



**YELLOWKNIFE EDUCATION  
DISTRICT NO. 1**

P.O. Box 788, Yellowknife, NT X1A 2N6  
Tel: (867) 766-5050 • Fax: (867) 873-5051

**ADMINISTRATION SCOLAIRE DE  
DISTRICT N° 1 DE YELLOWKNIFE**

C.P. 788, Yellowknife NT X1A 2N6  
Tél. : (867) 766-5050 • Téléc. : (867) 873-5051

[www.yk1.nt.ca](http://www.yk1.nt.ca)

June 15, 2022

Honourable R.J. Simpson  
Minister, Education, Culture and Employment (ECE)  
Government of the Northwest Territories  
Box 1320  
Yellowknife, NT X1A 2L9

Dear Mr. Simpson:

**Re: Submission of Operating Plan for 2022-2023 School Year**

Enclosed is the Operating Plan for Yellowknife District No. 1 Education Authority  
(Yellowknife Education District No. 1) for the 2022-2023 school year.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Terry Brookes'.

Terry Brookes  
Chairperson  
Yellowknife Education District No. 1

- cc. John MacDonald, Deputy Minister (ECE)  
Shannon Barnett-Aikman, Assistant Deputy Minister (ECE)  
Marissa Martin, Director, Finance and Capital Planning (ECE)  
Richard Borkowski, Manager Board & Corporate Services (ECE)  
Dr. Cindi Vaselenak, Superintendent/CEO (YKI)  
Tram Do, Director of Corporate Services (YKI)

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**Education Accountability Framework**

**Yellowknife Education**

**District No. 1**

**Operating Plan**

**For the 2022-23 School Year**

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## Operating Plan - Executive Summary

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The Yellowknife Education District No. 1's Operating Plan for the 2022-2023 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 Yellowknife Education District No. 1's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2022-2023 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: **Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalized and Inclusive Education; and Key Competencies.**

YK1 strategic priorities are also included in our planned goals and targets. They are as follows:

**Learning:** Ensure inclusive, equitable and authentic learning experiences;

**Indigenous Language & Education:** Honour and celebrate Indigenous Language and Culture for all learners;




**Community:** Foster critical understanding of local, national and global issues; and

**Wellness:** Cultivate a culture of holistic wellness.

The three pillars that align the aforementioned are:

1. **Learning**
2. **Indigenous Language and Culture**
3. **Wellness, Community, and Key Competencies**

The following chart highlights planned goals and foci for 2022-2023. All professional development will align with the identified pillars.

<b>YK1 2022-2023 Educational Goals</b>		
<b>Learning</b>	<b>Indigenous Language and Culture</b>	<b>Wellness, Community, and Key Competencies</b>
		
<b>Education Leaders &amp; ECE Shared Priorities</b>		
Student Achievement in Literacy and Numeracy  Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness  Key Competencies
		
<b>YK1 Strategic Priorities</b>		
Learning	Indigenous Language & Education	Wellness Community
		
<b>YK1 Goals and Targets</b>		
Responding to EDI results at district/school level	“Our Languages” implementation	Responding to MDI results at district and school levels
Implementation of YK1 Learning Plan	ILE classes	ECE supported school-based programs <ul style="list-style-type: none"> <li>• Fourth R Program</li> <li>• Talking About Mental Illness (TAMI)</li> <li>• W.I.T.S</li> </ul>
Place-based, culturally responsive initiative, Engaging Learners in the Middle Years		Growth as a Learner
Math/Science/Early Literacy foci EN/FR: <ul style="list-style-type: none"> <li>• JK-2 Playful Inquiry</li> <li>• Nurturing Northern Literacy Learners, grades, 3-8</li> <li>• Math Pedagogy (Working Group)</li> </ul>	Cross-curricular planning and integration of Dene <i>Kede</i> .	
	Outdoor Classrooms	
	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and

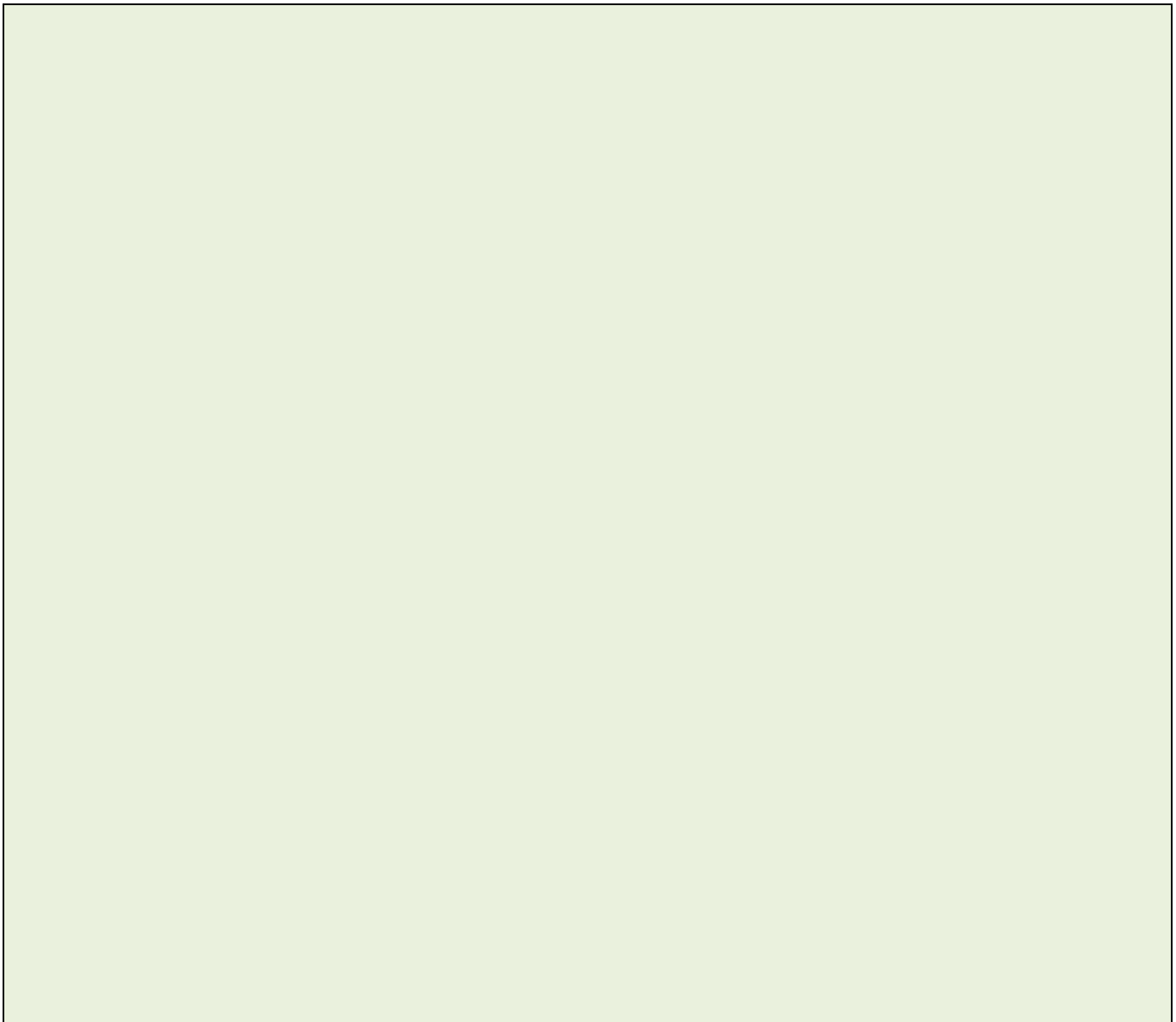
		Strength, Masculinities, And Sexual Health [SMASH]
Assessment to Instruction	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching to diversity using flexible instructional practices	Key Cultural Experiences	Safe School Plans
Participation in ECE renewal of IEP process	School-based ILE Committees	
Following expected guidelines for PSTs	Sara Davidson, consultant, to support Indigenizing education	
Technologies to support diverse learners		
Supporting complex learners in the classroom setting*		*
Supporting Educational Assistants in their role*		*

## Annual Report - Executive Summary

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The Yellowknife Education District No. 1's Annual Report for the 2022-2023 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:



# 1. Administration and School Services

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

- A. Governance structure;
- B. Functional Organizational Chart;
- C. School Profiles; and
- D. Student Profiles.



## A. Governance of Education Bodies

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

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the 2150 (April 2022) students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

### **District Education Authority Trustees**

An election will be held in the fall 2022 to align with the city of Yellowknife elections.

Chairperson: Terry Brookes

Vice Chairperson: Doreen Cleary

Trustees: Carla Kinakin  
David Wasylciw  
Trevor Sinclair  
Al McDonald  
Tina Drew

### **Administration**

Superintendent of Education: Cindi Vaselenak

Assistant Superintendent: Shirley Zouboules

Director of Corporate Services: Tram Do

During their time 'in office', Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees will be elected every four years. There are no options to renew unless they are re-elected.

Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

**B. Functional Organizational Chart**

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



### C. School Profiles

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

<b>Total Number of Schools in District</b>	<b>6</b>	<b>Total Anticipated Student Head Count</b>	<b>2200</b>
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School Name	Community	Grades Offered	Programming Highlights
<p>École İtł'ò (EI)</p> <p>(École J.H. Sissons School (JHS))</p>	Yellowknife	JK-5	<p>École İtł'ò</p> <p>(École J.H. Sissons (EJHS)) offers:</p> <ul style="list-style-type: none"> <li>French Immersion programming</li> <li>Special programming includes choir, musical theatre, afterschool athletics and a speed skating academy.</li> <li>Afterschool activities include judo, soccer, improvisation, painting, chess and choir</li> <li>Indigenous language and culture is integrated into classroom sessions</li> <li>Indigenous Culture Camps throughout the year</li> <li><i>Cours d'enquêtes en plein air (CEPA)</i>; (Forest/nature school practice)</li> <li>A four day French Language and Culture Camp, 'Camp de neige', at the Yellowknife Ski Club</li> </ul>
Mildred Hall School (MHS)	Yellowknife	JK-8	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> <li>English programming</li> <li>Willìdeh language and Core French courses as well as traditional games classes for grades 2-8 and jigging for JK-2 students.</li> </ul>

			<ul style="list-style-type: none"> <li>• Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 6</li> <li>• Many extracurricular activities such as team sports, fine arts, guitar, fiddling. Choir and band instruments; alternative sports such as fat biking, cross country skiing, snowshoeing, and rollerblading. alternative options such as jigging and traditional games</li> <li>• Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Wilìideh language in our land based learning experiences</li> <li>• A breakfast, snack, and hot lunch program. The school has a large garden where students grow vegetables used in the foods program</li> <li>• Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour</li> </ul>
<p>N.J. Macpherson School (NJ Macpherson)</p>	<p>Yellowknife</p>	<p>JK-5</p>	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> <li>• English programming JK-5</li> <li>• Montessori programming JK-5</li> <li>• Core French, Grades 1-5</li> <li>• Special programs including Physical Education, visual arts, music, drama and a strong recycling program</li> <li>• Several extracurricular sports, clubs and after-school programs</li> <li>• Indigenous language and culture is integrated into classroom sessions</li> <li>• Indigenous Culture Camps throughout the year</li> <li>• An active Parent Advisory Council</li> </ul>
<p>Range Lake North School (Range Lake)</p>	<p>Yellowknife</p>	<p>JK-8</p>	<p>Range Lake North (RLN) offers:</p> <ul style="list-style-type: none"> <li>• English programming</li> <li>• Intensive French in Grade 6, Post-Intensive French in Grades 7 and 8, and Core French in Grades 1 to 8, excluding Grade 5, where</li> </ul>

			<p>students participate in Pre-intensive French camps</p> <ul style="list-style-type: none"> <li>• Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc.</li> <li>• Indigenous Language and Culture, integrated into classroom sessions</li> <li>• Indigenous Culture Camps throughout the year</li> <li>• Special programs in music, band, choir, and drama</li> <li>• Advanced technology and robotics programs in a Makerspace environment</li> <li>• Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking</li> <li>• Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive</li> <li>• An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities</li> </ul>
<p>École Sir John Franklin High School (Sir John)</p>	<p>Yellowknife</p>	<p>9-12</p>	<p>École Sir John Franklin High School (ESJF) offers:</p> <ul style="list-style-type: none"> <li>• Programming from Grades 8 to 12 in both English and French Immersion</li> <li>• Core French and Post-Intensive French from Grades 8 to 12</li> <li>• Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts</li> <li>• Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics</li> </ul>

			<ul style="list-style-type: none"> <li>• Indigenous culture programming and camps including Wíííídeh language instruction</li> <li>• Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered</li> <li>• Support and resources for students struggling in school, socially, or at home.</li> <li>• National and international travel opportunities for students include volunteering, scuba club, and cultural experience</li> <li>• Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite</li> <li>• Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format</li> </ul>
<p>École William McDonald School (William McDonald)</p>	<p>Yellowknife</p>	<p>6-8</p>	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> <li>• Programming for Grades 6,7 and 8 in both English and French Immersion</li> <li>• Other French options including: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8 Core French – Grades 6 - 8</li> <li>• Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education</li> <li>• Sports Academy Program which includes hockey, soccer, and athletics. Recently updated fitness room has allowed an expansion to its sports programming. <i>*This program was suspended for the 2021-2022 school year but the offering is being revisited in 2022-2023</i></li> </ul>

### ***D. Student Profiles***

The following table details general characteristics of the region's student population, including a description of student body ethnic backgrounds, description of regional/community culture, and other noteworthy demographics.

The YK1 student population reflects the demographics of the City of Yellowknife. 40% of our student body is Indigenous, with a considerable variation in numbers of Indigenous students between schools. A growing number of students enrolled in our schools are new to Canada. These students' needs are supported, through the Support Workers In Schools (SWIS) program primarily in two schools. In addition, there are a number of students who are English Language Learners (ELL), but do not receive services from the SWIS program.

In 2021-2022, 73% of YK1 students were on a regular program, while 26% were on SSPs of which 2.5% were on Modified Plans. There were a remaining 1.2% of students on IEPs. Numbers for 2022-2023 are not yet known but percentages are likely to be similar. The number of IEPs will likely increase as the need to write for students in K has been identified.

## 2. Territorial Schools

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

- A. Education Body Strategic Planning;
- B. School Improvement Planning & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education; and,
- H. Northern Distance Learning



### A. Education Body Strategic Planning

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

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

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

<b>Regional priorities and goals.</b>	<p>YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities:</p> <ol style="list-style-type: none"> <li>1. <b>Learning</b></li> <li>2. <b>Indigenous Language and Culture</b></li> <li>3. <b>Wellness, Community, and Key Competencies</b></li> </ol>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%		
Education staff will participate in Professional Development focusing on the three identified pillars.	100%		
YK1 schools will participate in district led PD focusing on numeracy and literacy	100%		
<p>YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement.</p> <p>“We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. “The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning</p>	100%		

<p>is more social, collaborative, and context-dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)</p>			
<p>Are Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>			

## B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

<p>Regional approach to <b>School Improvement Planning and School Reviews</b>, and relevance to regional and shared priorities, for the school year.</p>	<p>School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary:</p> <ol style="list-style-type: none"> <li>1. <b>Learning</b></li> <li>2. <b>Indigenous Language and Culture</b></li> <li>3. <b>Wellness, Community, and Key Competencies</b></li> </ol> <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</p> <p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School plans are shared with the District Administration and the Board of Trustees.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

### C. Staff Evaluations

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

The following tables detail the region’s approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

<p>Regional approach to the completion of <b>Staff Evaluations</b>.</p>	<p>At the beginning of each school year YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by school administration will also be evaluated. The administration of each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk. YK1 utilizes the ECE Growth &amp; Evaluation model.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

### D. Regional Training and In-Service

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

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

<p><b>Regional approach to the completion of Training and In-Service.</b></p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2022-2023.</p> <p>Consultants will provide PD in the following areas: Learning / Indigenous Language and Culture</p> <ul style="list-style-type: none"> <li>• Math Working Group (EN/FR)</li> <li>• Nurturing Northern Literacy Learners</li> <li>• Place-based, culturally responsive initiative, Engaging Learners in the Middle Years</li> <li>• JK-2 Collaborative Study Group</li> <li>• Neurolinguistic approach with outside consultant (FR/Wilhidèh)</li> </ul> <p>Two ILE district days are planned to meet the ILE directive School specific STIP times are planned to align with the identified pillars</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of Regional training and in-service focused on regional priorities	100%		
% of Regional training and in-service focused on shared priorities	100%		
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	1		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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### E. Literacy Coordinators

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

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

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	2.0	1.5	These funds support Assistant Superintendent, 0.5 Instructional Coordinator and 1 Supervisor of programs. These positions support Teaching & Learning in schools		

*\* As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.*

The following tables detail the region’s role of their Literacy Coordinator, and the relevance of the position to regional and shared priorities for the upcoming school year related to literacy, along with noted areas of strength and areas for development.

<p>Regional approach to how the <b>Literacy Coordinator</b> role will be used in the upcoming school year.</p> <p>Please indicate whether or not there is a Regional Literacy Action Plan in place.</p>	<p>This upcoming school year, the Literacy Coordinators will focus on communicating and supporting implementation of the current Learning Plan within the schools. This will be done through professional development, in-servicing as well as providing resources.</p>
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Areas of Strength for the region	
Areas for Development for the region	

Additional Comments for the region, including any specific information related to the COVID-19 pandemic.	
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### ***F. Healthy Food for Learning***

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

The following tables detail the regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to <b>the Healthy Foods for Learning program</b> for the upcoming school year.</p>	<p>YK1 schools access the Healthy Food for Learning Program for the provision of snacks and/or lunches using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food.</p> <p><a href="https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning">https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning</a>).</p> <p>Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

<b>School Name</b>	<b>Type of food program(s) offered</b> <i>(Breakfast, Lunch, Snack, etc.)</i>	<b>Average number of children / youth served daily</b>	<b>Criteria to participate</b> <i>(Low income, fee, Everyone welcome, etc.)</i>	<b>Non-GNWT Funding Received</b> <i>(\$ Amount / Source)</i>
École It'ò (EI)				
Mildred Hall				
N.J. Macpherson				
Range Lake				
Sir John				
William McDonald				

*\* Please complete one row for each program offered in a school. Ex:) complete two rows if a school offers both breakfast and snack programs.*

### G. Second Language Education

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

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

<b>School Name</b>	<b>Language of SL</b> <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)</i>	<b>Type of SL program</b> <i>(core, immersion, intensive, post-intensive)</i>	<b>Grades of SL program</b> <i>(per program type)</i>	<b>Frequency of SL Program</b> <i>(min/week)</i>	<b>Actual Frequency of SL Program</b> <i>(min/week)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>
École İtł'ò (EI)	French	Immersion	JK-2	1575 mins/week		
	French	Immersion	JK-2	1575 mins/week		
Mildred Hall	French	Core	1-8	60 mins/week		
	<i>Williideh</i>	Core	1-8	90 mins/week		
N.J. Macpherson	French	Core	1-5	90 mins/week		
	French	Pre-Intensive French camps	5	2 x 30 hours = 60 hrs/year		
Range Lake	French	Intensive	6	1200 mins/week Sept-Jan 400 mins/week Feb - June		
	French	Post-Intensive	7, 8	400 mins/week		
	French	Pre-Intensive French Camps	5	2 x 30 hrs = 60 hrs/year		

	French	Core	1-8	80 mins/week		
Sir John	French	Immersion	9	Up to 1120 mins/week		
	French	Immersion	10-12	Up to 1120 mins/week		
	French	Post-Intensive French	8	400 mins/week		
	French	Post Intensive French	9-12	400 mins/week		
	French	Core	9-12	160-200 mins/week		
	Wiiliideh	Core	9-12	16-200 mins/week		
	William McDonald	French	Immersion	6, 7, 8	Up to 1280 min/week	
French		Intensive French	6	1200 min/week Sept-Jan 400 min/week Feb-June		
French		Post Intensive French	7, 8	400 min/week		
French		Core	6, 7, 8	120 min/week		

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

### 3. Inclusive Schooling

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

#### A. Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	1.00			

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0		

### B. Program Support Teachers

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

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

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
École It'ò	15.48	2				
Mildred Hall		3				
N.J. Macpherson		3				
Range Lake		3				
Sir John		3				
William McDonald		2				
<b>TOTAL</b>	15.48	16	Based on need			

**C. Support Assistants**

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

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

Please ensure that Support Assistants funded through Jordan’s Principle and Children’s First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
École It̓'ə	32.53	2	0		
Mildred Hall		6	*JP/CFI projected, 13		
N.J. Macpherson		6	*JP/CFI projected, 7		
Range Lake		7.5	*JP/CFI projected 13		
Sir John		9.25	*JP/CFI projected 7		
William McDonald		3	*JP/CFI projected, 2		
<b>TOTAL</b>	32.53	33.75**	*42 additional EAs from JP/CFI funding **Increased due to student need		

### D. Inclusive Schooling - Staff Development

Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$86,066	\$86,066			

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
NVCI	RISC to recertify	CPI	September 2022 Alberta  Followed by internal training for response teams at schools		
SIVA	PST & RISC to do trainer training to build capacity	SIVA	July & November 2022  Followed by EA/PST district training		
Behaviour Consultant	PST, teachers,	Consultant	TBD, YK		



	admin, EAs				
UDL	PST, admin	Consultant	4 times in the year		
Kristi Mraz	JK/K teachers and PSTs	Consultant	TBD, YK and/or virtual		
Wellness (mental health first aid/risk assessment training, crisis response training, LGBTQ training)	PST, admin, YK1 Wellness Committee	Various	TBD May be in person or virtual		
EA training - Inclusive training 101, ASD, Self Regulation etc	EAs	RISC and consultants	TBD In person and virtual		
Collaborative Math initiatives at Secondary level to support all learners	Teachers, PST	TBD	TBD but through the year		
Supporting Numeracy learning in the classroom	EAs	Carole Fullerton	TBD - 2x this year		

The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

\* This table refers to contractors procured using Inclusive Schooling funding, and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.

### E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type <i>(# of classrooms / individual student/ etc.)</i>	Total (\$)	Explanation for Difference <i>(if applicable)</i>
\$114,416					

### ***F. Healing and Counselling***

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

The following table details the amount of allocated, and funding spent on Healing and Counselling throughout the region.

<b>Allocated (\$)</b>	<b>Actual (\$)</b>	<b>Purpose (materials, positions, contracts, etc.)</b>	<b>User Group Type (# of classrooms / individual student/ etc.)</b>	<b>Total (\$)</b>	<b>Explanation for Difference (if applicable)</b>
\$109.421					

### G. Alignment of Student Supports

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

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to ensure that <b>student supports are aligned</b> to the goals stated in SSPs and IEPs.</p>	<p>Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared and discussed with the RISC and PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs) will work collaboratively with families to ensure thoughtful and intentional supports align with students’ SSP/IEP goals. Student support plans are reviewed prior to reporting periods and adjusted as needed.</p> <p>The IEP renewal process professional development will ensure a strength based approach to goal setting with students and families. YK1 recognizes that teacher and support staff professional development plays an integral part in IEP renewal success.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

### H. Flexible Instructional Strategies

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

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to ensure that principals create conditions to support teachers in the use of <b>flexible instructional strategies</b>.</p>	<p>YK1 is committed to the on-going work with outside facilitators who are experts in instructional strategies that are flexible, open-ended and meet the diverse needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, including any specific information related to the COVID-19 pandemic.</p>	

### ***I. School-based Support Team***

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

The following tables detail the region’s approach to ensure that the SBST, under the leadership of the principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to <b>ensure that the SBST is in place in each school and is operating effectively</b> as per the directive.</p>	<p>In 2022-2023 all schools will utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	

**J. Review of SSPs and IEPs**

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

The following tables detail the region’s approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to <b>ensure that IEPs and SSPs are updated and reviewed in consultation</b> with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>Schools follow processes outlined in the Directive that include criteria and time lines for the development and review of SSPs and IEPs. PSTS and RISC problem solve individual cases that require Modified Education Plans. In 2022-2023, a focus will continue to be on understanding and implementation of the competency based Individual Education Plan.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	

### K. PST Activities

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

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

The following table details the region’s approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to <b>ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</b></p>	<p>The RISC will support, as needed, school PSTs and school administrators to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines.</p> <p>A beginning of the school year PD refresher will be held for admin and PST on allocation of PST time targets.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region, <b>including any specific information related to the COVID-19 pandemic.</b></p>	



**L. Magnet Facilities**

North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a ‘magnet facilities’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

<b>Positions</b>	<b>Allocated (PY)</b>	<b>Budgeted (PY)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (PY)</b>	<b>Explanation for variance (if applicable)</b>
Teachers	3	4	We are staffing teaching positions in lieu of EA positions		
Support Assistants	2	0			
<b>TOTAL</b>	<b>5</b>	<b>4</b>			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

<b>Allocated (\$)</b>	<b>Budgeted (\$)</b>	<b>Explanation for variance (if applicable)</b>	<b>Actual (\$)</b>	<b>Explanation for variance (if applicable)</b>
\$38,000	\$38,000			

## 4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy* (ILE Policy) is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The ILE Policy is supported annually by conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the ILE Policy.

### A. Regional Indigenous Language and Education Coordinators

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

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

<b>Allocated</b> <i>(PY)</i>	<b>Budgeted</b> <i>(PY)</i>	<b>Explanation for difference</b> <i>(if applicable)</i>	<b>Actual</b> <i>(PY)</i>	<b>Explanation for difference or any adjustments to PYs</b> <i>(if applicable)</i>
1.00	1.00			

### ***B. Indigenous Language and Education Teams***

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE Action Plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the team was not in place or active during the year.

<b>Indigenous Language and Education Team</b>			
<b>School</b>	<b>ILE Team Composition</b> <i>(Principal, PST, etc.)</i>	<b>Meeting Frequency</b>	<b>Explanation if ILE Team was not in place or active</b> <i>(if applicable)</i>
École It'ò	Assistant-principal, 2 teachers 1 PST	Once a month	
Mildred Hall	Principal, PST, ILE Teacher, 4 teachers, 3 EA	Every other month with smaller ILE team meetings more often	
N.J. Macpherson	Principal, PST, 4 teachers	Every 6 weeks, more often when near a ILC camp/event	
Range Lake	Principal, PST, 5 teachers, 3 EAs	Monthly	
Sir John	Principal and 5 Department Heads	Monthly	
William McDonald	PST, 2 Teachers, Admin	Monthly, as needed	

### C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum.

The following table shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
École Itł'ò	6.99	.5	.5		
Mildred Hall		4	4	2 ILIs 2EA	2 positions are ILIs 2 position is an Indigenous Educational Assistants
N.J. Macpherson		.5	.5		
Range Lake					
Sir John		2	2		
William McDonald					
<b>TOTAL</b>	6.99	7	7		

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

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	There is a concerted effort to provide appropriate professional development and support to all ILI's in the district.	
Plans to recruit and retain language teachers, if any?	In order to recruit for the future, we will continue to make connections with community members who are language speakers, through	

	current staff. Informal mentorship and support with current staff has been helpful.	
The # of anticipated New ILIs and which schools they are in.	0	
Challenges and/or barriers faced in the region, including any specific information related to the COVID-19 pandemic, if any?	There are a limited number of fluent Indigenous Language speakers who are also qualified to teach in schools	

## ***D. Indigenous Education***

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
  - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
  - Allocating resources to help build the school-community relationship, including mandatory Elders in Schools programming;
  - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including two days of mandatory cultural orientation; and,
  - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
  - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
  - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
  - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is implemented.

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 <sup>rd</sup> Party Funding (\$) / Source (If applicable)
École It'ò	\$169,708	\$21,868				
Mildred Hall		\$25,692				
N.J. Macpherson		\$24,273				
Range Lake		\$26,533				
Sir John		\$32,053				
William McDonald		\$26,537				
RILE		\$12 752	*there is an allocation to allow for community support coordinated by District			
<b>TOTAL</b>	\$169,708	\$169,708				

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3<sup>rd</sup> party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How is this position funded?	If no to either of these positions, why not?
École It'ò				
Mildred Hall				
N.J. Macpherson				
Range Lake	Knowledge Keeper	Y	The school submitted a proposal to the On the Land Collaborative fund for this person to facilitate regular culture activities outdoors, once a week.	
Sir John				
William McDonald				
District				



### E. Strengthening Training for Northern Educators

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

The following tables detail the region’s approach to strengthening training for northern educators. This includes regional targets set, achieved results, and explanation for difference.

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(if applicable)</i>
# of schools offering Indigenous language training and support to all staff members (whole school approach to language use).	100%		
# of schools offering Dene Kede and/or Inuuqatigiit training and support to all staff members.	100%		

Type of Residential School Awareness Training offered (eg. Blanket exercise, ICAST, Conference)	
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Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory** cultural orientation. The following table details school-based approaches to **local** cultural orientation days.

School	Type of Cultural Orientation <i>(Planned activities)</i>	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
École ɪtʰə̀	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach.	100%		

	The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.			
Mildred Hall	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%		
N.J. Macpherson	The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100%		

<p>Range Lake</p>	<p>The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	<p>100%</p>		
<p>Sir John</p>	<p>The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	<p>100%</p>		
<p>William McDonald</p>	<p>The first day of ILE Professional Development will be coordinated at the district level. The focus of this PD will be reconciliation, providing cultural experiences and the integration</p>	<p>100%</p>		

	<p>of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>			
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### F. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences that were offered during the school year, using funding from the community support or Indigenous education categories.

<b>School</b>	<b>Name of Land- Based Key Cultural Experience</b> <i>(list all occurrences)</i>	<b># of Participants</b>	<b># of Cultural Resources Experts / Elders Hired</b>	<b>Was an Indigenous language incorporated ?</b> <i>(Y/N)</i>	<b>Duration of Experience</b> <i>(Days / hours / frequency)</i>
École Itł'ò					
Mildred Hall					
N.J. Macpherson					
Range Lake					
Sir John					
William McDonald					

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

<b>School</b>	<b>Name of School- Based Key Cultural Experience</b> <i>(list all occurrences)</i>	<b># of Participants</b>	<b># of Cultural Resources Experts/Elders Hired</b>	<b>Was the Indigenous Language Incorporated Throughout?</b> <i>(Y/N)</i>	<b>Duration of Experience</b> <i>(Days / hours / frequency)</i>
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École It'ò					
Mildred Hall					
N.J. Macpherson					
Range Lake					
Sir John					
William McDonald					

The following table details the supplies purchased by schools to deliver key cultural experiences.

<b>School</b>	<b>Land-Based Supplies or Equipment Purchased</b>	<b>School-Based Supplies or Equipment Purchased or Rented</b>	<b>If training or licensing was required, was it paid through ILE funding? (Y/N)</b>
École It'ò			
Mildred Hall			
N.J. Macpherson			
Range Lake			
Sir John			
William McDonald			

### G. Strengthening Core and Immersion Indigenous Language Instruction

In most NWT schools, Indigenous language programming is offered as a core language program with instructional time averaging 90 hours a year. A few schools in the NWT have implemented Indigenous language immersion programs, and others have recently begun the immersion implementation process.

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

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

<p><b>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability.</b></p>	<p>A vibrant Indigenous Language program not only benefits students but also serves as a gateway for a brighter future for an entire community. This highlights the critical need for effective and successful school programming where community members are intent on reclaiming the ancestral languages. Not only does instructional time play a critical role in a program’s success, so too does the number of years a student is enrolled in a second language class. For many young students, the school is often their first introduction to Indigenous language instruction. Language classes for K-Grade 8 at Mildred Hall School are offered and student experience games, hands-on activities, cultural activities (scraping hides, making moccasins, cleaning fish etc..). Students at Sir John Franklin High School Grades 9-12 have the opportunity to take an Indigenous Language class rather than French. In these classes students participate in Our Languages Curriculum activities to strengthen vocabulary and oral proficiency. Next year, we are expanding students’ opportunity to participate in Indigenous Language programming at two additional schools, École [tł’ò and NJ Macpherson.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for difference <i>(If applicable)</i>
# of new ILIs in the region	0		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region, including any specific information related to the COVID-19 pandemic.			



***H. Employing a Whole School Approach to Language Use***

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a ‘**whole school approach to language use**’ bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

<b>School</b>	<b>Indigenous Language Signage in Schools (Y/N)</b>	<b>Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.</b>	<b>Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.</b>
École Itł'ò			
Mildred Hall			
N.J. Macpherson			
Range Lake			
Sir John			
William McDonald			

***I. Community Support***

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

The following table details the **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Actual (\$)	Community Support Activity	Total (\$)	Explanation for Difference <i>(if applicable)</i>
\$58,751				

**J. Resource Development for OLC and ILE**

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education (ILE) Handbook*. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

- a) Training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation;
- b) Developing resources for the implementation of *OLC* and *ILE Handbook* in schools; and
- c) Technology needs that support *OLC* and *ILE Handbook* implementation.

**Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.**

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$47,203	\$47,203			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, contractor)	Planned Dates and Location	Was this training held as planned? (Y/N) If no, why not?


The following table details the **regional** resources created for the implementation of *OLC* and *ILE Handbook* in schools.

<b>Resource Type</b> (ex: books, signage, digital, visuals, translations)	<b>Title of Resource</b> (if texts)	<b># of Copies Produced</b>	<b>Language Produced In</b>

The following table details **regional** funding used to support technological needs that support OLC and ILE implementation.

<b>Type of technology purchased</b>	<b># of Items Purchased</b>	<b>How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation</b>

# Appendix B: Operating Plan - Operating Budget

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**Department of Education, Culture & Employment  
Yellowknife Education District No.1 Approved 2022-2023 Budget**

**Yellowknife Education District No.1 Education Authority  
Statement of Operations - (Schedule 1)  
Annual Budget - Consolidated**

	2022-2023 Budget	2021-2022 Approved Budget	2021-2022 Projected Actual
<b><u>OPERATING FUND</u></b>			
<b>REVENUES</b>			
<b>Government of the NWT</b>			
ECE Regular Contributions	29,945,867	30,528,938	31,067,531
SSI (Base Amounts - Schedule 8)	123,000	123,000	123,000
Northern Distance Learning (Schedule 8)			
Minority Language (Schedule 8)	550,000	487,000	519,860
Education Renewal Initiative (Schedule 8)			
ECE Other Contributions			
<b>Sub-Total ECE</b>	<b>30,618,867</b>	<b>31,138,938</b>	<b>31,710,391</b>
GNWT Other Contributions			
<b>Total GNWT</b>	<b>30,618,867</b>	<b>31,138,938</b>	<b>31,710,391</b>
<b>Federal Government Jordan's Principle (Schedule 8)</b>	<b>3,580,624</b>	<b>3,408,000</b>	<b>3,300,000</b>
<b>Federal Government Other</b>			
<b>Property Tax Requisitioned</b>	<b>6,777,900</b>	<b>6,845,000</b>	<b>6,845,000</b>
<b>Other Education Bodies</b>	<b>192,500</b>	<b>237,500</b>	<b>227,532</b>
<b>Education Body Generated Funds</b>			
Rentals		380,000	2,291,000
School Fees			
Investment Income	220,000	60,000	60,000
Donations			
Other	19,562	19,562	24,000
<b>Total Generated Funds</b>	<b>239,562</b>	<b>459,562</b>	<b>2,375,000</b>
<b>TOTAL REVENUES</b>	<b>41,409,453</b>	<b>42,089,000</b>	<b>44,457,923</b>
<b><u>EXPENSES</u></b>			
Administration (see Schedule 2)	1,822,269	1,536,000	1,676,000
School Programs (see Schedule 2)	25,473,150	24,793,000	25,900,000
Operations and maintenance (see Schedule 2)	3,596,023	4,103,000	4,103,000
Inclusive Schooling (see Schedules 2&3)	6,672,704	6,720,000	6,800,000
Indigenous Languages and Education (see Schedules 2 & 4)	1,308,836	1,263,000	1,243,000
Student/Staff Accomodations (see Schedule 2)		266,000	-580,000
Debt Service			
Other Jordan Principle	3,378,275	3,408,000	3,300,000
<b>Sub-Total Expenses Before Amortization</b>	<b>42,251,257</b>	<b>42,089,000</b>	<b>42,442,000</b>
Amortization (see Schedule 6)	1,000,000	944,729	1,000,000
<b>TOTAL EXPENSES**</b>	<b>43,251,257</b>	<b>43,033,729</b>	<b>43,442,000</b>
<b>ANNUAL OPERATING SURPLUS (DEFICIT)</b>	<b>-1,841,804</b>	<b>-944,729</b>	<b>1,015,923</b>

Department of Education, Culture & Employment  
 Council Approved 2022-2023 Budget

Yellowknife Education District No. 1  
 Consolidated Expenses - (Schedule 2)  
 Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Student/Staff Accommodation	Jordan's Principle	Total
<b>SALARIES</b>								
Teachers' Salaries		15,282,385					312,064	15,594,449
Regional Coordinators (RISC/RILE)				154,491	145,683			300,174
Program Support Teachers				2,616,538				2,616,538
Support Assistants		1,328,058		2,328,826			2,097,342	5,754,226
Indigenous Language Instruction					338,717			338,717
Cultural Resource Staff					315,127			315,127
Elders in Schools					83,877			83,877
Non Instructional Staff	1,176,569	2,304,067	563,971				100,000	4,144,607
Board/Trustee Honoraria	84,520							84,520
<b>EMPLOYEE BENEFITS</b>			0	0	0			
Employee Benefits/Allowances	241,693	3,926,293	111,285	1,154,504	207,533		739,948	6,381,256
Leave And Termination Benefits								0
<b>STAFF DEVELOPMENT (Including Travel)</b>				194,506				194,506
<b>SERVICES PURCHASED/CONTRACTED</b>				0				0
Professional/Technical Services	103,000	374,500	5,000	73,840	31,500			587,840
Postage/Communication	36,000	155,600	5,000					196,600
Utilities								0
Heating			763,782					763,782
Electricity			930,000					930,000
Water/Sewage			213,016					213,016
Travel		110,000			5,000			115,000
Student Transportation (Busing)		560,000		15,000	10,000			585,000
Advertising/Printing/Publishing	35,480				0			35,480
Maintenance/Repair	5,000	83,500	843,970					932,470
Rentals/Leases	5,000	162,700						167,700
Other Contracted Services	47,006	354,000	155,000	30,000	70,638		85,921	742,565
<b>MATERIALS/SUPPLIES/FREIGHT</b>				60,000				60,000
Assistive Technology				60,000				60,000
Materials	87,000	816,397		45,000	100,761		43,000	1,092,158
Freight	1,000	15,650	5,000	0				21,650
<b>DEBT SERVICE</b>								0
<b>OTHER</b>								0
<b>SUB-TOTAL OF EXPENSES BEFORE AMORT</b>	1,822,268	25,473,150	3,596,024	6,672,705	1,308,836	0	3,378,275	42,251,258
<b>AMORTIZATION</b>								0
<b>TOTAL</b>	1,822,268	25,473,150	3,596,024	6,672,705	1,308,836	0	3,378,275	42,251,258

**Department of Education, Culture & Employment  
Board Approved 2022-2023 Budget**

**Yellowknife Education District No.1 Education Authority  
Inclusive Schooling - (Schedule 3)  
Annual Budget**

	<b>General Inclusive Schooling</b>	<b>Magnet Facilities</b>	<b>Total</b>
<b><u>SALARIES</u></b>			
Regional Coordinators	154,491		154,491
Magnet Facility Teachers		531,075	531,075
Program Support Teachers	2,085,463		2,085,463
Support Assistants	2,328,826		2,328,826
<b><u>EMPLOYEE BENEFITS</u></b>			
Employee Benefits/Allowances	1,049,418	105,086	1,154,504
<b><u>STAFF DEVELOPMENT (Including Travel)</u></b>			
	194,506		194,506
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>			
Professional/Technical Services	73,840		73,840
Student Transportation (Busing)*	15,000		15,000
Other Contracted Services	30,000		30,000
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>			
Assistive Technology	60,000		60,000
Materials	15,000	30,000	45,000
Freight			0
<b>TOTAL</b>	<b>6,006,544</b>	<b>666,161</b>	<b>6,672,705</b>

\*See guidelines related to Inclusive Schooling student transportation



**Department of Education, Culture & Employment  
Board Approved 2022-2023 Budget**

**Yellowknife Education District No.1 Education Authority  
Indigenous Languages and Education - (Schedule 4)  
Annual Budget**

	<b>Indigenous Education</b>	<b>Our Languages Curriculum Resource Development (TLC's)</b>	<b>Community Support</b>	<b>Total</b>
<b><u>SALARIES</u></b>				
Regional ILE Coordinators	145,683			145,683
Indigenous Language Instruction		338,717		338,717
Cultural Resource Staff	195,269		119,858	315,127
Elders in Schools	83,877	0		83,877
<b><u>EMPLOYEE BENEFITS</u></b>				
Employee Benefits/Allowances	73,994	108,632	24,907	207,533
<b><u>SERVICES PURCHASED/CONTRACTED</u></b>				
Professional/Technical Services	31,500			31,500
Travel	5,000			5,000
Student Transportation (Busing)*			10,000	10,000
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services			70,638	70,638
<b><u>MATERIALS/SUPPLIES/FREIGHT</u></b>				
Materials	49,038	27,627	24,096	100,761
Freight				0
<b>TOTAL</b>	<b>584,361</b>	<b>474,976</b>	<b>249,499</b>	<b>1,308,836</b>

\*See guidelines related to Indigenous Languages and Education student transportation

**Department of Education, Culture & Employment  
Council Approved 2022-2023 Budget**

**Yellowknife Education District No. 1  
Approved Person Years - (Schedule 5)  
Annual Budget**

	<u>Person Years</u>
<b>Administration Staff</b>	8.50
<b>Territorial Schools:</b>	
Teachers	118.00
Consultants (Technology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	17.15
Junior Kindergarten Early Childhood In	14.00
<b>Other - French (Teachers &amp; Education Assistants)</b>	5.00
<b>Inclusive Schooling:</b>	
Regional Coordinator	1.00
Program Support Teachers	16.00
Support Assistants	34.75
<b>Other - Magnet Positions</b>	4.00
<b>Other - Educational Psychologist</b>	
<b>Other - Jordan's Principle</b>	42.50
<b>Indigenous Languages and Education:</b>	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
<b>Other - Maintenance</b>	5.25
	-
<b>Total Person Years</b>	<u><u>288.15</u></u>

## Appendix C: Annual Report - Audited Financial Statements

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# Approvals

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## *Operating Plan*



\_\_\_\_\_  
Education Body Chair



\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
June 15, 2022

Date

\_\_\_\_\_  
June 15, 2022

Date

## *Annual Report*

\_\_\_\_\_  
Education Body Chair

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date