the 2020-21 (Appendix 1). BDDEC has met many of the student achievement targets. While the results in 2020-21 are promising. In order to ensure substantial student achievement gains that are long lasting a longer term plan for the 5 year vision is under development.

In order to meet the mandate of the 19th NWT Legislative Assembly's priority "increase student education outcomes to the same level as the rest of Canada", student(s)' growth in the Beaufort Delta region must be measured over many years. To date we (BDDEC) only have consistent student achievement data among the four pillars of the Operating Plan since 2019-20. If the Beaufort Delta Divisional Education Council can maintain consistent student achievement measurements balanced with adequate schools supports and staffing; it is far more likely the 19th Legislative Assembly priority of "increasing student education outcomes to the same level as the rest of Canada" can be achieved. At the very least progress towards this priority will be measured in a more accurate manner. Prior to 2019-20 stanine growth and percentage of students at the national average were not measured in literacy and numeracy. (See Appendix 1): https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

Operations

BDDEC operates under the *Education Act* and associated Directives including the Inclusive Schooling Directive, Indigenous Languages and Education Policy (JK-12) and others found at https://www.ece.gov.nt.ca/en/ministerial-directives.

BDDEC delivers educational programs that meet the requirements of the *Education Act*. BDDEC provides access to the education program requirements and duties outlined in the relevant sections of the Act (Sections 117, 118, & 119) and the BDDEC is compliant with all legislative requirements named within the *Education Act* including: entering into agreements, providing educational and resource materials, settle disputes, to employ, manage, and annual review the performance of the Superintendent, holds annual public meetings, assess and support home schooling, advise the Minister of school calendars, submits an annual Accountability Framework (Operating Plan and Annual Plan) to Minister, (ECE) provides equipment, takes care of educational facilities in its care, and other duties listed under Sections 117, 118, and 119 of the *Education Act*.

The Beaufort Delta Divisional Education Council maintains operations by coordinating operational efforts from the central office in Inuvik. Two Assistant Superintendents support

one Superintendent of Education who reports to both the District Education Council and GNWT ECE's Assistant Deputy Minister of Education.

BDDEC's office staff directory can be found at: https://beaufortdeltadec.ca/staff-directory

BDDEC has a team of twelve program(s) consultants to support nine schools. BDDEC has a finance team of three staff including a Comptroller and two Finance and Administrative Officers. BDDEC has two staff dedicated to technology including Local Area Network Manager (LAN) and a Computer Technician.

The organizational chart for BDDEC can be found at:
https://www.fin.gov.nt.ca/sites/fin/files/92-beaudel_dec_-_jan._19_2022_-_web.pdf
The Beaufort Delta and the NWT prioritized the development of capable citizens. This is reflected in the BDDEC vision statement "Capable Citizens through Indigenized Education".

BDDEC provides JK-12 education to six out of eight communities. JK-9 education is currently provided in Sachs Habour and Tsiigehtchic.

All educational programming throughout the Beaufort Delta region are founded in the curriculum of the Dene Kede (1993) and the Innuqatigiit Curriculum (1996).

Curriculums found here:
https://www.ece.gov.nt.ca/en/services/jk-12-school-curriculum/dene-kede-and-inuuqatigiit

The BDDEC central office supports the nine schools by operationalizing School Improvement Plans (SIPs) and ensuring departmental directives are followed in correspondence with the Education Act (1996). The BDDEC office provides consultation to school principals on a daily basis. Direct training and in-servicing of staff is provided on a regular basis in accordance with Strengthening Teacher Instructional Practice Directive (STIP).
https://www.ece.gov.nt.ca/sites/ece/files/resources/2020-03-10_71122032_ministerial_directive_-_strengthening_teacher_instructional_practices_2020.pdf

Indigenizing Programming

Supporting the development of capable Beaufort Delta students (citizens) through culturally responsive spaces, pedagogies, and programs, continue to be the foundation of the education body in the Beaufort Delta region. Delivering Indigenized programs builds confidence and strengthens students' identity aligning with the BDDEC's vision and mission statements. Efforts have been made to Indigenize teaching learning across disciplines

including literacy, numeracy, sciences, and social studies. Teachers are required to use the Dene Kede & Inuuqatigiit curriculum as foundational curriculums for programming. The BDDEC Moodle has a repository of teaching units accessible to staff to support Indigenizing education. BDDEC continues to prioritize this programming and will be making further efforts to improve its Indigenizing efforts in the future using Inquiry based teaching. The Student Success Initiative for the Beaufort Delta region is currently underway and focused on both Indigenizing Education and Inquiry.

Home Boarding

JK-9 education is currently provided in Sachs Habour and Tsiigehtchic. The Access to High School Education Program is provided for students who must leave their communities in order to complete their high school years (grades 10, 11 and 12) in Inuvik and/or other communities offering high school. As of 2014 there are two communities in the Beaufort-Delta region who access this service (Sachs Harbour and Tsiigehtchic). Students are matched with host families through the application process, which is overseen by the BDEC Program Assistant. Eligible students are: students currently in the Access to High School Education Program and students in Grade 9 in the communities of Tsiigehtchic and Sachs Harbour and students who cannot access their educational program in their home community within the Beaufort Delta school district.

High School Expansion 2022-23

The Beaufort Delta Divisional Education Council plans to expand high school programming in 2022-23 for both communities of Sachs Harbour and Tsiigehtchic. Space and staffing are currently being worked on by the central office coordinating with local District Education Authorities and administrative teams.

BDDEC Operating Plan(s) and Annual Report(s)

BDDEC submits an annual Operating Plan and Annual Report to the district education council and the GNWT ECE for approval.

The Beaufort Divisional Education Council's Operating Plan for the 2021-2022 school year was prepared in compliance with the Financial Administration Act (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the BDDEC's priorities for the upcoming school year.

The BDDEC Strategic Plan from the Operating Plan is (Appendix 1). The full BDDEC Operating Plan and Annual Reports 2018-19 and 2019-20 can be found here: https://beaufortdeltadec.ca/annual-report

Governance

The Beaufort Divisional Education Council has a governance structure that is hierarchical and decentralized in order to effectively adhere to and implement the legislation that governs the purpose and the functionality of the organization. Ten divisions exist under the umbrella title of the Ministry of Education and Culture. These are several sections and groups under this umbrella heading focus on governance from a governmental perspective, see Appendix 3 for organizational structure.

There are ten districts (divisions) in the Northwest Territories that are governed by the Department of Education and Culture. Unique to the north, under this umbrella, are the educational bodies. "DEAs, DECs, and the TCSA are considered Education Bodies and are referred to as such in the *Education Act (*DEA Handbook*)"*. Additionally, "DEAs and DECs get their authority from the *Education Act* of the Northwest Territories, passed by the Legislative Assembly in 1995, which came into effect on July 1, 1996. The Act provides communities with more independence to develop educational programming in the JK-12 system so that the culture and language of each community can be reflected in its school(s)" (DEA Handbook). They are in charge of creating policies at the school level. "It is the role of DEA members to oversee the general direction and programming in schools (DEA Handbook)".

Listing of BDDEC trustees can be found at**:** https://beaufortdeltadec.ca/dec

BDDEC is governed by a board of elected members. Each District Education Authority (DEA) within the BDDEC elects one representative, normally their chair, to sit on the District Education Council (DEC) board. The DEC elects a Chair (2 year term), Vice-Chair (every year) and Member at Large (every year).

The Inuvialuit Regional Corporation and the Gwich'in Tribal Council appoint one member (each) to the BDDEC board and are voting members. DEA's meet monthly. The DEC meets three times per year, including two via videoconference and one face-to-face meeting in February.

The Superintendent and Assistant Superintendents are leaders and managers. Their main duties are to supervise and structure the delivery of educational programs in accordance with what the Minister and the Board of Education mandate. The Superintendent provides advice to the Board Council in areas that fall within his mandate and encourages the school stakeholders to cooperate in the development of educational goals and plans in order to meet the needs of the students.

The Superintendent works cooperatively with the department of Education, Culture and Employment. He/she assesses and evaluates the delivery of school programs as required under the Educa*tion. Act.* The Superintendent always follows the directions of the Minister and ensures that evaluation of students is consistent with territorial and Board standards.

The financial Comptroller plays a very important role and ensures that our accounts, transactions and financial procedures are done according to the prescribed principles. He prepares financial statements at the end of the school year, and shows the results of the operations of the education body. He also explains the changes in its financial position for that year, in accordance with the prescribed principles applied. The Comptroller keeps proper books of account to make sure the audited financial statements are in agreement with the books of account, and the transactions that have come under the notice of the auditor are in accordance with

A. the *Financial Administration Act* and the regulations made under that Act,
B. this Act and the regulations made under this Act,
C. the by-laws of the education

The BDDEC vision statement is referenced throughout the five year mandate review as it is an integral part of the education body. As per BDDEC policy A 02 the vision statement and mission statement are “Vision Statement: Capable Citizens through Indigenized Education.”

BDDEC policy manual A section:
https://drive.google.com/drive/folders/1u4ekcksDRgEG7wk23Y8U242BEC6IJRSJ?usp=sharing

BDDEC Mission Statement

We believe in quality Tier I instruction that is Indigenized and relevant to our students. Tier II research based interventions can improve barrier skills for students when implemented properly. Tier III interventions should be guided by interagency support. Collaboration is more important than individual competition among professional learning communities. Our students deserve the absolute best efforts from us as an organization at all times.

Strong community support will guide our on the land programs and Indigenizing education efforts."

Complete BDDEC policy manual found here: https://drive.google.com/drive/folders/1V91mQUT2dmjjpnft3mXgSYcM1MjaQDNe?usp=sharing

The Beaufort Delta Divisional Education Council (DEC) sets out specific goals for Literacy, Numeracy, Indigenous Education & Social Responsibility. For the past three and half years, these targets are set annually year-to-year. (Appendix 1) reflects the current BDDEC strategic plan and achieved results. In 2021-2022, the BDDEC has moved to developing a five-year strategic plan. The vision statement and mission statement for the Beaufort Delta Divisional Education Council can be found at: www.beaufortdeltadec.ca

Accountability

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

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

The Beaufort Delta Divisional Education Council (BDDEC) sets out specific goals for literacy, Numeracy, Indigenous education & social responsibility. For the past three and half years, these targets are set annually year-to-year. In 2021-2022, the DEC has moved to developing a five-year strategic plan.

Please see (Appendix 1) BDDEC Achieved Results 2020-21. Highlights in Numeracy for 2020-21 were 42% increase in students gaining at least one stanine (year's growth) increase in numeracy on CAT 4. 2.9% increase in students meeting expectations on the CMA's.

BDDEC continues to struggle with results under the Social Responsibility pillar of the BDDEC Strategic Plan in attendance. The district had targets of 5% increase in district

attendance and a five percent improvement in students attending 90% or more. Yet the results in 2020-21 were -1.4 % increase of total students attending 90% or above.
- 4.0% improvement in overall district attendance.

The Beaufort Delta Divisional Education Council undergoes an annual third party audit. The Beaufort Delta Divisional Education Council must submit an Operating Plan with an accompanying budget annually to the GNWT ECE. The Beaufort Delta Divisional Education (BDDEC) must also complete an annual report and submit it to GNWT ECE and its own DEC for approval.

The 10-year Education Renewal and Innovation (ERI) was launched in 2013 to address identified gaps in student achievement and other challenges in the education system. ERI has introduced 45 initiatives focused on student-centered learning, student and educator health and wellness, quality education, the needs of small communities, flexibility in curriculum, assessment and accountability, and partnerships with Indigenous governments and organizations. The ERI is one of the measures that frames our accountability processes at the district and school levels.

There are many accountability measures in place throughout the BDDEC to support the proper functionality of the organization. There are systematic assessments/quality checks/accounting checks and balances, and critical analyses done to chart the course of our educational program and the fiscal aspect of our organization on a daily, weekly, bi-month, monthly, quarterly, term, and annual rotation. These accountability checks are to ensure we are living our mission and vision. We (BDDEC) adheres to the varied mandates, directives, and legislation that govern our organization within the budget we have been allocated year to year.

Several accountability measures occur annually throughout the district to assess and report on the functionality of the organization. The operational budget of the organization is designed on a yearly basis and then audited; the BDDEC prepares audited financial statements for the year ending June 30 in order to be in compliance.

From an educational perspective, the BDDEC sets educational targets that are shared with Education, Culture, and Employment in the yearly Operating Plan. The district's performance is analyzed using well established assessment tools, and presented, successes and challenges, to ECE in the yearly Accountability report. We at BDDEC also share our successes and challenges with the wider District Education Council. The annual report and the specific targets within our strategic plan are shared with our elected council.

Departmental Exams and Standardized Testing occur yearly for our students. Some standardized tests and departmental exams have been recently canceled because of COVID 19.

BDDEC PSTs and BDDEC Instructional Coaches meet with teachers and the principal to discuss students with complex needs during scheduled School Based Support Team Meetings (SBSTs). During these meetings, data is shared on the SSPs and enhancements to the supporting measures are discussed. BDDEC makes every effort to ensure schools are staffed adequately so that these meetings are job embedded. This continues to be a focus when annual staffing plans are developed with school based principles and BDDEC senior management.

Additionally, on a weekly basis at the school level, attendance is aggregated and analyzed and then parent communication occurs to support student attendance. Literacy, Numeracy ILE and Social Responsibility data documentation is accrued on a regular basis by principals and school leadership teams. Principal visits occur on rotation to support the SIPs and the BDDEC Strategic Plan with BDDEC Walk documents. These documents are assessed by principals on a regular basis and then submitted to the BDDEC Senior Management team monthly via Google shared documents.

Throughout BDDEC at all levels of our organization data is collected and aggregated and measured against mandates, legislation, directives, and goals at regular intervals to ensure we are adhering to our mandates, legislative requirements, directives, policies, and our district goals. At the end of each school year the data and documentation aggregated and accrued is shared in the Accountability report also known as the Annual Report. BDDEC publicly shares annual reports on its webpage: https://beaufortdeltadec.ca/annual-report

As all mandates outlined in legislation is funded in the Beaufort Delta DEC's funding formula from the GNWT and is detailed in the relevant sections of the *Education Act* as well as various related Ministerial Directives, all programs, services and outputs are supported and funded as part of the regular operations of the education body. All funded areas of legislation are staffed, operated and funded as per the legislation and directives. For example, teacher and classroom sizes are funded and staff based on the formula funding which serves the educational mandate. Funding for various programs such as Inclusive Schooling, Wellness, Indigenous Language programs are provided from the GNWT in order to implement the mandate. BDDEC staffing and program development is then maintained at the levels and on the basis as outlined. Therefore, funding and activities are directly targeted to successfully fulfilling the mandate. As these programs are implemented on a continual basis, the goals and objectives are constantly evolving and improving from year to year. In the past three and half years BDDEC has attempted to keep student achievement

indicators consistent. The drafted five year vision targets for 2022-2027 should provide more consistency.

Policies and Practices

The Beaufort Delta Divisional Education Council hosts its policy manual via Google Docs and on the website beaufortdeltadec.ca

BDDEC Policy Manual Link (Appendix 5):
https://drive.google.com/drive/folders/1V91mQUT2dmjjpnft3mXgSYcM1MjaQDNe?usp=sharing

BDDEC policies cover all related responsibilities of the education body including A. Foundations, B. Council Governance and Operations, C. Ed Council & School Administration, D. Students, E. Fiscal Management, F. Facilities, G. Personnel & Staffing, H. Curriculum & Instruction, I. Emergency Procedures and J. School & Community Relations.

Policy A.02 outlines the vision statement and mission statement of the Beaufort Delta Divisional Education Council. The vision statement was created collaboratively with the District Education Council.

According to A.07 of the BDDEC policy manual the primary role of the Beaufort-Delta Divisional Education Council (BDDEC) is to establish policy and determine responsibility for the implementation of policy. Policies provide direction for the Council's administrators, teachers and other employees in the carrying out of their functions. Written policies shall constitute the basic method by which the Council exercises its authority in the operation of the schools in the Beaufort-Delta region. The focus shall be on the broad scope of the Council's operations rather than on administrative detail.

Council policies are developed within the following framework:

- The development and adoption of new policies and the revisions of existing policies are the responsibility of the Council.
- All policies shall be written, clearly defined and congruent with the Council's Mission Statement and Goals.
- All policy decisions and final official interpretation shall be made only by the Council.
- Each policy draft statement, after having been reviewed by the Policy Committee, will be given three (3) readings at successive regular meetings of the Council.
    - First Reading: Policy statement presented and filed for information.

    - Second Reading: Policy statement open for discussion by the Council and between Council and approved delegations; and
    - Third Reading: Policy statement, in its original forms amended by the Council given final approval, or referred to the Policy Committee for further study. Policies take effect upon adoption unless otherwise stated.
- Policies shall become effective upon the date of their adoption by the Beaufort-Delta Divisional Education Council.

In an effort to keep its written policies up-to-date so that they may be used consistently as a basis for Council action and administrative decisions, it shall be the policy of the Council to review its policies on a continuing basis. The Council shall evaluate how the policies have been executed by the school staff and shall weigh the results. It shall rely on the school staff, students and community for providing evidence of the effect of the policies which it has adopted. The Superintendent is given the responsibility of calling to the Council's attention, all policies that are out of date or for other reasons appear to need revision.

Policies are the prerogative and responsibility of the Council (BDDEC).

Procedures and regulations that support the implementation of BDDEC policy shall be developed by each District Education Authority (DEA) and school-based administrators.

The Superintendent is authorized to administer the policies and procedures.

Analysis

Operations

Goals: BDDEC's goals align with our role and responsibilities outlined in the *Education Act* and are derived from Legislative Assembly priorities, the BDDEC's own Vision and Mission statements, and its policies. The BDDEC is governed by legislation, mandates, directives, policies and goals. The legislation provides the base and expectation of the functionality and parameters of the district and each individual school within the district.

The Beaufort Delta Divisional Education Council (DEC) sets out specific goals for Literacy, Numeracy, Indigenous Languages Education & Social Responsibility. For the past three and half years, these targets are set annually year-to-year. In 2021-2022, the DEC has moved to developing a five-year strategic vision plan. (Appendix 2).

See (Appendix 1) BDDEC Achieved Results 2020-21. Highlights in Numeracy for 2020-21 were 42% increase in students gaining at least one stanine (year's growth) increase in

numeracy on CAT 4. 2.9% increase in students meeting expectations on the CMA's.
Appendix One:
https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

BDDEC continues to struggle with results under the Social Responsibility pillar of the BDDEC Strategic Plan in attendance. The district had targets in 2021 of 5% increase in district attendance and a five percent improvement in students attending 90% or more. Yet the results in 2020-21 were -1.4 % increase of total students attending 90% or above.
- 4.0% improvement in overall district attendance.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
% of schools in the region for which School Improvement Plans are developed in consultation with the community.	100%	77%	Sachs Harbour - no community members provided feedback and the DEA did not meet during the 2020 - 2021 school year. COVID restrictions reduced collaboration in all other communities.
% of schools in the region for which School Improvement Plans are submitted.	100%	100%	Plans are submitted via CLEVR.
% of schools in the region for which final School Improvement Plans have been shared with the public.	100%	87.5%	Final SIP's are to be shared with DEA's in the fall of 2021. No DEA in Sachs Harbour as of fall of 2021. District wide plan shared with Council.

Areas of Strength for the region	School Improvement Plans are universal across the district. A five year plan incorporating School Improvement Plans is currently being developed by the District Education Council.
Areas for Development for the region	Pre-populated SIP's were given to school admin teams. School leadership teams reviewed data and provided additional information into School Improvement Plans. SIP's lead to short term goals created at the school and classroom level. Data indicators in the Beaufort Delta are at record highs. i.e. CAT 4, District Wide Writes and Common Math Assessments.
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	Celebrating student achievement data has been difficult with COVID restrictions. BDDEC hopes to host large data celebrations in the fall. BDDEC wants to recognize students for their achievement and community members that support students. BDDEC also wants to acknowledge staff that contributed to student growth.

At the district level, a regional approach to the completion of Annual School Reviews with School Improvement Plans has improved and has led to increased focus on student achievement data.

Literacy 2020-21 vs. 2019-20:

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

- 4.8% increase in students gaining at least one stanine in reading on CAT 4 comparing 2019-20 to 2020-21.
- 26% of students writing at level Fall 2019, Students Writing on Level: 30% Fall 2020 4% increase.
- 22% of student reading at Level Fall 2019 and 26% of students reading at Level February 2020 indicating a 4% growth
- Overall in reading 22% of students were approaching, meeting or exceeding expectations with fiction texts and 20% with non-fiction texts.

(Appendix 1)**:**
https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

See (Appendix 11):

Grade Level	Fiction	Nonfiction	Round 1 Benchmark (Appr/Mtg Level)	Total # of Students
Grade 1	3%	2%	Level E/F+	103
Grade 2	9%	8%	Level J/K+	83
Grade 3	21%	18%	Level M/N+	109
Grade 4	17%	16%	Level P/Q+	103
Grade 5	25%	25%	Level S/T+	104
Grade 6	18%	22%	Level V/W+	108
Grade 7	27%	30%	Level X/Y+	110
Grade 8	48%	42%	Level Y+	92
Grade 9	35%	21%	Level Z+	87
District Wide Total	22%	20%		899

<u>Numeracy 2020-21</u>:

The Canadian Achievement Tests (CAT 4's) compare students across the country to the national average. 45.7% of our students are below average. 21.2% and meeting the national average. 1.2% of our students are above the national average.

The following data compares the 2019 BDDEC Alberta Achievement Tests (AATs)results to all Alberta students. The data shows a divergence between our students and Alberta

students. For three of the four tests there were no BDDEC students meeting a standard of excellence. Whereas, for Alberta students the worst of the tests have 16.8% of students meeting a standard of excellence.

Another trend is the substantial gap in students meeting an acceptable standard. The smallest gap in any of the tests was 43.9% and the worst is 64.0%.

Our math consultant has noticed commonalities, in terms of needs among all our schools. The primary need at the start of next year will be to have academic and discourse norms in math classes across the district. The norms will be universal across the grades which means students will be accustomed to them from one year to the next.

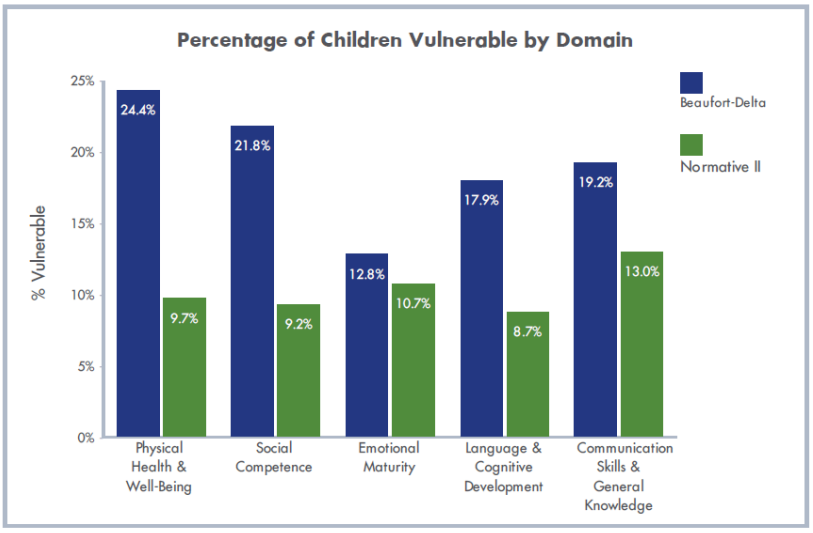
In 2021 BDDEC added three numeracy coaches to assist with teacher training and improve student achievement in numeracy. One trend noted by numeracy staff was that students are not able to explain their thinking on written tests. This is a curricular outcome. This is when the discourse norms come into play. Once teachers are trained in how to facilitate mathematical discourse it will allow our students to practice explaining their thinking orally during regular instruction. Orally explaining thinking is the first step that needs to occur before students are expected to explain their thinking in written format.

This is currently a focus of our numeracy coordinator and the numeracy coaches we have in place. After the needs for norms and improving student explanations have been addressed our numeracy coaches will work with teachers and principals to address more specific needs.

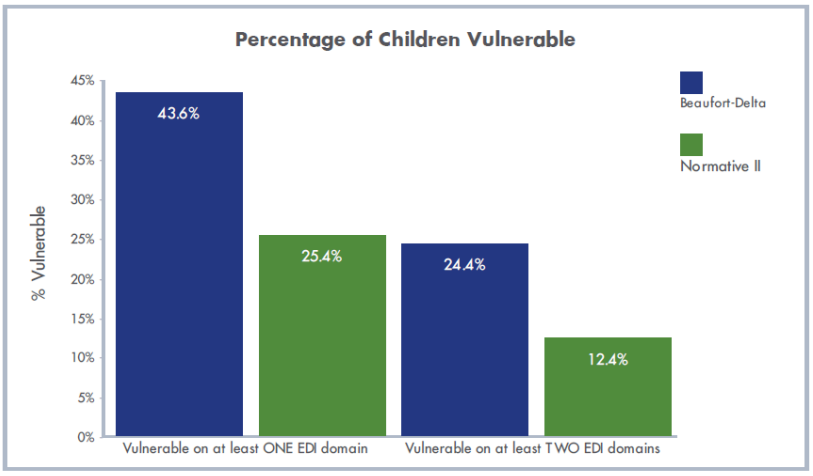
EDI (Early Development Index)

- The EDI scores, the most recent results (2020/2021), highlight some areas of concerns for our kindergarten students:
- Physical Health and well-Being – 24.4% of Beaufort Delta students are vulnerable compared to a normative II of 9.7 percent.
- Social Competence – 21.8.% of Beaufort Delta students are vulnerable compared to a normative II of 9.2 %
- Emotional Maturity – 17.9% of Beaufort Delta students are vulnerable compared to a normative II of 10.7%
- Language & Cognitive Development – 17.9% of Beaufort Delta students are vulnerable compared to a normative II of 8.7 %
- Communication Skills and General Knowledge – 19.2% of Beaufort Delta students are vulnerable compared to a normative II of 13%

(See Appendix 12):



The graph below illustrates Beaufort-Delta 2020/2021 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.



More information about the EDI can be found at: https://edi.offordcentre.com/

Based on the needs identified above the Beaufort Delta Divisional Education Council has hired a Junior Kindergarten/Kindergarten (JK/K) consultant. The BDDEC JK/K consultant provides direct in-serving to all JK/K instructors in the region. This position is funded by the District Education Council. The council has prioritized this position as a full time position as of 2019-20.

Since two of our community schools are small and cannot provide a 10-12 program, students are provided transportation and housing in Inuvik to continue their education. This program is currently under review by the BDDEC senior management team. If housing

needs are met the plan with the District Education Council is to expand high school programming to all schools in the Beaufort Delta by 2022-23.

BDDEC received substantial funding from Jordan Principle and purchased an intervention program (Fountas and Pinnell). We have been able to hire seven instructional coaches to work with teachers on Tier one best practices in literacy and numeracy.

Our literacy and numeracy initiatives are seeing measurable results. As one of our main initiatives over the past three years, it is clear that it is having an impact on student achievement in the Beaufort Delta. See (Appendix 1) for 2020-21 results.

The following are key findings from our analysis:

Inclusive Schooling: A significant number of our student population is supported with Inclusive Schooling programming at BDDEC. In 2018-19, the school district started to review the percentage of students on plans. In particular the Regional Inclusive Schooling Coordinator (RISC) worked with the BDDEC senior management team to conduct a full audit of plans. The findings found that many students could be moved off plans if Universal Design Learning (UDL) was used widely at the Tier I instructional level. This led to a decrease of 58 students being moved off student support plans in 2020-21.

Indigenous Languages: BDDEC started collecting Indigenous Languages data via Oral Proficiency Assessments (OPA) scores from students in 2018-19. By the fall of 2019 459 oral proficiency assessment (OPA) interviews conducted 200/1469 (13.6%) students spoke at the emergent level or higher. By 2020-21 the average score of students was 11.3 at the emergent level of the oral proficiency assessment (OPA) scale. BDDEC should continue to track Indigenous language(s) rates of its students as a measure of success within the proposed five-year vision plan for BDDEC 2022-2027. (See Appendix 1). https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

Voices of the North Newspaper: This publication has partnered with the Beaufort-Delta Divisional Education Council to improve communication with parents, guardians, students, elders and stakeholders.

Communication with the public: BDDEC has improved communication tools via social media. An Instagram account was created in 2018-19. Facebook Account for BDDEC created in 2018-19. The Parent(s)/Guardian(s) survey was created in 2019-20. Response rate of

approximately 28.3% in 2020-21. A brand new BDDEC webpage was developed in 2021 at www.beaufortdeltadec.ca

District Attendance: Despite collaborative efforts focused on attendance over five years the current data trends for the Beaufort Delta Divisional Education Council are on the decline. See Appendix 1. More work with various stakeholders including the DEC, DEAs, BDDEC senior management and the public at large will need to take place to ensure there is united effort to help improve low attendance data trends.

The Canadian Achievement Tests (CAT 4) data significantly improved as of 2020-21 in Literacy and Numeracy. Under the leadership of the District Education Council, BDDEC senior management team and the BDDEC consultants, literacy/numeracy results in the district have improved. For specific literacy and numeracy results (See Appendix 1).

Expansion of High School Programming - It is recommended that high school programming be made available to all students throughout the Beaufort Delta. The District Education Council will work with ECE in 2022-23 to begin to offer high school programming to students in Sachs Habour and Tsiigehtchic.

Policies & Practice

The Beaufort Delta Divisional Education Council and District Education Authorities review approved policies at the start of each new school year.

DEA/DEC members are encouraged to bring forward any policy they would like to review.

To streamline the process and encourage more participation in 2020 all DEC members now have access to a BDDEC Gmail account. In 2021 the BDDEC policy manual was also shared online via Google shared drive. It is an open drive that anyone can access. https://drive.google.com/drive/folders/1V91mQUT2dmjjpnft3mXgSYcM1MjaQDNe?usp=sharing

Policies and practices should be reviewed at the start of each new school year and at the beginning of each newly elected/acclaimed/appointed DEA or DEC.

In 2019-20 significant policy updates occurred with Inclusive Schooling and GNWT hiring practices to ensure BDDEC policy matched the current directives. BDDEC policy H.08 Student Evaluation has been updated twice in the past three years to ensure it reflects up to

date assessment practices. The BDDEC vision statement and mission statement were updated in February of 2021 to reflect the increased focus on Indigenized Education.

Policy Manual link:
https://drive.google.com/drive/folders/1O1KXu4fmg-IF6Oev0WoJOntJisAaJfwm?usp=sharing

Transparency, accountability and implementation of policy is incredibly important for a public education body in the NWT. BDDEC continues to seek advice from the District Education Council about new ways to engage the public at large. The past two years annual meetings for the District Education Council themselves were hosted over Zoom. The media has been present at such meetings and has participated in asking questions of the council. Members from the public have also attended and asked questions about policies and procedures.

The Beaufort Delta Divisional Education Council currently has a survey for parents and guardians. BDDEC has been encouraged by DEC members to develop more surveys for the public in the future focusing on Indigenizing Education efforts and policy development. Qualitative focused working groups through a partnership with the Excellence Center of Canada has also been proposed for 2022-23.

Governance

The Beaufort Delta Divisional Education Council continued to function despite the challenges of the COVID 19 global pandemic. Attached are the results of education body meetings included in the 2020-21 BDDEC Annual Report.

As a result of the COVID 19 pandemic the council decided to push back elections of new members to the executive until the February 2022 annual meetings. This ensured leadership was consistent throughout the school shutdowns in the region from Fall 2021 to January 2022.

BDDEC governance elections are held on a three-year cycle. District Education Authorities (DEAs) can be either elected through a democratic voting process or acclaimed if not enough candidates put forward their name during the voting process. DEA members can also be appointed to a membership position if a vacancy occurs during the term of the sitting DEA. BDDEC follows the elections procedures outlined in the NWT Elections Act and in accordance with Municipal and Community Affairs (MACA) policy and procedure. BDDEC has struggled in recent times to find members to serve the District Education

Authority of Sachs Harbour. The District Education Council works closely with the Hamlet of Sachs Harbour to ensure communication continues between the two organizations. In the event of school related closure the Hamlet office and BDDEC office stay in communication with the District Education Council (DEC) making the final decision.

Education Body Meetings

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

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

The District Education Council has invested in Zoom and Google Meets platforms. Meetings are now held on a regular basis with these platforms. Training for DEA and DEC members took place and was primarily shifted online. The council office provided devices and or access to the district office to members of the DEA/DEC when needed and travel permitted. Below is a chart of the proposed training from BDDEC 2020-21 annual report.

Governance Training

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

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

The combined skill set and knowledge of trustees and their ability to function in a collaborative manner are crucial to the effective governance of the organization. As a result, training is viewed as an important tool to increase understanding of roles and responsibilities and effective DEA/DEC collaboration. The Superintendent of Education has requested support from the Assistant Deputy Minister, Education, Culture and Employment in delivering this training.

Transitions in key DEA/DEC personnel do have an impact on functionality but the above sessions support understanding of roles and responsibilities. Below is an overview of the local DEAs/DEC:

Beaufort Delta Divisional Education Council 2020-21

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

Each year, DEC trustees are invited to attend an education conference related to governance and/or special interests.

DEA Annual General Meetings

Each year the community DEAs hold an Annual General Meeting (AGM). Over the past two years, with the pandemic and the gathering restrictions imposed by GNWT Public Health, no community AGMs have been hosted locally. With the easing of gathering restrictions, all DEAs are planning to host an AGM in early Fall 2022.

The purpose of the AGM is to inform the school community about the Council's activities and issues, to allow for community input into education programming and procedures and to allow school staff to discuss upcoming events and initiatives.

Accountability

BDDEC's accountability measures were enhanced in 2018-2019 due to our desire to be more data driven with student achievement results. Several new measures have been incorporated to support analysis and understanding of student achievement at the school and district level. Of note the District Education Council prioritized literacy, numeracy,

social responsibility and Indigenous languages. Appendix 1 and Two show these priorities in detail.

The following policies are provided by ECE that we (BDDEC) must report on in the Annual report:

1. Indigenous Languages and Education Policy:
https://www.ece.gov.nt.ca/en/services/indigenous-languages-and-education-secretariat/in digenous-languages-and-education-policy-jk
2. Safe and Caring School Policy:
https://www.ece.gov.nt.ca/en/services/education-renewal/safe-and-caring-schools
3. Fostering the Wellbeing of Students and Teachers
https://www.ece.gov.nt.ca/en/services/renouveau-en-education-aux-tno/fostering-well being-students-and-teachers
4. Education Renewal:
https://www.ece.gov.nt.ca/en/services/education-renewal
5. LGBTQ2S+ Equity, Safety and Inclusion:
https://www.ece.gov.nt.ca/en/services/education-renewal/lgbtq2s-equity-safety-and-inclus ion

BDDEC is widening its accountability beyond year to year reporting. The five year vision / strategic plan will provide opportunity for DEC/DEA members as well as the public at large to be updated on long term goals within literacy, numeracy, social responsibility and Indigenous languages. (Appendix 2).

Conclusions

Key Findings:.

- **Inclusive Schooling:** A significant number of our student population is supported with Inclusive Schooling programming at BDDEC. In 2018-19, the school district started to review the percentage of students on plans. In particular, the Regional Inclusive Schooling Coordinator (RISC) worked with the BDDEC senior management team to conduct a full audit of plans. The findings found that many students could be moved off plans if Universal Design Learning (UDL) was used widely at the Tier I instructional level. This led to a decrease of 58 students being moved off of student support plans in 2020-21. BDDEC should continue to audit support plans and provide direct service to school based staff with in-servicing on universal design for learning.

- **Indigenous Languages:** BDDEC started collecting Indigenous Languages data via Oral Proficiency Assessments (OPA) scores from students in 2018-19. By the fall of 2019 459 oral proficiency assessment (OPA) interviews conducted 200/1469 (13.6%) students spoke at the emergent level or higher. By 2020-21 the average score of students was 11.3 at the emergent level of the oral proficiency assessment (OPA) scale. BDDEC should continue to track Indigenous language(s) rates of its students as a measure of success within the proposed five year vision plan for BDDEC 2022-2027. (See Appendix 1). https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

- **Voices of the North Newspaper:** This publication has partnered with the BDDEC to improve communication with parents, guardians, students, elders and stakeholders. and should continue to contribute to this publication and encourage more student participation.

- **Communication:** BDDEC has improved communication tools via social media. Instagram and Facebook accounts were created in 2018-19. The parent(s)/guardian(s) survey created in 2019-20 had a response. rate of approximately 28.3% which is relatively low. BDDEC should collaborate with various stakeholders to increase awareness and distribution of future parent/guardian surveys (See Appendix 1 & 2).

- **District Attendance:** Despite collaborative efforts focused on attendance over five years the current data trends for the Beaufort Delta Divisional Education Council are on the decline. (See Appendix 1). More work at the district and school based level is needed to encourage and promote student attendance. This will be a focus for the 2022-2027 five year vision plan of the Beaufort Delta Divisional Education Council. (See Appendix 2 & 8).

- **The Canadian Achievement Tests (CAT 4):** data significantly improved as of 2020-21 in literacy and numeracy. For specific literacy and numeracy results (See Appendix 1). Continued results will be necessary to ensure the public education body is meeting its mandate to improve results of Beaufort Delta students compared to the rest of Canada.

- **Expansion of High School Programming:** It is recommended that high school programming be made available to all students throughout the Beaufort Delta. The District Education Council will work with the Department of Education, Culture and Employment (ECE) in 2022-23 to begin to offer high school programming to students in Sachs Habour and Tsiigehtchic.

- **Indigenizing Education:** BDDEC has made improvements to education practices to reflect Indigenous ways of knowing and learning through the use of cultural calendars to create long range plans.. The Dene Kede & Inuuqatigiit curriculum(s) are foundational to the educational programming of BDDEC. BDDEC must continue to expand its Indigenizing Education efforts as it strives to become a more decolonized public education body. As a shift to the British Columbia curriculum in the NWT is coming within the next three to five years, a deep dive review of the BC curriculum may assist with the expansion of Indigenized Education efforts.

BDDEC had a significant number of school closures in 2019-2020 and in 2021-2022. BDDEC also has some of the lowest ability to offer remote learning (due to limited community internet and devices). Recent downward trends with regional attendance is also a concern with in person learning being offered (Appendix 1). BDDEC expects the combination of the COVID 19 pandemic and low attendance to have adverse impact on student learning and mental wellness.

The district education council has prioritized a clear 5-year vision mandate, which will begin public consultation into the summer of 2022. Clear priorities for school and regional targets are provided in the BDDEC strategic plan.

EDI results are compelling in understanding endemic challenges, yet also offer specific areas that can be addressed systematically into the future. Stronger affiliations with our partners in GNWT Health and Social Services are needed to address the challenges in early childhood readiness for school.
As outlined in previous sections, the Beaufort Delta Divisional Education Council and the nine schools within its regional jurisdiction have accountability measures embedded in governance structures and operational processes which promote transparency and accountability to the public. This public education body continuously strives to improve performance. We acknowledge that transparency/accountability can always be enhanced and that both function to build a stronger education body with better outcomes for students.

Mental Wellness

Health and Social Services, and Education better address student needs when efforts are aligned and combined to target student needs such as speech language therapy, occupational therapy, audiology, neuropsychology, and physiotherapy in the early years. Counseling and mental health and wellness similarly support student success in early, middle and late adolescence.

The BDDEC five year vision plan includes a plan for Mental Wellness. See (Appendix Nine): https://docs.google.com/presentation/d/1MHYMwCgJxwfi4j0OUrNmKx4PCHTF4WBgTOZDFJeQO6c/edit?usp=sharing

In order for the BDDEC five-year vision plan to be successful, BDDEC will need to continue to partner with NWT Health and Social Services Authority to provide an array of mental health support. Including Community Counselors and CYCC's. The specific supports the GNWT HSS offers can be found here: http://www.nhtsa.ca/en/services/mental-health-resources-and-supports/gnwt-programs

BDDEC expects that the effects of COVID 19 pandemic will continue to impact our ability to reach student achievement targets. However given the improvements in literacy, numeracy, inclusive schooling, Indigenizing education; and some student achievement data growth (See Appendix 1) during the COVID 19 pandemic; BDDEC intends to continue to implement these initiatives across the four pillars of the BDDEC Strategic Operating Plan. See (Appendix 1).

While BDDEC is yet to consistently meet the legislative assembly's mandate to meet or exceed Canadian standards in student achievement, BDDEC believes the recent success with the CAT 4 results in literacy and numeracy are a strong indication that student achievement data is trending in the right direction. (Appendix 1).

Addressing Performance Gaps

The Beaufort Delta Divisional Education Council acknowledges that there are performance gaps within the organization. We have created a unified strategic plan for all schools to address student achievement gaps. We have been collecting similar data sets on student achievement specifically since 2019. We have referenced the 5-year vision plan throughout this document. This five year vision plan is designed to address student achievement gaps and mental health concerns. The five year vision plan is also a framework for more Indigenized Educational programming. The social inequalities faced by our Indigenous youth within the education system are widely known. BDDEC's continued efforts towards a

more Indigenized Education system is long lasting, difficult at times to measure with quantitative data but is at essence what we strive for on a daily basis.

We will continue to ensure staff create unit plans and long-range plans that reflect our cultural calendars. We will continue to create cultural calendars with input from staff, students, community members, elders and our District Education Authorities. It is our hope for the future that more daily lessons in our BDDEC schools continue to reflect the values and culture of our individual eight communities.

We know we must continue to make great strides in order to decolonize our education body. However it is a challenge we reflect on within senior leadership and input from District Education Authorities on a regular basis.

In the future, we plan to collaborate with the Excellence Center of Canada. The Excellence Center of Canada will provide our organization more qualitative data from staff and stakeholders for senior leaderships to review and consider. Specifically we will engage in qualitative research with our staff and community stakeholders on how we can make system wide improvements with our Indigenizing Education efforts.

Housing Concern(s)

One major hindrance consistently impacting student programming is adequate housing in the communities of the Beaufort Delta region. High teacher turnover significantly undermines consistent programming. Investment in teacher training to meet the needs encountered in classrooms has not been sufficient to reduce turnover.

A long term plan for housing for the region must be developed between all stakeholders involved including but not limited to Beaufort Delta Divisional Education Council, Inuvialuit Regional Corporation (IRC), Gwich'in Tribal Council (GTC), the Government of the Northwest Territories (GNWT).

In February 2022 the Beaufort Delta Divisional Education Council motioned for the Superintendent of Education to conduct research into the specific housing needs of the district. A timeline of Fall 2022 has been proposed to bring research back to the council for review.

In the interim, the Beaufort Delta Divisional Education Council will continue to partner with the NWT Housing Corporation to prioritize market rental housing for education staff of the Beaufort Delta region.

Reducing educator and principal/admin turnover requires community and territorial partnerships that work together to build retention of excellent educators. Obstacles such as inadequate housing mitigate against educator and principal retention in a competitive teacher job market. Living and working conditions, if supportive of personal and professional wellbeing, will attract education professionals who make substantial contributions to and commitments to school communities.

Internet Connectivity

Access to a reliable internet service with the proper hardware and software to engage in education is a must in the 21st century. Despite this the Beaufort Delta region lacks access to the Internet for many family homes.

In 2018-19 the Beaufort Delta Divisional Education Council conducted a voluntary survey with parents, guardians and school administrators. It was reported that approximately 260 in the district did not have access to the internet (See Appendix 6). This number is considered much lower than the true reality as only 37.4% of parents/guardians participated in the survey.

Regardless, the Beaufort Delta Divisional Education Council has partnered with local stakeholders to support home internet connectivity. Specifically, in the regional center of Inuvik the local internet provider New North Networks has provided a low bandwidth free connection for families. The Beaufort Delta Divisional Education Council also provides families with a free modem.

Similar solutions are not provided to the other seven Beaufort Delta communities at this time. The Beaufort Delta Divisional Education will need to do more in the coming five years to support students at home learning needs. BDDEC has communicated with SpaceX (StarLink) about the possibility of schools and family homes connecting via satellite internet in the near future. Initially spring of 2022 was suggested as a possible launch date. However delays related to COVID 19 have likely made this type of service unavailable until 2023 or 2024.

BDDEC is committed to partnering with community stakeholders and possibly private partners in the future to ensure schools and family homes have a stable, affordable and reliable internet connection.

Student Achievement Data

The Beaufort Delta Divisional Education Council will continue to report to stakeholders on student achievement data. The pillars of the BDDEC Strategic plan of literacy, numeracy, social responsibility and Indigenous languages (ILE) were first identified in 2019-20's BDDEC Operating Plan. The District Education Council has now prioritized targets under the same four pillars for the upcoming five years 2022-2027.

The leadership teams of the BDDEC office and school based principals will be responsible for reporting, collecting and implementing programs that support student achievement in the areas of Literacy, Numeracy, Social Responsibility and Indigenous Languages (ILE).

The Excellence Center of Canada was identified as a possible external organization that could provide an audit of the Beaufort Delta Divisional Education Council. This partnership will be researched by the BDDEC senior management team. It will be proposed to the center that staff of the Excellence Center of Canada collect qualitative data from staff and stakeholders on how the organization of BDDEC can improve its services.

Recommendations

Pandemic disruptions of in-person learning have exacerbated mental health student needs and heightened the urgency to maximize time and resources. Streamlined targeted approach of the upcoming BDDEC five years vision will address many current and emergent needs in post-pandemic schools. The mental health section of the BDDEC five year vision plan should be expanded upon. Specifically more work should be done partnering with GNWT Health and Social Services, BDDEC Regional Inclusive Schooling Coordinators, BDDEC senior management and members of the District Education Council.

BDDEC is positioned to embrace the move/shift to the British Columbia school curriculum. ECE has announced a shift to BD curriculum in three to five years. Strengthening students in the areas of physical, emotional, spiritual and intellectual wellness based on the new curriculum and our foundational curriculums of the Dene Kede & Inuuqatigiit curriculums is a promising way forward with continued Indigenized Education efforts.

It is recommended that high school programming be made available to all students throughout the Beaufort Delta. The District Education Council will work with ECE in 2022-23 to begin to offer high school programming to students in Sachs Habour and Tsiigehtchic.

More community engagement is needed in a post pandemic reality for the Beaufort Delta. COVID 19 has made connecting with families and stakeholders difficulty. In the future we

plan to connect more with our partners in-person. Duty travel and visits from BDDEC office staff will increase in 2022-23. Current infrastructure improvements including access to Zoom and Google Meets software is now more widely used as a result of the pandemic. These affordable platforms will continue to be used but do not replace in-person meetings and schools visits.

BDDEC has made improvements to education practices to reflect Indigenous ways of knowing and learning. All schools follow individual community cultural calendars as of 2021. Teachers are expected to use cultural calendars to create long-range plans which are collected by the BDDEC central office and school based leadership teams. The Dene Kede & Inuuqatigiit curriculum(s) are foundational to the educational programming of BDDEC. BDDEC must continue to expand its Indigenizing Education efforts as it strives to become a more decolonized public education body and stays true to its vision statement of "Capable Citizens Through Indigenized Education."

Appendix 1

https://docs.google.com/document/d/1uphSJFjOnBzM6MS7-1cZBlRQSQvQ1ecL/edit?usp=sharing&ouid=109095617582115189973&rtpof=true&sd=true

Appendix 2

5 Year Targets for BDDEC Five Year Vision:
https://docs.google.com/document/d/17o3Bt3BY_1ApmX1k5Z7ieTiRdjvcm1YlhyilfAd0rOk/edit?usp=sharing

Appendix 3



Appendix 4

- Aklavik – Moose Kerr School – 138 students
- Fort McPherson – Chief Julius School – 144 students
- Inuvik – East Three Elementary School – 402 students
- Inuvik – East Three Secondary School – 341 students
- Paulatuk – Angik School – 72 students
- Tuktoyaktuk – Mangilaluk School – 233 students
- Tsiigehtchic – Chief Paul Niditchie School – 35 students
- Sachs Harbour – Inualthuyak School – 16 students
- Ulukhaktok – Helen Kalvak Elihakvik – 128 students

- ☐ 93 Junior Kindergarten
- ☐ 117 Kindergarten
- ☐ 118 Grade One
- ☐ 95 Grade Two
- ☐ 118 Grade Three
- ☐ 108 Grade Four
- ☐ 111 Grade Five
- ☐ 113 Grade Six
- ☐ 111 Grade Seven
- ☐ 97 Grade Eight
- ☐ 92 Grade Nine
- ☐ 211 Grade Ten
- ☐ 73 Grade Eleven
- ☐ 52 Grade Twelve
- ☐
- ☐ 1509 students

Appendix 5

Beaufort Delta Divisional Education Council Policy Manual:
https://drive.google.com/drive/folders/1V91mQUT2dmjjpnft3mXgSYcM1MjaQDNe?usp=sharing

Appendix 6

https://www.cbc.ca/news/canada/north/nwt-internet-access-digitalnwt-text-survey-1.6293063

Appendix 7
BDDEC Five-Year Vision Strategy & Support

https://docs.google.com/presentation/d/1xWrVpoXsuJ4s7SqYFGr-dL8BbfDa65ptJlsj-KsX8hE/edit?usp=sharing

Appendix 8
BDDEC Five Year Vision DEC Working Group:

https://docs.google.com/presentation/d/1nTMqeKhw_NzFyMXexfIDY-3nzI0BEUR1NvbJWpPtLLU/edit?usp=sharing

Appendix 9

https://docs.google.com/presentation/d/1MHYMwCgJxwfi4j0OUrNmKx4PCHTF4WBgTOZDFJeQO6c/edit?usp=sharing

Appendix 10

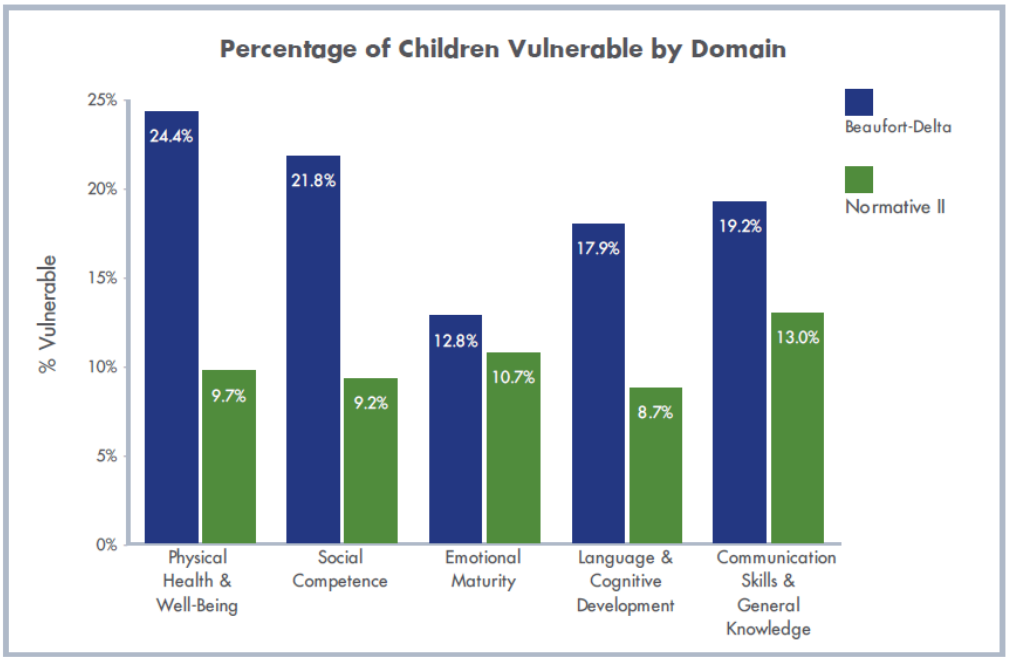
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Appendix 11
District Reading Levels

- 22% of student reading at Level Fall 2019 and 26% of students reading at Level February 2020 indicating a 4% growth
- Overall in reading 22% of students were approaching, meeting or exceeding expectations with fiction texts and 20% with non-fiction texts.

Grade Level	Fiction	Nonfiction	Round 1 Benchmark (Appr/Mtg Level)	Total # of Students
Grade 1	3%	2%	Level E/F+	103
Grade 2	9%	8%	Level J/K+	83
Grade 3	21%	18%	Level M/N+	109
Grade 4	17%	16%	Level P/Q+	103
Grade 5	25%	25%	Level S/T+	104
Grade 6	18%	22%	Level V/W+	108
Grade 7	27%	30%	Level X/Y+	110
Grade 8	48%	42%	Level Y+	92
Grade 9	35%	21%	Level Z+	87
District Wide Total	22%	20%		899

Appendix 12



The graph below illustrates Beaufort-Delta 2020/2021 results for the percentage of children vulnerable on at least one and at least two domains compared to the Normative II population.

