



Yellowknife Education District No. 1
Operating Plan for 2017-2018 School Year
(ending June 30, 2018)

Table of Contents

Introduction	3
Commitment to Education.....	17
Student Outcomes and Success	27
Efficient Administration of Boards.....	30
Yellowknife Education District No. 1 Governance	33
Records Management.....	34
Financial Management	35

Introduction

All reporting within this *Yellowknife Education District No. 1 (YK1) Operating Plan* is inclusive of the schools within the region, excluding Dettah and Ndilo.

The Board of Yellowknife Education District No. 1 is the longest serving publicly elected school board in the Northwest Territories. Current board members continue a 65-year tradition which recognizes excellence and the critical importance of public education in Yellowknife.

The **mission, vision** and **goals** all originate from the **Board of Trustees Board Policy Handbook** as it was most recently approved on March 14, 2017.

The mandate of the Board of Trustees of the Yellowknife Education District No. 1 is to provide a system of education to all students in accordance with the legislation of the Government of the Northwest Territories and the needs of the students and community.

The Board has adopted the following mission statement and motto in order to identify its purpose and guide its activities:

Mission

Yellowknife Education District No. 1, in partnership with family and community, will provide all students with the education required for a life of learning.

Our motto: *Educating for Life!*

Vision

In partnership with family and community, YK1's mission is to provide all students with the education required for a life of learning. Towards this end, the YK1 team works to motivate and inspire students, and help them to develop a solid foundation and a vast repertoire of skills, abilities, knowledge and attitudes. Equipped with these essentials, YK1 students are well prepared for the 'world of opportunity' beyond the classroom.

Goals

STRATEGIC PRIORITIES

- To ensure all students reach their highest level of learning
- To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner
- To ensure all students and staff are engaged in Indigenous Languages, perspectives, and culture-based education
- To ensure students engage in healthy lifestyles and respectful, caring relationships



KEY RESULTS (RELATED TO EACH STRATEGIC PRIORITY)

To ensure all students reach their highest level of learning

- o To increase success rate of early learners
- o To consistently increase the percentage of students working at grade level
- o To increase the percentage of students who successfully graduate or complete high school programs
- o To increase the success of all students, reflecting the diversity of the school population.
- o To increase student success in Mathematics and Science

To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner

- o To maintain a high level of satisfaction with our Inclusive Education program
- o To strengthen inclusive school communities
- o To increase the level of competence among teachers in their ability to deal with diverse needs

To ensure all students and staff are engaged in Indigenous Languages, perspectives, and culture-based education

- o To integrate culturally relevant learning into instructional programming
- o To increase the offerings of the Wííłídeh language
- o To ensure all schools reflect Indigenous Language and culture
- o To engage all students in Indigenous cultural experiences
- o To increase the number of skilled instructors of Indigenous Language and Culture-based education
- o To strengthen relationships with Indigenous communities

To ensure students engage in healthy lifestyles and respectful, caring relationships

- o To increase student participation in physical activities
- o To improve student involvement and participation in the Arts
- o To increase student awareness of nutrition and the importance of healthy food choices
- o To promote positive relationships, resiliency and good citizenship
- o To increase awareness and access to wellness and mental health activities



Yellowknife Education District No. 1 Demographics

Table 1: Enrolment (FTE)¹ by school and by grade as of September 30, 2016

		Number of Students														
		JK	K	1	2	3	4	5	6	7	8	9	10	11	12	FTE Total
Yellowknife	Ecole J. H. Sissons Elem.	0.00	50.00	50.00	45.00	41.00	37.00	25.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	248.00
Yellowknife	Ecole Sir John Franklin	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	117.50	149.00	156.00	212.00	634.50
Yellowknife	Ecole William McDonald Middle	0.00	0.00	0.00	0.00	0.00	0.00	0.00	81.00	65.00	64.00	0.00	0.00	0.00	0.00	210.00
Yellowknife	Mildred Hall Elementary	0.00	27.00	24.00	24.00	28.00	24.00	26.00	33.00	29.00	32.00	0.00	0.00	0.00	0.00	247.00
Yellowknife	N. J. Macpherson Elementary	0.00	53.00	55.00	39.00	39.50	41.50	55.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	283.50
Yellowknife	Range Lake North	0.00	31.00	23.50	35.00	28.50	43.50	27.50	35.00	30.00	34.00	0.00	0.00	0.00	0.00	288.00
DEA Total		0.00	161.00	152.50	143.00	137.00	146.00	134.00	149.00	124.00	130.00	117.50	149.00	156.00	212.00	1911.00

Table 2: Registration in alternative programs as of September 30, 2016

Program	Number of Students (FTEs)
Alternative High School Program	N/A ²

¹ FTE stands for home/origin school full-time equivalents with 60% or more attendance as of September 30, 2016.

² Not applicable as Alternative High School Programs are not currently offered at BDEC.

About the region

Based on the 2016 population estimates from the NWT Bureau of Statistics, the total population for the Yellowknife Region is approximately 20,960, excluding Dettah.

The most prominent languages spoken in the Yellowknife Region (including Dettah) includes English (99.6%), French (16.1%), Tłıchq̓ (Dogrib) (2.7%), Chipewyan (1.2%), North Slavey (1.1%), Cree (0.5%), Inuktitut (0.5%), South Slavey (0.4%), Gwichin (0.3%), Inuvialuktun (0.2%), and other languages (11.5%), where the percentages signify the percentage of the population 15 years old and older that are able to converse in the language (NWT Bureau of Statistics, 2014).

School Profiles

Table 3: YK1 School Profiles 2017-2018

School	Community	Community Population*	Grades Offered
École J.H. Sissons	Yellowknife	20,960	JK-5
N.J. Macpherson	Yellowknife	20,960	JK-5
Mildred Hall	Yellowknife	20,960	JK-8
Range Lake North	Yellowknife	20,960	JK-8
École William McDonald	Yellowknife	20,960	6 - 8
École Sir John Franklin	Yellowknife	20,960	9 - 12

Note: *Most recent population estimate by NWT Bureau of Statistics, as of July 1, 2016.

École J.H. Sissons School

The following are 29.65 budgeted positions:

Teachers and Administration	17.50	Program Support Teachers	0.90
Secretaries	1.00	Support Assistants	2.00
Custodians	1.75	Counsellors	0.50
Junior Kindergarten Staff	6.00		

The breakdown of classrooms per grade is as follows:

Table 4: Breakdown of Classrooms per Grade, École J.H. Sissons School

Grade Levels (including split classes)	# of Classes
Junior Kindergarten	3
Kindergarten	3
Grade One	3
Grade Two	2
Grade Three	2
Grade Four	2
Grade Five	2

N.J. Macpherson School

The following are 32.80 budgeted positions:

Teachers and Administration	16.00	Program Support Teachers	2.00
Secretaries	1.00	Support Assistants	4.00
Custodians	2.00	Counsellors	0.80
Junior Kindergarten Staff	7.00		

The breakdown of classrooms per grade is as follows:

Table 5: Breakdown of Classrooms per Grade, N.J. Macpherson School

Grade Levels (including split classes)	# of Classes
Junior Kindergarten	3
Junior Kindergarten/Kindergarten	1
Kindergarten	1
Grade One	1
Grade One/Two	2
Grade Two	1
Grade Two/Three	2
Grade Three	1
Grade Four	1
Grade Four/Five	2
Grade Five	1

Mildred Hall School

The following are 39.05 budgeted positions:

Teachers and Administration	15.50	Program Support Teachers	2.00
Secretaries	1.00	Support Assistants	8.00
Custodians	2.00	Counsellors	1.00
Junior Kindergarten Staff	5.00	ALC teachers & Assistants	4.55

The breakdown of classrooms per grade is as follows:

Table 6: Breakdown of Classrooms per Grade, Mildred Hall School

Grade Levels (including split classes)	# of Classes
Junior Kindergarten	2
Kindergarten	1
Grade One	1
Grade One/Two	1
Grade Two/Three	1
Grade Three	1
Grade Four	1
Grade Four/Five	1
Grade Five/Six	1
Grade Six	1
Grade Seven/Eight	3



Range Lake North School

The following are 31.25 budgeted positions:

Teachers and Administration	18.00	Program Support Teachers	2.00
Secretaries	1.00	Support Assistants	5.50
Custodians	2.00	Counsellors	1.00
Junior Kindergarten Staff	2.00		

The breakdown of classrooms per grade is as follows:

Table 7: Breakdown of Classrooms per Grade, Range Lake North School

Grade Levels (including split classes)	# of Classes
Junior Kindergarten	1
Kindergarten	1
Grade One/Two	1
Grade Two/Three	1
Grade Three	1
Grade Four	1
Grade Four/Five	1
Grade Five	1
Grade Five/Six	1
Grade Six	1
Grade Seven	1
Grade Seven/Eight	1.5
Grade Eight	1

École William McDonald Middle School - The following are 25.9 budgeted positions:

Teachers and Administration	15.90	Program Support Teachers	1.50
Secretaries	1.00	Support Assistants	5.00
Custodians	2.00	Counsellors	0.50

The breakdown of classrooms per grade is as follows:

Table 8: Breakdown of Classrooms per Grade, École William McDonald Middle School

Grade Levels (including split classes)	# of Classes
Grade Six	4
Grade Seven	4
Grade Eight	3



École Sir John Franklin High School

The following are 53.50 budgeted positions:

Teachers and Administration	30.50	Program Support Teachers	3.00
Secretaries	2.50	Support Assistants	8.50
Custodians	5.00	Counsellors	1.25
School Community Counsellors	1.00	ALC Teacher	0.75
Other	1.00		

The breakdown of classrooms per grade is as follows:

Table 9: Breakdown of Classrooms per Grade, École Sir John Franklin High School

Grade Levels (including split classes)	# of Classes
Grade 9	5
Grade 10	6
Grade 11	7
Grade 12	8
Mature Students	1

Courses include: Math, Humanities, Northern Studies, Physical Education (including Sports School), Science, Social Studies, Indigenous Studies, French, CTS, Arts, Music, ELA, Esthetics, Night School and Route 51.



Student Development Information

Early Development Instrument

The Early Development Instrument (EDI) is a population-based measure that assesses children's readiness to learn at school. Developed by the Offord Centre of Child Studies at McMaster University, it is used across Canada (excluding Nunavut). EDI is a checklist completed by all kindergarten teachers. EDI does not diagnose individual children, but instead provides a snapshot of the learning readiness of groups of four and five year olds as they get ready to enter senior kindergarten and/or grade one. The EDI measures children's developmental health by asking questions about the five areas of their early development – referred to by researchers as developmental domains: physical health and well-being; emotional maturity, communication skills and general knowledge; social competence; and language and cognitive development.

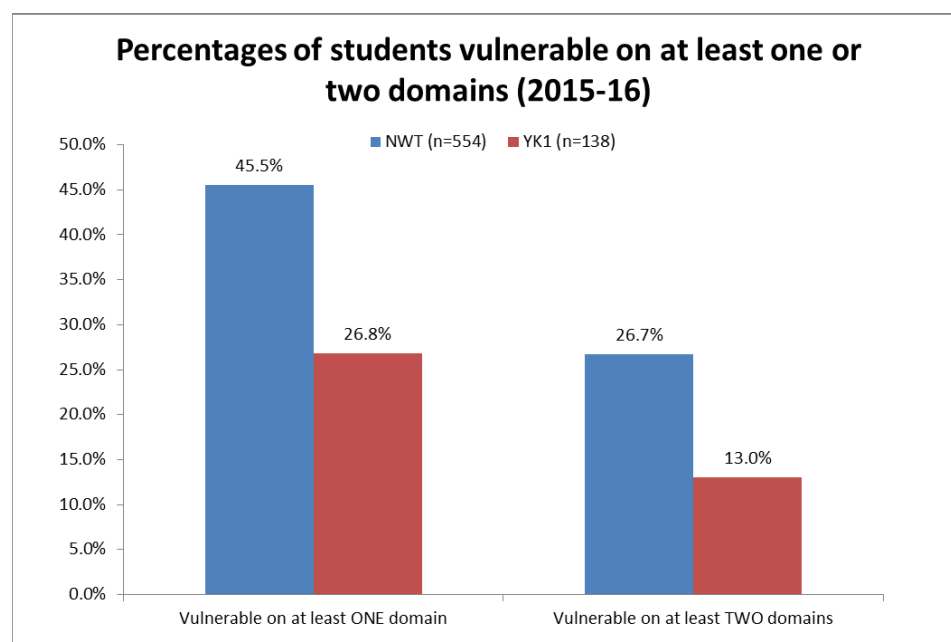
The results from the EDI determine the percentage of children who are ready to learn as they enter grade one and the percentage who are falling behind. The average EDI scores are divided into three segments: children falling into the bottom 10% are considered 'vulnerable' and children scoring in the lower 10% to 25% are considered 'at risk.' Children scoring above 25% are considered to be on track and ready to learn. These segments are based on established norms for child development across Canada³. Vulnerable refers to the portion of children which, without additional support and care, may experience future challenges in school and society. In the context of EDI, vulnerability is a statistical definition which can mean being behind in developmental health.

According to Early Development Instrument (EDI) 2015-16 results (see figure 1), 26.8% and 13.0% of kindergarten students were reported as being vulnerable on at least one and two domains respectively. For students in the Yellowknife Education District No. 1, the vulnerability rates on at least one and two domains were below the NWT average.

³ For more information on the EDI, visit <https://edi.offordcentre.com/>.



Figure 1: Early Development Instrument Results for Yellowknife Education District No. 1 and NWT



There is a variance in the results amongst Yellowknife Education District No. 1 schools on the Early Development Instrument. Schools with high numbers of vulnerable students have responded with strategies including targeted speech and language therapy, regular monitoring of student progress with Literacy and Numeracy Assessments (Fountas and Pinnell Benchmark Assessment System, District Wide Write and a Performance Based Math Assessment, Phonological Awareness Assessment).

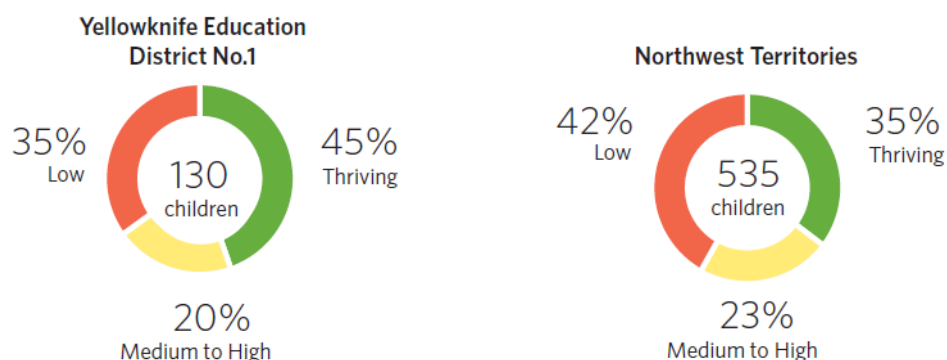
Classroom teachers work closely with their Program Support Teacher to make referrals to outside agencies (Speech and Language and Occupation Therapy services) and utilize their expertise as needed. Teachers also work collaboratively in Professional Learning Communities to analyze their data and set learning goals to inform their classroom instruction.

Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is a population-based measure that uses a self-report questionnaire to ask students in Grades 4 and 7 about their thoughts, feelings and experiences in school and in the community. This work is managed by researchers at the Human Early Learning Partnership (HELP).⁴ MDI includes questions that are linked to three areas of students' development: Well-Being; health; and academic achievement. The Well-Being Index focuses on critical areas of students' development during the middle years: Optimism, happiness, self-esteem, absence of sadness and general health. Scores from these critical areas are combined to correspond to three categories of Well-Being: 'Thriving,' 'Medium to High Well-Being', or 'Low Well-Being'. Green represents the percentage of children who are "Thriving" or doing very well. Yellow represents the children who are in the "Medium to High Well-Being" category and red represents the children who report "Low Well-Being."

According to Middle Years Development Instrument (MDI) 2015-16 results (see figures 2 and 3) for the Yellowknife Education District No. 1 (including students attending school in the communities of Ndilo and Dettah), 45% of students in Grade 4 and 30% of students in Grade 7 in the Yellowknife Education District No. 1 are considered "thriving" on the Well-Being Index. The percentage of Grade 4 students considered "thriving" on the well-being index is above the NWT averages, whereas the percentage of Grade 7 students is below the NWT average

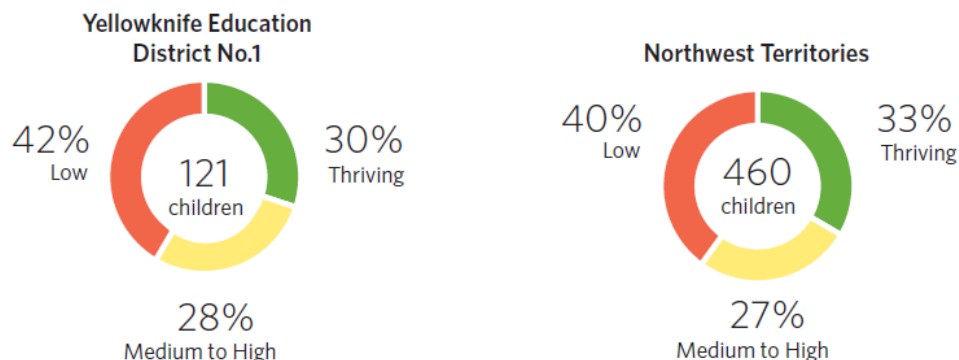
Figure 2: The Well-Being Index Results for Grade 4 Students in Yellowknife Education District No. 1 and NWT



⁴ For more information on MDI, visit <http://earlylearning.ubc.ca/mdi/>.



Figure 3: The Well-Being Index Results for Grade 7 Students in Yellowknife Education District No. 1 and NWT



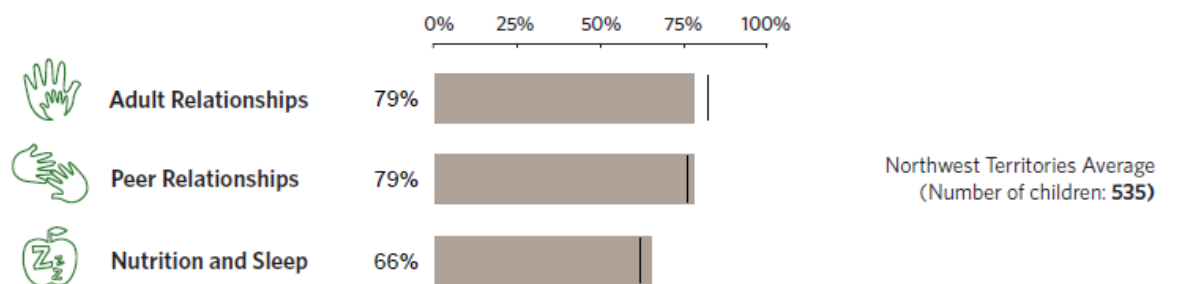
The MDI also includes questions on the Assets Index. The Assets Index combines measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives.

According to the Assets Index results in the MDI 2015-16 results for the Yellowknife Education District No. 1 (including students attending school in the communities of Ndilo and Dettah), the percentages of Grade 4 students in the Yellowknife Education District No. 1 that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep were 79%, 79%, and 66%, respectively (see figure 4). The percentage of Grade 4 students that reported a presence of Adult Relationships is below the NWT average, whereas the percentages of Grade 4 students that reported a presence of Peer Relationships and Nutrition and Sleep are slightly above the NWT averages.

Figure 4: The Assets Index Results for Grade 4 Students in Yellowknife Education District No. 1 and NWT

Percentage of children reporting the presence of the following assets in their lives:

Number of children: 130



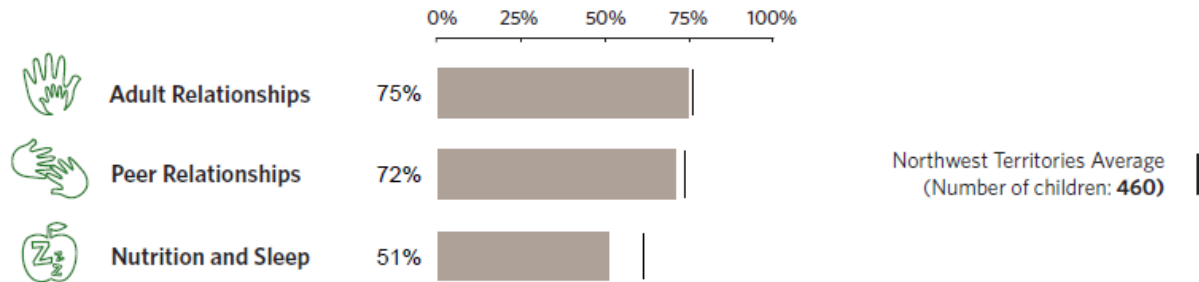
The percentages of Grade 7 students in Yellowknife Education District No. 1 that reported the presence of Adult Relationships, Peer Relationships, and Nutrition and Sleep were 75%, 72%, and 51%, respectively (see figure 5). All three of these percentages are below the NWT averages, although the percentage of Grade 7 students that reported a presence of Adult Relationships is only slightly below

the NWT average.

Figure 5: The Assets Index Results for Grade 7 Students in Yellowknife Education District No. 1 and NWT

Percentage of children reporting the presence of the following assets in their lives:

Number of children: **121**



This is the first year of MDI data and we are in the process of researching and developing a plan to respond to any areas of concern. Moving forward, additional years of data will further inform planning and initiatives.

Yellowknife Education District No. 1 Governance Structure

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The Board plays a key role in the continued success of the District and the 1900 students it serves. Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

Board of Trustees

**as elected in the fall of 2015 for a term of three years.*

Chairperson: John Stephenson

Acting Vice-Chairperson: Al Shortt

Trustees:

Terry Brookes

Jay Butler

Tina Drew

Rajiv Rawat

Administration

Superintendent of Education: Metro Huculak

Assistant Superintendent: Ed Lippert

Director of Corporate Services: Tram Do

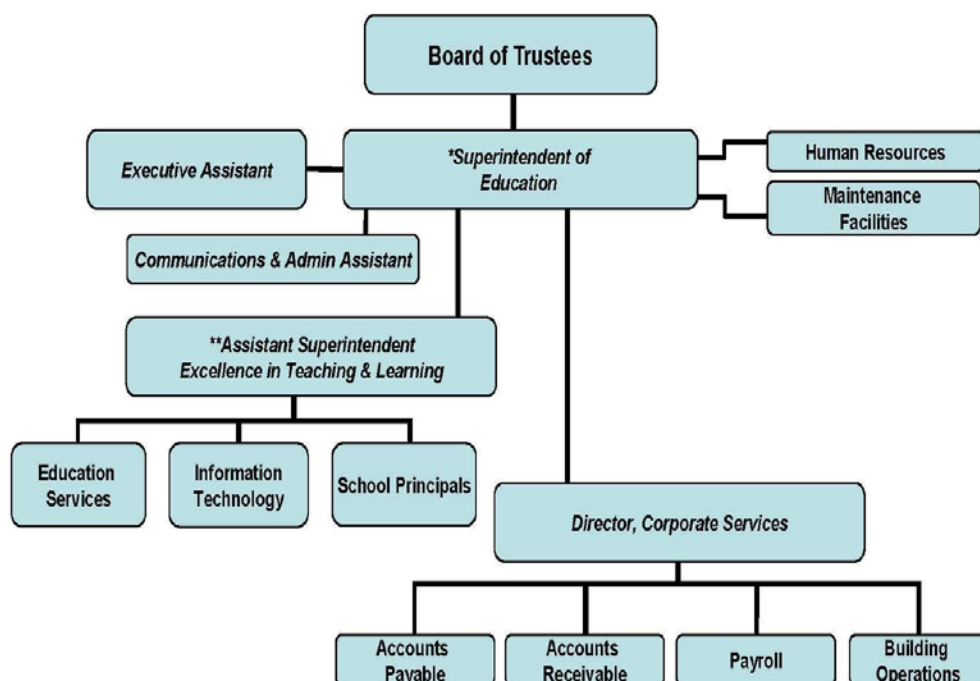
During their time 'in office', Trustees attend monthly board meetings and participate in regularly scheduled board-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected every three 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.



Figure 6: YK1 Organizational Chart

YK#1 Organizational Chart



* In the absence of the Superintendent the Assistant Superintendent will be acting

** In the absence of the Superintendent and Assistant Superintendent the Director, Corporate Services will be acting

Commitment to Education

The Minister of Education, Culture and Employment is responsible for implementing the Ministerial Mandate in order to advance the priorities of a healthy, just and prosperous society set by the 18th Legislative Assembly. Education bodies and the Department of Education, Culture and Employment (ECE) share the responsibility for meeting some of these priorities, as detailed below, and Education Bodies must develop programs, strategies and activities that support these priorities, where applicable. The priorities are as follows:

- Implement the Educational Renewal Framework by:
 - Implementing Aboriginal Language and Culture-based Education Directive
 - Implementing the K-12 Inclusive Schooling Directive
 - Developing options to increase the approaches available to students that lead to graduation and to improve graduation rates to provide greater linkages to post-secondary schooling
 - Expanding the NWT Distance Learning pilot project;
- Implement Youth Resiliency programming in schools, in collaborating with the Department of Municipal and Community Affairs; and
- Implement Junior Kindergarten for all 4-year old children in the NWT

ECE has four areas of focus in the delivery of high quality education to students in the NWT. Within each of these four areas, Education Bodies have the flexibility to plan and implement programs, strategies, and/or activities to meet the unique needs of students in their communities.

Language, Culture and Identity

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Language, Culture and Identity.

As one of four main Strategic Directions identified within the Board's Strategic Plan, Indigenous Education remains a high priority. YK1's commitment to enhance and promote Indigenous Education to meet the needs of Indigenous students and to benefit all students is demonstrated through the following programs and initiatives:

- An Indigenous Education Coordinator position is in place to ensure the implementation of all facets of the Department of Education, Culture and Employment's Aboriginal Language and Culture-Based Education Directive
- Support in the implementation of the Dene Kede Curriculum in all schools from K-9 is provided through an expert facilitator to enhance the quality of culture camps and cultural experiences offered to students. Ongoing Aboriginal Language and Cultural professional development is provided to all school staff, JK-12 including integration of Indigenous Cultural activities in Grades 10 to 12. Baseline data collected during the 2016/2017 school measured the level of teacher participation and satisfaction of teacher support provided. Regular surveys of teachers of K – 12



will provide a measure of success for this initiative.

- Currently Indigenous language programming is offered in Mildred Hall School, K-8. We have completed our first year of a pilot Indigenous Language Program for Grade 9 in École Sir John Franklin High School. A second language educational consultant has been contracted to work with educators to develop a program integrating the neurolinguistic approach to second language acquisition of the Wííłídeh language. For the time being, the focus of this initiative is to provide Indigenous language instruction in the two schools with the largest Indigenous student population with continuous course offerings from grades K – 12. Our struggle continues to be in finding and recruiting qualified Indigenous language instructors.
- To further support Aboriginal Language and Culture programs, a number of strategies are in place including the Elders in School program, Indigenous Culture Support Workers, special projects such as writing and publication of Indigenous language children's books, building and maintaining the District level Aboriginal Language and Culture resource library, and organizing and maintaining the annual Indigenous Honour Celebration to recognize the achievement of Indigenous Graduates. A measure of success of these strategies will be reflected in the above referenced teacher survey.

In addition to YK1's Indigenous Education budget, each school will continue to assign 3% to 5% of their O & M budget in support of school-based Aboriginal Language and Culture programming. Annual school goals and teacher long-range plans will reflect the Indigenous education goals as outlined in the YK1 Strategic Plan.

Health, Wellness and Student Support

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Health, Wellness and Student Support.

To support Yellowknife Education District No. 1 (YK1) strategic priority, ***"To ensure students engage in healthy lifestyles and respectful, caring relationships"***, and in response to EDI and MDI data, ongoing programs and initiatives that will support student health and well-being include:

Physical Literacy:

Grade 4 MDI results indicate 49% of students in YK1 report high well-being in general health, and 66% are about "right weight". In Grade 7, however, only 40% of students report high well-being in general health, less than the NWT average and a drop from Grade 4. Additionally, only 52% report being in the right weight range, below the NWT average and the YK1 Grade 4 reporting of the same. This data supports the need for continued focus on developing physical literacy skills for students physical well-being and health. Research has also suggested that physical activity can have a positive impact on student academic achievement (Trudeau, F. and R. Shephard, retrieved from <https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-5-10>)



Based on data collected through the EDI and MDI, a District - wide focus on Physical Literacy has been mandated in YK1 Strategic Priorities, 2016 - 2019. In response to this mandate, YK1 schools have each been tasked with implementation of daily organized physical activities such as “Morning Wake - Up” and “After School Activity Program” , and Sport and Fitness Academies. To support schools in developing and implementing these learning activities, the following have been put in place:

- Physical Literacy professional development to train specialist teachers
- Partnership with University of Alberta subject specialists contracted to provide training and ongoing support
- Release time for all Physical Literacy specialists/teachers to attend city – wide training and planning around sport activities
- Ongoing training for LGBTQ2+ inclusion in sports based on school handbooks and Yellowknife Education District No. 1 guidelines
- Inclusion of Traditional Games into school physical activities



Positive Behaviour Intervention and Support (PBIS) - *Soutien au comportement positif (SCP)* in all schools:

All YK1 schools have implemented PBIS-SCP to promote positive behavior, citizenship, safety, and well-being and to support Safe School Plans. The Inclusive Schooling directive is supported by PBSI – SCP in the teaching of positive behaviors and providing a structure that allows students to be successful in all areas. Data collected at the school level, including incident reporting as outlined in the Safe School Plans, is used to inform District and school initiatives such as Pink Shirt Days, Anti-Bullying Days and Assemblies. Based on data collected through the schools and YK1 using software such as Google Forms, wellness initiatives to support student behavior and academic achievement are in place. On-going training of all staff will be supported by the Society for the Promotion of Social and Academic Success (PBIS – SCP).

Self-Regulation:

YK1 schools have implemented several self-regulation programs including Zones of Regulation, Mind Up and The Incredible Flexible You. Self-regulation is promoted through the use of specialized furniture and devices such as noise-cancelling headphones that allow students to be ready to learn. Success of the use of these materials is measured through data that is collected at the classroom and school level by the Teacher, Program Support Teacher and Administrator through academic, behavior and incident reports. School-Based Support Teams meet regularly to develop plans to address issues identified through analysis of the data. To support self-regulation staff will participate in all ECE sponsored training webinars and workshops.

YK1 Health and Wellness Initiatives:

YK1 will continue to participate in events that promote equity, inclusion, community and safety e.g. Pink Shirt Day, Magnanimous Advocates Generating Mental Awareness (MAGMA), Gay-Straight Alliance (GSA), Rainbow Coalition. School-based counsellors will continue to receive ongoing training in such areas as trauma and addictions, and work collaboratively with the School-Based Support Team:

- To respond to the emotional and social wellness of students.
- To support wellness initiatives such as Talking About Mental Illness (Increasing awareness about mental illness and the associated stigma), The Fourth R (Strategies for Healthy Youth **Relationships**), Positive Behavioral Interventions and Supports – *Soutien au comportement positif (PBIS-SCP)*, (a proactive approach that creates a culture for all students to be successful socially, emotionally and academically). Continue to provide healthy spaces e.g. bathrooms for transgender students .
- School Improvement Plans will include site-based initiatives developed in response to data including EDI, MDI, PBIS-SCP. For example, the EDI data tell us that some schools have vulnerabilities in specific domains, hence, these schools will put action plans in place to address school specific issues (tracking student academic progress, placement in classes, extra supports, accessing outside support agencies, etc.). Based on MDI data, YK1 recognizes that 42% of grade 7 students report low overall well-being. To address this, all schools have on-site counsellors to provide one-on-one, small group, and classroom support. Additionally, schools in YK1 have



adopted PBIS-SCP in their schools to respond to issues of bullying, to promote healthy relationships, and to create a sense of community within the school.

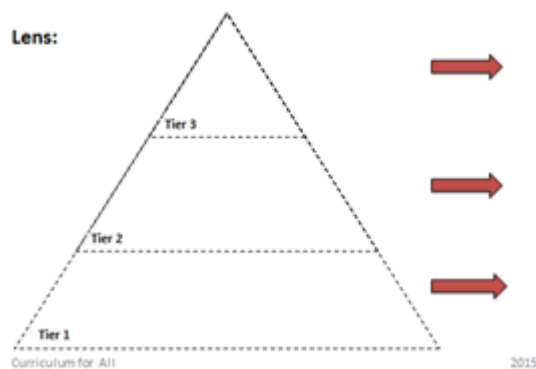
Inclusive Schooling

To support YK1 strategic priority, ***“To ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner”***, the District will complement the ongoing work with outside contracted professionals in the area of supporting diverse and self-regulating learners three times throughout the year. The focus will be as follows:

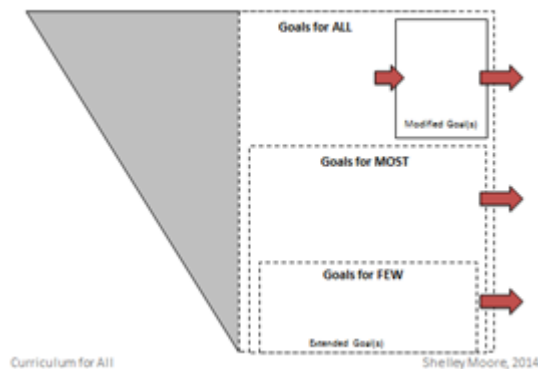
- All District school administrators will work with contracted professionals to develop an understanding of inclusion and their role in promoting and supporting it in their schools
- School-Based Support Teams will collaborate with contracted professionals to create plans that meet the intent of the ECE inclusive schooling directive e.g. class reviews
- PSTs and teachers will collaborate with outside professionals in December and April to co-plan units to address diversity and make inclusion a reality at the classroom level in all schools within Yellowknife Education District No.1
- Using the pyramid model as a planning tool to address the diverse nature of our classrooms
- Developing understanding of Universal Design for Learning model

RTI Planning Triangle

Lens:



UDL Planning Triangle



Retrieved from: <https://blogsomemoore.com/nwt/>



Teaching and Learning

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Teaching and Learning.

To support YK1 strategic priority, *“To ensure all reach their highest level of learning”*, the District will continue to focus on Assessment for Learning and teacher collaboration. Weekly Professional Learning Communities (PLC) will be embedded in the school day (JK-8). For grades 9 – 12, data such as systemic standardized assessments, course completion, and attendance, are collected and analyzed by subject departments at regularly scheduled meetings. Based on this information, courses of action are developed and implemented in each subject or class. Professional learning communities will focus on using assessment data from District, school and classroom-based assessments to inform instruction with the aim of improving student achievement. As well, Program Support Teachers will continue to be a part of these PLCs, working collaboratively with the teacher teams to assist in programming for diverse learners in classrooms at Tiers 2 and 3. Inclusive Practices at Tier 1 will be a focus in all PLC planning. The assessment cycle is the heart of the work in PLCs.



Retrieved from: <http://www.insight.vic.edu.au/assessment-in-principle/assessment-and-the-teaching-and-learning-cycle>

District assessments are key when considering teaching and learning and to support the collaborative work done in PLCs. Their purpose is to shine a light on students’ strengths and challenges, next steps in instruction, goal-setting and growth over time. Assessment drives instruction.

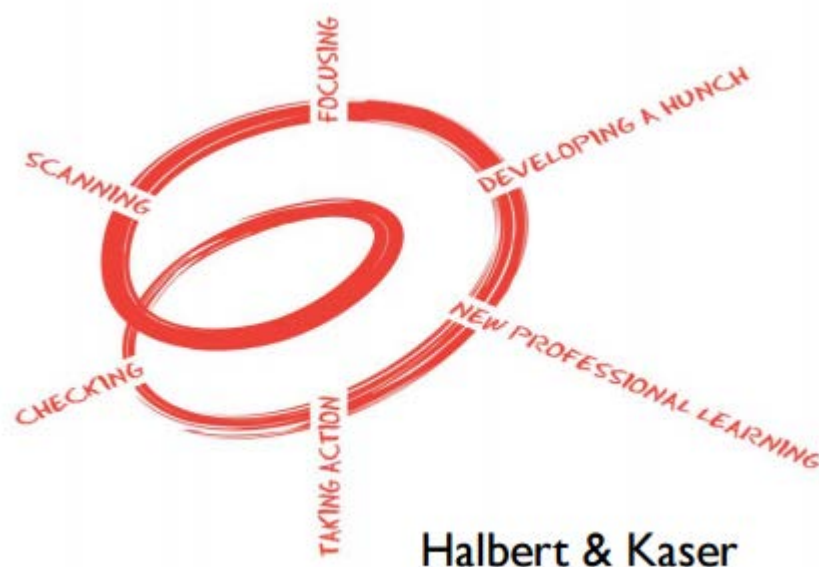


Professional Learning

Yellowknife Education District No. 1 is responsible for providing professional learning opportunities to build the capacity of their education staff in the North. These opportunities are planned in alignment with both ECE and Yellowknife Education District No. 1 priorities.

Outlined below are planned professional learning themes for the next school year. An explanation of how each professional learning theme aligns with ECE priorities is also provided. Only group-based professional learning opportunities are included.

A significant portion of proposed Professional Development will continue to be based on the Spiral of Inquiry (Halbert & Kaser, 2013) that supports teachers working collaboratively to investigate their practice around shared questions, involving research and implementation and testing of new ideas, followed by reflection on results.



Retrieved from <http://noii.ca/noii/wp-content/uploads/2014/02/Spiral-of-Inquiry-Guide-to-the-six-phases-2014.pdf>

JK-9 teachers will participate in Professional Learning Communities (PLCs) using a collaborative inquiry approach in one or more of several areas including Mathematics, Science, Play-based Learning, and Second Language Acquisition facilitated by District staff and/or contracted professionals. The PLCs will be ongoing throughout the year in weekly embedded time in the regular school day, on School Improvement Plan (SIP) days and/or Strengthening Teacher Instructional Practice (STIP) days. Themes for Professional Learning include Inclusion, Academic Achievement using the Inquiry Approach, Academic Achievement in Second-Language Acquisition, Healthy Lifestyles, and Indigenous Language and Culture. Some professional learning initiatives fit in one or more of these themes. Themes and PLC topics align with YK1 Strategic Priorities, 2016-2019.



Inclusion and Academic Achievement Utilizing an Inquiry Approach

Strengthening classroom practices (Tier 1) to meet the needs of diverse learners include:

- Math - Building an understanding of the math processes and pedagogies for K-8 teachers that support student learning to meet curricular outcomes. These PLCs will be facilitated by a contracted subject specialist and/or District personnel six times over the year. Measures of student progress will be District assessments for Number Sense and Proportional Reasoning in addition to the Alberta Achievement Test. Teacher reflections will document professional learning
- Science – Utilizing the Tier 1 pedagogy of an inquiry approach to support science literacy and literacy (reading and writing) within the discipline for Grades 4-9 teachers. This PLC will be facilitated by contracted subject specialists and/or District personnel six times over the year. Measures of student progress will be measured in an assessment in development this coming year. Teacher reflections will document professional learning
- Disciplinary Literacy – Secondary teachers in several subject areas will participate in the planned ECE initiative throughout the school year
- Collaborative Inquiry - Teachers in JK-3 researching and implementing new strategies in teaching practice to improve student learning in an area of their choosing that aligns with their Professional Growth Plan. They will be supported by District and school-based staff, particularly Program Support Teachers (PSTs)
- Inclusion – Program Support Teachers, Administrators, and some teacher leaders will collaborate on planning for diverse learners using a Pyramid Planning model and/or Universal Design for Learning model. This PLC will be facilitated two times over the year by a contracted subject professional supported by the Regional Inclusive Schooling Coordinator. Participants' reflections will document the success of student achievement and their professional learning using these planning models
- Technology Integration - Designated educational technology (ET) teachers, JK-12, will participate four times over the year in a PLC to support Design Thinking in development in several schools across the District. In addition, one school will be piloting a Maker Space facility integrated into their Technology Lab.

Retrieved from <https://www.edutopia.org/blog/design-thinking-empathy-challenge-discovery-sharing-susie-wise>

Academic Achievement in Second Language Oral Proficiency (French and Indigenous Language Education)

- A contracted professional in the neurolinguistic approach to language acquisition will work with subject teachers in French and Wííłídeh five to nine times over the school year to support pedagogy and resource development.



Healthy Lifestyles

- A PLC, in part funded by Joint PD, for Physical Education teachers in physical literacy will be supported of University of Alberta subject specialists several times over the school year. Data to support the initiative will be collected in the Joint PD report focusing on the impact on students
- Counsellors, teachers, and Administrators will participate in facilitated workshops sponsored by ECE and other outside agencies. These will support healthy lifestyles and wellness for staff and students in all schools

Table 10.1: Professional Learning opportunities for education staff in the 2017-2018 school year

Regional Professional Learning Topic Areas	In-Service Days	5 Collective Agreement Professional Development Days	Cultural Orientation Days
Indigenous Language & Culture (District – wide)			2
Numeracy (JK – 9)	12		
Technology PLC	4		
Collaborative Inquiry (JK-3) and Literacy in the Discipline of Science (4 – 9)	6	2.5	
Assessment (High School)	1	1	
Physical Literacy (including Joint PD)	1	2	
Music (including Joint PD)	1	2	
Mentorship (ECE)	5		
PST in-service @ECE	6		
FLA in-service @ECE (JHS, WMS, SJF)	1		
French Teacher Training in neurolinguistic approach (6 – 12)	9		
Indigenous Language Teacher Training in the neurolinguistic approach (4 – 9)	5		
Literacy in the Disciplines @ECE	4		
Literacy French-Immersion	5	2	
JK/K new curriculum in-service	3		

Table 10.2: Professional Learning themes for education staff in the 2017-2018 school year

Regional Professional Learning Theme	
Inclusion	Professional Development using visiting consultants has supported strong Tier 1 practices that includes all learners. Lesson studies and PD sessions focus on responding to the diverse learners in our classrooms.
Academic Achievement using the Inquiry Approach	Inquiry PD has focused in two areas: • Collaborative Teacher Inquiry to improve and refine practices • Student Inquiry as a pedagogical approach with a particular focus in science and literacy development within this discipline
Academic Achievement In Second Language Oral Proficiency	Second language acquisition is an on-going focus in YK1 and aimed at: • Development of oral language proficiency in French and Wííłídeh languages using the neurolinguistic approach • Inclusion in second language pedagogy
Healthy Lifestyles	Physical Literacy has been a particular focus this year with Physical Education teachers. PBIS-SCP training in schools across the District has focused on developing citizenship and supporting self-regulating behaviours. Focused PD for targeted groups in the areas of mental health, LGBTQ+, and positive self-image.
Indigenous Language and Culture	Professional Development for all staff and grade specific experiences for students has supported the understanding and appreciation of Indigenous traditional life and culture. A focus on the acquisition of the Wííłídeh language in one school has been supported by Professional Development in the neurolinguistics approach.



Student Outcomes and Success

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Academic Achievement.

At YK1, we believe that supporting educators in improving and growing their teaching practice has a direct impact on student achievement and success. All professional development initiatives directly or indirectly impact teachers' professional learning. Aligning YK1 Strategic Priorities and analysis of our systemic assessments (AATs and Departmentals) have directed the focus of the District's Professional Development. In addition to an ongoing literacy focus from previous professional learning initiatives, Mathematics and Science will be addressed in 2017 - 2018, particularly focusing on pedagogies that build strong Tier 1 practices to support all learners. Inquiry has been identified as an inclusive and differentiated instructional practice for students as it allows multiple entry points for diverse learners. Additionally, it is a vehicle that drives teacher learning as they collaborate on shared inquiry, investigation, and reflection on new strategies for instruction.

Middle year teachers (grades 4-8), as well as, K – 5 French Immersion teachers, will focus on improving their knowledge and understanding of Scientific Literacy and Literacy in the Discipline of Science. Science Literacy refers to the scientific process, inquiry, hands-on learning, and design thinking. Students are also supported by direct instruction in navigating scientific text and developing their literacy skills within the Discipline of Science. This aligns with and is supported by the ECE Reading Apprenticeship Initiative.

Teachers in JK-3 will engage in shared investigation on self-identified topics using a collaborative inquiry approach based on selected NWT curricular outcomes dependent on the topic of inquiry of each school-based teacher team. In 2017-2018, they will align their inquiry to their Professional Growth Plan in their site-based Professional Learning Communities. This inquiry is based on the Changing Results for Young Readers (CR4YR) professional development initiative from previous years. Given the past success and positive response to CR4YR, teachers are taking an active role in directing their own learning.

Math has been identified as an issue of interest across the country and in YK1 as well. Our District has recognized a need to address this area in terms engaging students, strengthening teacher practice and improving student outcomes in number sense and proportional reasoning as mandated in the K – 8 Alberta Math Program of Studies. YK1 has contracted an outside expert to develop student assessments to help us identify our strengths and challenges which, in turn, has driven extensive professional development over the past two years. Based on student results and teacher feedback, our District will continue to pursue this direction in Mathematics in 2017-2018. Our contracted professional will work in JK-8 schools under the direction of School Administration according to District and school priorities.

Health and Wellness have been recognized as being supportive of and beneficial to student learning hence, YK1 also provides professional development around Physical Literacy, Safe Schools, Fine Arts, and Indigenous Language and Culture as described previously.



As a tool for inquiry-based learning in Science, and to support inclusive schooling, various technological strategies will continue to be investigated through technology-based Professional Learning Communities and school initiatives such as Maker Space and Design Thinking. Student outcomes for this project are supported in the K-6 Science and Technology Curriculum (2004) front matter, pages 5, 6 specifically focusing on exploration, experimentation, and refinement that involves, “the application of methods known as design processes, which in turn involve the use of concepts and procedures such as the identification of a need or problem and the selection of a best solution and refinement. This process transcends all cultural and historical perspectives to include traditional and modern day forms of technological tools. Therefore, students are expected to design, make, test, modify, and retest devices to meet certain specifications based on need.” As well, according to the curriculum (Alberta Program of Study in Science 7-9, 2003, updated 2009 and 2014) students, “must also develop the broad-based skills needed to identify and analyze problems; explore and test solutions; and seek, interpret and evaluate information. To ensure that programs are relevant to students as well as societal needs, a science program must present science in meaningful context—providing opportunities for students to explore the process of science, its applications and implications, and to examine related technological problems and issues.”

We recognize the diverse learning styles and needs of our students and continue to support these students by providing alternative learning options such as:

- Night School programming for Grades 9-12
- Route 51 off-campus Alternative Learning School
- Full French Immersion programming JK – 12
- Intensive/Post-Intensive French programming grades 6 – 12
- Wííłídeh Language programming grades 4 – 10
- Home School
- Credit recovery and flex-time schedule at secondary school level



Student Attendance

Regular school attendance is a contributing factor to student success and career readiness. Students who attend school regularly tend to perform better at school. An attendance rate of 90% or higher is a good objective to have to best support student success. Attendance is defined as the number of students who are present at school and at school-sponsored activities, such as field trips, on the land camps, and sporting events during regular school hours. Students who are not present due to sickness, truancy, or other reasons are not counted as present, even if they have an excused reason from parents/guardians.

Outlined below are key planned programs, strategies, and/or activities for the next school year that promote Student Attendance:

There are several initiatives and personnel put in place to support families and students to come to school. This includes the provision of transportation and primary needs such as food and nutrition, and a safe and welcoming environment for those students who may need it. Alternate schooling options are offered for students for whom the traditional schooling model is not effective according to the student's needs.

Student attendance campaigns/student retention activities may include:

- Morning physical activities.
- Breakfast and Snack programs.
- Daily parent communication *via* telephone, emails, letters, and personal meetings
- Home visits and providing student transportation when needed or required through bus passes (city/school) and taxi services.
- Student Support Liaison Workers when available based on annually renewed federal funding programs. These workers would be responsible for connecting with students and families who are struggling with attendance to encourage and support attendance.
- School and Community Counselling organized by the school.
- Collaboration with Health & Community Social Services to ensure students are living in a safe home and environment and are ready and able to attend school each day.
- Public Health Nurse and Nurse Practitioner on-site at the high school two times per week provides students with a welcoming, safe, and confidential health and wellness service. In-house services encourage students to come to school and stay in the building rather than leaving to seek help other places. It provides students with a space to receive services that they may not otherwise access.
- Alternative school programs and schedules such as Route 51 Outreach School, Night School, Flex-time schedules, High School Prep class, Gay-Straight Alliance, and after-school sports and activities.



Efficient Administration of Boards

Human Resources Management

School Staff Recruitment and Retention

The following outlines Yellowknife Education District No. 1's plan to ensure that schools are resourced to meet the priorities and needs of students. As part of recruitment and retention planning, Yellowknife Education District No. 1 considers retirement, transfers, resignations, terminations, and contract non-renewals. Together with attrition rates, length of service provides information on staff turnover. Person years (PY) are allocated according to the School Funding Formula.

Table 11: Budgeted Person Years for General School Staff by School

School		General School Staff							
		Admin Staff	Teachers *	Consultants **	Secretaries	Custodians	School Community Counsellors	Other ***Staff	Total
Allocated	Regional	8.75	110	3.0	5.45	19.49	6.12	12	164.97
Budgeted	Regional	7.5	4.2	8.0		1.4		5	26.10
	MHS		15.5		1.0	2.0		5	23.50
	JHS		17.5		1.0	1.75		6	26.25
	NJM		16.0		1.0	2.0		7	26.0
	RLN		18.0		1.0	1.75		2	22.75
	WMS		15.9		1.0	2.0			18.9
	SJF		30.5		2.5	5.0	1.0	1.0	40.0
	Total	7.5	117.6	8.0	7.5	15.90	1.0	26	183.50

*Teachers (2.70 French, 1.50 Curriculum) ** Consultants (3.00 IT Staff, 4.00 librarians, 1.00 French EA) ***Other Staff (Maintenance Staff 5.00 FTE, JK staff 20.00 FTE, 1.0 Esthetician)

Table 12: Allocated and Budgeted⁵ Person Years for Inclusive Schooling and Aboriginal Language Staff by School

	Inclusive Schooling Staff												ALC Staff	
	Program				Support		Wellness		Magnet		Total		Total	
	Regional		Support		Assistants		Counsellors		Facilities		IS Staff		ALC Staff	
	Coordinator		Teachers						Staffing					
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Regional Office	1.00	1.00		0.50		1.00	0.50		5.00	3.90	6.50	6.40	6.90	2.50
Mildred Hall School	-		2.08	2.00	3.92	8.00		1.00			6.00	11.00		4.55
JH Sissons School			2.08	0.90	3.94	2.00		0.50			6.02	3.40		
NJ Macpherson School			2.38	2.00	4.50	4.00		0.80			6.88	6.80		
Range Lake North School			2.42	2.00	4.57	5.50		1.00			6.99	8.50		
William McDonald School			1.76	1.50	3.33	5.00		0.50			5.10	7.00		
Sir John Franklin School			3.25	3.00	10.07	8.50		1.25			13.32	12.75		0.75
Total	1.00	1.00	13.98	11.90	30.33	34.00	0.50	5.05	5.00	3.90	50.81	55.85	6.90	7.80

Note: A is allocated
B is budgeted

Outlined below are the hiring and training strategies that are used to fulfill the budgeted person years, allocated Inclusive Schooling and Aboriginal Language Staff person years, and to promote staff retention.

The YK1 Strategic Plan identifies Indigenous Education as a major focus. Within this focus our District and hence schools are directed to:

- Integrate culturally relevant learning into instructional programming
- Increase the offerings of the Wííłídeh language
- Ensure all schools reflect Indigenous cultural experience
- Increase the number of skilled instructors of Indigenous Language and Culture-based education
- Strengthen relationships with Indigenous communities
- Indeterminate contract available after 2 years of successful teaching
- A large number of PD opportunities available for Aboriginal Language and Culture teachers including specific training for Aboriginal Language teachers using the neurolinguistic approach to language acquisition. Outside language consultants will be contracted once again to work with our Aboriginal Language teachers to help them learn new strategies to use in their classrooms

⁵ With the implementation of the Ministerial Directive on Inclusive Schooling (2016), budgeting by Education Bodies for Inclusive Schooling PYs will only be done for the 2017-2018 school year. Movement towards compliance to the Directive will be reflected in the Operating Plan for 2018-2019 with the removal of all "Budgeted" columns.

- Specific training and in-service is provided for PSTs, Educational Assistants, School Counsellors, and teachers working in high needs classrooms
- Embedded PLC time will be incorporated into the schedules of all JK – 8 schools. Early dismissal at the high school will provide regular collaborative PLC time
- Embedded PLC time will be incorporated into the schedules of all JK – 8 schools. Early dismissal at the high school will provide regular collaborative PLC time

We currently do not have difficulty in recruiting and maintaining English language staff, however, YK1 does have annual challenges in recruiting and retaining trained teachers in the Montessori program. As an incentive, YK1 provides subsidies to new and interested current teachers to obtain their Montessori teaching certificate.

Annually there is a paucity of qualified second language teachers (French Immersion, Intensive French, Wííłídeh). To address this problem, we have put in place an early recruitment process for French language teachers that begin in December of each year which includes cross-country travel to job fairs, promotion, presentations, pre-screening interviews and early hiring. We currently have no formal recruitment strategies other than local recruitment and advertising for Wííłídeh language teachers.

Completion of Performance Reviews

All education staff, including principals, teachers, support assistants and program support teachers are required to undergo a performance review on a regular basis. Performance reviews are important in developing individual staff growth plans.

The number of all education staff that require an evaluation in the next school year is **19**.



Yellowknife Education District No. 1 Governance

DEA Operations

Education Bodies are governed by the *Education Act of the Northwest Territories*. A complete list of responsibilities can be found in the *Education Act* (Sections 117, 118).

Effective Management of Honoraria and Travel Allowances

Members of the Yellowknife Education District No. 1 are eligible to receive honoraria and travel allowances for DEA meetings they attend. It is the responsibility of the Yellowknife Education District No. 1 to ensure that only members who attend meetings receive these monies, or that members return unqualified monies.

The budgeted cost of honoraria and travel allowances for board members/trustees is **\$95,095**, which includes each Trustee's professional development allowance, costs associated with public relations, and meeting catering.

The board honoraria is an annual honoraria which is paid semi-annually, this is in accordance with board bylaws.



Records Management

Timely Implementation of ARCS and ORCS Schedules

ARCS and ORCS, the new records management tools, will be rolled out across all Education Bodies. These tools follow modern standards for file storage, archival, retrieval, destruction and security.

Table 13: Summary of ARCS and ORCS schedule

Question	Response
Has your Education Body identified a staff position that has been trained in records management through GNWT training (e.g. Records Toolbox Course)?	The Executive Assistant to the Superintendent is responsible for records management, however the Records Toolbox Course has not been available for training.
If yes to above, has this position been dedicated to managing records and documentation?	No. It is one facet of the Executive Assistant to the Superintendent's role.
Describe the level of security for this location.	Fully secured with alarms. The building is always locked when there is no one there.
Do you know the total number of records boxes to be processed?	Yes
If yes to above, how many?	The estimation is around 350 – 400 boxes. Some have been moved and re-filed alphabetically into cabinets. We have 37 four-drawer file cabinets filled with files (student records).
Do you have a schedule for processing records boxes?	Yes, administrative records are processed every summer and currently we are retaining years all years since the inception of YK1. However, we do not have a schedule for student records.
If yes to above, how many do you plan to process this year?	Admin files = 5 Finance = 10 Student = 0

As soon as training is provided on ARCS and ORCS we will move ahead with implementing the system.

The student records files are currently stored in the Maintenance Shop in a back storage room dedicated to the files.

YK1 has identified a staff member to be trained. Up to this point the Records Toolbox Course has not been available. The Executive Assistant to the Superintendent will be assuming these duties. This position has always been responsible for Student Records as well as administrative files.



Financial Management

Accurate Implementation of Operating Budget

Yellowknife Education District No. 1 developed the following Operating Budget based on realistic cost assumptions for planned activities.

Table 14: Statement of Revenues and Expenses

Appendix B

Yellowknife Education District No.1 STATEMENT OF REVENUES AND EXPENSES Annual Budget - Consolidated			
	2017-2018 Budget	2016-2017 Amended Budget	2016-2017 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
Regular Contribution	27,625,554	25,594,148	25,696,262
Other Contribution	740,000	605,000	605,000
Capital Contribution			
Total GNWT	28,365,554	26,199,148	26,301,262
Federal Government			
Property Tax Requisitioned	6,231,000	6,071,000	6,071,000
Other School Authorities	40,000	40,000	40,000
Education Body Generated Funds			0
Rentals	380,000	380,000	380,000
School Fees			0
Sales			0
Investment Income	110,000	102,000	180,000
Other	306,000	796,332	797,303
Total Generated Funds	796,000	1,278,332	1,357,303
Transfers			
Transfers from Capital Fund			
Other (Specify)			
Total Transfers	0	0	0
TOTAL REVENUES	35,432,554	33,588,480	33,769,565
EXPENSES			
Administration	1,459,541	1,456,771	1,456,771
School Programs	23,601,487	22,208,881	22,208,881
Inclusive Schooling	6,076,426	5,743,750	5,743,750
Operations and Maintenance	3,162,804	3,253,661	3,253,661
Aboriginal Language/Cultural Programs	1,108,796	1,109,002	1,109,002
Accommodations (Nordic Arms)	197,500	197,500	197,500
Transfers			
Transfers to Capital Fund			
Transfer to DEA			
Other (Specify)			
Total Transfers	0	0	0
Debt Services			
TOTAL EXPENSES	35,606,554	33,969,565	33,969,565
SURPLUS (DEFICIT)	(\$174,000)	(\$381,085)	(\$200,000)
ACCUMULATED SURPLUS (DEFICIT)	\$1,389,995	\$1,382,910	\$1,563,995

*(excludes LED reserve 336,450)

Table 15: Details of Inclusive Schooling Expenses

	Allocated Funding	Budgeted
Regional Coordinator(s)	153,412	166,472
Program Support Teachers	1,941,484	1,404,935
Support Assistants	2,556,129	2,795,094
Wellness Counsellors	46,621	809,900
Magnet Facilities Staffing	623,256	506,423
Others – Gifted Coach:		73,685
Staff Development	97,550	22,000
Staff Development Travel	41,931	
Specialized Learning Material/Assistive Technology	130,482	50,000
Services Purchased/Contracted		94,417
Magnet Facilities		7,500
Southern Placements		
Counseling/Healing	124,660	
Transportation		23,000
Student Success Initiatives (add on funding)		123,000
Total Inclusive Schooling spending	5,715,525	6,076,426

[The staffing for Magnet facilities is based on needs of students, the staffing may change throughout the year if the needs of students change. Assistive Technology is spent as needed for students in addition to general school technology funding. Transportation is used for bussing and taxis. Counseling funding is used to staff counseling positions. Additional funding is the allocation of City tax revenue.]

Table 16: Yellowknife Education District No.1 Details of Expenditures 2017/2018


Yellowknife District No. 1 Education Authority
(the Authority)
Consolidated Details of Expenses

For the year ended June 30,	School Programs \$	Inclusive Schooling \$	Accommodation \$	Operations and Maintenance \$	Administration \$	Aboriginal Languages \$	Total 2018 \$
SALARIES							
Honoraria	-	-	-	-	75,095	-	75,095
Instructional assistants	1,795,691	2,228,110	-	-	-	109,373	4,133,174
Non-instructional staff	1,817,978	-	24,000	461,727	986,244	83,033	3,372,982
Teachers	13,492,210	2,552,062	-	-	-	497,973	16,542,245
	17,105,879	4,780,172	24,000	461,727	1,061,339	690,379	24,123,496
EMPLOYEE BENEFITS							
Employee benefits/allowances	3,349,078	976,337	-	121,077	174,402	116,907	4,737,801
Leave and termination benefits	-	-	-	-	-	-	-
	3,349,078	976,337	-	121,077	174,402	116,907	4,737,801
SERVICES PURCHASED							
Advertising and printing	2,000	-	-	-	30,800	-	32,800
Communication	58,300	-	-	7,000	26,000	-	91,300
Contracted services	312,600	124,417	-	313,000	-	98,773	848,790
Maintenance and repairs	84,400	10,000	67,000	439,500	1,000	36,727	638,627
Other	124,500	-	-	-	79,000	-	203,500
Professional and technical	357,400	22,000	-	14,000	40,000	62,500	495,900
Rentals and leases	168,576	-	-	-	5,000	-	173,576
Student transportation	700,000	23,000	-	-	-	10,000	733,000
Travel	145,000	-	-	-	-	5,000	150,000
Utilities							
Heating	-	-	35,000	700,000	-	-	735,000
Electricity	-	-	50,000	950,000	-	-	1,000,000
Water/Sewage	-	-	21,000	151,000	-	-	172,000
	1,952,776	179,417	173,000	2,574,500	181,800	213,000	5,274,493
MATERIALS							
Awards and student events	15,500	-	-	-	10,000	-	25,500
Freight	21,699	-	-	5,000	5,000	-	31,699
Materials and supplies	1,156,555	140,500	500	500	27,000	88,510	1,413,565
	1,193,754	140,500	500	5,500	42,000	88,510	1,470,764
AMORTIZATION							
	-	-	-	-	-	-	-
Total operating expenditures	23,601,487	6,076,426	197,500	3,162,804	1,459,541	1,108,796	35,606,554