

YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD of TRUSTEES

Regular Meeting

AGENDA

December 13, 2022 – 6:00 PM

[Google Meet Link https://meet.google.com/avp-jmri-fng](https://meet.google.com/avp-jmri-fng)

- 1.0 Call to Order
- 2.0 Land Acknowledgement
- 3.0 Chairperson's Opening Remarks
- 4.0 Declaration of Conflict of Interest
- 5.0 Adoption of Agenda
- 6.0 Delegations & Presentations - YK1 Rainbow Connection
- 7.0 Review and Approval of Minutes
 - 7.1 October 11, 2022
 - 7.2 November 15, 2022
- 8.0 Business Arising from the Minutes
- 9.0 Trustees' Statements
- 10.0 Unfinished Business
 - 10.1 Operating Plan 2022/2023
 - 10.2 COVID-19
- 11.0 New Business
 - 11.1 International Pre-Trip Approval Form for 2024
 - 11.2 Policy 16 – Parent Advisory Councils
 - 11.3 Policy 5 – Board By-Laws
 - 11.4 Online Streaming of Meetings
 - 11.5 Standing Committees
 - 11.6 Strategic Plan
 - 11.7 BCSTA Trustee Academy Feedback
- 12.0 Reports
 - 12.1 Chairperson's Report
 - 12.2 Superintendent's Report
 - 12.3 Director of Corporate Services' Report
 - 12.4 Trustee Reports

- 12.5 Standing Committee Reports
 - 12.5.1 Finance
 - 12.5.2 Public Relations
 - 12.5.3 Policy
 - 12.5.4 Audit Committee
 - 12.5.5 Committee of the Whole
 - 12.5.6 Facilities Committee
 - 12.5.7 NWTTA Teacher-Board Committee
- 12.6 Ad Hoc Committee Reports
- 12.7 Trustee PAC Meeting Reports
 - 12.7.1 École It'ò
 - 12.7.2 Mildred Hall School
 - 12.7.3 N.J. Macpherson School
 - 12.7.4 Range Lake North School
 - 12.7.5 École Sir John Franklin High School
 - 12.7.6 École William McDonald School
- 13.0 Announcements – attached
- 14.0 Date and Time of Next Meetings:

January ____, 2023, 12:00 PM	CoTW Meeting
January ____, 2023, 6:00 PM	Regular Board Meeting
- 15.0 Chairperson's Closing Remarks
- 16.0 Adjournment



EDUCATING FOR LIFE!
HÓT'ALÓÐ HOGHÀGOETÓÐ
UNE ÉDUCATION POUR LA VIE!

Yellowknife Education District No. 1 Board of Trustees Meeting MINUTES

October 11, 2022 @ 6:00PM

District Office Boardroom & Video Conference

Trustees Present: Chairperson Terry Brookes, Vice Chairperson Doreen Cleary, Al McDonald, Carla Kinakin, David Wasylciw, Tina Drew, Trevor Sinclair (via video conference)

Absent: none

Regrets: Shirley Zouboules

Administration Present: Jameel Aziz, Landon Kowalzik, Tram Do, Jean-Marie Mariez, Mike Gibbins (video conference), & Pat Thagard

Guests present: none

Meeting Chairperson: Chairperson Brookes

(Bulleted items are primarily responses to Trustee questions by Senior Administration)

1. Meeting called to order at 6:00PM. Seven Trustees were present, quorum was met.
2. Chairperson Brookes respectfully acknowledged that we live, work and, learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
3. Everyone was welcomed to the last regular meeting of the current Board and Trustees whose term was ending were thanked for their service and hard work this past year.
4. Declaration of Conflict of Interest - none
5. **Motion #: 10-01-22/23**
I move to accept the agenda as amended to include removal of 11.8 Contract with Ndilo and Dettah and addition of 11.8 Enrollment Report.
Moved by: Trustee McDonald; Seconded by: Trustee Wasylciw
- Motion #: 10-02-22/23**
I move to amend the agenda by removing 11.8 Contract with Ndilo and Dettah, and the addition of 11.8 Enrollment Report
Moved by: Trustee Wasylciw; Seconded by: Trustee Drew **Motion to Amend Carried**
Main Motion #: 10-01-22/23 Carried
6. **Motion #: 10-03-22/23**
I move that the YK1 Board of Trustees approve the minutes of September 13, 2022 as amended to show Trustee Wasylciw had sent regrets for that meeting.
Moved by: Trustee McDonald; Seconded by: Trustee Wasylciw **Carried**
7. Delegations and Presentations – none
8. Business Arising from the Minutes
 - The Board asked that draft minutes be posted as quickly as possible; Trustees will have 3 days to provide feedback.

- New sign has been ordered for École It'ò; it will be twice the size of the current sign; cost of sign to be covered by builders.
- Senior Administration indicated HEPA filters have been ordered by the Government of the Northwest Territories (GNWT); the cost of HEPA filters will be covered by the Department of Education, Culture and Employment (ECE); the GNWT is reviewing what other options may be available.

9. Trustee Statements - *Trustee Statements are individual opinions and are not intended to represent the views of the Board. Trustee statements are not debatable and there will be no opportunity for rebuttal or questions.*

Statements by Trustee McDonald and Trustee Wasylciw - attached.

10. Unfinished Business

10.1 Operating Plan/Annual Report

- Inspection of NJM playground equipment completed by Maintenance; parts have been ordered or repairs have been done; NJM PAC very happy with quick response.
- Routine inspections of playground equipment are done regularly and repairs/replacements/additions are made as required; Maintenance staff is qualified to inspect and service equipment; the Board suggested an inspection of all playground equipment be scheduled every summer to ensure all repairs are completed before school starts.
- Funds for an additional teacher, approved by the Board was not used. The support of the Board to make the funds available if they were needed was greatly appreciated.
- Approval of the operating plan by the Board was questioned again; the document was shared with all Trustees last week by Senior Administration; this document is created using a template provided by the Minister of ECE to the Superintendent to complete with district staff; the Chairperson signs a submission cover letter on reports on behalf of Yellowknife Education District #1 (YK1), per requirements of legislation; Board requested:
 1. Provide a mid-year review on progress of plan;
 2. Chair to share operational plan (prepared earlier) with Board before it is submitted.
- When ECE has approved the plan it will be posted on the YK1 website.

10.2 COVID-19 Update

- Cleanliness, handwashing, staying home when feeling sick continue to be practiced.
- Senior Administration has noted an alarming number of staff off sick; Administration will be monitoring to see if there are any supports that can be provided to staff.
- Senior Administration indicated that all parts of student education have been impacted by COVID and are being monitored; Assistant Kowalzik indicated that student assessments will be completed by early November and data will be reviewed in November to determine what areas need attention.

11. New Business

11.1 Policy 29 Approval - attached

Motion #: 10-04-22/23

I move that the YK1 Board of Trustees approve Policy 29 as presented.

Moved by: Trustee Kinakin; Seconded by: Trustee Drew

Policy 29 was renewed to create a streamlined visual identity and to provide a guide for everyone in the district to follow.

Carried

11.2 Policy 8 Approval

Main Motion #: 10-05-22/23 - attached

I move that the YK1 Board of Trustees approve Policy 8 as presented.

Moved by: Trustee Kinakin; Seconded by: Trustee McDonald

Update was done to reflect current practice. Reference to public being able to attend was removed however, public is welcome to attend committee meetings. Committee meetings will continue to be put on the District calendar.

Motion to Amend #: 10-06-22/23

I move that the YK1 Board of Trustees to remove 6th word through to 10th word, inclusive, in the revision history of Policy 8.

Moved by: Trustee Wasylciw; Seconded by: Trustee Kinakin

Motion to Amend Carried
Main motion # 10-05-22/23 Carried

11.3 Board Work Plan – attached

Document provided by Trustee Wasylciw is meant to be a living document, that will be updated as required, to guide trustees in their work. Document **Tabled** for future consideration.

Meeting recessed by Chair at 7:24 – Meeting reconvened at 7:34

11.4 Policy 2: Role of the Board – housekeeping item

Motion #: 10-07-22/23

I move that Policy 2 be amended to change reference from 3-year to 4-year term.

Moved by: Trustee Wasylciw; Seconded by: Trustee McDonald

Carried

11.5 Policy 5: Board Bylaws – Organizational Meeting – process discussed

Motion #: 10-08-22/23

I move that the YK1 Board of Trustees adjust the date for the first Committee of the Whole (CoW), Organizational meeting and Board meeting to November 15, 2022 in order to allow November 8, 2022 to be used for swearing in and orientation of the new Board of Trustees.

Moved by: Trustee Wasylciw; Seconded by: Trustee Kinakin

Carried

Motion #: 10-09-22/23

I move that the YK1 Board of Trustees amend the Bylaw item regarding the Organizational Meeting information to clarify the process for new trustees. Amended section attached.

Moved by: Trustee Wasylciw; Seconded by: Trustee Drew

Carried

11.6 Annual Meeting

- Holding a public meeting to engage stakeholders is required per the *Education Act*; YCS held a public meeting, however, no members of the public attended; Senior Administration indicated that annual meetings are held by many boards but the meeting must be of value to stakeholders; Senior Administration suggested scheduling a meeting with a unique subject and/or education information in an effort to encourage parent attendance and offered to plan an annual meeting in the spring;
- This topic to remain on the agenda for the new Board of Trustees to consider.

11.7 Cell Phones in Schools

- It appears there are different cell phone policies in use in schools. Senior Administration will ask all schools to provide their cell phone policy for review.

11.8 Enrollment Report

- Senior Administration indicated preliminary information was available for September but it was not brought forward; Going forward Assistant Superintendent Kowalzik will provide this information in his Board Meeting report.

12. Reports

12.1 Chairperson Report – attached

- Discussions regarding election process are ongoing and new Board of Trustees will need to review and work on requesting changes to the *Local Authorities Elections Act*.
- Chairperson Brookes left education leaders meeting feeling positive but indicated that it is important to start discussions about suicide with younger students in an effort to reduce the number of suicides. Ministers Simpson and Green actively listened to what was being said; flexibility is needed to have impact; this was a concern when counselor positions in schools were ended. It was suggested that the new Board of Trustees bring this topic to a future leadership meeting and should decide what the Board wants to advocate for.

Trustee Sinclair rejoined the meeting at 8:43 PM

12.2 Superintendent Aziz Report – attached

- Trustees Cleary, McDonald, Kinakin and Sinclair were thanked for their service; their commitment to YK1 is greatly appreciated.
- Our staff is committed and open to all conversations;
- Student and staff mental health is a concern we are working to address;
- Students at École Sir John Franklin High School (SJF) to hold an all candidates' forum for the City election; Senior Administration will attend the event.

- 95% of what is taking place in schools is what we want to be happening in our schools; work continues on the other 5%
- École Ît'ò gym will be turned over to the school on Friday, October 14th; the construction companies will continue to work outside of school hours to complete work on deficiencies.
- The District Office is gathering information to determine what is causing the high level of absenteeism to determine what supports can be put in place.
- Superintendent will work with staff to write next operational plan; learning who players are to determine challenges and interplay between organizations is an important part of his job.
- Treats were sent to each school for staff on World Teacher Day
- A survey will be done next month for staff feedback; so far feedback has been positive and he is enjoying working with the Board and all staff

12.2.1 Assistant Superintendents Report

- Assistant Superintendent Zouboules is on annual leave therefore Assistant Superintendent Kowalzik presented both reports.
- Coming of Age event at SJF was very successful.
- Carol Fullerton was in Yellowknife recently and held a session on math with parents which was very well received; parents were happy for the opportunity to understand the differences.
- Indigenous language QR code project is receiving a lot of praise; next phase will see phonetic pronunciation added.
- Nicole George will work with Elders to understand local Indigenous culture before working with teachers to Indigenize French language lessons.
- Supervisor of Instruction Mariez spoke to presentation made to reduce waiting time and process for immigration to encourage immigration of French speaking teachers; the presentation was well received.
- Senior Administration organized a meeting with homeschool parents to answer questions and to find solutions for things they were finding challenging; Senior Administration and their staff are working on putting processes in place for the parents to submit expenses electronically; also, a computer and printer will be set up in District Office for homeschool parent use.
- Senior Administration are currently working on 14 evaluations across the District; it was noted that people seem slow to recover after not having the summer off last year.
- New Vice Principal Cohort model is working well.
- Update on use of federal menstrual product funding; RLN, WMS, MHS have product packages made up; WMS uses QR codes for students to advise they need more products; SJF is still working on their delivery process but they have always had products available – part of the issue is ordering enough and having someone to administer the products (additional funding for staffing from the Federal Government has been approved); JK to Grade 5 schools are not currently receiving any products but this will be reviewed.
- Schooling for youth in correctional facilities is strictly administered by the GNWT Department of Justice.
- District Office Senior Administration asked to review hiring of teachers as indeterminate rather than on 2-year term to improve retention; YK1 currently has 3 letters of authority – 2 giving ECE permission to teach Junior Kindergarten;
- YK1 is currently only missing 1 teacher (music at RLN); a recruitment plan is being worked on which will either be funded through current budget or possibly via a request to the Board to approve additional funding.
- Enrollment report will be given at every Board meeting going forward.
- YK1 is not the only jurisdiction having difficulty hiring staff, it is a challenge everywhere
- All but one Montessori educator is trained
- Our early childhood educators and educational assistants are members of NWTTA

12.2.2 Director of Corporate Services Report – attached

- City of Yellowknife facilities have not been used as much by YK1; Joint Use Agreement is being reviewed by YK1 Finance and a meeting scheduled with the City; due to a system change reports about facility usage prior to COVID-19 are more difficult to

access; long term contact at the City retired last fall and a replacement wasn't found until April which has also contributed to the delay in receiving information.

The chair noted that it was 10:00 PM and asked for a motion to extend the meeting.

Motion #: 10-10-22/23

I move that the YK1 Board of Trustees extend this Board meeting by 30 minutes in order to complete the items on the agenda.

Moved by: Trustee McDonald; Seconded by: Trustee Wasylciw

Carried

- YK1 is funded the same for bussing for all grades (JK to Grade 12 students)
- Sole sourcing information from July 1, 2022 will be discussed by Senior Administration then a report continuing from the last sole source report will be presented to the Board.

12.2.3 Supervisor of Facilities & Maintenance Report – attached

- A gate has been installed at NJM to help keep younger students on the playground.
- Part to get NJM generator up and running expected to arrive before winter break.
- Title for this position will be changed to a Director level title due to broader responsibilities required under the GNWT MOU for insurance.
- Board requested an update on status of current capital projects and future needs.

12.3 Trustee Reports - none

12.4 Standing Committee Reports

12.4.1 Finance – next meeting scheduled for October 13, 2022

12.4.2 Public Relations – next meeting to be held week of October 17, 2022

12.4.3 Policy – next meeting to be held before end of current Board's term.

12.4.4 Audit – audited financial statements have been approved

12.4.5 Committee of the Whole - nothing to report

12.5 Ad Hoc Committee Reports

12.5.1 Teacher-Board Advisory Committee (TBAC) – meeting scheduled for October 12, 2022

12.5.2 Facilities – no meeting scheduled as of yet

12.6 Trustee PAC Meeting Reports – reports submitted are attached

12.6.1 École It'ò - parents very happy with school; especially the new parking lot and the new bathroom stalls; PAC planning to start a Facebook account.

13. Announcements – as listed on Meeting Agenda

14. Date and Time of Next Meeting – November 15, 2022

15. Chairperson Closing Remarks

- Chair permitted Trustees Cleary and Kinakin to each express their thanks for all the support provided during their year on the Board.
- The new board has been acclaimed however the current board still has the responsibility to continue Trustee tasks until the end of the term.
- Outgoing Trustees were thanked for all their hard work and wished all the best.

16. Motion #: 10-11-22/23

I move that this board meeting of the YK1 Board of Trustees be adjourned

Moved by: Trustee Drew; Seconded by: Trustee McDonald

Carried

The meeting adjourned at 10:30PM

Signed:

Patrizia Thagard, Secretary

(after approval)

Chairperson

Director of Corporate Services



Yellowknife Education District No. 1 Board of Trustees Regular Meeting MINUTES

November 15, 2022 @ 6:00PM

District Office Boardroom & Video Conference

Trustees Present: Allan Shortt, Barbara Bell, David Wasylciw, Jason Snaggs (by video conference), Michelle Peters, Terry Brookes, Tina Drew

Absent: none

Regrets: none

Administration Present: Jameel Aziz, Shirley Zouboules, Landon Kowalzik, Tram Do, Mike Gibbins, & Pat Thagard

Guests present: none

Meeting Chairperson: Chairperson Wasylciw

1. Meeting called to order at 6:01PM. 7 Trustees were present, quorum met.
2. Chairperson Wasylciw respectfully acknowledged that we live, work and, learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
3. Everyone was welcomed to the meeting. Chairperson Wasylciw is very excited to be working with this great group to do a great job for YK1.
4. Declaration of Conflict of Interest – none
5. **Motion #: 11-01-22/23**
I move to accept the agenda as presented.
Moved by: Trustee Brookes; Seconded by: Trustee Drew **Carried**

6. **Motion #: 11-02-22/23**
I move to the YK1 Board of Trustees defer the minutes of the October 11, 2022 YK1 Board of Trustees meeting until a discussion can be held as to the new format of the minutes.
Moved by: Trustee Drew; Seconded by: Trustee Wasylciw **Carried**

Trustee Drew stated the reasons for her motion. Namely, electorate expects to see how trustees vote and information provided occurrence in Nova Scotia.

Trustee Brookes indicated he would not support the motion. Minutes were prepared per Bylaws which ensures minute taker does not incorrectly interpret what is said. The minutes in question were also prepared according to Robert's Rules of Order and may also conform to legislation.

Trustee Snaggs indicated that whether formal or not this is how minutes are recorded. He also indicated Live streaming of meetings will contribute to transparency.

Chairperson Wasylciw feels there are several things that need to be changed in the minutes. A revised version will be brought forward at the next meeting.

Trustee Peters indicated motions made are the motions of the board as a whole and not about what each individual has contributed.

Trustee Shortt indicated the minutes are being done according to our own policy.

Chairperson Wasyliciw called for a vote on the motion.
Results: 3 in favor and 4 against

Defeated

Motion #: 11-03-22/23

I move to approve the minutes of the October 11, 2022 YK1 Board of Trustees meeting.

Moved by: Trustee Brookes; Seconded by: no seconder

Motion falls to the floor

7. Delegations and Presentations – none

8. Business Arising from the Minutes
Deferred

9. Trustee Statements - none

Trustee Statements are individual opinions and are not intended to represent the views of the Board

10. Unfinished Business

10.1 Deferred to Superintendent Report

10.2 Operating Plan

Past practice has been that board does not approve this document. Board asked a variety of questions which resulted in the following responses from administration:

- Achieving 100% of target in report indicates YK1 complied with the measurements set by the Department of Education Culture and Employment (ECE). It is not a measure of performance, rather it is a measure of participation.
- The document is based on a template provided by ECE. They set the parameters.
- A report can be provided that lists targets and YK1 results.
- School Improvement Plans were tabled at the Legislative Assembly; they should be shared with PACs. Certain information is not shared to maintain privacy.
- Going forward Administration will request YK1 specific data. Information is shared publicly by GNWT.

Board of Trustees recommend YK1 improve on the report using work plan for guidance.

Motion #: 11-04-22/23

I move the report be approved.

Moved by: Trustee Snaggs Seconded by: Trustee Shortt

carried unanimously

10.3 COVID-19 Update

Cases of COVID-19 and influenza are increasing. The district is seeing increased levels of absenteeism. All staff and students are being cautious, including encouragement of good practices.

11. New Business

11.1 Visual Identity Guide

Per the Visual Identity Policy a visual identity guide was created to standardize our visual identity.

Motion #: 11-05-22/23

I move to approved the Visual Identity Guide as presented.

Moved by Trustee Peters Seconded by Trustee Snaggs

Carried

12. Reports

12.1 Chairperson's Report

Chairperson Wasyliciw deferred to past Chairperson Brookes.

There were no questions about report attached to meeting package.

Trustee Brookes attended the Remembrance Day Ceremony as a private citizen. He was happy to see school involvement.

12.2 Superintendent's Report – responses to Trustee questions

- In the future this report will be presented as an executive summary including Assistant Superintendents' reports.
- A student assessment report will be compiled for board meetings.
- There are no high stakes assessment in British Columbia (BC). There me a 3-year gap in testing. No discussions about options for AAT replacement as of yet.

12.2.1 Assistant Superintendent Reports – responses to Trustee questions

- YK1 is working with a BC doctor that has knowledge about teaching in BC using Indigenous writers.
- Attendance is an issue and has presented a challenge for students and staff.
- There is an Administrative Procedure (AP) about cell phone use in schools. Some schools have their own policy based on the YK1 AP. How different schools are dealing with cell phone use. A blanket policy is difficult due to the different age groups in the schools. The issues/non-issues about cell phone use can vary from class to class. Some staff navigate cell phone use better than others. As a whole we cannot be too prescriptive. It is our responsibility to deal with bullying and ensure privacy. There is a lot of division around cell phone use. The ability not to have cell phones is now gone, recording devices now exist in all schools. However, having cell phones in bathrooms could be an issue.
- Educating students about menstrual products has been helpful and well received. École William McDonald School are excited about the program and the innovative way in which they are administering it. Each school is administering the program based on the needs at their school.
- Enrolment is typical at present.

12.2.2 Director of Corporate Services Report – responses to Trustee questions

- The current accumulated surplus is \$3.4M. Of that amount \$2M is from the sale of Nordic Arms.
- The grand opening of École Jt'ò recognized people involved in the project and the builder.
- All staff will be required to complete harassment training.
- A new joint use agreement is being worked on with the City. The completion of the new agreement is expected to be in place at the start of the 2023/2024 school year. The provision of keys has been an issue. Maintenance has moved to providing FOBs instead of keys. Rental to individuals is no longer permitted. Getting custodial work done is challenging.
- There will be a retirement celebration for Elvis Beaudoin on Friday, December 2nd. Trustees invited to attend if their schedule allows.
- The new school sign for École Jt'ò will be paid for by ECE. Other reimbursement is being sought.
- COVID-19 funding has been carried forward. The funding can be used for sub costs if the leave is COVID-19 related.

12.3 Trustee Reports

- Discussion to be held regarding trustees continuing to attend PAC meetings.

12.4 Standing Committee Reports

- Trustee Drew to submit her report
- No reports from other Committees

12.5 Ad Hoc Committee Reports – committees listed to be moved to Standing Committee list.

13. Announcements – reviewed

- Only schools were asked to lay a wreath on Remembrance day.

14. Date and Time of Next Meeting

14.1 December 13, 2022, 6:00 PM arrival for a 6:30 PM meeting start time.

15. Chairperson's Closing Remarks

- On behalf of the Board of Trustees Chairperson wished Elvis Beaudoin a happy retirement and thanked him for his years of service. All trustees invited to attend event on Friday afternoon.

16. Motion #: 11-06-22/23

I move that this board meeting of the YK1 Board of Trustees be adjourned

Moved by: Trustee Shortt; Seconded by: Trustee Snaggs

Carried

The meeting adjourned at **08:07PM**

Patrizia Thagard, Secretary

Signed after update, as required and approval:

Chairperson Wasylciw

Director of Corporate Services



**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

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)

Education Accountability Framework

**Yellowknife Education
District No. 1**

Operating Plan

For the 2022-23 School Year



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Operating Plan - Executive Summary

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.

YK1 2022-2023 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
		
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness Key Competencies
		
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
		
YK1 Goals and Targets		
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"> • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S
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"> • JK-2 Playful Inquiry • Nurturing Northern Literacy Learners, grades, 3-8 • Math Pedagogy (Working Group) 	Cross-curricular planning and integration of Dene <i>Kede</i> .	Outdoor Classrooms
	Indigenizing environments	Fostering Open eXpression among Youth [FOXY], and

Operating Plan

		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

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:

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1. Administration and School Services

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

- 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

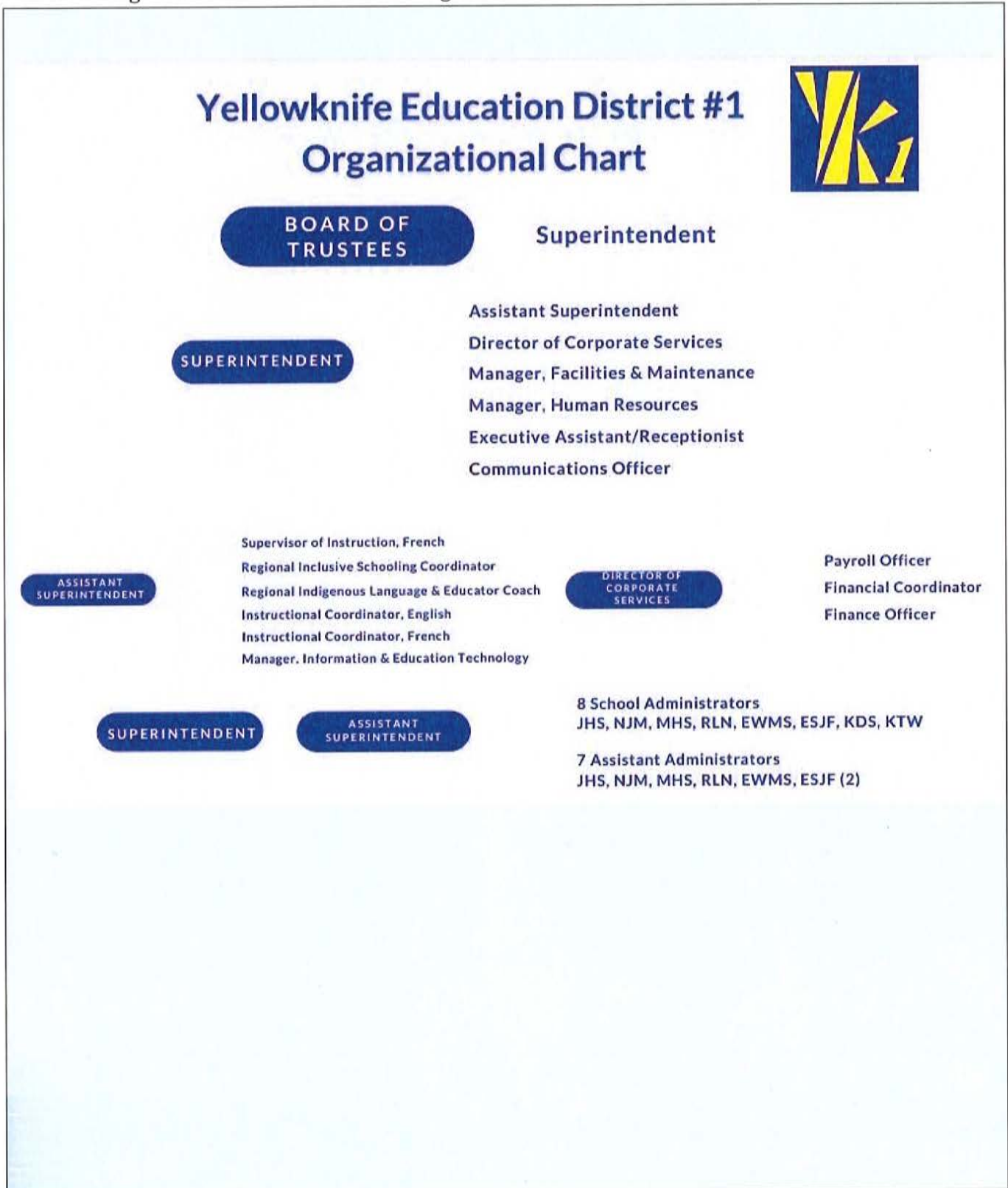
Director of Corporate Services: Tram Do

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).

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

Operating Plan

			<ul style="list-style-type: none"> • Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 6 • 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 • 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 Wiilhideh language in our land based learning experiences • A breakfast, snack, and hot lunch program. The school has a large garden where students grow vegetables used in the foods program • Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour
N.J. Macpherson School (NJ Macpherson)	Yellowknife	JK-5	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> • English programming JK-5 • Montessori programming JK-5 • Core French, Grades 1-5 • Special programs including Physical Education, visual arts, music, drama and a strong recycling program • Several extracurricular sports, clubs and after-school programs • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • An active Parent Advisory Council
Range Lake North School (Range Lake)	Yellowknife	JK-8	<p>Range Lake North (RLN) offers:</p> <ul style="list-style-type: none"> • English programming • 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

			<p>students participate in Pre-intensive French camps</p> <ul style="list-style-type: none"> • 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. • Indigenous Language and Culture, integrated into classroom sessions • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama • Advanced technology and robotics programs in a Makerspace environment • Extracurricular sports program encompassing many activities such as snowboarding, hiking, skiing, and biking • Sustainable living projects: active chicken coop, outdoor gardens, aquaponics, and observatory beehive • An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities
<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"> • Programming from Grades 8 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 8 to 12 • Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts • Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics

Operating Plan

			<ul style="list-style-type: none"> • Indigenous culture programming and camps including Wílídeh language instruction • Successful Sports Academy with foci on volleyball, basketball, and high performance training: extra-curricular sports and clubs are also offered • Support and resources for students struggling in school, socially, or at home. • National and international travel opportunities for students include volunteering, scuba club, and cultural experience • Night classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite • Alternate programming (Route 51) available during the day (10am - 4pm) off site. These graduating required course are offered on modular based format
<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"> • Programming for Grades 6,7 and 8 in both English and French Immersion • Other French options including: Intensive French - Grade 6, Post-Intensive French - Grade 7 and 8 Core French – Grades 6 - 8 • Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education • 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>

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

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.

Regional priorities and goals.	<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"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies
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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%		

Operating Plan

is more social, collaborative, and context-dependent than was previously thought" (Donohoo 2017, Lieberman and Miller 2004)			
Are 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.			

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 School Improvement Planning and School Reviews, 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"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies <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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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.	

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.

Regional approach to the completion of Staff Evaluations .	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 & Evaluation model.
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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.	

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>Regional approach to the completion of Training and In-Service.</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"> • Math Working Group (EN/FR) • Nurturing Northern Literacy Learners • Place-based, culturally responsive initiative, Engaging Learners in the Middle Years • JK-2 Collaborative Study Group • Neurolinguistic approach with outside consultant (FR/Wilhidh) <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 Literacy Coordinator 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 the Healthy Foods for Learning program 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>https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning).</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>	

Operating Plan

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youth served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <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.

School Name	Language of SL <i>(Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̨chǫ)</i>	Type of SL program <i>(core, immersion, intensive, post-intensive)</i>	Grades of SL program <i>(per program type)</i>	Frequency of SL Program <i>(min/week)</i>	Actual Frequency of SL Program <i>(min/week)</i>	Explanation for difference <i>(if applicable)</i>
École Itł'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>Willı̨deh</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		

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	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				
TOTAL	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 [t'ò]	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		
TOTAL	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		

Operating Plan

	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		

Operating Plan

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.

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

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies .	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.
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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.	

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 ensure that the SBST is in place in each school and is operating effectively 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, including any specific information related to the COVID-19 pandemic.</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 ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>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, including any specific information related to the COVID-19 pandemic.</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 ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</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, including any specific information related to the COVID-19 pandemic.</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.

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

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.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$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.

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

Indigenous Language and Education Team			
School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
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 It'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					
TOTAL	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	

Operating Plan

	current staff. Informal mentorship and support with current staff has been helpful.	
The # of anticipated New ILLs 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.

Operating Plan

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (if applicable)
École Itł'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			
TOTAL	\$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 3rd 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 Itł'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 (if applicable)
# 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 (Planned activities)	% of Staff Participation	% of Actual Participation	Explanation for Difference (if applicable)
École It'ò	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%		

Range Lake	<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.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	100%		
Sir John	<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.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	100%		
William McDonald	<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>	100%		

Operating Plan

	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.			
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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.

School	Name of Land- Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language incorporated ? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
École It'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.

School	Name of School- Based Key Cultural Experience <i>(list all occurrences)</i>	# of Participants	# of Cultural Resources Experts/Elders Hired	Was the Indigenous Language Incorporated Throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>

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.

School	Land-Based Supplies or Equipment Purchased	School-Based Supplies or Equipment Purchased or Rented	If training or licensing was required, was it paid through ILE funding? (Y/N)
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>Regional approach to support the delivery of Indigenous language instruction including delivery of OLC, professional development, training and plans for program sustainability.</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 ����� 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.

School	Indigenous Language Signage in Schools (Y/N)	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
École It'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 (if applicable)
\$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.

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

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

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

Appendix B: Operating Plan - Operating Budget

**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
<u>OPERATING FUND</u>			
REVENUES			
Government of the NWT			
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			
Sub-Total ECE	30,618,867	31,138,938	31,710,391
GNWT Other Contributions			
Total GNWT	30,618,867	31,138,938	31,710,391
Federal Government Jordan's Principle (Schedule 8)	3,580,624	3,408,000	3,300,000
Federal Government Other			
Property Tax Requisitioned	6,777,900	6,845,000	6,845,000
Other Education Bodies	192,500	237,500	227,532
Education Body Generated Funds			
Rentals		380,000	2,291,000
School Fees			
Investment Income	220,000	60,000	60,000
Donations			
Other	19,562	19,562	24,000
Total Generated Funds	239,562	459,562	2,375,000
TOTAL REVENUES	41,409,453	42,089,000	44,457,923
<u>EXPENSES</u>			
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
Sub-Total Expenses Before Amortization	42,251,257	42,089,000	42,442,000
Amortization (see Schedule 6)	1,000,000	944,729	1,000,000
TOTAL EXPENSES**	43,251,257	43,033,729	43,442,000
ANNUAL OPERATING SURPLUS (DEFICIT)	-1,841,804	-944,729	1,015,923

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
SALARIES								
Teachers' Salaries		15,202,305					312,064	15,594,449
Regional Coordinators (RSC/MLL)				154,491	145,683			300,174
Program Support Teachers				2,616,538				2,616,538
Support Assistants		1,328,058		2,320,826			2,097,342	5,754,226
Indigenous Language Instruction					339,717			339,717
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
EMPLOYER BENEFITS								
			0	0	0			
Employee Benefits/Allowances	241,693	3,926,293	111,205	1,154,504	207,533		739,948	6,301,256
Leave And Termination Benefits								0
STAFF DEVELOPMENT (Including Travel)								
				194,506				194,506
SERVICES PURCHASED/CONTRACTED								
		0						0
Professional/Technical Services	103,000	374,500	5,000	73,840	31,500			507,840
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			505,000
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
MATERIALS/SUPPLIES/FREIGHT								
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
DEBT SERVICE								
								0
OTHER								
								0
SUB-TOTAL OF EXPENSES BEFORE AMORT								
	1,822,268	25,473,150	3,596,024	6,672,705	1,308,836	0	3,378,275	42,251,258
AMORTIZATION								
								0
TOTAL								
	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**

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

*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**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
<u>SALARIES</u>				
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
<u>EMPLOYEE BENEFITS</u>				
Employee Benefits/Allowances	73,994	108,632	24,907	207,533
<u>SERVICES PURCHASED/CONTRACTED</u>				
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
<u>MATERIALS/SUPPLIES/FREIGHT</u>				
Materials	49,038	27,627	24,096	100,761
Freight				0
TOTAL	584,361	474,976	249,499	1,308,836

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

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan



Education Body Chair



Superintendent

June 15, 2022

Date

June 15, 2022

Date

Annual Report

Education Body Chair

Superintendent

Date

Date



PRE-TRIP APPROVAL FORM

(For ALL field trips - to be completed by teacher/person initiating the trip request)

School Name: École Sir John Franklin School

Trip START Date: Approx March 10, 2024 Time: 06:00 Trip END Date: Approx March 22, 2024 Time: 20:00

Trip Destination: Prague, Vienna, Salzburg, and Munich

DEADLINES FOR SUBMISSION

Trip Destination	Deadline	Approval Required
Day Trip* (ground transportation)	1 week prior to START Date	Principal
Day Trip (air transportation)	2 weeks prior to START Date	Superintendent
Overnight	2 weeks prior to START Date	Superintendent
Canada	2 weeks prior to START Date	Superintendent
International (Approval in Principle)	6 months prior to START Date (Pre-Trip Approval)	Board of Trustees (Approval in Principle)
International (Formal Approval)	6 weeks prior to START Date (All Permission forms)	Board of Trustees (Formal Board Motion Approval)

REQUIRED PAPERWORK

Trip Type	Pre-Trip Approval	Participant List	Field Trip Annual Consent	Parent Information Letter	Emergency Phone Tree	Field Trip Combined Consent	International Field Trip Consent
Day Trip* (ground transportation)	✓	✓	✓	✓			
Day Trip (air transportation)	✓	✓		✓	✓	✓	
Overnight (ground transportation)	✓	✓		✓	✓	✓	
Overnight (air transportation)	✓	✓		✓	✓	✓	
Canada	✓	✓		✓	✓	✓	
International	✓	✓		✓	✓	✓	✓

*Day Trip is defined as a trip that takes place within a student's regular school day hours within City limits or is an Aboriginal Culture Camp. These trips are included in the Field Trip Annual Consent Form completed by all students' parent/guardians at the start of each school year.

ORIGINAL permission forms must be provided to the final approving person (below). Schools are to retain a photocopy of all paperwork submitted to District Office.

SWIMMING/OPEN WATER

Note: Any trips involving swimming/open water must have a Registered Lifeguard on duty to a maximum of a 10:1 (student/lifeguard) ratio. Documentation of the water activity and lifeguard must be provided prior to approval of the trip.

This field trip (details on following pages) is APPROVED by the signatures below.

Name (please print)	Date
Teacher Kirstin Prescott	Nov 24/22
Travis Stewart	Nov 24/22
Nathan Doering	Nov. 24/22
Robin Kooymans	Nov 28/22
School Principal Dean MacInnis	Nov 24/22





Peter Curran Angela Martin		
Superintendent Jameel Aziz		
Board Motion		

EDUCATIONAL ASSESSMENT/LEARNING OUTCOMES

(Why are you going on this trip as it relates to curricular/learning outcomes?)

- This trip is designed to be open to the entire student body and students will be selected for participation based upon criteria (see "Student Participation and Qualifications")
- Gain an understanding of the history, culture, and architecture in cities in Europe
- Give students an appropriate set of skills for exploration of their world
- Gain knowledge and experience in international, cross-cultural travel
- Gain an appreciation for the arts and value the artistic work of others
- Cultural values - learning and respecting culture
- Gain respect for similarities and differences among peoples

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TEACHER PLANNED PRE-TRIP ACTIVITIES

(What are you doing to prepare students for this authentic learning experience?)

- Students will complete a research project, the subject of which will be self-determined (city/country history, one of the sights we will visit, an artist whose works we will see, etc).
- All students will present their research project to the others in the group (thereby teaching their peers).
- Regular meetings with students giving information and briefings on travel protocol.

TEACHER PLANNED POST-TRIP ACTIVITIES

(What follow-up activities will you do with students to capture the authentic learning experience and assess educational outcomes?) ie. reading, and writing activities, projects, etc.

- A final presentation of the trip at a final wrap-up event in which parents, students, and teachers are present.
- Creation of a slide show for sharing with fellow students at a school-wide assembly.

RISK ASSESSMENT

For each major planned activity within the field trip, assess the risk using the chart below.

Activities	International travel to Europe (see attached itinerary)
Hazards: (Injury or death due to...)	<p>Injury or death due to:</p> <ul style="list-style-type: none"> • students getting separated from the group in airport, hotel, restaurants, tours • students getting lost during excursions • students willfully separating themselves from the group, sneaking out at night, resulting in injury • student detained by authorities for illegal activities in a foreign country • injury due to plane, ferry, taxi, bus, or subway crash • students slipping or tripping on wet hillsides or pavements

Risk: (likelihood of the hazard occurring)	<input type="checkbox"/> LOW – unlikely <input checked="" type="checkbox"/> MEDIUM – possible, but not expected <input type="checkbox"/> HIGH – likely	DRAFT
Frequency: (estimated frequency of the hazard occurring)	<input type="checkbox"/> Never <input checked="" type="checkbox"/> Rarely <input type="checkbox"/> Occasionally <input type="checkbox"/> Frequently <input type="checkbox"/> Almost Always	
Those at risk (students, supervisors)	Students in particular, but also supervisors	
Control Measures:	<ul style="list-style-type: none"> • Information packages including full disclosure of activities, estimates of expenses, accommodations, travel itineraries, and emergency communication phone trees will be provided to parents/guardians, SJF administration, and YK#1 District Office. • Prior to leaving, all appropriate paperwork will be completed, including parents/guardian permission forms, phone trees, medical forms, etc. Copies of these will accompany teacher chaperons during the trip. For students with special medical considerations, proper precautions and accommodations will be taken prior to departure. • Prior to departure, the entire travel group, in conjunction with the school's Public Health Nurse, will partake in a travel health workshop which will include receiving up-to-date travel immunizations. • All persons travelling will possess valid and current Canadian passports • The student-chaperone ratio is 6:1. There will be bed checks, strictly enforced meeting times, counts when getting on and off public transit, etc. The tour company assigns a professional local tour guide to our group full-time. They are trained in First Aid and safety. • International travel advisories will be monitored prior to and during the travel period. <p>Risks are being managed on this trip specifically in the following ways:</p> <ul style="list-style-type: none"> • There will be continuous monitoring of the news and government websites for travel advisories, threats of terrorism, political and civil instability. • All students will have a valid passport and necessary legal travel documents signed by all parents/guardians and notarized for travel to Europe from Canada. These will be held by the chaperones at all times. • Our trip will be registered with Canadians Abroad, an organization that monitors world events and will know to locate us, or help us evacuate should the need arise. • Students and parents/guardians will have signed documents stating they will not partake in any sort of body alteration or tattooing while on this excursion. • Illegal and distasteful behaviours will be outlined and behaviour expectations will be explained to students and parents/guardians prior to departure. Appropriate disciplinary action will be taken according to school and Board policies. • Mandatory travel insurance is included in the cost each participant pays and it will cover any unexpected medical costs for all participants. • Flight schedule changes and cancellations will be monitored prior to departure and during the trip. The phone tree will be utilized to inform parents/guardians, the school, and the District Office of any changes that affect pickup time, or any changes to the itinerary. 	



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- Students and chaperones will have received all necessary immunizations and travel health advice from the school's Public Health Nurse.
- Students and chaperones will carry covid test kits and test regularly while on the trip; all current public health policies will be followed (masking on planes, etc.)
- All chaperones are experienced teachers from YK#1 District, and most have travelled internationally with students before. We will implement a buddy system for students and emphasize the importance of travelling as a group. Under no circumstances will students be allowed to go anywhere alone.
- The tour company will arrange all transportation - plane, bus, ferry, subway, and walking tours.
- The tour company has screened and selected all hotels.

Consider the following in assessing the risk:

• Type of activity	• Accommodation (date, type, location)	• Pre-trip training for students	• Transportation
• Travel advisories	• Parent information, communication	• Location of the activity (mountains, outdoor water, out of the country)	• Threats of terrorism, political and civil instability
• Chaperone to student ratio appropriateness	• Passport requirements	• Immunizations requirements	• Qualification of certification of instructors, staff, volunteers (First Aid, Safety, other)
• Age appropriateness of the activity	• Behaviour patterns of students (consider maturity level)	• Fitness level and experience of the students	• Specific medical insurance and travel insurance requirements
• Flight schedule changes or possible cancellations	• Political implications affecting safety of students and chaperones	• Familiarity with surroundings	• Experience of chaperones

COSTS AND SOURCES OF FUNDING

Anticipated Expenses

Transportation costs (i.e. airfare, automobile, fuel, bus charter, etc.)	all inclusive
Meals	all inclusive
Registration Fees	n/a
Accommodations	all inclusive
Other (Evolve Tour Package + insurance)	\$5345 + \$223
Other (spending money, lunches)	\$400.00
Other (Tips)	\$100.00
TOTAL	\$6068.00

Proposed Sources of Funding

School's "Special Events" Budget	\$2000.00 (anticipated for group)
Participants' personal contribution	\$6068.00
Fundraising	\$0
Other (describe)	
Other (describe)	
TOTAL	\$6068.00 (per participant)

POLICY AND PROCEDURE COMPLIANCE CHECKLIST

Policy/Procedure Number	Title	Compliance
Administrative Procedure 260	Student Travel	X
Administrative Procedure 261	Field Trips	X
Administrative Procedure 262	Safety Requirements for Water Related Field Trips	X



Administrative Procedure 263	Extra-Curricular Activities	X
Administrative Procedure 490	Volunteers	X
Administrative Procedure 491	Volunteer Drivers	X
Administrative Procedure 551	Transportation of Students in Private Vehicles	X

SAFETY PLAN

What plans are in place to ensure the safety of the students and chaperones?

- Students are chaperoned at all times.
- The tour company provides a full-time, local tour guide who speaks the language.
- Buddy system will be in place, and the student-chaperone ratio will be 6:1.
- Each participant will have a list of emergency phone numbers and a phone tree will be in place.
- Participants will carry their phone chargers with them at all times.

EMERGENCY PLAN

The Emergency Plan needs to be well planned and documented and should include the following:

- Emergency Phone Numbers
 - Medical information on students
 - Cell phone or satellite phone that will work in the area
 - Know who has first aid training and what level they have
-
- Our emergency plan will be finalized as we approach the travel date.
 - Medical information will be collected for each student including allergies and/or physical/mental conditions.
 - At least one chaperone will have a cell phone, but all accommodations will have telephone access as will the tour guide in case of emergencies. Once members have been selected, a phone tree will be assembled with parent/guardian information.
 - The tour guide has First Aid and safety training.
 - All participants have mandatory travel insurance.



SITE FAMILIARIZATION

What is your familiarity with the destination of this trip?

- The tour company provides maps and points out landmarks and major sites for each city we will visit. They provide detailed itineraries.
- The tour company also provides the names of all hotels to show parents/guardians and participants the type of accommodation they can look forward to.

ITINERARY PLANNING AND REVIEW

The dates and times need to be specified; otherwise District Office and parents will not know when to expect the participants to depart and return.

A day-by-day plan of what is taking planned will help to demonstrate proper planning and identify any areas which may require some further consideration

All planned sites and accommodations, including address and contact phone numbers need to be provided.

Trip START Date: approximately March 10, 2024 **Time:** TBA
Trip END Date: approximately March 22, 2024 **Time:** TBA
**** SEE ATTACHED ITINERARY FOR MORE DETAILS****



SUPERVISION/VOLUNTEERS

List the names, qualifications and experience of each of the supervisors and volunteers as well as the specific duties and responsibilities of each individual.

YK1 Teachers and Other Staff:

Kirstin Prescott (Liaison Counsellor, MHS) 10 overnight trips with students including 7 international
Travis Stewart (Foods Teacher, SJF) 6 overnight trips with students including 4 international
Nathan Doering (Automotives Teacher, SJF) 3 overnight trips with students including 1 international
Robin Kooymans (Humanities Teacher, SJF) 2 overnight trips with students

Duties:

- Each chaperone will be involved in preparing the students for this learning experience - planning, communicating with parents, etc.
- All chaperones are responsible for supervising all students during travel, including holding passports, check-in times, bed-checks and curfew.

STUDENT PARTICIPATION AND QUALIFICATIONS

Approximately 24 (number) students: 18 Male and 6 Female

Criteria for student selection to participate:

- Interest in travelling to Europe
- Be in Grade 10 or above
- Achieve a passing grade in all classes, and maintaining academic standing
- Regular attendance at school (75% of all classes)
- Attendance at all group meetings
- Completion of a project
- Must follow all chaperone expectations

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A Participant List must be provided prior to final approval of any field trip.

PARENT INFORMATION/COMMUNICATION

Communication to parents and students is critical. Parents need to know all the potential risks and hazards in order to give "informed consent" on the consent form.

Information to be communicated to parents should include:

- Notification of the trip
- Purpose and Objective of the trip
- Date and location of the trip
- Itinerary
- Description of the risks
- Out of country insurance
- Estimated cost of trip
- Specialized equipment or clothing required
- Fitness or skill required
- Supervision of students
- Emergency contact information (phone tree)
- Student rules and codes of conduct
- Disciplinary action

WAIVER/INFORMED CONSENT



Permission must be in writing in all cases. If written permission is not given, then the student must not be allowed to go on the field trip.

Original consent forms must be provided prior to final approval of any field trip.





PRAGUE, VIENNA, SALZBURG, MUNICH

SIR JOHN FRANKLIN HS KIRSTIN PRESCOTT



STARTING PRICE
\$5,245.00



PROPOSED DATES
March 2024

Activities & Attractions

Prague

- Walking tour of Prague: Charles Bridge, Prague Castle, St. Vitus Cathedral, Lennon Wall, Jewish Quarter, Old Town Square
- Visit Konopiste Castle
- Visit the Lennon Wall
- Learn about Soviet history at the KGB Museum
- Get spooked on a Mysterium Ghost Tour

Vienna

- Walking tour of Vienna: Hofburg Palace, Hoher markt clock, the Mozart Memorial and City Hall
- Enjoy a guided tour of Schönbrunn Palace
- Visit pottery, produce and flea markets, Naschmarkt, Brunnenmarkt and Viktor-Adler-Markt
- Go souvenir shopping on the Kärntnerstrasse
- Day trip to Melk Abbey in the iconic Dachau Valley

Salzburg

- Enjoy a guided walking tour to see the Dom and the Residenz
- Take a cable car up to the Hohensalzburg Fortress
- Tour the Salzwelten Hallein salt mines
- See Hitler's summer retreat, the Eagle's Nest
- Participate in a Sound of Music Tour

Munich

- Visit the Dachau concentration camp on the way to Munich
- Walking tour of Munich: Olympic Stadium, BMW Headquarters and Residenz.
- Explore Schwabing and the English Garden
- Enjoy authentic Bavarian cuisine in a traditional setting at Hofbrauhaus
- Visit Tierpark Hellebrunn
- NS Dokumentationszentrum Muenchen
- Explore Neuschwanstein Southwest

Accommodations

- 10 Nights' accommodations in hotels, 3* minimum
 - Night 1 - Overnight flight
 - Nights 2, 3, 4 - Prague
 - Nights 5, 6, 7 - Vienna
 - Night 8 - Salzburg
 - Nights 9, 10, 11 - Munich
- Triple Accommodation for students
- Single Accommodation for Chaperones



Meals

- All breakfasts and dinners will be provided
- Lunches are not included in tour cost
- Students will have opportunity to buy lunch and extra snacks or meals on their own

Transportation

- Flight #1: Coach airfare from Yellowknife to Prague, via connections
- Flight #2: Coach airfare Munich to Yellowknife, via connections
- Private coach bus for duration of tour

Additional Personnel

- 1 Evolve Tours Director
- Additional local staff as needed

Exclusives

- Creative Trip programming and leadership activities
- Videography and Photography - options available
- Forever Green by Evolve Tours- Carbon Offset this whole trip (ask for details)

Package Price is based on

Paying Students	18	24	30
Complimentary Chaperones	3	4	5
Price per Paying Student	\$5495 CAD	\$5345 CAD	\$5200 CAD

- Prices subject to availability and change until contract signed
- Total Package price may vary if number of paying customers changes
- Tips for drivers and guides are appreciated
- This quote expires February 28 2023
- Happy with what you see? Sign a 2-year contract with Evolve and pay the same rate for two years. Ask us for more information. *Based on same group size

Insurance

- \$223 -Optional insurance with medical, cancellation, trip interruption, lost baggage coverage available.

ITINERARY

DAY 1 TRAVEL TO EUROPE

Morning Meet as a group at the airport and check in.
Board your overnight flight to Prague, via connection(s).

DAY 2 PRAGUE

Arrive in **Prague**, Czech Republic! Prague offers visitors the chance to step back in time, to experience medieval castles and 14th Century bridges, and to learn about its dynamic history from the Holy Roman Empire, through the Renaissance and, more recently,



Meet your Evolve Tours Director, excited to spend the upcoming weeks together. Transfer to your hotel and check in. Store your luggage for the day and head out to explore.

- Afternoon Enjoy an **introductory walking tour** to see highlights such as the **Jewish Quarter, Old Town Square** and more.
 Evening Sit down to a welcome dinner. Your Evolve guide will brief the group on the exciting plans for the trip.
 Evening Return to the hotel after a long, successful first day.

DAY 3 PRAGUE

- Morning This morning we will enjoy an extended **walking tour of Prague**, exploring this magical city of bridges, cathedrals, church domes, and gold-tipped towers. Walk across **Charles Bridge** and up to **Prague Castle**, which you will explore on a self-guided tour. It is the official residence and office of the President of Czech Republic located in the Hradcany district of the city. From the castle's hilltop grounds we'll be able to appreciate an incredible view of the city below. Also visit the nearby **St. Vitus Cathedral** and walk along the Golden Lane.
- Afternoon After lunch, enjoy free time for exploration and souvenir shopping. Visit the **Lennon Wall**, which is adorned with peaceful images, murals and lyrics inspired by John Lennon and the Beatles.
- Evening Enjoy a group dinner and evening exploration or activity, TBD by group director.

DAY 4 PRAGUE

- Morning Enjoy breakfast as a group at the hotel. Depart to visit **Sedlec Ossuary**, also known as the Church of Bones. This Roman Catholic Chapel, located in the heart of the Czech countryside, is decorated by more than 40,000 human skeletons.
- Afternoon Visit the Museum of Communism
- Evening Enjoy dinner as a group in Old Town Square. After dinner, embark on a haunted **Mysterium walking tour of Prague**, led by a spooky and knowledgeable guide!

DAY 5 TRANSFER TO VIENNA

- Morning Check out of your Prague hotel, say goodbye and transfer to Vienna.
 Welcome to **Vienna, Austria!** Enjoy free time for lunch in the city centre after checking into our hotel.
- Afternoon Enjoy a guided tour of **Schönbrunn Palace**. Walk the grounds afterwards to see how the Habsburg monarchs lived in this Baroque style building.
- Evening Group dinner and then evening exploration of Vienna with your Evolve Tours director.

DAY 6 VIENNA

- Morning This morning head to the **Moving Freud Museum** to learn about Sigmund Freud and see his former office and apartment.
 Then, visit the **City Hall** to see how the Austrian federal system works.
 You will enjoy a **walking tour of Vienna** to see Vienna's many highlights. Make a stop at **St. Stephens Cathedral** (Stephansdom), one of Vienna's most recognizable landmarks.
- Afternoon In the afternoon, visit the grand **Hofburg Palace** to learn some Austrian history, then continue on to the famous **Hoher Markt clock**, and the **Mozart Memorial**
 Then, have the some free time to explore other sites in the city! There are a lot of spots for shopping and to explore the wide range of farmers' market, flea market or potters' market. There is the **Naschmarkt, Brunnenmarkt** and **Viktor-Adler-Markt**.
- Evening Enjoy a traditional Austrian dinner and an evening activity organised by ET guide. Followed by evening shopping at Karntnerstrasse.

DAY 7 DAY TRIP TO THE WACHAU VALLEY

- Morning This morning after breakfast, head to the **Wachau Valley**, only an hour from Vienna and yet its own oasis of rural calm along the Danube River. Stop at the **Melk Abbey** to step back in time to the medieval era; Benedictine monks have been living in this UNESCO World Heritage Site since 1089. Enjoy a guided tour of the Baroque architecture and art museum.
- Afternoon Explore the **Abbey Gardens**, then enjoy the foodie culture of the Valley in some of the surrounding towns and villages for lunch.
- Evening Return to Vienna for the evening and enjoy a group dinner and Evolve-led activity together.

DAY 8 SALZBURG

- Morning Transfer to Salzburg
 Then, visit the Museum Moderner Kunst (Museum of Modern Art). Inside, you'll find an incredible collection of over 9,000 pieces of 20th century art from minimalism to cubism. Keep an eye out for works from Picasso and René Magritte.
- Afternoon Transfer to 900-year-old Hohensalzburg Fortress, via cable car.
 Transfer on our coach bus to the nearby town of Hallein. Here we will visit the famous Salzwelten Hallein salt mines on a guided underground tour. Learn about the history of salt and its importance to the area. Continue on to Kehlsteinhaus (Eagle's Nest), which is located on top of a ridge above Berchtesgaden. This Third Reich edifice was originally commissioned as a gift to Adolf Hitler on his 50th birthday as a summer retreat. Today, the Eagle's Nest features a restaurant and beer garden and provides a beautiful panoramic view of Germany, Austria and the Alps beyond. Return to Salzburg in the late afternoon
- Evening Enjoy a group dinner of traditional Austrian cuisine. Enjoy free time for exploration during your last night.
 Return to the Salzburg hotel.

- Morning Participate in a Sound of Music Tour in Salzburg
- Afternoon After lunch in the area, head back to the hotel to check out and load bus with luggage. Depart for **Munich**
Continue on to **Munich** and check into your accommodations on arrival. Drop your bags and then head out to **Marienplatz**, the historic center of Munich featuring the famous Glockenspiel.
- Evening Enjoy a group dinner.
-

DAY 10
MUNICH

- Morning On a **guided city tour** visit such highlights as the **Olympic Stadium, BMW Headquarters** and **Residenz**.
In the afternoon, students will be guided through the neighbourhoods of **Schwabing** in the Northern part of Munich. Schwabing was once the bohemian enclave of Munich and a center for art and music and has since retained much of this atmosphere. Students will have an opportunity to relax in the **English Garden**, see the The Chinesischer Turm 'Chinese Tower' and even see people surfing in the Eisbach, a standing river wave in the heart of Munich.
- Afternoon Enjoy a special group dinner at **Hofbrauhaus**. Once a royal brewery in the Kingdom of Bavaria and founded in 1598, the Hofbrauhaus houses one of the largest beer halls in Germany. Known patrons included Mozart who is claimed to have been inspired to write the opera 'Idomeneo' after visiting the Hofbrauhaus. Students will enjoy authentic Bavarian cuisine in a traditional setting
- Evening
-

DAY 11
MUNICH

- Morning Visit to **Hellabrunn Zoo** (or Tierpark Hellabrunn in German). The zoo is situated on the right bank of the river Isar. The zoo was the first zoo in the world not organized by species, but also by geographical aspects. A high ratio of enclosures are cageless, relying upon moat features to keep the animals in place.
- Visit to **NS Dokumentationszentrum Muenchen**. The NS-Dokumentationszentrum is a museum in the Maxvorstadt area of Munich, Germany, which focuses on the history and consequences of the Nazi regime and the role of Munich as Hauptstadt der Bewegung
- Afternoon This afternoon we will visit **Neuschwanstein Castle** is a 19th-century historicist palace on a rugged hill above the village of Hohenschwangau near Füssen in southwest Bavaria, Germany. The palace was commissioned by King Ludwig II of Bavaria as a retreat and in honour of Richard Wagner.
- Evening Enjoy a group dinner
-

DAY 12
HOMEWARD BOUND

- Morning Wake up bright and early and transfer to the Airport for the flights home.
Head west across the Atlantic, with various stopovers en route.
- Evening Arrive back in Yellowknife, full of the history and culture you've learned about and experienced first hand in Eastern Europe.
-

Empowering Students Through Travel.



REGISTER TODAY

<https://evolveturns.com/evolveregistration/register>

1. Enter your unique trip code.
2. Complete requested information.
3. Select payment method.
4. Pack & get ready to travel with Evolve Tours

HEADQUARTERS

U.S.A

2950 Buskirk Avenue

Suite 300 Walnut Creek, CA 94597

CANADA

69 Wingold Avenue, Suite 120 Toronto

Ontario M6B 1P8

TICO

#50017336

EDUCATION

Experiential education is at the heart of all Evolve Tours' programs. Travelers focus on community engagement, critical thinking, leadership and reflection as they apply ideas learned on our trips to complex issues at home and in school.

GLOBAL CITIZENSHIP

Evolve Tours' programs prepare travelers with 21st century skills to bring global concepts into the local sphere. We focus on sustainability, local environments, social justice and global competencies; all needed to create a better world.

EXPLORATION

Sustainable local and global change depends on the power of relationships developed through adventure and exploration. Based on research and experience, we have developed the best practices to simultaneously facilitate collaborative exploration and intercultural immersion on our programs.

 @evolveturns

 #evolveturns

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 **EVOLVEGAP.COM**

 @evolvegap



Policy #16: Parent Advisory Councils

Purpose:

Parents play a key role in the education of their children and are important educational partners in the District. The Board supports and encourages the establishment of a Parent Advisory Council (PAC) in each school in the District, and for it to operate in an advisory and/or support capacity to schools and the Board.

Specifically

1. At the beginning of each school year, each PAC shall establish an executive structure and meeting schedule and inform the school administration of these items.
2. A record of each PAC meeting will be forwarded to their assigned Trustee for information.
3. All PAC funds shall be held by the school in trust. Expenditure of PAC funds must be approved at a PAC meeting and authorized in writing by the PAC chairperson. Bookkeeping of PAC funds is to be completed by the school finance and administration assistant.
4. Fundraising shall be conducted in accordance with the established administrative procedures governing fundraising.
5. Principals, or their designate, are required to attend PAC meetings.
6. Trustees are expected to attend their assigned PAC meetings.
7. Community partnerships and sponsorships must be approved by the principal.
8. Access to school facilities must be approved by the principal.
9. All PAC meeting agendas shall be made in consultation with the school principal at least two days before the meeting date to allow sufficient time for school administration to gather information and/or request attendance of administration specialists to attend the meeting. Agendas to be distributed to attendees prior to the meeting.
10. Throughout the school year, the Superintendent will call PAC Chairs meetings with representatives from each of the school PACs. The PAC Chairs meeting will support and encourage PACs and parents in accessing the school system at all levels by providing regular forums for the exchange of ideas and information on a district-wide level to ensure that public education serves the best interests of all students.

References/Related Documents:

- Education Act
- Administrative Procedures

**Policy #16: Parent Advisory Councils**

Revision History			
Revision	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	May 2008 June 2011 Oct 2019	N/A
4	Added reference to PAC Chairs		



Policy #5: Board By-Laws

Purpose:

These by-laws have been prepared and adopted by the Board in accordance with the *Education Act* and the regulations made pursuant to it. The purpose of these by-laws is to establish procedures that must be followed by the Board in conducting the business of the District.

Selection of Chairperson and Vice-Chairperson

1. The selection of the Chairperson and Vice-Chairperson shall take place at the annual organizational meeting of the Board. In an election year, the organization meeting of the Board will be held immediately prior to the regularly scheduled meeting in November, and in a non-election year will be scheduled after the June Board meeting, within two weeks of the last day of school.
2. The Superintendent shall advise each Trustee of the date, time and place of the organizational meeting.
3. Should the organizational meeting follow the District Education Authority election, the Superintendent shall immediately, after calling the meeting to order:
 - 3.1. Proceed to read the returns of election to the Board as certified by the returning officer;
 - 3.2. Certify that all Members meet the eligibility criteria to take office and have signed the oath of office and have received a copy of the Declaration of Elected Office; and
 - 3.3. Proceed to have the Trustees elect a Chairperson and Vice-Chairperson to serve at the pleasure of the Board. Either can be relieved by a two-thirds majority vote of Trustees.
4. Should the organizational meeting not follow the District Education Authority election, the Superintendent shall call the organizational meeting to order and proceed to have the Trustees elect a Chairperson and Vice-Chairperson to serve at the pleasure of the Board.
5. The Organizational Meeting shall have an agenda established as follows:
 1. Call to Order
 2. Land Acknowledgement
 3. Superintendent's Opening Remarks
 4. Declaration of Conflict of Interest
 5. Review & Approval of the Chairperson and Vice-Chairperson Election Process
 6. Election of Chairperson
 7. Election of Vice-Chairperson
 8. Other Organizational Items (as required)
 8. Adjournment
6. The Superintendent shall appoint two scrutineers, who are not Trustees, for the election of both the Chairperson and Vice-Chairperson.



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7. The Superintendent shall call for nominations for the office of Chairperson.
8. Any Trustee may nominate themselves or any other Trustee for the office of Chairperson or Vice-Chairperson and a seconder is not required. Any Trustee may participate in the election of the Chairperson or Vice-Chairperson in person, electronically, or in writing.
9. A Trustee does not have to be present to be nominated for the office of Chairperson or Vice-Chairperson, providing that they have indicated in writing to the Superintendent their willingness to accept nomination.
10. Nominations shall remain open for one minute following the last nomination.
11. The Superintendent shall then declare nominations closed and ask each nominee in reverse order if they accept nomination.
12. A vote by secret ballot shall be conducted in the election of the Chairperson and the Vice-Chairperson.
13. The scrutineers shall collect, count the ballots, and provide written results to the Superintendent.
14. The Trustee receiving a clear majority, greater than 50% of all the votes cast shall be declared elected.
15. Should no Trustee receive a clear majority of the votes cast, the Superintendent shall announce the name of the Trustee receiving the least number of votes whose name shall then be dropped from the ballot. In the event there is a tie for the least number of votes, the Trustees shall vote again. In the event that a tie remains for the bottom position, the Trustees will vote in order to determine which Trustee will remain on the ballot.
16. Balloting shall continue until one Trustee receives a clear majority of votes.
17. The Trustee receiving a clear majority of votes shall be declared as Chairperson and shall immediately take over the chair.
18. The Chairperson shall then proceed to have the Trustees elect the Vice-Chairperson following the same procedure that was used to elect the Chairperson.
19. The Chairperson shall call for a motion to destroy all cast ballots following the completion of the elections.
20. If the position of Chairperson or Vice-Chairperson becomes vacant, the Trustees shall elect a replacement using the same voting procedures as outlined above.
21. Other Organizational Items may be determined at the Organizational meeting as required such as: conflict of interest and disclosure forms, a schedule for regular



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board or other predetermined meetings, standing committee appointments, Trustee Parent Advisory Council appointments, etc.

Rules of Order

1. The Chairperson shall preside at all Board meetings.
2. In the absence of the Chairperson, the Vice-Chairperson shall preside. In the absence of both the Chairperson and Vice-Chairperson, the Trustees present shall select a Trustee to serve as chairperson for the meeting, or until such time as either the Chairperson or Vice-Chairperson arrive.
3. If there is no quorum present at the expiration of one-half hour from the announced start time of the meeting, the Board shall stand adjourned, and the Director of Corporate Services shall enter into the record the names of the Trustees present.
4. Motions shall normally be put in writing and seconded before the Chairperson calls for debate and a vote.
5. Before speaking, every Trustee shall address the Chairperson and, when recognized, speak to the question under debate avoiding all discourteous language and reference to personalities.
6. When two or more members speak at once, the Chairperson shall name the Trustee that is to speak first.
7. No Trustee while speaking shall be interrupted by another, except upon a point of order, or for the purpose of explanation. The Trustee who interrupts shall confine all remarks to the point of order or explanation.
8. If any Trustee violates these rules of order, the Chairperson shall, and any Member can, call them to order. In such a case the Trustee shall immediately be silent, but afterwards be permitted to explain; and the chairperson, if appealed to, shall decide the case, without debate.
9. No Trustee shall speak to any issue more than twice, or for more than three minutes each time speaking without prior permission of the Chairperson. Trustees shall be permitted to clarify something or to reply to a specific question not previously answered. The Chairperson shall not permit any repetitive commentary.
10. A Trustee may request that the motion under discussion be read at any time during the debate, but not to interrupt a Trustee that is speaking.
11. No Trustee shall speak to a motion after the Chairperson has called for the vote.
12. A notice of motion may be given at any meeting. It shall be recorded in the minutes, but shall not be debated or voted on until the motion is properly moved and seconded.



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13. When a motion is being debated no other motion is allowed unless it is to:
 - 13.1 Adjourn;
 - 13.2 Table;
 - 13.3 Call the Question;
 - 13.4 Refer;
 - 13.5 Amend;
 - 13.6 Postpone; or
 - 13.7 Recess.
14. Every Trustee present shall vote on every motion except where a Trustee declares a conflict of interest.
15. The Chairperson shall declare the results of all votes as either carried or defeated. A Trustee may request that their vote be recorded into the minutes.
16. In the case of a tie vote, the motion shall be declared defeated.
17. The following motions will be voted on without debate:
 - 17.1. To Adjourn;
 - 17.2. To Table; or
 - 17.3. To Call the Question.
18. If an issue arises that is not addressed by these rules of order, *Robert's Rules of Order will apply.*

Meetings Through Electronic Means

Normally a Trustee, or a staff member required at a meeting, is expected to be present at meetings. However, where circumstances warrant, they may participate at a Board Meeting or Committee Meeting by using electronic means. A member of the public (if requested) may also participate at a Board Meeting or Committee Meeting by using electronic means. In addition, due to circumstances the Chairperson may determine that a meeting be held entirely by electronic means.

In these situations, the following conditions will apply:

- Trustees, or staff members, participating in a meeting held by electronic means are deemed to be present at the meeting. and will be recorded in the meeting minutes as being connected remotely. A member of the public observing the meeting will be recorded in the meeting minutes as being connected remotely.
- Trustees participating electronically can participate in meeting discussions and vote on motions.
- Trustees wishing to participate electronically must provide the Superintendent, prior to the meeting, a telephone number from which contact can be made during the meeting.



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- Trustees participating electronically shall inform the Chairperson of their departure from a meeting; temporarily or permanently.
- If a Trustee participating electronically has a conflict of interest on a matter under discussion, the Trustee shall advise the Chairperson, and disconnect from the meeting. The Superintendent shall call the Trustee and reconnect the Trustee back into the meeting when the item under discussion has been dealt with.
- The electronic means must enable all the meeting's participants to communicate with each other, and if possible, enable all participants to view each other.
- The electronic means must enable the public to listen to the meeting, and if possible, enable the public to view the meeting and participants.
- Reasonable steps must be taken to notify the public of locations and/or means by which members of the public may attend electronically to observe a meeting.
- Where required the Superintendent or designate will be responsible for the organization of the electronic communications with the meeting participants.
- The Chairperson shall conduct voting on a motion verbally by asking first for those in favour, and then for those opposed.
- A Trustee must ensure the means and location used to participate in the meeting electronically will allow moving in-camera and will meet all requirements of an in-camera session.

Order of Business

1. Annually the Board at a regular meeting the following shall be appointed:
 - 1.1. A general solicitor (typically at the June Board meeting), and
 - 1.2. An auditor (typically at the November Board meeting).
2. The Board shall hold a regular meeting every month of the school year at a date, time to be determined by the Board. Each regular meeting agenda will confirm the date and time of the next regular meeting. Regular meetings will take place at the Yellowknife Education District No. 1 Board room unless otherwise announced.
3. The Chairperson, in consultation with the Superintendent, shall establish the agenda for regular Board meetings.
4. Trustees may place items on the agenda by contacting the Chairperson two weeks prior to the meeting.
5. The agenda, together with supporting materials, will be circulated to Trustees, the Superintendent and school principals at least four calendar days in advance of the meeting.
6. The agenda, together with supporting materials, will be made available to the public at least four days in advance of the meeting.
7. Amendments to the agenda may be made after the meeting is called to order provided there is two thirds majority vote in favour by the Trustees in attendance and are made prior to the adoption of the agenda.



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8. The Superintendent shall provide the order of business in the general form of a prepared agenda as follows: (Actual agendas shall list all respective Administration, Board, Committees, Parent Advisory Committee, etc. Reports.)
 5. Call to Order
 6. Land Acknowledgement
 7. Chairperson's Opening Remarks
 8. Declaration of Conflict of Interest
 5. Adoption of Agenda
 6. Delegations & Presentations
 7. Review and Approval of the Minutes
 8. Business Arising from the Minutes
 9. Trustees' Statements
 10. Unfinished Business
 11. New Business
 12. Reports
 13. Announcements
 14. Date and Time of Next Meeting
 15. Chairperson's Closing Remarks
 16. Adjournment

9. Delegations and/or individuals wishing to make a presentation to the Board shall:
 - 9.1. Provide to the Chairperson or Superintendent a written summary of information to be presented at least five days prior to the meeting at which they wish to appear.
 - 9.2. In special circumstances, and with the consent of the majority of Trustees present, the requirement for five days' notice may be waived.
 - 9.3. Be restricted to providing comments about those matters that are within the jurisdiction and responsibility of the Board.

There will be a maximum of three presentations permitted at a single meeting, each limited to ten minutes. These restrictions can be waived at the discretion of the Chairperson.

The Board, in a public meeting, will not hear personal complaints or comments directed toward any person employed by the District.

No motions relating to any request of the delegation shall be dealt with until the next meeting of the Board.

10. Minutes are the legal record of all action taken at regular and special Board meetings. The meeting minutes and all attachments (and any required translations) are kept on file (electronic and hardcopy) in the District office. In the event that there is a discrepancy later discovered between the English and the translated version, the English version shall be the official version. The minutes shall contain:
 - 10.1. A full description of the meeting including date, location, times of opening and adjournment;
 - 10.2. A list of all Trustees and administration in attendance;



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- 10.3. A complete and accurate record of all motions, specifying the movers and seconders, and whether or not the motion was carried or defeated;
- 10.4. Names of Trustees who either request their vote be recorded or declare a conflict of interest;
- 10.5. Points of order or appeals and their outcomes;
- 10.6. All appointments to committees; and
- 10.7. The signature of the Chairperson and the Director of Corporate Services after they have been approved by Board motion.

Meeting approved agendas and minutes will be posted on the District's website as soon as available for public viewing.

The Director of Corporate Services shall ensure that a backup electronic and hardcopy of all minutes is kept in a secure and separate location.

11. Trustees wishing to make a public statement on a matter not included on the agenda may do so as long as the item is political in nature. Trustees are responsible for their personal opinions expressed in these statements. Statements must be in written form and will be included in the minutes of the meeting. The written copy must be filed with the Director of Corporate Services prior to the meeting so that copies may be distributed to other Trustees.

The minutes will reflect that a statement was made, the title and the name of the individual making the statement. The agenda for the Board Meeting will include the following statements under item 9, Trustee statements:

"Trustee statements are individual opinions and are not intended to represent the views of the Board.

Trustee statements are not debatable and there will be no opportunity for rebuttal or questions."

1. Board Meetings shall end by 10:00 pm unless extended by unanimous consent of the Members present.

1. Observers

- 1.1. Meetings of the Board are open to the public who are welcome to attend and observe from the designated public seating area, or attend and observe via electronic means.
- 1.2. Observers are not permitted to address the Board unless invited by the Chairperson to provide information with respect to a specific item on the agenda.
- 1.3. Cameras and recording devices may be restricted at the discretion of the Chairperson.

Special Meetings



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1. Special Meetings of the Board may be requested at any time by the Chairperson, or by written agreement of at least four Trustees.

Each Trustee must be notified of a Special Meeting in writing by registered mail at least six clear days before the date of the Meeting. The requirement to inform Trustees of Special Meetings by registered mail may be waived if all Trustees have provided a signed and written acknowledgement of the Meeting. Proof of registered mailings or signed acknowledgements of the Meeting will be included in the record of the Special Meeting.

The notice of Special Meeting shall state the date, time and location of the Special Meeting and the nature of the business to be conducted. No other business shall be dealt with at a Special Meeting other than that stated in the notice.

A public notice shall be advertised as soon as possible indicating the date, time, location, and relevant details of the Special Meeting.

Meetings Closed to the Public (In-Camera)

Section 95 of the *Education Act* requires that all Board decisions are to be made in open public meetings. However, the Board can hold a meeting, or part of a meeting in private, if two-thirds of the Trustees present decide that it is in the public interest to do so. When a meeting is held in private, the Board cannot make any motions other than to revert to a public meeting.

The Chairperson, or any Trustee, can request that the Board meet in private at any time during a meeting if deemed necessary, and can also determine who may be in attendance, subject to a two-thirds majority.

In-Camera Meetings are held to discuss confidential matters which may include:

1. Individual staff or student issues,
2. Collective bargaining or salary negotiations,
3. Legal issues, or
4. Acquisition/disposal of land

Members in attendance shall not disclose the details of any discussion that occurred at an In-Camera Meeting.

At the next Regular Meeting, the Chairperson shall include in their report an acknowledgement that an In-Camera Meeting has taken place, and the subject matter discussed.

Trustee Compensation

Each Trustee shall receive an annual honorarium.

Effective January 1st, 2021, the following amounts are the approved annual honorarium:



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Trustees	9,808.00 per annum
Vice Chair	11,116.00 per annum
Chair	13,078.00 per annum

These amounts will be adjusted annually according to the Yellowknife Consumer Price Index.

Trustee Resignation

Trustee resignations must be in writing and presented to the Director of Corporate Service or announced at a Regular meeting as a Trustee Statement.

Section 93 of *The Education Act* grants the Board the power to decide whether to replace a vacant Trustee position. If the Board chooses to fill a vacant Trustee position, the following process will be followed:

1. Appointment the individual who had the next greatest number of votes in the most recent District Education Authority election.
2. If that individual refuses to accept the position or is unable to serve, then the position shall be offered to the other candidates in the order of the votes received.

If there are no candidates available to fill the position the Board may either hold an election or appoint an eligible candidate.

References/Related Documents:

- Education Act
- Administrative Procedures

Revision History			
Revision	Revision Description	Approved Date	Review Date
1-2	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	June 2021	N/A
3	Added an agenda outline for the Organizational meeting, and clarified that Trustees may nominate themselves to be the Chairperson or Vice-Chairperson	September 2022	
4	Removed requirement for the board to appoint a general solicitor. Moved the Board organizational meeting to June in non-election years.		

BCSTA Trustee Training Academy and Conference
December 1-3, 2022 Vancouver, BC

The “new” board of Trustees all attended the training offered by the BCSTA to new Trustees in BC as an effort to work on our team building and training for new trustees. There were a number of excellent keynote sessions and individual learning sessions where Trustees split up and did different types of professional development. Some highlights are included below.

The following discussions were all concurrent and the trustees were asked to provide some takeaways.

- Governance for Continuous Improvement
- Indigenous-Focused Grad Requirements
- Indigenous Education: Continuing to Move Forward
- Equity and Inclusion
- Leading Reconciliation: Trustee and Practical Approaches to Understanding and Embodying Reconciliation
- System Liaison and Supports Update
- DRIPA 101
- Advisory Group on Provincial Assessments
- Anti-Racism and Equity

Takeaways

- Reconciliation in K-12 – Indigenous world view and culture and history is included in the curriculum. Completion of 4 credits Provincially Board First Nations, co-developed and approved based on the First Nation territory and local knowledge and history
- “If you are riding a horse and the horse dies, get off the horse” – Don’t be afraid of changing directions/plans if you find they are not working
- There is importance of collaboration between the provincial/territorial government, and school boards when it comes to continuous improvements
- Communication acceptance is more than verbal. Body language and tone are more important. Also, we should never make assumptions and Equality is not the same as equity.
- We have to meet our indigenous partners in their spaces if we want to engage them in our education system
- We have to have a rich and full strategic plan
- We need to be accountable for public reporting, to ensure public trust and assurance on education
- Strategic plans are guided by what the data is telling us. We need to set the direction of the data (what will be done with this data), create a plan for oversight (how do we know the steps taken are working) and we must monitor the results
- Lead with our hearts and our heads, as that is how children show up everyday
- Education’s purpose is about wellness and learning; for yourself, your community and society. These should be simultaneous applied and not linear
- Don’t take away from diversity and inclusion, add celebrations for all
- Ensure that children are confident in their self-identity, family, community, traditional values, language, and cultures
- Give all children equal opportunity to strive in contemporary society; prepare them to access any opportunity
- Know that all kids can learn, so how do we ensure they all do

BCSTA Trustee Academy & New Trustee Orientation - December 1st to 3rd, 2022



Day One – Proceedings

Pre-Conference Welcome and Opening at 9:00 am Thursday 1st December 2022

General Welcome from BCSTA. There were a record number of attendees to the conference, and there were a large number of new Trustees for BC School Boards this election year. It was a great opportunity to meet new and seasoned Trustees from across BC.

World Café at 9:15 am

The morning session included break-out sessions covering a variety of topics of discussion. We moved between tables about every twenty minutes to meet new colleagues and discuss new topics. Ideas (in no particular order) from discussion included:

- Meetings between Trustees and Superintendent designed with no set agenda. To see where the discussion goes, or where it needs to go.
- Some Districts use non-indigenous elders along with indigenous elders to bring a whole community input.
- General discussion on the application of inclusiveness (issues, problems, and successes).
- How to respond to inclusiveness questions from parents.
- Discussion on Metis education implementation in BC.

- Trustee's key role is to report on strategic plan achievements. And Trustees need to know the difference and significance between planning and reporting.
- Involve the community in the development of the strategic plan for stakeholder ownership.
- Use data to develop and focus the strategic plan. Allocate funding to achieve academic results.

Roles and Responsibilities at 11:00 am

There was a cross-sectional panel of speakers for this session. Many of the key points are noted below:

- Trustees must see governance as the balcony, not the dance floor.
- Trustees need to follow the proper process, and move through the appropriate steps, and not "carry the ball" of the process.
- Need to know what model of governance the Board follows (i.e. the 'single employee (CEO) model, what is their involvement in hiring District staff?).
- School Boards speak with a single voice, as authorized by Policy.
- Student achievement is improved through the goals and objectives of the strategic plan, and the allocation of resources to the staff to implement those goals and objectives.
- Must be aware of the appearance of conflict of interest. What is the public perception (layman's view)? Conflict of interest should be viewed as a fact, and not as a good or bad situation.
- A corporate Board needs to support the decisions of the Board, no matter how individual Trustees voted.

Governance & Relationships Board Protocol at 1:00 pm

A video had been created by some 'acting' Trustees for a fictional situation for some difficult Board decision-making at an in-camera decision meeting. It was designed as a 'good/bad' example of what not to do. There was general discussion (and audience voting) on the appropriate actions of this fictitious scenario. Although somewhat confusing in its application of procedural law, the video created some very good exploratory discussion of how Boards and Trustees need to handle their work.

Some lessons from the video exercise:

- There can be a dilemma of doing activities/actions according to governance procedures vs. doing actions that can be defined in the best public interest and/or moral good.
- Need to check the NWT legislation on Conflict of Interest, and its full implications for us in YK#1.

Pre-Conference: Network and Team Activity at 2:30 pm

There was a session about breaking out to talk with others on the role of Trustees by talking with your Board Trustees and moving to meet and discuss with other District Trustees. It was essentially an icebreaker to get trustees talking to others. Good fun.

Conference Opening Ceremonies at 7:00 pm

There was the formal opening ceremony for the conference. The President of the BCSTA gave her opening and welcoming address to all attendees. The Minister of Education gave a well-received speech on the education initiatives of the BC government.

The keynote speaker was Chief Cadmus Delorme of the Cowessess First Nation in Saskatchewan. His speech was titled, *"What We Inherited and the Role We Shall Play To Assure Truth and Reconciliation is the Driver to a Stronger Relationship."*

Chief Delorme faced one of the most challenging moments in his leadership when the First Nation validated unmarked graves associated to the former Marieval Residential School. It was with this experience he watched many take leadership roles to assure we stand beside one another. It took unmarked graves attached to former Residential Schools for many Canadians to admit they need to learn more about the truth between Indigenous people and Canada. Chief Delorme delivers a story of how Truth must prevail and be accepted before we truly empower reconciliation. He brings his personal journey to explain what we all inherited.

It was an inspiring speech. He spoke from the heart. At times funny, but always with strong thought towards forging a new and better indigenous relationship.

President's Reception at 8:45 pm

The evening concluded with a social to meet and mingle with Trustees from across BC.

Day Two – Conference Proceedings - Friday December 2nd, 2022, at 9:00 am

The day started with another round of welcome from Carolyn Broady (President of the BCSTA) and Debbie Jeffrey (BCSTA).

Plenary: Leadership for System Transformations – The Role of the School Trustees at 9:15 am
Speaker – Michael Fullan

Well known education researcher Michael Fullan spoke. This session built on the intersection of two aspects of our work: the key role of Trustees in school governance, and the current status of system change in education in Canada and elsewhere. Practical examples were used with lessons derived for 2023 and beyond.

Highlights notes are below:

- Need clear specifics for leadership.
- Politics gets you elected. Governance gets things done.
- In 2019 (pre-Covid), it could be said that most grade 10 students were bored of education.
- Presentation and Diagrams available at michaelfullan.ca
- District effectiveness is school/community effectiveness.
- Battle of the Paradigms
 - Humanistic - A deep care and commitment to all living things.
 - Vs.
 - Bloodless - Neutralistic
- The Real purpose of education – wellness, learning, self, community, and society.
- The drivers of Humanity Paradigm:
 - Wellbeing and Learning
 - Social intelligence
 - Equality investments
 - Systemness
- Three Year Transformation Pact – 2023-2025
 - Locally driven
 - Laterally linked
 - System leveraged
- Spirit work is a deep commitment to the art of collaboration.
- Action Lenses:
 - Spirit work
 - Contextual literacy
 - Systemness
 - Connected autonomy (but not being isolated)
- The Nuances of Connected Activity.
- Relationship/Trust first, you only build trust by really engaging with the community.
- Leaders get it wrong when they first try to be inspirational instead of being relational to start. This builds the base foundation of leadership.
- Governance Mindset: Governance is about impact on learning. Equity, excellence, and well-being are intertwined.
- Effective Governance: Mindset, Coherence and Structure
- Board work is a marathon, not a sprint.

- Our basic governance model still holds.
- Deep Learning is learning that is internally focused.
- Deep Learning includes equity and well-being.

Governance for Continuous Improvement at 10:45 am
Presenters – Cynthia Drummond and Lucas Corwin

This session was designed to be informative for both new and seasoned Trustees, while providing practical ways for Boards to use the BC Framework for Enhancing Student Learning in their Board work. Trustees were informed of resources available to Boards of Education and had the opportunity to discuss a variety of approaches to governing for success. The main agenda for this presentation was Setting Direction, Providing Oversight and Monitoring Student Outcomes.

Presentation highlights are below:

- Framework focusses on the whole system; aim to continuously improve and improve the equity of education.
- Outline requirements for Enhancing Student Learning Reports, including data analysis and best practices.
- Providing assurance of:
 - Strategic planning
 - Public communication
 - Collaborative review
- Boards are expected to develop multi-year strategic plans to improve student learning outcomes
- A good strategic plan process includes assessment and reflection.
- Take the strategic plan concept, and explanation, right down to the student level.
- A major role of the Trustee is to monitor the strategic plan.
- Most Boards do not have a good strategic plan framework to evaluate their strategic plan.
- Oversight process should include:
 - Annual Work plan
 - Annual Review Cycle
 - Continuous improvement Cycle
- Sandra Herbert video on the use of Triangulation analysis for continuous student improvement.
- Potential to use a peer review process in reviewing the continuous improvement planning process.
- BC Ministry of Education has “Descriptive Statements for Effective Strategic Planning” on their website. Plus, lots of other strategic planning resources.

Equity and Inclusion at 1:00 pm

Presenters – Charles Ungerleider and Suzanne Craig

Issues of equity and inclusion are prime concerns for School Boards. While almost everyone in principle can agree with equity and inclusion, challenges arise trying to apply the principles of inclusion and equity. Suzanne and Charles conducted an interactive session in which Trustees had the opportunity to explore the application of equity and inclusion to school board decisions.

Highlighted notes are below:

- It is about belonging.
- Non-equity/inclusion can occur at single and/or multiple layers in an organization.
- There was a demonstration of the “Frayer Model” of word association with respect to equity.
- Four overall goals; Equity, Diversity, Inclusion and Anti-Racism.
- All of us can easily fall into a situation of unconscious bias.
- We need to review our policies to check for the application of equity. What is our definition of equity, and the interpretation by the superintendent?
- The presenters went through several example scenarios of whether the superintendent was following the Board’s Equity policy. The exercise created some very good discussions of interpretation.

Equity and Anti-Racism at 2:30pm

Presenters – Beth Applewhite and Deena Kotak Buckley

This session explored definitions, theories, and a framework to understand racism, equity, discrimination, oppression, and identity. Key concepts included: intersectionality, positionality, identity, equity, anti-racism, critical consciousness, and critical self-reflection.

Highlighted notes below:

- Diversity is part of the fabric of who we are.
- Research shows acting on inequity increase the educational results for those impacted by inequity. The ‘problem’ of equity as a zero-sum game. In fact, we all gain.
- Systemic racism is the consequence (not the intent) of seemingly neutral rules, policies, or procedures.
- Try to use an equity lens and an anti-racism lens to see the consequences.
- In the workshop we did an exercise on Positionality, where we see ourselves and our identity.
- Quote, “If there is no transformation inside of us, all the structural change in the world will have no impact on our institutions.”

- Need to develop an equity fluency/literacy at these levels:
 - Independent (oneself)
 - Local (what is happening around us)
 - Structural/Systemic (the rules/ways that are imposed on us)
- What is your 'deep why' of what made you become a Trustee?
- We have to say, "hello to our problems" before we can say "goodbye to them."
- Take care of yourself in the transformation process. Are you getting fatigued? Cannot get a break from it? Take regular 'temperature checks.' Practice self-care.
- Transforming yourself can be exhausting.
- Quote, "You don't have to see the whole staircase, just take the first step."

Day Three – Conference Proceedings (continued) - Saturday December 3rd, 2022

BCSTA Branch Meetings at 8:00am - YK#1 participated in the Northern Interior Branch Meeting

- There was a summary of all the Branch activities since the last Branch meeting.
- All the meeting participants gave a round of introduction.
- Each District within the Branch gave a summary of their respective activities and District highlights.

Opening Remarks from BCSTA, and Greetings from the CSBA at 9:00

Carolyn Broady (President of the BCSTA) gave a speech on the progress and path forward that we as Trustees need to bring to our Districts.

Alan Campbell (President of the CSBA) gave a speech on the activities of the Canadian School Board Association, the challenges we face as we strive to educate the youth of our nation and the successes that comes from everyone's work.

Plenary: Equity and Inclusion at 9:45am

Speaker – Shelley Moore

Ms. Moore gave an in-depth presentation on equity and inclusion. She used lots of comical techniques to stress the importance and seriousness of these very current topics of making ours a better society and a better education system. There were group discussions for us to stretch our minds and think anew.

Highlighted notes are below:

- What does inclusion mean to you? (Followed by a group discussion.)

- Graphic examples of Inclusion, Exclusion, Segregation, and Integration. Sometimes its hard to see when/where these models of socialization are happening, or not.
- Lots of stories and funny examples.
- Inclusion cannot be a forced situation. It must come from a need for improvement, or desire to be in an inclusive frame of mind. (Group discussions.)
- Its is a paradigm shift in our vision to see inclusive opportunity.
- How do we include people who are “different”? How do we teach diversity? (Group discussion.)
- We need to look at ourselves, our District, our organization, and ask what are our barriers?
- A shift in thinking. There are some things we need to understand:
 - To understand the thinking shift of how we view individuals (i.e. disabilities).
 - The role that a context plays in teaching, and barriers that limit individuals.
 - That the less a context is limiting, the less support an individual needs.
- What barriers are individual, and what barriers are situational? (i.e. the example of a person on the wheelchair at the base of a staircase picture)
- Life example – if a flower can’t thrive in the garden, we nourish it with water and nutrients!
- Re-evaluate for what really needs to be fixed.
- Support everyone in their place.
- Person-Place Model of Need
 - First look at what everyone needs.
 - Then look at what individuals need.

Report Submitted by Terry Brookes



Chairperson's Report November 2022

My main activities since the June Board Meeting are noted below:

Goal Setting

The Board met on Monday October 17th to continue with the development of draft goals for the Superintendent. The 'new' Board will need to review these and provide their comments so that this document can be finalized.

Grand Opening for École Ítt'ò

On Thursday October 27th there was a celebration of the formal opening of this new school. The Minister of ECE and other dignitaries and guests were there to celebrate the completion of this project. There was even a ribbon cutting ceremony. Great to see this event.

Education Leaders Meetings

The Education District Education Leaders group again met on Wednesday November 2nd to review the position they would like to present to the Ministers of ECE and HSS regarding the Child Youth Councilors (CYC) Program. The Ed Leaders are very concerned that no actions appear to be forthcoming from their last meeting with the Ministers of ECE and HSS. There is the suggestion that the individual Education Authorities retake the responsibility for this program, along with the funding for the program. This will be a large focus of our next meeting with the Minister of ECE in January.

General Discussions with the Superintendent

I have meetings with the Superintendent to plan and coordinate activities of the Board and Administration. Discuss Board Meeting agenda setting and package preparation. I also, as needed from a Board level, discuss issues/information that comes to the District from external sources, such as ECE, NWTTA, the public, etc.

Superintendent's Report December 2022

It is hard to believe that it is already mid-December and that we only have one full week of classes left before the winter holidays. Our schools were very busy in November and will be over the next week, too. Looking back at November, I would like to thank students and staff for the thought that went into planning special ceremonies and assemblies leading up to Remembrance Day. YK1 schools also participated in a city-wide ceremony on November 11, 2022.

I would also like to thank students, staff, families, and Trustees who volunteered their time decorating and walking alongside YK1's float as part of Yellowknife's Santa Claus Parade on November 26, 2022. Thank you especially to members of École Sir John Franklin High School's graduation council for their work decorating our float ahead of the event.

Speaking of the high school, I would like to congratulate the girls' hockey team for winning this year's Challenge Cup against the girls' team from École St. Patrick High School on November 23, 2022. I would also like to commend the boys' team for their performance in a hard-fought loss. Between the school's pep rally and the two games, school spirit was on full display and the energy in our community was palpable!



From mid-November onwards, I met with a number of partners in our community, including senior staff from the Department of Education, Culture, and Employment (including the Deputy Minister and Assistant Deputy Ministers), officials from the Department of Health, members of the Northwest Territories Superintendents' Association, Yellowknife Mayor Rebecca Alty, and senior staff at the City of Yellowknife. I look forward to forging stronger relationships with these various groups in my role as Superintendent/ CEO of YK1.

From November 30 to December 2, 2022, I was pleased to attend the New Trustee Academy offered by the British Columbia School Trustees Association with all seven members of our new Board of Trustees, and our Director of Corporate Services. I also met with executive members of the association and the Canadian School Boards Association. I hope Trustees found this academy as engaging and enlightening as I did.



I hope families were able to attend parent-student-teacher interviews at schools towards the end of November. These meetings provide great opportunities for parents and guardians to meet YK1 staff, to learn more about our schools and programs, and to track their child's progress within the classroom and beyond.

I encourage families to monitor YK1 websites and social media pages in the coming weeks to see when schools will be holding holiday events, including winter shows and feasts. Students and staff have been busy preparing for these special events and I look forward to seeing their hard work pay off before a well-deserved break.




As a reminder, the last day of school for all YK1 students before winter break is December 20, 2022. École Sir John Franklin High School students will return to school on January 4, 2023 and JK-8 students will return on January 5, 2023. YK1's District Office will be closed from December 22, 2022 to January 3, 2023 inclusive. Child and youth care counselling services will be available over the holiday period. Families can call (867) 767-9110 ext. 41716 to book an appointment, or visit www.nthssa.ca/mentalhealth to learn more.

I hope that students, staff, and families enjoy a safe and restful break and get to spend some quality time with their loved ones. At the same time, I hope everyone considers doing their part to prevent the spread of germs and bacteria during cold and flu season by washing their hands frequently, and avoiding gatherings if they are feeling unwell. Wishing everyone all the best for 2023!



Assistant Superintendent Report

<p>Wellness Cultivate a culture of holistic wellness 1.1 Recognize the importance of relationships in learning 1.2 Foster and promote personal wellness 1.3 Create healthy, safe and caring learning environments</p>	<p>Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners 2.1 Create a welcoming environment for all learners 2.2 Integrate an Indigenous approach to education 2.3 Strengthen Indigenous Language instruction</p>	<p>Learning Ensure inclusive, equitable and authentic learning Experiences 3.1 Engage learners through meaningful and innovative teaching and learning practices 3.2 Strive for excellence 3.3 Celebrate diversity of all learners</p>	<p>Community Foster critical understanding of local, national and global issues 4.1 Inspire critical thinking through innovation and pursue sustainable practices 4.2 Embrace diversity and encourage empathy to promote global citizenship 4.3 Model and encourage ethical leadership and engage in opportunities for service learning</p>
<p>Rainbow Connection meeting - schools are looking at ways to engage students and families. Our YK1 team will present at the January board meeting</p> <p>Planning for a special presentation by Days Of Pink speaker Martin Boyce in April 2023</p> <p>Child Development Team meetings with schools and Stanton Hospital Team</p> <p>Safe and Caring Work Environment training completed by Ed. Services</p> <p>Purchased 2 Wilderness first Aid Kits (built by Arctic response, and houses at DO), to support land based programming outside of city limits</p>	<p>Wiihdeh Language Challenge December</p> <p>View December language Challenge Here.</p> <p>Began digitizing ILE language resources (with permission from YKDFN)</p> <ul style="list-style-type: none"> - Animals - Food - Trees and Plants - Colours - Numbers 	<p>Leadership Council November 15th Establishing working norms, problem solving around securing substitute teachers, attendance</p> <p>Data day - December 6th PSTs, Coordinators - review their school data</p> <p>Carole Fullerton residencies November 28-December 1st (RLN, MHS, NJ, WMS)</p> <p>Site Based meetings - check-ins with school leadership teams</p> <p>Assessment and Reporting period support</p> <p>Piloting of <i>Live it Earth</i> blended learning resources, particularly rich</p>	<p>City Santa parade</p> <p>ECE - Curriculum and Assessment Subcommittee</p> <p>Northern Mosaic Network met with YK1 Rainbow Connection</p> <p>On-going work with Aurora College nursing students</p> <p>Challenge Cup - Girl's Team was successful, Boy's Team took second</p> <p>Connecting with Arctic Rose Foundation</p> <p>Meeting with Official Languages Commission and YCS Coordinator</p>

<p>VTRA (Violence Threat Risk Assessment) Level 1 Training November 29 & 30. YK1 partnered with YCS and CSFTNO, ECE, NTHSSA and RCMP to complete this two day training. There were 20 YK1 staff present, primarily school administration, however, some administrative assistants and program support teachers also attended</p> <p>Rock Your Mocs celebrated in various events at YK1 schools</p> <p>Safe and Caring Schools Sub-committee meeting</p> <p>Safe and Caring School Plans review to take place December 13th and 14th - the regions being reviewed are: TCSA, YK1, YCS, DDEA, NDEA</p>	<p>Confirmed kindergarten dogsledding camp (February 20-23, 2023)</p> <p>Expanded the Indigenous Languages program to include all grade 6 classes at WMS on Mondays.</p> <p>RILE attended ECE for 1:1 meetings/ coordinating ILE PD for 2023</p> <p>Leela Gilday along with the Downie Wenjack foundation ran workshops for students at RLN</p>  <p>Meetings with Dechinta to discuss collaborative opportunities</p> <p>City of Yellowknife collaborating with YK1 to use our monthly language challenge, and post it in city spaces</p> <p>ILE programs received winter wood delivery to continue to deliver ILE programming in the wall tents</p>	<p>in Indigenous and northern resources for students, families and teachers.</p> <p>Neurolinguistic Approach - Filming project - Grade 8 PIF, Core French</p> <p>Support for Core French teacher at MHS</p> <p>Ed. Services - Indigenizing Numeracy Assessments (BC focus) webinar</p> <p>Teacher Recruitment: interviews ongoing</p> <p>Staff evaluations are ongoing - new teacher growth and evaluation tool is under development</p> <p>Meeting with ECE French Coordinator: 2nd year mentorship, resources, PD, etc.</p> <p>Meeting with Francophone Affairs Office to discuss translation of our job ads</p> <p>Set up of the Recruitment tour: Ongoing</p> <p>Grade 5 Pre-Intensive French camps at NJM and RLN (Oct 11-Nov 24)</p> <p>Preparation for Grades 6, 9 and 10 Oral Proficiency Interviews for Intensive and Post-intensive French</p>	<p>regarding promotion of linguistic rights for students. They offer presentation for students grades 7-9</p> <p>Met with Michael Tryon - Canadian Parents for French (CPF) regarding funding for school projects</p> <p>Attending CPF AGM. NWT CPF branch will become dormant. There will be one NWT chapter</p> <p>Association franco-culturelle de Yellowknife- met with Executive Director to run activities for a week at École l'fr'q March 2023</p> <p>Organized parent meeting for Grade 8 PIF Quebec trip (May 2023) for WMS</p> <p>Standing Senate committee for Canadian Francophone Community - opportunities for newcomers</p> <p>YK1 French coordinator went to Hay River to support PIF teachers at SSDEC in November. This partnership is funded and supported by ECE</p>
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students. Evaluations to be done in January

JK Literacy evening and book walk of Christal Doherty's book- How Raven Turned Black (NJ Macpherson School)



Planning meeting with Shelley Moore Learning Series supporting Sir John Franklin Highschool transition to BC curriculum

NJ received a \$42,000 Youth Corps grant (Year 1: \$18,000, Year 2: \$12,000, Year 3: \$12,000) to begin the **tori** program in January. With this grant, we have started purchasing resources and gear

Christal Doherty and Carla Rae Taylor launching their new book with 4 YK1 schools (Dec 12/13/14)

Carla Rae Taylor beginning student wellness through the arts Mural (trip 1 of 3)

Ed. Services staff working with elder sarah Cleary on professional development opportunity to create moccasins

Johnathan Lafferty working with kindergarten classes at École Jt'ô to teach students about the Drum

ILE language instructors (x4) participating in ECE directed ½ day PD labeled "Making the most of your 40 minute class"

NJ Macpherson students learning to chop wood using safety splitter at recess

RLN students completed their first round of "Fire Friday", focussed on fish

Assistant Superintendent Kowalzik's Report December 12, 2022

Evaluations

On November 24, Assistant Superintendent Kowalzik participated in an online information session (hosted by ECE) for principals and district office staff who will be, or are considering, piloting the new evaluation standards. During the meeting, principals and district office staff from across the territory went through the new standards and were given the opportunity to ask questions about the new process. YK1 will be piloting the new standards in two schools in January. One pilot will be led by the school principal and the other pilot will be led by Assistant Superintendent Kowalzik. Part of what they will be doing is to help develop a process for using the new standards in a way that is less onerous and more growth based than the current process we are using. The plan is that all YK1 schools would then pilot the new standards and the new process that goes with the standards during the 2023/2024 school year. As for current evaluations, they are actively being worked on by school administrators and district office staff.

Recruitment and Hiring

As of December 1, we were actively looking to fill 8 teaching positions, 5 for leaves, 2 for resignations and 1 that we still haven't been able to fill from last spring. The hiring process is ongoing with interviews having taken place for at least two of these positions. To date it has been a challenge to recruit qualified candidates for these positions and as a result we may need to apply for another letter of authority in order to fill at least one position. We continue to recruit new substitute teachers adding at least 3 new substitute teachers as of December 1.

A recruitment tour is in the final stages of planning with an estimated participation in 7 career fairs, consisting of 12 or 13 universities, to take place in January and February. With the job market being what it is currently and with districts across the country struggling to fill teaching positions, recruitment and retention are becoming even more important than normal, requiring more active and direct methods of both.

New Vice Principal Cohort

The new principal cohort's most recent meeting was the week of November 18. During the meeting the cohort discussed some of the successes they have experienced over the past three weeks and discussed some of the challenges faced over that same time period. The group then brainstormed ways to address each of the challenges that were raised. They then discussed their thoughts on the assistant principal position and discussed whether or not they intended to continue in an administration position in the future.

**Yellowknife Education District No. 1
Enrolment Report as of: November 30, 2022**

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Home	Part	Nov-22	Totals	
																		FTE	Nov-21
Mildred Hall	31	29	24	32	27	33	39	19	26	23					13	0	283	285.5	300
Ecole Itlo (French)	32	51	39	43	54	31	39								5	0	289	284.5	306
William McDonald (All)								99	79	83					6	0	261	257.5	171
N.J. Macpherson	58	52	44	63	67	39	34								13	1	357	350.5	362
Range Lake North (All)	25	21	33	19	23	33	18	28	30	31					13	0	261	260	272
Ecole Sir John Franklin											151	263	154	129	14	0	697	657.5	763
Totals	146	153	140	157	171	136	130	146	135	137	151	263	154	129	64	1	2148	2095.5	2174

**Yellowknife Education District No. 1
Monthly Enrolment Tracking**

School	FTE Totals											
	Sept-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23		
Mildred Hall	294.00	299	283									
Ecole J.H. Sissons	285.00	287	289									
William McDonald	259.00	260	261									
N.J. Macpherson	356.00	355	357									
Range Lake North	267.00	261	261									
Ecole Sir John Franklin	702.00	692	697									
Totals	2163.00	2154.00	2148.00									

Yellowknife Education District No. 1
Enrollment Report as of: November 30, 2022

Actual

This report looks at actual FTE according to ECE's funding formula.

School	JK	K	FTE												Totals					
			1	2	3	4	5	6	7	8	9	10	11	12	Home	Part	Nov-22	FTE-22	FTE-21	Change
Mildred Hall	30.5	30	24	29.5	28.5	31	40	20	29	23							283	285.5	281	4.5
Ecole Ito (French)	31.5	49.5	39	41	53.5	31	39										289	284.5	307.5	-23
William McDonald (All)								97.5	77.5	82.5							261	257.5	167.5	90
N.J. Macpherson	56	50	43	61.5	66.5	39.5	34										357	350.5	351	-0.5
Range Lake North (All)	24.5	22	32.5	19	23	31.5	21	27	28.5	31							261	260	262	-2
Ecole Sir John Franklin											148.5	262.5	139	107.5	14	0	697	657.5	721	-63.5
Totals	142.5	151.5	138.5	151	171.5	133	134	144.5	135	136.5	148.5	262.5	139	107.5	64	1	2148	2095.5	2090	5.5

253.5

635

Yellowknife Education District No. 1
 Monthly Enrollment Tracking

School	FTE Totals											
	Sept-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23		
Mildred Hall	294.00	299	283									
Ecole J.H. Sissons	285.00	287	289									
William McDonald	259.00	260	261									
N.J. Macpherson	356.00	355	357									
Range Lake North	267.00	261	261									
Ecole Sir John Franklin	702.00	692	697									
Totals	2163.00	2154.00	2148.00									



Yellowknife Education District No. 1
Director of Corporate Services Report
Board Meeting – December 13, 2022

Director of Operations

Jordan Martin has accepted the position of Director of Operations. He will start January 16, 2022. Elvis will come back for two weeks to orientate Jordan about our Facilities. Gerald Newhook will be acting Manager of Facilities and Maintenance.

Finance

As of November 30, 2022 our overall Budgeted Revenues and Expenditures will be below the Budgeted Deficit of \$841,804. Interest Revenue is higher than budget due to increased interest rates, heating costs will be higher than budget, and snow removal costs are expected to be higher than budget. Average salaries are lower than budgeted. Our projected year end Budget 2022/ 2023 deficit will be less than \$800,000. We remain in an excellent financial position with a surplus of approximately \$3.4 million (8% of total budget).

Yellowknife Education District No. 1			
Financial Summary Report			
For the month ended Nov 2022			
	Total	YTD	%
	Budget	Actual	Spent
REVENUES			
GNWT Base Funding	29,945,867	8,179,281	27.3%
GNWT Student Success Initiative	123,000	26,446	21.5%
GNWT French	550,000	150,225	27.3%
Other School Board	15,000	0	0.0%
City of Yellowknife	6,777,900	1,851,286	27.3%
Interest Income	220,000	167,860	76.3%
Superintendent Services	57,500	15,300	26.6%
Dettah Enrolment Transfer	120,000	38,741	32.3%
Misc (Parking, ILC)	19,562	25,192	128.8%
Jordan's Principle	3,580,624	1,041,854	29.1%
Total Revenues	41,409,453	11,496,184	27.8%
EXPENDITURES			
Salaries & Benefits:			
School Programs:			
<i>Schools & District</i>	21,463,264	5,272,664	24.6%
<i>French</i>	624,916	134,563	21.5%
<i>Technology</i>	391,052	153,279	39.2%
Administration	1,418,263	555,745	39.2%
Board	84,520	27,254	32.2%
Inclusive Schooling	6,254,358	1,525,883	24.4%
Maintenance	675,256	299,039	44.3%
Indigenous Language & Culture	967,074	227,647	23.5%
Elders in Schools	72,000	49,843	69.2%
Student Success Initiatives	56,400	9,203	16.3%
Jordan's Principle	3,249,354	920,741	28.3%
Total Salaries & Benefits	35,256,457	9,175,860	26.0%
Operations & Maintenance			
School Programs:			
<i>Schools & District</i>	1,400,000	436,779	31.2%
<i>MHS O&M & Subs</i>	144,287	50,432	35.0%
<i>ITL'O O&M & Subs</i>	139,265	38,888	27.9%
<i>NJM O&M & Subs</i>	158,222	31,472	19.9%
<i>RLN O&M & Subs</i>	130,309	42,313	32.5%
<i>WMS O&M & Subs</i>	137,393	70,349	51.2%
<i>SJF O&M & Subs</i>	348,732	143,327	41.1%
<i>French</i>	180,000	53,452	29.7%
<i>Technology</i>	355,710	166,484	46.8%
Inclusive Schooling	295,346	38,853	13.2%
Utilities	1,906,797	652,065	34.2%
Maintenance	373,970	212,246	56.8%
Maintenance Capital projects	640,000	108,707	17.0%
Administration	209,006	39,580	18.9%
Board	110,480	3,672	3.3%
Indigenous Language & Culture	269,762	56,783	21.0%
Student Success Initiatives	66,600	17,243	25.9%
Jordan's Principle	128,921	26,399	20.5%
Total O&M	6,994,800	2,189,045	101%
Total Expenditures	42,251,257	11,364,904	26.9%
Surplus (Deficit)	(841,804)	131,279	

COVID Funding for 2022/2023

At the monthly Comptrollers meeting on Thursday September 8, it was announced that School Boards will be permitted to continue to spend any carryover COVID19 funding for this school year. COVID19 funding available for 2022/2023 is \$807,059.

Yellowknife Education District No. 1 COVID-19 Financial Summary Report For the month ended Nov 2022			
	Total Funding	YTD Actual	% Spent
REVENUES			
GNWT COVID Funding	807,058	110,911	13.7%
Total Revenues	807,058	110,911	13.7%
EXPENDITURES			
Salaries & Benefits:			
School Programs:			
<i>MHS & Custodial & Subs</i>	53,044	3,874	7.3%
<i>JHS & Custodial & Subs</i>	53,044	6,457	12.2%
<i>NJM & Custodial & Subs</i>	53,044	3,882	7.3%
<i>RLN & Custodial & Subs</i>	53,044	0	0.0%
<i>WMS & Custodial & Subs</i>	53,044	0	0.0%
<i>SJF Custodial & Subs</i>	53,044	3,754	7.1%
<i>District Custodial & Subs</i>	187,256	77,275	41.3%
Total Salaries & Benefits	505,520	95,242	18.8%
O & M			
School Programs:			
<i>Schools & District</i>			
<i>MHS O&M</i>	40,000	13,068	32.7%
<i>JHS O&M</i>	40,000	0	0.0%
<i>NJM O&M</i>	40,000	112	0.3%
<i>RLN O&M</i>	40,000	2,286	5.7%
<i>WMS O&M</i>	40,000	(0)	0.0%
<i>SJF O&M</i>	60,000	0	0.0%
Maintenance	26,538	0	0.0%
Administration	15,000	202	1.3%
Total O&M	301,538	15,669	5.2%
Total Expenditures	807,058	110,911	

Jordan Principle

Jordan Principle funding approved to date is \$6,223,683. As of November 30, 2022 we have spent \$997,263.

Yellowknife Education District No. 1				
Jordan's Principle Financial Summary Report				
For the month ended Nov 2022	Approved Funding	Approved Budget	YTD Actual	% Spent
REVENUES				
Jordan's Principle	5,657,894	3,255,113	947,140	16.7%
Administration Fee Revenue	565,789	325,511	94,714	16.7%
Total Revenues	6,223,683	3,580,624	1,041,854	16.7%
EXPENDITURES				
Salaries & Benefits:				
Mildred Hall School	2,269,232	1,285,469	367,693	16.2%
NJ MacPherson School	888,134	456,376	172,268	19.4%
Range Lake North School	1,330,504	779,204	222,927	16.8%
William McDonald School	190,073	136,375	34,934	18.4%
Ecole Sir John Franklin High School	830,952	468,767	122,919	14.8%
District Office	565,789	123,162	50,124	8.9%
Total Salaries & Benefits	6,074,683	3,249,353	970,865	16.0%
O & M				
Mildred Hall School	131,440	128,921	26,219	19.9%
NJ MacPherson School	17,560	0	180	1.0%
Total O&M	149,000	128,921	26,399	17.7%
Total Expenditures	6,223,683	3,378,274	997,263	16.0%

Additional Funding for Schools

Below is a list of all the additional funding we have received for schools and the expenditures to date.

Yellowknife Education District No. 1 School Additional Expenditures For the month ended Nov 2022			
	Total Funding	YTD Actual	% Spent
REVENUES			
Menstrual Products	156,213	6,395	4.1%
Active After School	91,100	4,967	5.5%
Food First/Taste Makers	41,081	5,011	12.2%
Birchbark - MHS	10,189	0	0.0%
Breakfast Club	32,222	10,927	33.9%
Food Program - Misc Donations MHS	4,500	0	0.0%
Drop the Pop	22,365	288	1.3%
On the Land Program RLN	715	0	0.0%
Take a Kid Trapping WMS	263	0	0.0%
Community Foundation Grant WMS	229	0	0.0%
Tides - On the Land Pursuits WMS	7,764	0	0.0%
PC Charity Food Program	8,735	3,517	40.3%
Total Revenues	375,376	31,104	8.3%

SCHOOL BUDGETS			
MHS			
Menstrual Products	10,472	0	0.0%
Active After School	15,482	3,306	21.4%
Drop the Pop	2,500	0	0.0%
Food First/Taste Makers	5,058	339	6.7%
Birchbark	10,189	0	0.0%
Breakfast Club	32,222	10,927	33.9%
Food Program - Misc Donations	4,500	0	0.0%
Total MHS	80,422	14,572	18.1%

SCHOOL BUDGETS			
ITLO			
Active After School	8,410	0	0.0%
Drop the Pop	4,263	288	6.8%
Food First/Taste Makers	1,000	0	0.0%
Total ITLO	13,673	288	2.1%
NJM			
Active After School	20,489	-649	-3.2%
Drop the Pop	2,525	0	0.0%
Total NJM	23,014	-649	-2.8%
RLN			
Menstrual Products	7,453	0	0.0%
On the Land Program	715	0	0.0%
Active After School	16,095	1,888	11.7%
Drop the Pop	2,006	0	0.0%
Food First/Taste Makers	19,090	4,672	24.5%
Total RLN	45,359	6,560	14.5%
WMS			
Menstrual Products	26,663	149	0.6%
Active After School	15,324	298	1.9%
Drop the Pop	4,556	0	0.0%
Food First/Taste Makers	12,436	0	0.0%
Take a Kid Trapping	263	0	0.0%
Community Foundation Grant	229	0	0.0%
Tides - on the Land Pursuits	7,764	0	0.0%
Total WMS	67,235	447	0.7%
SJF			
Menstrual Products	111,625	6,246	5.6%
Active After School	15,300	124	0.8%
Drop the Pop	6,515	0	0.0%
Food First/Taste Makers	3,497	0	0.0%
PC Charity Food Program	8,735	3,517	40.3%
Total SJF	145,672	9,886	6.8%
Total Expenditures	375,376	31,104	8.3%



Yellowknife Education District No. 1 Finance Committee Meeting Report

December 08, 2022 @ 12:00PM

District Office Boardroom

Committee Members Present: Jason Snaggs, Michelle Peters and Terry Brookes

Administration Present: Tram Do and Pat Thagard

Absent: none

Regrets: Jameel Aziz

Guests present: none

Meeting Chairperson: Chairperson to be determined

1. Selection of Chairperson

Jason Snaggs put his name forward for the position of Finance Committee Chairperson. No one else expressed interest in the position therefore Jason Snaggs was named the Chairperson for the Finance Committee

2. Variance Report Review

Director of Corporate Services, Tram Do went over Yellowknife Education District #1 (YK1) investments. This included where funds are invested and current interest rates. At the moment interest rates are increasing which is resulting in a good return on our investments.

Director Do also indicated that salaries are lower and not all staff are opting in to the benefit package.

It is estimated that fuel costs will be higher if the cold and high price of fuel remains consistent. Snow removal has also been higher than expected. Therefore, these areas may come in over budget at the end of the year.

3. SJF Security System

The Sir John Franklin High School (SJF) system needs to be upgrade to comply with Safe School Security System. The current system was not designed for the increased data flow workload. The cost of a new system would be approximately \$40K. The cost of higher resolution cameras would be an additional cost. Chairperson Snaggs asked what cost of HR cameras would be. Director Do called Martin Male, Manager Information and Technology, for clarification - \$40K is for upgrade of current CCT system only.

Chairperson Snaggs asked will there be a need to upgrade cameras. Manager Male indicated this would come at a later time. Chairperson Snaggs asked to be kept up to date on what is found out.

Chairperson Snaggs asked if a contingency plan is built into the budget. Trustee Brookes went over how contingency funds have been used in the past.

Chairperson Snaggs suggests having a healthy contingency for O&M that is well defined. Director Do indicated the budget does contain a Capital Maintenance Budget. Those funds are earmarked for maintenance. These funds are meant for smaller maintenance projects. Director Do also indicated that there will be a funding presentation by ECE to the board at the January Board Meeting. Chairperson Snaggs went over what funds are in place at Education Culture and Employment and the process required to access those funds; the Board needs to lobby for more funds from ECE.

Chairperson Snaggs indicated we need to be proactive regarding forecasting future funding needs. Director Do shared that Jordan Martin has been hired as Elvis' replacement; Elvis will provide a list of what has been done and what still needs to be done. When Director Martin has started a review will be done of the projects that remain to be done.

Trustee Brookes went over the process to get more funds is usually negotiated through a back and forth process with ECE.

Director Do indicated that some of the additional funds available from the sale of Nordic Arms could also be used to do necessary upgrades to our facilities.

4. SJF and District Office Phone System

Manager Male gave overview of 25 year old system at SJF. The phone system there now has only one of three boards working. Chairperson Snaggs asked who gave the quotes for the estimated \$100K for the system replacement. Manager Male indicated the figure is only an estimate to date. Trustee Peters asked if it is a modern system such as Voice Over IP (VOIP). Manager Male indicated SJF isn't wired for VOIP.

Chairperson Snaggs asked if we can we look into a VOIP system which may be more beneficial in the long run with regard to keeping the system modern; he asked Manager Male to request the proposals include the cost of modernization. Director Do indicated that once a baseline system is decided on we will go out to tender. Martin will provide information on different scenarios upgrades. Director Do asked for terms of reference for the phone system. Chairperson Snaggs asked Manager Male to include pros, cons and O&M costs going forward for the RFP.

Director Do will provide additional information at the January Finance Committee Meeting.

5. Additional Discussion

Committee requested a timeline for the budget process; consider how we align our asks with the ECE funding; Superintendent/CEO Aziz and Director Do will meet with ECE regarding funding for capital projects; Director Do talked about MOU with Infrastructure and ECE; Colton Moran, Manager of Boards is working to update funding to match GNWT maintenance funding. Director Do will give an overview of the discussion at a future meeting.

Director Do thanked the committee members for bringing their experience and wisdom to the committee. She also indicated that Superintendent Aziz is very good at making connections and already has a very good relationship with ECE.

Trustee Brookes asked about surplus school budgets.

Director Do went over history and what was done around enrolment figures due to COVID shutdown in September 2021; Trustee Brookes spoke about formula funding and

when it comes in September of next year. Chairperson Snaggs suggested Director Do speak to ECE to present solutions and costs associated with them.

Chairperson asked about connection between YK1 and schools in Ndilo and Dettah; he suggests Superintendent Aziz outline what the needs of Ndilo and Dettah from YK1 are; it would be good to know what is spent on services provided to them, provide historical info and current costs.

Director Do indicated we do not currently have an MOU for the Superintendent Services we provide to the two schools. Trustee Peters talked about the need to ensure the needs of those schools are met.

Trustee Peters suggested Superintendent Aziz meet with each DEA and to find out what they need.

Finance committee usually meets once a month; Trustee Brookes indicated that during the budget process there may be more meetings; Director Do will provide budget timeline and the committee can decide on meeting dates.

Director Do indicated it will be good to know what the overall philosophy for the coming budget is; the committee gives direction to Administration. Chairperson Snaggs indicated that the strategic goals and objectives should be considered when working on the budget; he thinks the strategic goals and objectives needs to be approved in January so that they can be considered when working on the budget.

Trustee Brookes went over how the board retreat usually functions and what common discussions are about. Chairperson Snaggs indicated the strategic plan and maintenance needs should be in place before the budget is worked on; District Office staff will need this information to move forward on budget prep.

6. Next meeting to be held in January - date to be determined

Patrizia Thagard, Secretary

Range Lake North PAC

November 24, 2022, 6:30pm

Trustees Attending: David Wasylciw, Barbara Bell

- David discussed the Speaking notes and asked the PAC for feedback on what would be helpful from the trustees.
- The PAC Chair, gave good feedback regarding parent engagement, however, seen a disconnect in school participation and hoped for more community building from the district and schools. Spoke of events like the pancake breakfasts, and even being able to have in -person meetings at the school.
- PAC chair suggested that all district PAC chairs should start meeting in Jan or Feb
- The school principal spoke about the new school improvement plan and the key areas of focus for the year:
 - Indigenous language
 - Increasing success in reading
 - Purposeful stronger relationships

Other discussions

- Junior Kindergarten has big and little buddies with Students from Aurora College
- There are currently renovations going on in the library
- The school raised approximately \$600 for the Gord Downie & Chanie Wenjack fundraiser
- School will be celebrating 25 years of "Family Fun Night" in the Spring of 2023.
- Tiffany (PAC mom) Welcomed new baby
- The school helps families when needed with Winter clothing, as well, they have helped around 40 children that needed extra things at home using collected money and school money
- Will not be having a holiday concert this year as there is no music teacher

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BOARD MEMBER PAC REPORT – SJF High School

Date: Tuesday November 22nd, 2022

Parents Discussion, Comments and Concerns

- Dean (principal) distributed some information for parents. The parent/teacher interviews were well attended, with now most interviews are via on-line (in-person interviews can still be arranged).
- Dean noted, if you are having difficulty printing out the report cards via PowerSchool, please contact the front office and they will print it off to you.
- Diploma exams will be 20% this year. For the 2023-2024 academic year diploma exams will return to 30%
- Many students are participating in Artic Winter Games (AWG) and/or Canada Winter Games (CWG). This may be challenging for some students as they will be missing between 1 – 2 ½ weeks of school at the beginning of second semester. Students are encouraged to plan ahead, and get their assignments done prior to leaving for these events if possible.
- A discussion about phones in the classroom. Students should not be accepting calls during class time. If there is an emergency, parents should call the front office and they will inform the student to call the parent.
- Dean summarized the SJF coaching philosophy: For specialized events (e.g., Hay River Soccer Tournament, Ft. Smith volleyball tournament, Challenge Cup) – there are limited number of athletes who are chosen to participate in these events because of various reasons (e.g., room on the bus, number of teams SJF can enter). For school sporting events (e.g., Spike It, Cager, Super Soccer) there is more opportunity for more students to participate and SJF can create several teams for each age group. When picking students for teams there are 4 considerations: 1) academics – effort put into course work, 2) attendance in school and in practice, 3) attitude, and 4) ability.
- The always exciting Challenge Cup is returning after an absence due to Covid. Most of the students and a good portion of the staff have never experienced this event, so it will be an exciting time for many.
- There was a general concern by parents about the impacts of Covid on student education. Dean gave a summary of what SJFH is doing to make up for this “loss”. I committed to get some District wide information back to parents.

I have a copy of the full minutes of the PAC Meeting if trustees are interested. Next Meeting: Thursday January 12, 2023, time 7pm. Submitted by: Terry Brookes

William McDonald PAC meeting.

November 16th, 2022 6:30pm

The PAC reports things are going well, so far this year.

The PAC's biggest concerns are staffing. The Principal reported that there is a constant shortage of qualified subs in Yellowknife and there are 5 teachers that are due to go on maternity leave, this school year.

The PAC is planning to host a staff appreciation lunch after Christmas

Meeting ended at 7:30 pm

next meeting is January 18th, at 6:30pm



Principal's Report

Nov 16th, 2022

7:00PM

Staffing

11	Homeroom teachers
3	Specialty Teachers
2	Program Support Teachers
3	Educational Assistants
2	JP Educational Assistants
0.5	Librarian
1	Assistant Principal(.5 Admin, .5 teaching)
1	Principal
1	Admin Assistant
2	Custodians

Highlights

PBIS Blitz- Decrease of classroom behaviors by 85%
 Museum Visit
 Foxy/Smash visits
 Legislative Assembly visit
 Paging- Student pages during the recent sitting
 Halloween Contest
 Mural Project /w Carla Gilday
 Languages Pilot project with Grade 6's

Maintenance Update

Snow Removal: New contractors- has been challenging to get complete cleaning done.
 RFP-being worked on.

School Operations

Trial run of online lunch payment system. This is ongoing. No steps forward as of yet.
 Substitute teachers

Professional Development:

Nov 28 Carole Fullerton
Nov 29/30 VTRA Training - Safe Schools

Upcoming Dates:

Nov 18 - First School Dance
Nov 22/23 - PT Interviews
Nov 25 - No School in Lieu of P/T Interviews
Nov 28 - Carole Fullerton Lesson Study at WMS
Dec 2-4 Badminton
Dec 12-14 Mural Project begins

Date	Time	Event	School/Location	Notes
December 6, 2022	6:30 p.m.	PAC Meeting	MHS	
December 7, 2022	1:30 p.m.	Dress Rehearsal - Winter Show	NJM	
December 7, 2022	7:00 p.m.	PAC Meeting	NJM	
December 8, 2022	6:30 p.m.	Winter Show	NJM	
December 13, 2022	12:00 p.m.	CoTW Meeting	DO	
December 13, 2022	6:00 p.m.	Board Meeting	DO	
December 14, 2022	6:30 p.m.	Winter Concert	MHS	
December 14, 2022	7:00 p.m.	Winter Concert	SJF	
December 15, 2022	6:30 p.m.	Winter Concert	ITLO	
December 19, 2022	12:00 p.m.	Winter Feast	MHS	
December 20, 2022	TBD	School Breakfast	WMS	
December 20, 2022	11:25 a.m.	Winter Assembly	SJF	
December 20, 2022	12:25 p.m.	Winter Luncheon	SJF	
Dec. 21, 2022 - Jan. 4, 2023	All Day	Winter Break - No School (All Students)	YK1	
December 25, 2022	All Day	Christmas Day - Statutory Holiday	YK1	
December 26, 2022	All Day	Boxing Day - Statutory Holiday	YK1	

Updated: December 5, 2022