



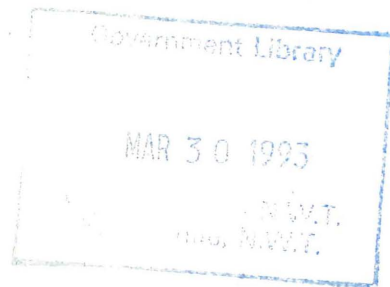
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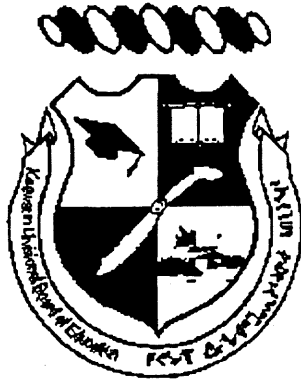
Ten Year Educational Plan 1993 - 2003

MISSION STATEMENT

Our mission is to help Keewatin Students meet their educational needs by giving them the opportunity to acquire knowledge, skills and attitudes necessary to retain their cultural identity while enabling them to deal with the social and economic challenges of life.

Keewatin Divisional Board of Education

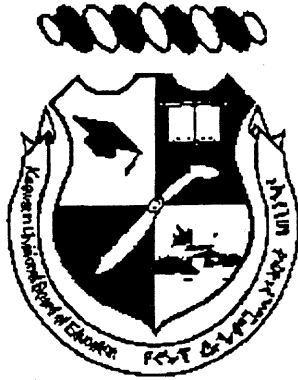




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**... the cost of education is not as high
as the cost of ignorance. Education is the bulwark
against unemployment, welfare and social *malaise* such as
human abuse, substance abuse and suicide.**

Keewatin Divisional Board of Education



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Ten Year Educational Plan 1993 - 2003

Introduction

Keewatin Divisional Board of Education

INTRODUCTION

The Keewatin Divisional Board of Education Ten Year Educational Plan is designed, with the active involvement and partnership of every community, to enhance the quality and determine the direction of education in Keewatin Schools and, through planned strategies, to increase educational opportunities, incentives and outcomes.

The PLAN aims, first and foremost, to meet the needs of our students, individually and collectively. Also, in a larger context, it aims to meet the social, economic, and political needs of the Keewatin region, of Nunavut, and of the Territories.

The broad GOALS of this Plan are:

- to develop community-based education;
- to address the rich linguistic and cultural imperatives of Inuit in the context of today's economic, technological and political forces, so that our students are well equipped to meet the future confidently and securely without losing sight of their cultural identity and past;
- to provide educational programmes that adequately meet individual needs, expectations, aspirations and situations;
- to give our students the knowledge, skills, attitudes and technology required for success in the workplace and fulfilment in their personal lives;
- to meet the educational and personal needs of our students by actively liaising and forming stronger partnerships amongst schools, community groups and other agencies;
- to meet community and regional needs - economic, social and political.

These broad goals are entrenched in the specific initiatives, objectives and action plans defined herein.

This Plan was initiated by a Department of Education directive to develop a Ten-Year Secondary School Plan for the Keewatin Divisional Board of Education's jurisdiction. We realised, however, that to chart a complete and comprehensive course for education in the Keewatin, we would have to look at the total picture, Kindergarten to Grade 12, for the next ten years.

Our specific objective was to identify each school's and community's educational needs in terms of (a) Population trends, (b) Curricular programmes, (c) Resources and Capital (including building for classroom space), and (d) Staff housing.

Thus it turned into a collective undertaking, involving every community and school staff. CECs and various community groups were involved in the planning process. The focus on the Business, Technology and Workplace Skills at the secondary school level (grades 7 - 12) was the initiative of the Honourable John Todd MLA, Minister in the Government of the NWT, representing Keewatin Central Constituency. M.S. Naidoo of the Department of Education, KDBE Programme Consultants, KDBE Board Office Staff, Principals and Staffs of schools contributed immeasurably to the formulation of the final document. The NWTTA was actively represented by Lewis Budgell, the Regional President.

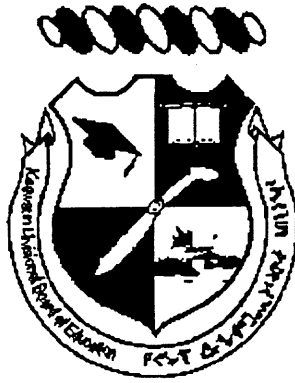
This Plan is thus a product of the communities and the school staffs, and their help in giving shape and substance to it is gratefully acknowledged.

In effect, this Plan builds a renewed and stronger partnership between the Keewatin Divisional Board of Education and the Department of Education. Through this Plan we can work together to delineate the long-range educational needs of the Keewatin -- as determined from a Keewatin perspective -- and set in motion the plan and the process, as well as the resources required, to meet and fulfil those needs.

Thus this Plan takes another giant step on the road to decentralisation and strengthens the autonomy of the Divisional Board, by authoring them to chart their own course and develop their vision of education for the region.

It is therefore truly a Plan of the People, by the People, and for the People of the Keewatin.

Balan Menon
Director of Education



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Ten Year Educational Plan 1993 - 2003 PREAMBLE

Keewatin Divisional Board of Education

PREAMBLE

Attached is the TEN-YEAR EDUCATIONAL PLAN for the Keewatin Divisional Board of Education. The Plan consists of five parts:

- Part 1: GENERAL SYSTEM NEEDS
- Part 2: KEEWATIN SECONDARY SCHOOL PLAN
- Part 3: COMMUNITY SCHOOL PLANS K - 12
- Part 4: GOALS AND ACTION PLAN FOR IMPLEMENTATION 1993-1999
- Part 5: ADDENDA - NEW PROGRAMMES/ STUDENT POPULATION PROJECTIONS

It is imperative that the Department of Education recognize three vital factors that impact directly on funding considerations:

First, the Ten Year Educational Plan is essentially a grass-roots development. Every community, every CEC, every staff was directly involved in identifying the philosophy and practical needs forming the foundation and superstructure of the Plan. Every component specifically addresses the needs of the communities, the region, and especially the students as they stand on the threshold of Nunavut and the twenty-first century.

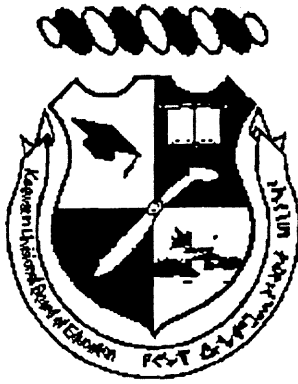
Second, the Plan strikes out in a bold new direction in shaping the educational future and indeed the destiny of the people as a whole. It visualizes an educational system that specifically prepares students for the work-place as well as for higher education. It boldly attempts to rectify those deficiencies of the educational system that have, so far, caused many students and indeed parents to reject education as worthless and impractical, failing as it does to prepare students for the challenges of society, economics and life. The Plan places emphasis on technological literacy, career awareness, and skills, attitudes and values required to cope with the challenges of society and life. Such emphasis constitutes a paradigm-shift - from a traditional academic ("classical") education to a practical, student-oriented and future-oriented programme.

Third, the Plan demands an initial financial outlay that may, superficially seen, appear to be high. However, the total financial outlay is deliberately spread out over ten years, giving schools and communities the opportunity to plan, develop and implement programmes that will effectively address the needs of students, the communities and the region. Besides, it targets the major deficiencies of an educational system in which the drop-out rate has been historically high and the high school graduation rate consistently low. (Evidence of the success of the concept is already seen in schools like Qitqliq School in Arviat which has already attracted sixty drop-outs into its

educational programmes). To balk at the initial costs is to overlook that **the cost of education is not as high as the cost of ignorance.** Education is the foundation of a self-sustaining economy, the bulwark against unemployment, welfare and social *malaise* such as human abuse, substance abuse and suicide.

The Department of Education and the Government of the NWT are urged, therefore, to give careful consideration and support to the Keewatin Ten Year Educational Plan.

The Plan presents the initiatives, objectives and implementation strategies in general terms, as well as specific details of progressive implementation of programmes in each school and the attendant requirements.



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Ten Year Educational Plan 1993 - 2003

Part 1 General System Needs

Keewatin Divisional Board of Education

Part1: GENERAL SYSTEM NEEDS

This part identifies certain **general requirements** that are essential to the successful implementation of the Plan, as shown below. **These should be included in the funding for our Plan.**

- 1.0 PERSONNEL:** It is imperative that appropriate and adequate support personnel be available to the regional school system.
- 1.1 Consultants:** Four major areas have been identified as requiring system-consultants, with more than one needed in some areas to address the needs effectively.
 - 1.1.1 Inuktitut Language and Cultural Education Consultants, including**
Inuktitut as Language of Instruction K-3,
ESL K-9,
Inuktitut Language Arts 10-12,
Cultural Inclusion and Integration Across the Curriculum

In view of the primacy given to Inuktitut Language and Culture by the Divisional Board and the region, and the relative newness of this whole area of studies, the regional schools would profit immensely by the services provided by **two** consultants in this area.

- 1.1.2 Academic Curriculum, including**
Intermediate 4-6 (Transition Grades)
Junior 7-9
Senior 10-12

This is an area in which **two** consultants are required, one for Intermediate and Junior divisions, and one for the Senior division.

1.1.3 Fine Arts, Music and Traditional Arts

One consultant is needed to service the curriculum needs of the schools of the region.

1.1.4 Technical Vocational Skills (Career and Technology Studies), including

Business and Entrepreneurial Studies

Computer Studies

Home Economics / Family Studies

Science

Technology (Industrial/Practical Arts)

This is a broad and vital area that requires **three** consultants, one each for Business/Computer Studies, Home Economics, and Science/Technology, for a three-year implementation period.

1.1.5 Student Support

Student Support (Special Needs - Functional disabilities)

Co-operative Education (School/Workplace Experience)

School Community Counsellors

Guidance and Counselling (including career counselling)

This is an area that requires **two** consultants, one for Student Support/ School Community Counsellors, and one for Co-operative Education/Guidance and Counselling for a three-year implementation period.

Economy dictates, of course, against **ten full-time** consultants as shown above. Some of them could be in place as **term positions**, helping to set up, develop, implement and review new programme initiatives - perhaps for a three-year term. Others would need to continue on an on-going basis because of the continuing nature of certain programmes and services. In any case it is clear that the current placement of **only four** consultants is patently inadequate. We request, therefore, that **at least two additional consultants** be funded for, **at least for the first three years, starting with the 1993-94 school year.**

1.2 Student Support Assistants: In view of the critical need for student support services, a Student Support Assistant must be provided for **every 75 students**. Too many students are functioning below grade level and

and must be brought up to age-appropriate grade levels in reading, mathematics and general academic functioning. Without such assistance, many will fall by the wayside as they have been doing in the past, and the drop-out rate will continue to be high.

1.3 School Counsellors: It is imperative that every school have a counsellor, on a formula of **0.5 for the first hundred students and 0.5 for every hundred students thereafter**. If a school population merits more than one counsellor, then one should be a teacher-counsellor and the other be one trained in social work. The counselling role is fourfold:

- (a) Personal Counselling
- (b) Career Counselling
- (c) Educational Planning
- (d) Family Counselling

Not only does the student need counselling in coping with personal and educational matters, but the family too needs counselling because family problems such as substance, spouse and child abuse all too often have a disturbing impact on the child, thus affecting school work.

1.4 Programme Development Personnel: The sweeping changes and developments envisaged in this Ten Year Plan, especially in the area of new curricula and programs, make it essential that each school have the time and personnel for planned development of new programs, at least for the first three years (commencing in the 1993-94 school year). Therefore **it is urged that the KDBE be allocated two PYs (person years) specifically for program development within the regional schools** - each school to be assigned a portion of the allocation in proportion to the number of programs to be developed for impementation. Such assignment to be continued for a **minimum period of three years**.

1.5 Administration Time: Every school, irrespective of size of enrollment, has cetain fixed administrative responsibilities that fall upon the Principal. The principal is responsible not only for the operation of the school and supervision of staff and students, but also for interacting with parents and others and public relations within the school day. It is imperative, therefore **that every principal have at least 50% adminsitration time** and that Principal/assistant principal administration time **should not be included** when calculating the **Pupil / teacher ratio**. **Nor should personnel who are not directly teaching in the classroom** (e.g.Counsellor, librarian).

The formula for Principal Administration Time should be based on the following:

001 - 100 students	0.5	Principal
100 - 150 students	1.0	Principal
151 - 200 students	1.5	Principal 1.0 + Assistant Principal 0.5
201 - 300 students	2.0	Principal 1.0 + Assistant Principal 1.0
301 - 400 students	2.5	Principal 1.0 + Assistant Principal 1.5
401 - 500 students	3.0	Principal 1.0 + Assistant Principal 2.0

1.6 Librarian: Every school should have a library-resource centre, fully equipped with print material as well as Audio-Visual and Computer hardware and software, along with computerized reference and resource material (e.g.encyclopaedia). Teacher-Librarians should be allocated according to the following formula:

0.5 Librarian	for schools under 200 students
1.0 Librarian	for schools over 200 students
1.0 Library Technician	for schools over 300 students

The librarian should be full partner in education, involved not only in managing and disseminating the library resources, but also in teaching library and research skills to students and in programme development for all subject areas.

1.7 School Secretary: Every school should have a **full-time** secretary, fully available during school hours to deal with the needs of the students, staff and public. Parents and other community members should be actively involved in the teaching-learning process, both in the curricular and co-curricular programmes of the school, and therefore it is imperative that a secretary be available during school hours to deal with them and the host of others involved with the school. **Schools with over 300 students should have an additional secretary, plus an additional secretary for Student Services** (Counselling, Co-operative Education, Student Support).

2.1 Programme Development/Teacher In-Service:

\$ 10,000 (for schools under 200 students) and \$ 15,000 (for schools over 200 students) should be

1.8 School Psychologist/ Psychometrist: Serious consideration must be given to the appointment of a psychologist and/ or psychometrist for the Divisional Board so as to provide professional testing and counselling services for students with special needs. The KDBE will be planning to provide such services **within the next three years and will be seeking funding (\$ 100,000 - \$ 150,000 annually, starting in the year 1995 - 1996).**

2.0 CURRICULUM/ PROGRAMME FUNDING: Funding should be provided to facilitate the curricular and programme development process as well as equipment and material, as identified below:

2.1 Programme Development/ Teacher In-service:

\$ 10,000 (for schools under 200 students and \$ 15,000 (for schools over 200 students) should be given to each school **annually for the next five years** to develop and implement new programmes, since every school is involved in programme planning throughout the Ten Year Plan period. Teacher in-service is essential to the development and successful implementation of programmes. Implementation should be followed by programme evaluation.

2.2 Career and Technology Studies Programme Resources and Equipment: Each school that identifies new CTS programme implementation should be given **\$ 250,000 start-up costs** for technological and computer equipment, provided the school has presented a detailed and itemized list of required equipment as well as detailed plans for the implementation of CTS programmes. Ideally the start-up funding should be made available in the **year preceeding** the actual implementation of the programme so as to be able to buy and set up the equipment for the following school year and provide in-service training to the staff involved. After the first year, each school should be given **up to \$ 50,000 annually for the next three years** to enhance and add to the resources and equipment. High unemployment in the communities, combined with the acute school drop-out rate, make it a sound investment to provide students with job-related technological and entrepreneurial skills and training.

2.3 Science Laboratories: Science education in schools must keep up with the vast strides made in the field of science, especially in the last decade. Besides, the Science curriculum is undergoing vast changes and new programmes are emerging from Alberta Education, stressing the practical applications and thus demanding **more intensive and extensive laboratory work**. To keep up with the demands of the new science curricula, it is imperative that every school be equipped with up-to-date laboratory facilities. Some schools may require facility changes or additions. To update and equip laboratories, each school should be given **up to \$ 15,000 a year for the next three years**, and thereafter the annual funding to the Board should include provision for Science and Science/Technology studies (**\$ 50 per student per annum, with a minimum of \$ 5,000 for small schools**).

2.4 Library-Resource Centre: The concept of the library should be enlarged to what it should rightfully be -- a Full Resource Centre, comprising the following resources: (a) Print material, (b) Audio-Visual Material e.g. VCR, TV, CD-ROM and CD Player, Filmstrip projector), (c) Computers (at least one for every 25 students), and (d) Computer-generated references such as encyclopaedia and atlases. The funding for developing such a resource Centre in every school should include:

2.4.1 Start-up: a one-time funding of **up to \$ 25,000 per school** to buy the necessary A-V and Computer hardware and reference material

2.4.2 Annual: Annual funding of **\$ 15 per student (minimum of \$ 2000 for small schools)** to replenish and maintain resources in the school Resource Centre.

2.5 Computers: Ideally, computer education should begin in the primary grades, and students should be as familiar with the use of the computer as they are with crayon, pencil and pen. Every student should, therefore, have access to a computer for at least part of the day. The goal of each school should be to have all computers networked, and maintain a **student-computer ratio of 2:1**. To achieve that goal, each school should be funded as follows:

2.5.1 Start-up: Every school should be allocated a **start-up fund of \$ 30,000** to buy computers, file-servers, printers and have them networked.

2.5.2 Annual: Thereafter, every school should be allocated an annual funding of **\$ 30 per student (minimum of \$ 3,000 for small schools)**.

2.6 Physical Education: In view of the importance of physical education programmes and the need to develop a spirit of healthy competition amongst students, it is essential that schools be funded annually to initiate a strong physical education programme and to organise inter-school athletic meets. For these purposes, the **annual funding** should include **\$ 50 per student (minimum of \$ 5,000 for small schools)**.

2.7 Alternative Education: Schools that need and plan to set up alternative education programmes, such as Distance Education, Correspondence courses, and high school education for returning adults, should be adequately funded for such programmes.

2.8 Language and Cultural Programmes: Funding should be provided for development of teaching-learning material, especially in the areas of Junior/Senior Language Arts, Science and Mathematics. The KDBE should be funded for this purpose in the amount of **\$ 50,000 annually for the next five years** (in addition to Teacher Learning Centre funding).

2.9 Student Evaluation / Standards of Achievement: There should be a planned process to establish and measure minimum standards of student achievement. Funding should be made available to develop and implement such a process across all levels (Primary, Intermediate, Junior and Senior) as well as all secondary school courses. For this purpose, the KDBE should be funded **\$ 25,000 annually for the next five years**. Such a process will contribute to the establishment of minimum standards of education and student achievement throughout the region. It is imperative that the Department of Education establish similar minimum standards throughout the Territories.

2.10 Child Care Facilities: Many young mothers are prepared to return to school to continue their education if they can be provided with child care facilities. The KDBE is prepared to take a lead in providing such facilities in some of our schools. The Department of Education, in co-operation with other Departments (such as Social Services and Health), should act forthwith in funding schools to provide child care services so as to give young mothers the opportunity to pursue their education.

2.11 Science Fair, Career Fair, Student Travel: Our isolation in the Eastern Arctic gives students very few opportunities to participate in and become aware of the world outside their own communities. That is one reason why many of them are unwilling to leave their own communities even for educational purposes, not to mention careers. The school must be the place where they gain such experiences of the outside world -- first-hand experiences. The school must provide them with the opportunities to experience and participate in the activities that enhance their contact with the outside world, within the Territories and beyond. The current situation is that schools that plan rare visits outside the community must find a considerable amount of extra funding from parents and others in the community. Educational funding must, therefore, include an **allocation of \$ 50 per student per annum (minimum of \$ 5,000 for small schools)** to organise experiences for students such as Science Fairs, Career Fairs, and Student Travel beyond their community for **cultural and leadership experiences.**

3.0 OTHER: The Department of Education is urged to give consideration to a number of other factors and needs that our Ten Year Plan envisages:

3.1 Provision for Emergency Needs: It is imperative that funds be made available to Divisional Boards to meet emergency needs such as:

- (a) Staff who enroll in a TEP (Teacher Education Programme) course,
- (b) a higher than expected number of students requiring acute individualised care by SSAs,
- (c) to cover costs of teachers who go on Long-Term Disability, as provided for in the employee Collective Agreements,
- (d) unexpectedly high enrollment in a school,
- (e) provision for accommodating drop-outs who wish to return to school..

Some such emergency needs arise in the course of the school year, despite careful planning, and the Department should set aside funds to meet such emergencies. **The Stay-in-School Initiative should go hand in hand with a "Return-to-School" Initiative.**

3.2 Staff Housing: There is a critical shortage of staff housing in many communities. Even then, many units are assigned to teaching couples, and a housing problem arises for a replacement teacher if one partner should go on maternity leave; or if a teaching couple should leave the employ of the Board and can only be replaced by two single teachers, the housing shortage may make it impossible to hire the best teachers. Many of our community-based teachers will be looking for housing just like any "southern" teacher, and their needs must be met. It is imperative, therefore, that the **Department be fully cognizant of the "housing factor"** when considering the Ten Year Plan.

SUMMARY OF GENERAL SYSTEM NEEDS

1. PERSONNEL

- | | | |
|-----|---|--|
| 1.1 | Consultants: | 2 Additional Consultants (three-year term) |
| 1.2 | Student Support Assistants: | 1 per 75 students |
| 1.3 | School Counsellors: | 0.5 per 100 students (or less) |
| 1.4 | Programme Development Personnel: | 2 Teachers (three-year term) |
| 1.5 | Administration Time: | 0.5 for 001 - 100 students
1.0 for 100 - 150 students
1.5 for 151 - 200 students
2.0 for 201 - 300 students
2.5 for 301 - 400 students
3.0 for 401 - 500 students |

- 1.6 **Teacher- Librarian:** 0.5 for 200 or less students
1.0 for 200 or more students
- Library Technician:** 1.0 for 300 or more students
- 1.7 **School Secretary:** 1.0 for 300 or less students
2.0 for 300 or more students (including 1.0 Student Support Services secretary)
- 1.8 **School Psychologist/ Psychometrist:** Requirement in 3 years (\$ 100,000 - \$ 150,000 annually starting in 1995 - 1996)

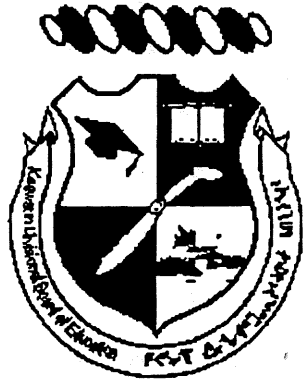
2.0 CURRICULUM/PROGRAMME FUNDING:

- 2.1 **Programme Development/Teacher In-Service:** \$ 10,000 annually for 5 years (Schools under 200)
\$ 15,000 annually for 5 years (Schools over 200)
- 2.2 **CTS Materials/Equipment:** \$ 250,000 start-up per school
\$ 50,000 annually for 5 years
- 2.3 **Science Laboratory Upgrading:** \$ 15,000 annually for 5 years per school
- 2.4 **Library-Resource Centre:** Up to \$ 25,000 start-up
\$ 15 per student per annum (minimum \$ 2,000 for small school)
- 2.5 **Computers:** Up to \$ 30,000 per school start-up
\$ 30 per student per annum (minimum \$ 3,000 for small school)
- 2.6 **Physical Education, Inter-school Meets:** \$ 50 per student per annum (minimum \$ 5,000 for small school)
- 2.7 **Alternative Education:** Appropriate Funding

- 2.8 Inuktitut Material Development:** \$ 50,000 annually for 5 years
- 2.9 Educational Standards/Student Evaluation:** \$ 25,000 annually for 5 years
- 2.10 Child Care Facilities:** Appropriate funding
- 2.11 Science Fair, Science Fair, Student Travel:** \$ 50 per student per annum (minimum \$ 5,000 for small school)

3.0 OTHER:

- 3.1 Provision for Emergency Needs:** (e.g. enrollment)
- 3.2 Staff Housing:** Critical in most communities - will depend on enrollment and course development



KEEWATIN

Ten Year Educational Plan 1993 - 2003

Part 2 Keewatin Secondary School Plan

Keewatin Divisional Board of Education

KEEWATIN SECONDARY SCHOOL PLAN

INITIATIVES	OBJECTIVES	PLANNED ACTIONS
<p>To meet a broad range of individual student needs by providing appropriate and varied programs.</p> <p><i>Expected student outcomes:</i></p> <ul style="list-style-type: none"> • students take responsibility for direction of their education • reduction in student drop out rate • increase in course completions by students • increase in the number of students employed after graduation • increased use of Inuktitut literacy • respond to the needs of a wider range of students 	<ul style="list-style-type: none"> • provide approved curricula for all secondary programs 	<ul style="list-style-type: none"> • complete Inuktitut as a subject curriculum • develop Inuktitut support documents • provide support for Inuktitut as a language of instruction • integrate Northern Studies and Inuktitut • develop procedures for local programs • increase provision for courses to develop Business, Technological and Entrepreneurial skills
	<ul style="list-style-type: none"> • develop an education plan for every student 	<ul style="list-style-type: none"> • develop a format for the student education plan • develop a standardized Secondary Report Card • implement holistic approach to secondary school planning • modularize credits
	<ul style="list-style-type: none"> • implement inclusionary schooling policy 	<ul style="list-style-type: none"> • develop interagency committees • ensure implementation of policy • ensure availability of diagnostic assessment services • establish assessment team
	<ul style="list-style-type: none"> • promote innovative use of resources 	<ul style="list-style-type: none"> • prepare inventory of resources • use distance education and technology to meet individual student needs • regularly review strategic use of resources
	<ul style="list-style-type: none"> • address social issues 	<ul style="list-style-type: none"> • develop linkages with parents, students and interagencies

KEEWATIN SECONDARY SCHOOL PLAN

CURRENT STATUS	TIME FRAME	RESPONSIBILITY	PARTNERS	RESOURCES	MEASURE OF ATTAINMENT
<ul style="list-style-type: none"> interim Inuktitut15 curriculum available no designated material some regional development school based school based school based 	<ul style="list-style-type: none"> 1993-96 1993-96 1998 1993-95 1994 1993 	<ul style="list-style-type: none"> Dept. of Ed. KDBE KDBE KDBE Dept. of Ed. School 	<ul style="list-style-type: none"> KDBE Dept. of Education Boards Divisional Boards 	<ul style="list-style-type: none"> existing curricula TLC ISAC 2 PYs O/M: \$70,000 to be determined 	<ul style="list-style-type: none"> published curriculum published support documents delivery of instruction in Inuktitut implementation of new integrated S.S. published procedures delivery of courses and capital
<ul style="list-style-type: none"> school based school based regional assistance regional assistance/ school based 	<ul style="list-style-type: none"> 1994 1994 1993 ongoing 	<ul style="list-style-type: none"> KDBE KDBE KDBE Dept. of Ed. 	<ul style="list-style-type: none"> Schools 	<ul style="list-style-type: none"> Dept. Ed. St. Records report cards consultants in-house 	<ul style="list-style-type: none"> published format standardized report card in use evidence of holistic classroom strategies students receiving credits
<ul style="list-style-type: none"> community based ad hoc seldom available not available 	<ul style="list-style-type: none"> ongoing 1994 1995 1995 	<ul style="list-style-type: none"> shared shared Health Board Regional IAC 	<ul style="list-style-type: none"> Health Board Social Services Addiction Centres KDBE Schools 	<ul style="list-style-type: none"> Dept. of Ed in-house 	<ul style="list-style-type: none"> active interagency committies implemented inclusionary policy increasing number of students assessed established assessment team
<ul style="list-style-type: none"> school based school based school based 	<ul style="list-style-type: none"> ongoing ongoing ongoing 	<ul style="list-style-type: none"> KDBE Dept. of Ed. KDBE 	<ul style="list-style-type: none"> Dept. of Ed. KDBE CECs Schools 	<ul style="list-style-type: none"> Capital & O/M (to be determined) 	<ul style="list-style-type: none"> published resource inventory evidence of use of Tech. & Dist. Ed. formula reflects spending
<ul style="list-style-type: none"> community based 	<ul style="list-style-type: none"> 1993 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> interagencies Community KDBE/Schools 	<ul style="list-style-type: none"> in-house 	<ul style="list-style-type: none"> ongoing communications

KEEWATIN SECONDARY SCHOOL PLAN

INITIATIVES	OBJECTIVES	PLANNED ACTIONS
<p>To help each student actualize his/her potential.</p> <p><i>Expected student outcomes:</i></p> <ul style="list-style-type: none"> • improved self esteem • improved decision making skills • increased number of students whose schooling has been interrupted will return to school 	<ul style="list-style-type: none"> • enable students to set goals and develop career paths 	<ul style="list-style-type: none"> • assist students in developing inventory of career options based on their student education plan • provide career counseling services
	<ul style="list-style-type: none"> • provide opportunities for personal development 	<ul style="list-style-type: none"> • provide personal counseling services • provide student leadership training • provide opportunities for students to explore areas of personal interest through projects and practicums
	<ul style="list-style-type: none"> • provide support to students coping with interrupted schooling 	<ul style="list-style-type: none"> • award credits for modules completed • access to distance education and education technology • make provisions for re-enrolling students who have interrupted their schooling • provide intervention counseling • provide child care education and support for students • provide child care for student parents
<p>To ensure effective communication</p> <p><i>Expected student outcomes:</i></p> <ul style="list-style-type: none"> • programs for students will improve as a result of strategic planning 	<ul style="list-style-type: none"> • develop a communication plan for effective use of technology in communication 	<ul style="list-style-type: none"> • develop a territorial plan for effective communication • develop a regional plan for effective communication
	<ul style="list-style-type: none"> • develop a regional plan for keeping partners informed 	<ul style="list-style-type: none"> • assist the CECs in the development of community plans to include the concept of the inviting school • establish a school-community partnership • all KDBE communications will be provided in Inuktitut and English

KEEWATIN SECONDARY SCHOOL PLAN

CURRENT STATUS	TIME FRAME	RESPONSIBILITY	PARTNERS	RESOURCES	MEASURE OF ATTAINMENT
<ul style="list-style-type: none"> • school based • school based 	<ul style="list-style-type: none"> • 1993 • 1993 	<ul style="list-style-type: none"> • school & parents • school & parents 	<ul style="list-style-type: none"> • Advanced Education • Advanced Education 	<ul style="list-style-type: none"> • NWT Curricula • NWT Curricula 	<ul style="list-style-type: none"> • defined career paths • availability of counseling services
<ul style="list-style-type: none"> • school based • school based • school based 	<ul style="list-style-type: none"> • 1993 • 1993 • ongoing 	<ul style="list-style-type: none"> • school • school • school 	<ul style="list-style-type: none"> • Interagency • KDBE & Interagency • Agencies/ businesses 	<ul style="list-style-type: none"> - NWT Curricula - peer counsellors - Nat. St. Leader Conf. - Reg. St. Leader Conf. - local fundraising - KDBE funding 	<ul style="list-style-type: none"> • availability of counseling services • participation in Nat. & Reg. Conferences • active participation in projects, practicums
<ul style="list-style-type: none"> • school based • school based • school based • school based and other agencies • school based • not available 	<ul style="list-style-type: none"> • 1993 • ongoing • ongoing • ongoing • ongoing • 1995 	<ul style="list-style-type: none"> • Dept. of Education • Dept. of Education • School • School • School • Interagency 	<ul style="list-style-type: none"> • KDBE / schools • KDBE / CEC • interagency • interagency • Health Board • School 	<ul style="list-style-type: none"> • modularized Curr. • Dept. of Ed. funding • in-house • in-house • in-house • interagency funding 	<ul style="list-style-type: none"> • students receive credits for modules • use of Distance Ed. and Ed. Technology • noted attendance • availability of counseling • child care education provided • child care provided
<ul style="list-style-type: none"> • not available • not available 	<ul style="list-style-type: none"> • 1995 • 1994 	<ul style="list-style-type: none"> • Dept. of Education • KDBE 	<ul style="list-style-type: none"> • Regions • Communities/ CECs 	<ul style="list-style-type: none"> • in-house • in-house 	<ul style="list-style-type: none"> • published document • published document
<ul style="list-style-type: none"> • school based • school based • when resources allow 	<ul style="list-style-type: none"> • ongoing • ongoing • ongoing 	<ul style="list-style-type: none"> • KDBE • School • KDBE 	<ul style="list-style-type: none"> • Schools • CEC • Culture and Communication 	<ul style="list-style-type: none"> • in-house • in-house • 1 PY (translator) 	<ul style="list-style-type: none"> • published document • increased level of interaction • bilingual publications & press releases

KEEWATIN SECONDARY SCHOOL PLAN

INITIATIVES	OBJECTIVES	PLANNED ACTIONS
To extend educational opportunities beyond the classroom <i>Expected student outcomes:</i> <ul style="list-style-type: none"> • increased student appreciation of own culture • increased student interest in artistic and recreational pursuits • students as active citizens in their communities 	<ul style="list-style-type: none"> • develop community resource profile 	<ul style="list-style-type: none"> • schools will identify community learning opportunities
	<ul style="list-style-type: none"> • offer programs which link the school and community 	<ul style="list-style-type: none"> • plan for CEC and KDBE development • include elders as partners in the planning and delivery of culture-based programs • develop a basic list of knowledge, skills and attitudes for students in the workplace
To Implement the Affirmative Action Policy <i>Expected student outcomes:</i> <ul style="list-style-type: none"> • students benefit from application of AAP • students become role models 	<ul style="list-style-type: none"> • prepare students to access opportunities provided by the Affirmative Action Policy 	<ul style="list-style-type: none"> • student education plans will be developed with AAP in mind • develop employment profiles
	<ul style="list-style-type: none"> • to staff positions according to this policy 	<ul style="list-style-type: none"> • dissemination of information to all partners • monitor staffing to ensure that the KDBE meets or exceeds the Ministerial objective of 50% Aboriginal staff by the year 2000 • direct GNWT to provide support for displaced term employees • monitor the progress of trainees
	<ul style="list-style-type: none"> • to promote the creation of employment opportunities in accordance with the Affirmative Action Policy 	<ul style="list-style-type: none"> • request that GNWT increase the number of trainee positions
	<ul style="list-style-type: none"> • provide support to women entering non-traditional occupations 	<ul style="list-style-type: none"> • career counseling in math, science and technology
To introduce year round schooling <i>Expected student outcomes:</i> <ul style="list-style-type: none"> • diverse student needs met through year round schooling • students engage in more traditional and recreational pursuits 	<ul style="list-style-type: none"> • increase efficiency in the use of school facilities 	<ul style="list-style-type: none"> • provide available information to all partners • invite a community to pilot a year round schooling project
	<ul style="list-style-type: none"> • increase flexibility in meeting student needs 	<ul style="list-style-type: none"> • develop a plan with all community partners

KEEWATIN SECONDARY SCHOOL PLAN

CURRENT STATUS	TIME FRAME	RESPONSIBILITY	PARTNERS	RESOURCES	MEASURE OF ATTAINMENT
<ul style="list-style-type: none"> community based 	<ul style="list-style-type: none"> 1994 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> KDBE/ Interagencies 	<ul style="list-style-type: none"> in-house 	<ul style="list-style-type: none"> published document
<ul style="list-style-type: none"> KDBE Strategic Plan School based School based 	<ul style="list-style-type: none"> annual annual 1994 	<ul style="list-style-type: none"> KDBE School School 	<ul style="list-style-type: none"> CECs CECs Community/ Agencies 	<ul style="list-style-type: none"> in-house funding NWT Curricula/ Co-operative Ed. 	<ul style="list-style-type: none"> revised strategic plan noted participation of elders published document
<ul style="list-style-type: none"> not available not available 	<ul style="list-style-type: none"> annual 1994 	<ul style="list-style-type: none"> School Equal Emp. Officer 	<ul style="list-style-type: none"> GNWT, Personnel Agencies/ Businesses 	<ul style="list-style-type: none"> AAP in-house 	<ul style="list-style-type: none"> published plans published profiles
<ul style="list-style-type: none"> KDBE Strategic Plan KDBE Strategic Plan not available not available 	<ul style="list-style-type: none"> annual annual 1993 ongoing 	<ul style="list-style-type: none"> Equal Emp. Officer KDBE GNWT KDBE 	<ul style="list-style-type: none"> Advanced Ed. GNWT, Personnel KDBE/ Personnel GNWT 	<ul style="list-style-type: none"> in-house in-house in-house in-house 	<ul style="list-style-type: none"> student awareness 50% Inuit staff reassignment of term employees assignment of trainees
<ul style="list-style-type: none"> limited positions 	<ul style="list-style-type: none"> ongoing 	<ul style="list-style-type: none"> GNWT 	<ul style="list-style-type: none"> all Departments 	<ul style="list-style-type: none"> in-house 	<ul style="list-style-type: none"> increased number of positions
<ul style="list-style-type: none"> School based 	<ul style="list-style-type: none"> ongoing 	<ul style="list-style-type: none"> Schools 	<ul style="list-style-type: none"> KDBE 	<ul style="list-style-type: none"> in-house/ agencies/ Advanced Ed. 	<ul style="list-style-type: none"> availability of information
<ul style="list-style-type: none"> not available not available 	<ul style="list-style-type: none"> 1993 1994 	<ul style="list-style-type: none"> Dept. of Ed. KDBE 	<ul style="list-style-type: none"> Boards Dept./ Schools 	<ul style="list-style-type: none"> information base in-house 	<ul style="list-style-type: none"> informed CECs identified pilot project
<ul style="list-style-type: none"> not available 	<ul style="list-style-type: none"> 1995 	<ul style="list-style-type: none"> Schools 	<ul style="list-style-type: none"> Dept./ KDBE 	<ul style="list-style-type: none"> in-house 	<ul style="list-style-type: none"> developed plan

KEEWATIN SECONDARY SCHOOL PLAN

INITIATIVES	OBJECTIVES	PLANNED ACTIONS
<p>To provide support for educational staff</p> <p><i>Expected student outcomes:</i></p> <ul style="list-style-type: none"> • increased level in student proficiency with technology • significant student leadership in the school & community • student ownership of programs • students as active citizens of their communities • senior secondary school students are role models for school success 	<ul style="list-style-type: none"> • provide current technology 	<ul style="list-style-type: none"> • prepare inventory of existing technology • prepare a needs assessment • develop a plan for technological needs • provide on-going training to use technology
	<ul style="list-style-type: none"> • provide leadership training 	<ul style="list-style-type: none"> • continue to promote excellence in teaching • train teachers as student leadership facilitators
	<ul style="list-style-type: none"> • provide orientation 	<ul style="list-style-type: none"> • establish on-going cultural/community orientation programs which involve all partners
	<ul style="list-style-type: none"> • provide professional development 	<ul style="list-style-type: none"> • provide training for educational staff to provide support for students at risk • provide inservice on holistic teaching • provide training for educational staff to facilitate and motivate learning • provide training for educational staff to share their innovations with the school and community partners • provide support for educational staff at risk
<p>To provide support for CEC and KDBE members</p> <p><i>Expected Student Outcomes:</i></p> <ul style="list-style-type: none"> • students benefit from/participate in informed decision making 	<ul style="list-style-type: none"> • provide orientation 	<ul style="list-style-type: none"> • provide information on secondary schooling • provide information/demonstration on distance education and technology • provide on-going leadership training for KDBE members
	<ul style="list-style-type: none"> • develop plan for improving public relations 	<ul style="list-style-type: none"> • develop and implement a public relations plan for the Board and CECs

KEEWATIN SECONDARY SCHOOL PLAN

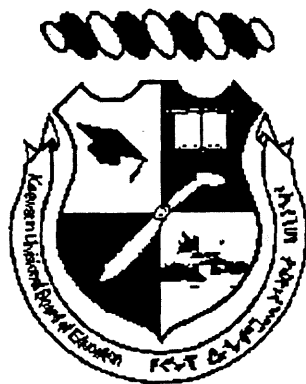
CURRENT STATUS	TIME FRAME	RESPONSIBILITY	PARTNERS	RESOURCES	MEASURE OF ATTAINMENT
<ul style="list-style-type: none"> • Board/ School based • not available • not available • not available 	<ul style="list-style-type: none"> • ongoing • 1993 • 1993 • 1993 - ongoing 	<ul style="list-style-type: none"> • KDBE • KDBE • KDBE • KDBE 	<ul style="list-style-type: none"> • Schools • Schools • Schools • Schools 	<ul style="list-style-type: none"> • in-house • in-house • in-house • O/M \$35,000 	<ul style="list-style-type: none"> • published inventory • published assessment report • developed plan • technology in use
<ul style="list-style-type: none"> • awards presented • School based 	<ul style="list-style-type: none"> • annual • ongoing 	<ul style="list-style-type: none"> • Dept. of Ed. • KDBE 	<ul style="list-style-type: none"> • Schools/ KDBE • Schools/ NWTTA 	<ul style="list-style-type: none"> • in-house • PI funds 	<ul style="list-style-type: none"> • teachers/ partners recognized • provision of services
<ul style="list-style-type: none"> • KDBE/ School based 	<ul style="list-style-type: none"> • annual 	<ul style="list-style-type: none"> • KDBE 	<ul style="list-style-type: none"> • Schools/ CECs 	<ul style="list-style-type: none"> • in-house 	<ul style="list-style-type: none"> • successful orientation
<ul style="list-style-type: none"> • School based • Regional/ School based • Regional/ School based • School based • GNWT Policy 	<ul style="list-style-type: none"> • ongoing • ongoing • ongoing • ongoing • ongoing 	<ul style="list-style-type: none"> • KDBE • KDBE • KDBE • KDBE • GNWT 	<ul style="list-style-type: none"> • Schools/ NWTTA • Schools/ NWTTA • Schools • Schools/ CECs • KDBE/ NWTTA 	<ul style="list-style-type: none"> • PI funds/ agencies • in-house • in-house • in-house • in-house 	<ul style="list-style-type: none"> • provision of staff support • evidence of holistic teaching strategies • occurrence of inservice • improved communication • available support
<ul style="list-style-type: none"> • KDBE Strategic Plan • liaising with Alberta Distance Ed. • KDBE/DO initiated 	<ul style="list-style-type: none"> • annual • ongoing • ongoing 	<ul style="list-style-type: none"> • KDBE • KDBE • KDBE/DO 	<ul style="list-style-type: none"> • Schools • Schools/ Dept. of Ed. • GNWT 	<ul style="list-style-type: none"> • Dept. of Ed/ CEC • Alb. Dist. Ed. • in-house 	<ul style="list-style-type: none"> • information provided • utilization of technology • training provided
<ul style="list-style-type: none"> • Board based 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • KDBE- Director 	<ul style="list-style-type: none"> • KDBE-DO/ CEC-DO 	<ul style="list-style-type: none"> • in-house 	<ul style="list-style-type: none"> • plan developed

KEEWATIN SECONDARY SCHOOL PLAN

INITIATIVES	OBJECTIVES	PLANNED ACTIONS
<p>To provide secondary schooling in the home community</p> <p><i>Expected student outcomes:</i></p> <ul style="list-style-type: none"> • reduction in the number of drop outs • increase in the number of courses completed by students • increase in number of students employed after school completion 	<ul style="list-style-type: none"> • provide grade extensions 	<ul style="list-style-type: none"> • communities will develop a grade extension plan
	<ul style="list-style-type: none"> • to provide secondary school services in communities where grade extensions are not available 	<ul style="list-style-type: none"> • use of Distance Education and technology to address student needs in small communities • allow students to access semestered courses in other communities
	<ul style="list-style-type: none"> • to upgrade technology in grade extended communities 	<ul style="list-style-type: none"> • upgrade educational technology
<p>To establish benchmarks (standards) for student achievement</p> <p><i>Expected student outcomes:</i></p> <ul style="list-style-type: none"> • student accomplishment will reflect credible standards • raised student self-esteem and marketability • students will be able to respond appropriately to the opportunities of the work place 	<ul style="list-style-type: none"> • establish credibility of student evaluation procedures 	<ul style="list-style-type: none"> • develop student evaluation procedures
	<ul style="list-style-type: none"> • establish consistent student evaluation procedures 	<ul style="list-style-type: none"> • develop test item banks • obtain test item banks from provincial Departments of Education
	<ul style="list-style-type: none"> • KDBE will be responsible for all student evaluation, in all subjects and at all grade levels 	<ul style="list-style-type: none"> • negotiate the acceptance of KDBE Benchmarks by those who receive graduates • provide inservice to education staff in carrying out evaluations • monitor student evaluation practices • KDBE will award certificates to those who attain these standards

KEEWATIN SECONDARY SCHOOL PLAN

CURRENT STATUS	TIME FRAME	RESPONSIBILITY	PARTNERS	RESOURCES	MEASURE OF ATTAINMENT
<ul style="list-style-type: none"> implemented in 4 communities 	<ul style="list-style-type: none"> 1993, gr. 11, BL/ CH 1994, gr. 12, BL/CH 	<ul style="list-style-type: none"> CEC 	<ul style="list-style-type: none"> Dept. of Ed./ KDBE 	<ul style="list-style-type: none"> Gr. Extension Policy 	<ul style="list-style-type: none"> extended grades
<ul style="list-style-type: none"> school based school based 	<ul style="list-style-type: none"> 1993 - ongoing ongoing 	<ul style="list-style-type: none"> KDBE KDBE 	<ul style="list-style-type: none"> Schools/ Dept. of Ed. Schools/ Dept. of Ed. 	<ul style="list-style-type: none"> Alberta Dist. Ed. funding for home boarding/ travel (\$60,000) 	<ul style="list-style-type: none"> students receiving credits * students receiving credits
<ul style="list-style-type: none"> school based 	<ul style="list-style-type: none"> 1993 - ongoing 	<ul style="list-style-type: none"> KDBE 	<ul style="list-style-type: none"> Dept. of Ed/ Schools 	<ul style="list-style-type: none"> \$50,000 per comm. 	<ul style="list-style-type: none"> allocated funds
<ul style="list-style-type: none"> school based 	<ul style="list-style-type: none"> 1993 - ongoing 	<ul style="list-style-type: none"> KDBE 	<ul style="list-style-type: none"> Schools 	<ul style="list-style-type: none"> Dept. of Ed./ Boards 	<ul style="list-style-type: none"> developed procedures
<ul style="list-style-type: none"> math 10, 20, 30 available limited availability 	<ul style="list-style-type: none"> 1993 - ongoing 1993 - ongoing 	<ul style="list-style-type: none"> Dept. of Ed. Dept. of Ed. 	<ul style="list-style-type: none"> KDBE KDBE 	<ul style="list-style-type: none"> in-house provincial Dept. Ed. 	<ul style="list-style-type: none"> developed test banks obtained test banks
<ul style="list-style-type: none"> school based (except gr. 7 & 12) KDBE / School based KDBE School Review not available 	<ul style="list-style-type: none"> 1993 - 1998 1993 - ongoing ongoing ongoing 	<ul style="list-style-type: none"> KDBE KDBE KDBE KDBE 	<ul style="list-style-type: none"> Dept. of Ed./ Schools Schools Schools Schools 	<ul style="list-style-type: none"> 1 PY; O/M \$35,000 O/M \$35,000 in-house in-house 	<ul style="list-style-type: none"> instruments in use improved knowledge of evaluation improved evaluation practices certificates awarded



KEEWATIN

Ten Year Educational Plan 1993 - 2003

Part 3 Community School Plans K - 12

Keewatin Divisional Board of Education

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Arviat - Qitqliq School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	<p>Career and Technology Studies Resource Support *:</p> <p>up to \$ 250,000 start-up costs for technological and computer equipment - Woodworking, Visual Arts, Business & Entrepreneurial Projects</p> <p>up to \$ 50,000 annually for the next three years to enhance and add to material and equipment</p> <p>\$ 50,000 Distance Education Network - retroactive</p> <p>Science Laboratories Support *:</p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p> <p>Bussing: School Bus or Local Contract</p>	<p>6.0 NWTTA Teachers (Increased Enrollment)</p> <p>1.5 UNW Custodial Workers</p> <p>1.0 NWTTA Teacher (1.0 Administration to provide 2.0 VP) *</p> <p>1.0 Librarian *</p> <p>2.5 Counsellor *</p> <p>1.0 UNW School Secretary *</p> <p>1.0 Secretary (Student Support Services) *</p> <p>1.0 Bus Driver or Local Contract</p>
1994 - 1995	<p>Career and Technology Studies Resource Support *:</p> <p>up to \$ 50,000 to enhance and add to material and equipment -Computer Studies, Small Engine Repair</p> <p>Science Laboratories Support *:</p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p>	<p>2.0 NWTTA Teacher (Increased Enrollment)</p> <p>1.0 NWTTA Teacher (Student Support Teacher)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Arviat - Qitqliq School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>No additional plant - renovated school opened Spring 1992</p>	<p>14 Housing Units</p> <p>Science Equipment and Furniture</p> <p>Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes</p>	<p>* Funding and Staffing as per General System Needs (Part 1) Arviat projected enrollment under the guidelines would provide for a level of staffing as shown</p> <p>Increased Enrollment as a result of a successful "Return-to-School" programme at Qitqliq School has resulted in extra Staffing Needs</p>
<p>No additional plant - renovated school opened Spring 1992</p>	<p>3 Housing Units</p> <p>Science Equipment and Furniture</p> <p>Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes</p>	<p>Resource and Staff funding for Qitqliq School will follow D of E formula funding and</p> <p>* Funding and Staffing as per General System Needs (Part 1)</p> <p>Qitqliq School student population projected to increase yearly to the school year 2002 - 2003</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Arviat - Qitiqliq School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1995 - 1996	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment - Tourism, Draughting - CTS projects Science Laboratory Support: up to \$ 15,000 to improve Science Laboratory facilities	1.5 NWTTA Teachers (Increased Enrollment) 1.0 UNW Student Support Assistant * 0.5 NWTTA Teacher (0.5 Administration) *
1996 - 1997	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment - CTS projects Science Laboratory Support: up to \$ 15,000 to improve Science Laboratory facilities	1.0 NWTTA Teacher (Increased Enrollment)
1997 - 1998	No additional Resources	2.0 NWTTA Teachers (Increased Enrollment) 1.0 Librarian * 1.0 Counsellor * 1.0 UNW School Secretary * 1.0 Secretary (Student Support Services) *

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Arviat - Qitqliq School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>No additional plant - renovated school opened Spring 1992</p> <p>Planning for New Addition - 2-storey, 8 classroom, cafeteria joined to present school</p>	<p>2 Housing Units</p> <p>improve Science Laboratory facilities</p> <p>Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes</p>	<p>Resource and Staff funding for Qitqliq School will follow D of E formula funding and</p> <p>* Funding and Staffing as per General System Needs (Part 1)</p>
<p>New High School Addition - 8 classrooms, cafeteria</p>	<p>1 Housing Unit</p> <p>Furniture & Equipment to furbish new addition</p> <p>improve Science Laboratory facilities</p> <p>Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes</p>	<p>Additional enrollment means a new addition will be necessary to accommodate students & courses</p>
<p>No additional plant</p>	<p>2 Housing Units</p> <p>Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes</p>	<p>As per previous school year</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Arviat - Qitqliq School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1998 - 1999	No additional resources	1.0 NWTTA Teacher (Increased school enrollment)
1999 - 2000	No additional resources	1.0 NWTTA Teacher (Increased school enrollment)
2000 - 2001	No additional resources other than to maintain Programmes and curricula	No additional personnel
2001 - 2002	No additional resources other than to maintain Programmes and curricula	2.0 NWTTA Teachers (Increased School Enrollment)
2002 - 2003	No additional resources other than to maintain Programmes and curricula	2.0 NWTTA Teachers (Increased School Enrollment) 1.0 UNW Custodial Worker 1.0 NWTTA Teacher (Counsellor + 0.5 Administration)*

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Arviat - Qitqliq School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant Planning for Extension - replacement for portables - 4 Classroom extension ?	1 Housing Unit Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes	Resource and Staff funding for Qitqliq School will follow D of E formula funding and * Funding and Staffing as per General System Needs (Part 1)
Construction of 4 classroom Extension	1 Housing Unit Furniture and Equipment to furbish new extension Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes	As per previous school year Enrollment Increase -new school extension - 4 classrooms
Completion of new 4 classroom addition	Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes	As per previous school year
No additional plant	1 Housing Unit Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes	As per previous school year
No additional plant	4 Housing Units Day Care Facilities to complement "Stay-in-School" and "Return-to-School" Programmes	As per previous school year

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Baker Lake - Ilitsijaqturvik School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	<p>Grade 11 Extension Resources Support: as per Grade Extension Funding Guidelines</p> <p>\$ 50,000 Distance Education Network - retroactive</p> <p>Career and Technology Studies Resource Support *: up to \$ 250,000 start-up costs for technological and computer equipment - variety of new initiatives</p> <p>up to \$ 50,000 annually for the next three years to enhance and add to material and equipment</p> <p>Bussing: Small School Bus or Local Contract</p>	<p>2.0 NWTTA Teachers (Grade 11 Extension)</p> <p>1.0 Librarian *</p> <p>2.0 Counsellors *</p> <p>1.0 NWTTA Teacher (0.5 Administration) *</p> <p>1.0 UNW School Secretary *</p> <p>1.0 Secretary (Student Support Services)</p> <p>1.0 Student Support Assistant *</p> <p>1.0 Bus Driver or Local Contract</p>
1994 - 1995	<p>Grade 12 Extension Resource Support: as per Grade Extension Funding Guidelines</p> <p>Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment</p> <p>Science Laboratories Support *: up to \$ 15,000 to improve Science Laboratory facilities</p>	<p>2.0 NWTTA Teachers (Grade 12 Extension)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Baker Lake - Ilitsijaqturvik

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>No additional Plant - New Primary School opened Spring 1992</p> <p>Bus Garage or Local Contract</p>	<p>10 Housing Units - dependent on staffing *</p> <p>Bussing needed for 60 students living in new section</p>	<p>Grade 11 Extension Student enrollment and community interest can support Grade 11</p> <p>* Funding and Staffing as per General System Needs (Part 1) Baker Lake Projected enrollments under the guidelines would provide for a level of staffing as shown.</p> <p>Extreme cold & distance factors</p>
<p>4 Classrooms and Gymnasium - Rachel Arngnamaktiq School lower level developed - materials to be barged on summer sea-lift</p> <p>Main School Renovation - Ilitsijaqturvik School - materials to be barged on summer sea-lift</p>	<p>2 Housing Units</p> <p>\$ 90,000 - Furniture for new section</p>	<p>Student Enrollment Increase plus Grade 12 Extension all indicate need for development of lower level of Rachel Arngnamaktiq School</p> <p>Renovation of Main School as a result of poor insulation. water supply deficiencies, and poor ventilation.</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Baker Lake - Ilitsijaqturvik School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1995 - 1996	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment Science Laboratories Support *: up to \$ 15,000 to improve Science Laboratory facilities Additional School Bus or Local Contract	1.0 NWTTA Teacher (Carreer & Technology Studies) 1.0 UNW Custodial Worker 1.0 Bus Driver or Local Contract
1996 - 1997	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment Science Laboratories Support *: up to \$ 15,000 to improve Science Laboratory facilities	1.5 NWTTA Teachers (0.5 Administration + 1.0 Enrollment) * 0.5 Counsellor (enrollment increase) * 1.0 NWTTA Teacher (Student Support Teacher) 1.0 UNW Student Support Assistant
1997 - 1998	New Senior Secondary School	3.0 NWTTA Teachers (Grade 10 -12 Enrollment) 0.5 NWTTA Teacher (Administration) * 2.0 UNW Student Support Assistant and Custodial Worker

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Baker Lake - Ilitsijaqturvik

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>Main School - Ilitsijaqturvik School Renovation: 10 Classrooms One Gymnasium Library Extension Modernised Home Economics Area Modernised Industrial Arts Area Day Care Facility Inuktitut Publishing Centre Science Laboratory Upgrade</p> <p>Heated Corridor Connection between two School Buildings</p>	<p>Furniture for Renovated Main School</p> <p>2 Housing Units</p>	<p>Renovation needed to main school to bring it up to standards as to water supply, ventilation and heating and insulation</p>
<p>No additional plant</p>	<p>4 Housing Units</p>	<p>Career & Technology Studies Resource Support completed</p> <p>Science Laboratory Support completed</p>
<p>New Senior Secondary School - Grade 10 - 12 school with all facilities - gymnasium, cafeteria, science laboratories, Inuktitut Centre, Cultural Centre and Library</p>	<p>4 Housing Units</p> <p>Furniture for New Senior Secondary School</p>	<p>Increased Senior Secondary Enrollment and higher numbers in younger grades projected - need for new school</p> <p>2 Principals ?</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Baker Lake - Ilitsijaqturvik School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1998 - 1999	Career and Technology Studies: Resources to Introduce Draughting Additional School Bus/Larger Bus or Local Contract	2.0 NWTTA Teachers (Increased Enrollment) 1.0 Librarian 1.0 School Community Counsellor 2.0 UNW School Secretary and Custodial Worker 1.0 UNW Student Support Assistant 1.0 Bus Driver or Local Contract
1999 - 2000	Maintain and Replace Equipment & Resources for all Curricular and Programme Needs	2.0 NWTTA Teachers (Increased Enrollment)
2000 - 2001	Maintain and Replace Equipment & Resources for all Curricular and Programme Needs	1.0 NWTTA Teacher (Increased enrollment)
2001 - 2002	Maintain and Replace Equipment & Resources for all Curricular and Programme Needs	2.0 NWTTA Teachers (Increased Enrollment)
2002 - 2003	Maintain and Replace Equipment & Resources for all Curricular and Programme Needs	2.0 NWTTA Teachers (Increased Enrollment)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Baker Lake - Ilitsijaqturvik

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
Completion of New Senior Secondary	7 Housing Units Bus Garage or Local Contract	Community School may consist of two schools - additional staff as per General System Needs * Projected school population will continue to increase till 2002 - 03
No additional plant	2 Housing Units	Needs based on Projections - not on actual student numbers
No additional plant	1 Housing Unit	Needs based on Projections - not on actual student numbers
No additional plant	2 Housing Units	Needs based on Projections - not on actual student numbers
No additional plant	2 Housing Units	Needs based on Projections - not on actual student numbers

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Chesterfield Inlet - Victor Sammurtok School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	Career and Technology Studies Resource Support *: up to \$ 250,000 start-up costs for technological and computer equipment - Woodworking, Visual Arts, Business & Entrepreneurial Projects up to \$ 50,000 annually for the next three years to enhance and add to material and equipment	1.0 NWTTA Teacher 1.0 NWTTA Teacher (1.0 Administration) * 0.5 Librarian * 0.5 Counsellor * 1.0 School Secretary *
1994 - 1995	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment - Keyboarding, Small Engine Repair	No additional personnel
1995 - 1996	Grade 10 Extension: Resource funding as per Grade Extension Guidelines Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment - Computer Laboratory Science Laboratory Support *: up to \$ 15,000 to improve Science Laboratory facilities	2.0 NWTTA Teachers (Grade 10 Extension)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Chesterfield Inlet - Victor Sammurtok School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1996 - 1997	Career and Technology Studies Resource Support: up to \$ 50,000 to enhance and add to material and equipment * Science Laboratory Support°: up to \$ 15,000 to improve Science Laboratory facilities	No additional personnel
1997 - 1998	Grade 11 Extension Resources: complete funding as per Grade Extension Guidelines Science Laboratory Support°: up to \$ 15,000 to improve Science Laboratory facilities	2.0 NWTTA Teachers (Grade 11 Extension)
1998 - 1999	No additional resources other than to maintain programmes and curricula	No additional personnel
1999 - 2000	No additional resources other than to maintain programmes and curricula	No additional personnel

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Chesterfield Inlet - Victor Sammurtok School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant - New school addition opened Aug 1995	Science Furniture and Equipment	Resource and Staff funding for Victor Sammurtok School will follow D of E formula funding and * Funding and Staffing as per General System Needs (Part 1) Planning for Grade 11 Extension for following school year
No additional plant - New school addition opened Nov. 1995	2 Housing Units Science Furniture and Equipment Resources & Equipment for Senior Secondary Programmes	Grades 10 and 11 are viable in Chesterfield Inlet and the CEC has expressed a wish for students to continue to attend Maani Ulijuk School in Rankin for Grade 12
No additional plant	No additional other resources	Resource and Staff funding for Victor Sammurtok School will follow D of E formula funding and * Funding and Staffing as per General System Needs (Part 1)
No additional plant	No additional other resources	As per previous year

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Chesterfield Inlet - Victor Sammurtok School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
2001 - 2002	No additional resources other than to maintain programmes and curricula	No additional personnel
2002 - 2003	No additional resources other than to maintain programmes and curricula	1.0 NWTTA Teacher (CTS Course delivery)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Chesterfield Inlet - Victor Sammurtok School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant	no additional resources other than to maintain CTS course delivery and development	<p>Projected student enrollment for Chesterfield Inlet shows a stable population and resources and staffing will reflect this.</p> <p>Resource and Staff funding for Victor Sammurtok School will follow D of E formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>
No additional Plant	1 Housing Unit	As per previous year

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Coral Harbour - Sakku School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	<p>Grade 11 Extension Resources Support:</p> <p style="padding-left: 40px;">as per Grade Extension Funding Guidelines</p> <p style="padding-left: 40px;">\$ 50,000 Distance Education Network - retroactive</p> <p>Career and Technology Studies Resource Support *:</p> <p style="padding-left: 40px;">up to \$ 250,000 start-up costs for technological and computer equipment - Draughting, Woodworking, Visual Arts, Business & Entrepreneurial Projects</p> <p style="padding-left: 40px;">up to \$ 50,00 annually for the next three years to enhance and add to material and equipment</p> <p>Science Laboratory Support *:</p> <p style="padding-left: 40px;">up to \$ 15,000 to improve Science Laboratory facilities</p>	<p>4.0 NWTTA Teachers (Grade 11 Extension + Kindergarten)</p> <p>1.0 UNW Custodial Worker</p> <p>1.0 NWTTA Teachers (1.0 Administration) *</p> <p>1.0 Librarian *</p> <p>1.0 Counsellor *</p>
1994 - 1995	<p>Grade 11 Extension Resources Support:</p> <p style="padding-left: 40px;">as per Grade Extension Funding Guidelines</p> <p>Career and Technology Studies Resource Support *:</p> <p style="padding-left: 40px;">up to \$ 50,000 to enhance and add to material and equipment</p>	<p>3.0 NWTTA Teachers (Grade 12 Extension)</p> <p>1.0 UNW Student Support Assistant *</p> <p>1.0 UNW Custodial Worker</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Coral Harbour - Sakku School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>Secondary School - separate or as an extension to the existing school -</p> <ul style="list-style-type: none"> 6 classrooms 3 Science laboratories Computer Laboratory 2 Home Economics Areas Practical Arts Area - power mechanics, wood working, plastics, graphics and electronics 1 Drama Video - amphitheatre/Studio 1 Music Room 1 Arts and Craft Room Cultural Inclusion Area Library School Guidance Counsellor Office Plus all appropriate facilities - Administration + Custodial 	<p>7 Housing Units</p> <p>Furniture and Equipment to furnish the new school addition</p>	<p>Space is critical for Sakku School and a new addition must be in place by the end of 1993.</p> <p>It is imperative that all planning for the new addition be completed early 1993 and materials barged by summer sealift to allow construction to begin Summer 1993</p> <p>Planning Grade 12 Extension</p> <p>* Funding and Staffing as per General System Needs (Part 1) Coral Harbour projected school enrollments would provide for the level of staffing as shown</p>
<p>Completion of New School Addition</p>	<p>5 Housing Units</p>	<p>Student enrollment numbers and community interest show that Coral Harbour can sustain a Senior Secondary School Programme from 1994 onwards</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Coral Harbour - Sakku School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1994 - 1995	Science Laboratory Support *: up to \$ 15,000 to improve Science Laboratory facilities	
1995 - 1996	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment Science Laboratory Support *: up to \$ 15,000 to improve Science Laboratory facilities	No additional personnel
1996 - 1997	No additional resources	1.0 NWTTA Teacher(Increased Enrollment)
1997 - 1998	No additional resources	1.0 NWTTA Teacher(Increased Enrollment)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Coral Harbour - Sakku School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
	Science Equipment and Furniture	
No additional plant	Science Equipment and Furniture Library Resources, Business Studies and CTS(Career & Technology Studies) equipment and resources	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)
No additional plant	1 Housing Unit No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)
No additional plant	1 Housing Unit No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Coral Harbour - Sakku School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1998 - 1999	No additional resources	1.0 NWTTA Teacher (Increased school enrollment)
1999 - 2000	No additional resources	1.0 NWTTA Teacher (Increased Enrollment) 0.5 UNW School Secretary * 1.0 Secretary (Student Support Services) *
2000 - 2001	No additional resources	1.0 NWTTA Teacher (Increased Enrollment) 0.5 NWTTA Cousellor * 0.5 NWTTA Teacher (0.5 Administrarion) *
2001 - 2002	No additional resources	1.0 NWTTA Teacher (Increased Enrollment)
2002 - 2003	No additional resources	1.0 NWTTA Teacher (Increased Enrollment) 1.0 UNW Student Support Assistant

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Coral Harbour - Sakku School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant	1 Housing Unit No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)
No additional Plant	2 Housing Unit No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)
No additional Plant	2 Housing Unit No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)
No additional Plant	1 Housing Unit No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)
No additional Plant	2 Housing Units No additional other resources other than to maintain programming and curriculum	Resource and Staff Funding will follow D of E Guidelines * Funding and Staffing as per General System Needs (Part 1)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	<p><i>Leo Ussak School :</i></p> <p><i>Playground Equipment</i></p> <p><i>Bussing: School Bus or Local Contract</i></p> <p><i>Maani Ulujuk School:</i></p> <p><i>Career and Technology Studies Resource Support *:</i> up to \$ 250,000 start-up costs for technological and computer equipment - Business & Entrepreneurial Projects, Woodworking, small engines</p> <p>up to \$ 50,000 annually for the next three years to enhance and add to material and equipment</p> <p><i>Science Laboratory Support *:</i></p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p> <p>\$ 50,000 Distance Education Network - retroactive Grade Extension Funding Guidelines</p> <p><i>Bussing: School Bus or Local Contract</i></p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p><i>1.0 UNW Custodial Worker</i></p> <p><i>1.0 NWTTA Teacher (1.0 Administration - VP) *</i></p> <p><i>1.0 Librarian *</i></p> <p><i>1.5 Counsellors *</i></p> <p><i>1.0 UNW School Secretary *</i></p> <p><i>1.0 Secretary (Student Support Services) *</i></p> <p><i>Maani Ulujuk School:</i></p> <p><i>4.0 NWTTA Teachers (timetable and new courses)</i></p> <p><i>1.0 NWTTA Teacher (Student Support -GroupHome)</i></p> <p><i>1.0 School Community Counsellor</i></p> <p><i>0.5 Librarian *</i></p> <p><i>0.5 Counsellor *</i></p> <p><i>1.0 School Secretary *</i></p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p><i>Leo Ussak School:</i></p> <p><i>Leo Ussak has a serious classroom space requirement that needs immediate attention</i></p> <p><i>Student Support Teachers often have to use hallway or any available space to carry out consultations and one on one teaching with "challenged "students</i></p> <p><i>The students use the main office area as a computer lab</i></p> <p><i>The Principal's, Assitant Principal's, School Community Counsellor's Office s are used as teaching spaces</i></p> <p><i>Practical Arts classes have to walk over to Maani Ulujuk School - no facilities and waste of instructional time</i></p> <p><i>Cultural and Local Programme Instructors work in hallways and porches because of lack of space</i></p> <p><i>Physical Education Classes must use the gymnasium at Maani Ulujuk becuse of enrollment pressure on the small gymnasium attached to Leo Ussak School - students receive less than required instructional Phys. Ed. time</i></p> <p><i>Planning Committe and Funding required to remediate this problem - transfer Maani Ulujuk to Primary school and plan for New Secondary School to replace Maani Ulujuk</i></p>	<p><i>Leo Ussak School:</i></p> <p><i>Pilot resources for Inuktitut Curriculum start-up</i></p> <p><i>Up-to-date Janitorial Equipment</i></p> <p>Maani Ulujuk School:</p> <p>Pilot Resources for Inuktitut Curriculum Start-up - Staff Classroom Assistants or Aboriginal Language Specialists</p> <p>CTS Resources</p> <p>Science Equipment and Resources</p> <p>Level 16 Curriculum Start-up Resources and Support</p> <p>Up-to-Date Janitorial Equipment</p> <p>Up-grade CEC Boardroom</p> <p>Rankin Inlet has a real estate sector and a large pool of Government owned and leased housing - housing is less of a problem in Rankin than in smaller communities</p> <p>Bus Garage or Local Contract - Increasing distance from student homes to both schools - extreme cold and safety factors indicate a major need for bussing in Rankin Inlet</p>	<p>Significant increases in student numbers for Rankin Inlet as a result of inward migration, DND Forward Location Airfield Operation, and a large number of students attracted by "Stay-in-School" and "Return-to-School" Programmes have meant that both schools have experienced considerable pressure on space, staff and resources.</p> <p>It is imperative that immediate action be taken both by the KDBE and the Department of Education to plan for and remediate this situation.</p> <p>A Joint Planning Process should be initiated amongst CEC, Staffs, KDBE and Department of Ed. in Yellowknife to bring about a solution to Rankin Inlet School Plant Requirements</p> <p>* Funding and Staffing as per General System Needs (Part 1) Rankin schools Staffing and Resources reflect those needs</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1994 - 1995	<p><i>Leo Ussak School:</i></p> <p><i>Teaching Space now Critical</i></p> <p><i>Staffing & Resources for Inuktitut Curriculum Introduction</i></p> <p>Maani Ulujuk School:</p> <p>Career and Technology Studies Resource Support *:</p> <p>up to \$ 50,000 annually for the next three years to enhance and add to material and equipment - Computer Lab, Draughting</p> <p>Science Laboratory Support *:</p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p>	<p><i>Leo Ussak School:</i></p> <p><i>2.0 NWTTA Teachers(Increased Enrollment)</i></p> <p>Maani Ulujuk School:</p> <p>2.0 NWTTA Teachers (New Courses - CTS, Level 26)</p> <p>Support Staff for New Secondary School</p>
1995 - 1996	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes</i></p> <p>Maani Ulujuk School:</p> <p>Science Laboratory Support *:</p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p>	<p><i>Leo Ussak School:</i></p> <p><i>2.0 NWTTA Teachers (Increased Enrollment)</i></p> <p><i>2.00 NWTTA Teachers (Student Support Teachers)</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment/CTS courses)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>Completion of new Secondary School for Rankin Inlet</p> <p>Full Facility Secondary School able to provide a wide range of options to the students of not only Rankin but the students of the Keewatin</p> <p>Academic Classrooms cabled for Visual Communication Science Laboratories Business & Entrepreneurship Centre Technology Centres - CTS capability Fine Arts Areas - Drama, Video, Music, Graphics Computer Laboratory - Macintosh & IBM Compatability Inuktitut Publishing Centre Inuktitut Local Programme Centre Gymnasium Cafeteria All Appropriate offices - administration, teacher preparation custodial</p>	<p><i>Leo Ussak School:</i></p> <p><i>Staff & Resources for Inuktitut Curriculum Introduction</i></p> <p><i>Resources to match student enrollment and staffing</i></p> <p>Maani Ulujuk School:</p> <p>Science Equipment and Resources</p> <p>Furniture and Equipment to furbish new secondary school</p> <p>Staff and Resources for Inuktitut Curriculum Introduction</p> <p>Resources to match student enrollment and staffing</p> <p>Identified CTS Resources</p> <p>Level 26 Start-up Resources and Suport</p>	<p>Non-completion of a new school facility will result in the quality of education of Rankin Inlet students being seriously compromised.</p> <p>It is imperative that this facility be completed by this school year or for the beginning of 1995 - 1996 school year</p> <p>Staffing, Resources and the provision of In-service is essential to the successful introduction of the K - 12 Inuktitut Curriculum - the KDBE and Department of Education must jointly ensure successful delivery of such an inherently crucial element of the education of the Keewatin</p>
<p>Completion of new Secondary School for Rankin Inlet</p>	<p><i>Leo Ussak School and Maani Ulujuk School:</i></p> <p><i>Staff & Resources for Inuktitut Curriculum Introduction</i></p> <p><i>Resources to match student enrollment and staffing</i></p> <p>Level 36 Start-up Resources and Support</p>	<p>As per Previous Year's Note</p> <p><i>Leo Ussak School continues to need added Student Support Teacher stsafing because of the large number of "challenged" students in the Community and the Group Home</i></p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1995 - 1996	<p>Maani Ulujuk School:</p> <p>Career and Technology Studies Resource Support:</p> <p>up to \$ 50,000 to enhance and add to material and equipment *</p>	
1996 - 1997	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes</i></p> <p>Maani Ulujuk School:</p> <p>Career and Technology Studies Resource Support:</p> <p>up to \$ 50,000 to enhance and add to material and equipment *</p> <p>Science Laboratory Support *:</p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p>	<p><i>Leo Ussak School:</i></p> <p><i>4 NWTTA Teachers (Increased Enrollment)</i></p> <p><i>1.0 NWTTA Teacher (1.0 Administration - VP) *</i></p> <p><i>1.0 Counsellor *</i></p> <p>Maani Ulujuk School:</p> <p>1.0 NWTTA Teacher (Student Support Teacher)</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p> <p>0.5 NWTTA Teacher (0.5 Administration) *</p> <p>0.5 Counsellor *</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
	<p>Maani Ulujuk School:</p> <p>CTS Equipment and Resources</p> <p>Science Equipment and Resources</p> <p>Library Resourcing to NWT Library Guidelines</p>	
<p>No additional plant - New Secondary School was planned with projected growth of Rankin Population factored</p>	<p><i>Leo Ussak School:</i></p> <p><i>Resources and Staffing - Teaching as well as support staff necessary to maintain Programmes & Curricula</i></p> <p>Maani Ulujuk School:</p> <p>CTS Equipment and Resources</p> <p>Science Equipment and Resources</p> <p>Library Resourcing to NWT Library Guidelines</p>	<p>Projected student populations for both schools indicate a need for growth in Staffing and resources till the year 2002 - 2003</p> <p>Staffing and Resource funding will reflect Department of Ed. formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1997 - 1998	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p><i>1.0 UNW Custodial Worker</i></p> <p><i>2.0 UNW Student Support Assistants *</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p> <p>1.0 NWTTA (Student Support Teacher)</p> <p>1.0 UNW School Secretary *</p> <p>1.0 Secretary (Student Support Services)</p>
1998 - 1999	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>No additional plant necessary</p>	<p><i>Leo Ussak School:</i></p> <p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p>Projected student populations for both schools indicate a need for growth in Staffing and resources till the year 2002 - 2003</p> <p>Staffing and Resource funding will reflect Department of Ed. formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>
<p>No additional plant necessary</p>	<p><i>Leo Ussak School:</i></p> <p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes</p>	<p>Projected student populations for both schools indicate a need for growth in Staffing and resources till the year 2002 - 2003</p> <p>Staffing and Resource funding will reflect Department of Ed. formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1999 - 2000	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p>
2000 - 2001	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>No additional plant necessary</p> <p>Planning necessary for renovation of Leo Ussak Elementary School and the original Maani Ulujuk School</p>	<p><i>Leo Ussak School:</i></p> <p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p>Projected student populations for both schools indicate a need for growth in Staffing and resources till the year 2002 - 2003</p> <p>Staffing and Resource funding will reflect Department of Ed. formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>
<p><i>Renovation to Leo Ussak Elementary school and original Maani Ulujuk School - 15 + years need updating and cabling for Visual Communication</i></p> <p><i>Library</i> <i>Gymnasium</i> <i>Technology Areas - Practical Arts + Home Economics</i> <i>Inuktitut Publishing Cenytre</i> <i>Cultural and Local Programme Areas - skinning, sewing</i></p>	<p>Resources necessary to furnish and up-date the two newly renovated schools</p>	<p>Innovations in educational technology and new technology in the wider CTS Sector will mean that a major regional educational centre such as Rankin Inlet will need up-dating</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
2001 - 2002	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p>
2002 - 2003	<p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p>Maani Ulujuk School:</p> <p>Staffing & Resource Funding to maintain Programmes and Curricula</p>	<p><i>Leo Ussak School:</i></p> <p><i>4.0 NWTTA Teachers (Increased Enrollment)</i></p> <p>Maani Ulujuk School:</p> <p>3.0 NWTTA Teachers (Increased Enrollment)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Rankin Inlet - Leo Ussak and Maani Ulujuk Schools

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p><i>Renovation to both schools completed</i></p>	<p><i>Leo Ussak School:</i></p> <p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p><i>Maani Ulujuk School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p>	<p>Projected student populations for both schools indicate a need for growth in Staffing and resources till the year 2002 - 2003</p> <p>Staffing and Resource funding will reflect Department of Ed. formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>
<p>No additional Plant</p>	<p><i>Leo Ussak School:</i></p> <p><i>Leo Ussak School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p> <p><i>Maani Ulujuk School:</i></p> <p><i>Staffing & Resource Funding to maintain Programmes and Curricula</i></p>	<p>Projected student populations for both schools indicate a need for growth in Staffing and resources till the year 2002 - 2003</p> <p>Staffing and Resource funding will reflect Department of Ed. formula funding and * Funding and Staffing as per General System Needs (Part 1)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Repulse Bay - Tusarvik School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	<p>Career and Technology Studies Resource Support *:</p> <p>up to \$ 250,000 start-up costs for technological and computer equipment - Woodworking, Visual Arts, Business & Entrepreneurial Projects</p> <p>up to \$ 50,000 annually for the next three years to enhance and add to material and equipment</p>	<p>2.5 NWTTA Teachers (1.0 Teaching + 1.5 Administration) *</p> <p>1.0 School Community Counsellor</p> <p>0.5 Librarian *</p> <p>1.0 Counsellor *</p> <p>1.0 School Secretary *</p>
1994 - 1995	<p>Career and Technology Studies Resource Support *:</p> <p>up to \$ 50,000 to enhance and add to material and equipment - Computer Lab</p> <p>Grade 10 Extension:</p> <p>Resource funding as per Grade Extension Guidelines</p> <p>Science Laboratory Support *:</p> <p>up to \$ 15,000 to improve Science Laboratory facilities</p>	<p>1.0 UNW Custodial Worker</p> <p>2.0 NWTTA Teacher (Grade 10 Extension)</p> <p>1.0 NWTTA Teacher (Student Support Teacher)</p>
1995 - 1996	<p>Career and Technology Studies Resource Support *:</p> <p>up to \$ 50,000 to enhance and add to material and equipment</p>	<p>1.0 NWTTA Teacher (Librarian * + 0.5 Administration)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Repulse Bay - Tusarvik School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
<p>Planning for new addition</p>	<p>6 Housing Units</p>	<p>* Funding and Staffing as per General System Needs (Part 1) Repulse Bay projected enrollment under the guidelines would provide for a level of staffing as shown</p> <p>Grade 10 Extension for 1994 - 95</p>
<p>4 Classroom Addition 1 Gymnasium</p> <p>With Grade Extension and increased enrollment the present school although recently constructed would not provide teaching space or upgraded facilities to provide for Grade 10 and Career and Technology Studies Programming</p> <p>Science Laboratory upgrade</p>	<p>Furniture and Equipment to furnish new addition</p> <p>3 Housing Units</p> <p>Science Equipment and Furniture</p>	<p>Repulse would request a Grade 10 Extension for their community</p> <p>Projected student enrollment shows that the community could sustain a Senior Secondary School programme with Grade 11 in 1996 - 97 and Grade 12 in the school year 1997 - 1998</p>
<p>Completion of New Addition</p>	<p>1 Housing Unit</p>	<p>* Funding and Staffing as per General System Needs (Part 1)</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Repulse Bay - Tusarvik School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1995 - 1996	Science Laboratory Support *: up to \$ 15,000 to improve Science Laboratory facilities	
1996 - 1997	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment Grade 11 Extension: Resource funding as per Grade Extension Guidelines Science Laboratory Support *: up to \$ 15,000 to improve Science Laboratory facilities	2.0 NWTTA Teachers (Grade 11 Extension)
1997 - 1998	Grade 12 Extension: Resource funding as per Grade Extension Guidelines	2.0 NWTTA Teachers (Grade 12 Extension)
1999 - 2000	No additional resources	1.0 UNW Student Support Assistant *

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Repulse Bay - Tusarvik School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
Planning for 2 Classroom Addition	Science Equipment and Furniture	Community request for Grade 11 Extension for 1996-1997
2 Classroom Extension: Library upgrading	2 Housing Units Library funding as per NWT Library guidelines	Projected enrollment indicates the need for Grade 11 this school year and Grade 12 for 1997 -1998 2 Classroom extension needed to teach Grade 11 and Grade 12
Completion of new extension	2 Housing Units	Grade 12 Extension - numbers show that Repulse can sustain a Senior Secondary School Programme from this year onward
No additional plant	No additional other resources	* Funding and Staffing as per General System Needs (Part 1)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Repulse Bay - Tusarvik School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
2000 - 2001	No additional resources	No additional personnel
2001 - 2002	No additional resources	1.0 NWTTA Teacher (Increased Enrollment)
2002 - 2003	No additional resources	No additional personnel

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Repulse Bay - Tusarvik School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant	No additional other resources	Repulse Bay student population is projected to remain stable for the foreseeable future - resource and staff funding will follow D of E formula funding and * Funding and Staffing as per General System Needs (Part 1)
No additional Plant	1 Housing Unit	As per note for previous year
No additional Plant	No additional other resources	As per note for previous year

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Whale Cove - Inuglak School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1993 - 1994	Career and Technology Studies Resource Support *: up to \$ 250,000 start-up costs for technological and computer equipment - Draughting, Woodworking, Visual Arts, Business & Entrepreneurial Projects up to \$ 50,000 annually for the next three years to enhance and add to material and equipment	1.0 NWTTA Teacher (0.5 Teaching + 0.5 Administration) 1.0 School Community Counsellor 0.5 Librarian * 0.5 Counsellor * 1.0 School Secretary *
1994 - 1995	Career and Technology Studies Resource Support *: up to \$ 50,000 to enhance and add to material and equipment - Keyboarding, Small Engine Repair Grade 10 Extension - Possibility of Split Grade 10 with Chesterfield Inlet School Resource funding as per Grade Extension Guidelines	1.0 NWTTA Teacher (Grade 10 Extension) 1.0 NWTTA Teacher (Student Support Teacher)
1995 - 1996	Career and Technology Studies Resource Support °: up to \$ 50,000 to enhance and add to material and equipment	No additional personnel

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Whale Cove - Inuglak School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant - new school opened Nov 1992	<p>4 Housing Units</p> <p>Bussing Contract</p>	<p>* Funding and Staffing as per General System Needs (Part 1) Whale Cove projected enrollment under the guidelines would provide for a level of staffing as shown</p> <p>Extreme Cold and safety factors</p>
No additional plant - new school opened Nov 1993	<p>Home Boarding for Grade 10 students located in the community - 5 to 10 students from Chesterfield Inlet</p> <p>Small Student Hostel (cf. Baffin D.B.E. Units)</p> <p>2 Housing Units</p>	<p>Community willing to share a split Grade 10 Extension with another Keewatin Community - Repulse or Chesterfield Inlet?</p> <p>Student numbers would allow a semestered school year - 5 to 10 students spending a semester in home community and the rest of the year in sharing community</p>
No additional plant - new school opened Nov 1992	No additional resources	<p>* Funding and Staffing as per General System Needs (Part 1) Whale Cove projected enrollment under the guidelines would provide for a level of staffing as shown</p>

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Whale Cove - Inuglak School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
1996 - 1997	Career and Technology Studies Resource Support: up to \$ 50,000 to enhance and add to material and equipment *	1.0 NWTTA Teacher (Increased school enrollment)
1997 - 1998	No additional resources	1.0 NWTTA Teacher (0.5 Counsellor + 0.5 Administration)
1998 - 1999	Grade 10 Extension Resources: complete funding as per Grade Extension Guidelines to bring split grade 10 resources up to requirements Science Laboratory Addition: up to \$ 15,000 annually for three years for equipment and general upgrade *	2.0 NWTTA Teachers (Grade 10 Extension) 1.0 NWTTA Teacher (Increased school enrollment)
1999 - 2000	Science Laboratory Funding: up to \$ 15,000 per yer for equipment and general upgrade*	No additional personnel
2000 - 2001	Science Laboratory Funding: up to \$ 15,000 per year for equipment and general upgrade*	No additional personnel

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Whale Cove - Inuglak School

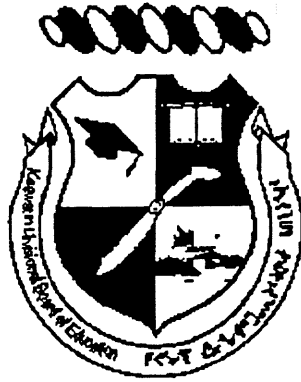
ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant - New school opened Nov. 1992	1 Housing Unit	* Funding and Staffing as per General System Needs (Part 1)
No additional plant - New school opened Nov. 1992	1 Housing Unit	* Funding and Staffing as per General System Needs (Part 1)
4 Classroom Extension: Library-Resource Centre - Computer Lab Science Laboratory 2 classrooms	3 Housing Units Library funding as per NWT Library guidelines	Increased Student Enrollment now would allow a Full Grade 10 Extension in Whale Cove and the need for increased Classroom space and upgraded facilities such as Science laboratory, Home Economics and Industrial Technology Library - Resource Centre needed to meet Distance Education need
No additional plant	No additional other resources	* Funding and Staffing as per General System Needs (Part 1)
No additional plant	No additional other resources	* Funding and Staffing as per General System Needs (Part 1)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Whale Cove - Inuglak School

YEAR	ADDITIONAL RESOURCES	ADDITIONAL PERSONNEL
2001 - 2002	No additional resources	1.0 NWTTA Teacher (Increased School Enrollment)
2002 - 2003	Grade 11 Extension Resources: Resource funding as per Grade Extension Guidelines	2.0 NWTTA Teachers (Grade 11 Extension)

KEEWATIN TEN YEAR EDUCATIONAL PLAN
Community School Plans K - 12
Whale Cove - Inuglak School

ADDITIONAL PLANT	ADDITIONAL OTHER RESOURCES	NOTES
No additional plant	1 Housing Unit	
No additional Plant	2 Housing Units	Projected Student numbers show the need for Grade 11 Extension



KEEWATIN

Ten Year Educational Plan 1993 - 2003

Part 4 Goals & Implementation Plan 1993 -1998

Keewatin Divisional Board of Education

Part 4: GOALS AND IMPLEMENTATION PLAN 1993 - 1998

A. GOALS:

1. Increased Student Student Success in School, as Demonstrated by:

(A) Reduced Student Drop-out:

under 50 % by 1996 - 1997
under 40 % by 1999 - 2000
under 30 % by 2002 - 2003

(B) Attracting Student Drop-outs to Return to School

**(C) Increased Vocational Skills Education (Business, Computer, Entrepreneurship,
Home Economics and Technology)**

(D) Increased Number of High School Graduates, Including Advanced Level Standing:

double the average of the period 1982-92 by the year 1996-97
quadruple the average of the period 1982-92 by the year 2002-03

(E) Increased Number of Students Entering Post-Secondary Education

2. Develop Plans and Policies to enhance, revise and develop Educational Programmes to Meet the Needs of Students and Communities

3. Develop Plans to Enhance the Inuktitut Programme, Including the Production of Teaching Materials, especially in Science, Mathematics and the Junior/Senior Level Programmes

4. Develop Plans and Policies to Ensure Adequate Standards of Student Achievement

B. IMPLEMENTATION PLAN:

1993 - 94:

1. Develop 10 Year Plan, K-12, to focus on the direction of education in the Keewatin, with the emphasis on academic and vocational skills education. The Plan to include details, for each school/ community by grade and year re:

- (a) Student Population Projection**
- (b) Resources, Capital Building Requirements**
- (c) Personnel Requirements**
- (d) Housing Requirements**

2. Develop system-wide Board/School Policies re:

- (a) Increasing parent/community education and school involvement. Increasing community awareness of KDBE Goals and Objectives**
- (b) Enhancement of Inuktitut curriculum and cultural inclusion. Identification of Inuktitut teaching-learning material needs and the setting up of a process for increased production/acquisition of new material**
- (c) Programme development and implementation targets and strategies, and annual programme review and evaluation process**
- (d) Student evaluation methodology and standards of achievement**
- (e) Student behaviour expectations: discipline, attendance, punctuality**

- (f) Student retention strategies/ monitoring drop-outs
- (g) Alternative education plan (e.g. correspondence, distance education)
- (h) Schools addressing student personal/social problems that impact on education
- (i) Cultural/Community/Board orientation of new teachers, CEC, KDBE members
- (j) KDBE and Inter-Agency co-operation and co-ordination
- (k) Job description for each KDBE position
- (l) Teacher/ Principal Performance Evaluation

3. Programme Planning for each new course that will be introduced in the school year 1994 - 1995

1994 - 1995:

- (a) Begin Implementation of the Keewatin 10 Year Educational Plan
- (b) KDBE ratification of Board/School Policies
- (c) Begin implementation of developed Policies
- (d) Set up process for annual school review: implementation of 10 Year Plan and Policies

1995 - 1996:

Begin system-wide review of program development and implementation in each school with reference to:

- (a) Inuktitut Programmes and Teaching-Learning Material**
- (b) Academic and Science Programmes**
- (c) Vocational Programmes (Business, Entrepreneurship, Computers, Technology)**

1996 - 1997:

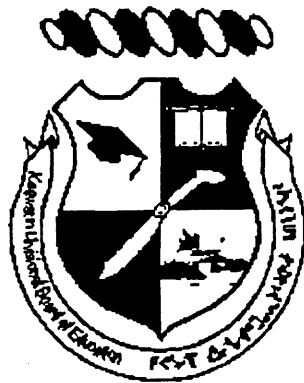
Begin system-wide review of Student Evaluation practices with reference to:

- (a) Methodology**
- (b) Standards of Student Achievement**

1997 - 1998:

Review of student success in schools with reference to:

- (a) Student Retention/ Drop-out status**
- (b) Vocational Skills Education**
- (c) Number of High School Graduates (including Advanced Level Graduates)**
- (d) Number of Students entering Post-Secondary Education**



KEEWATIN

Ten Year Educational Plan 1993 - 2003

Part 5 Addenda

Keewatin Divisional Board of Education

PART 5: ADDENDA

5.1 NEW PROGRAMMES INTRODUCED - EXISTING PROGRAMMES REVISED

This section of the Plan, lists the programmes that each school is planning, year by year, to introduce for the first time, or to review, enhance and update. These programme are largely in Career and Technology Studies (CTS - relating to Business, Entrepreneurship, Computers, Family Studies and Technology). The list is neither definitive nor exhaustive, for schools and communities may change their focus on the basis of need.

The major objective here is to make the Department of Education aware of programme additions and modifications planned so that funding may be adequately budgeted for.

The programme additions and revisions listed here are based on identified student and community needs, and as such are intended to fulfil the Department and KDBE mandate that education reach as large a number of residents as possible and serve a wide variety of needs, both individual and societal.

New, Revised and Enhanced Educational Programming By School and Year of Introduction

Each community and school will be implementing, revising, and enhancing the various curricula Kindergarten through Grade 12 - following the Implementation Cycle as directed by the Department of Education, Government of the NWT, Yellowknife.

1992 - 1993

Qitiqliq School, Arviat:

K - 12 Implementation of approved Department of Education curricula

K - 9 Integrated Programming Grades 7

10 - 12 Career and Technology Studies (CTS) - Enterprise and Innovation

1993 - 1994

Qitiqliq School, Arviat

K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum

K - 9 Integrated Programming Grades 7 and 8

CTS - Expansion of some elements of CTS into Grade 9 courses

10 -12 CTS - Expansion in Grades 10,11 12 - Work Experience, Construction Technologies

10 -12 New Mathematics 10, 20, 30
New Science 10, 20 ,30
Humanities 9,10

1993 - 1994

Ilitsijaqturvik School, Baker Lake

- K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
Introduction of Grade 11 Level Core Courses
- K - 5 Computer Literacy
- 6 - 10 Fine Arts - Music Programme
- 6 - 9 Library & Research Skills
Fine Arts (Inuit Arts, Modern Arts, Crafts, and Life Skills)
- 10 CTS - Enterprise and Innovation, Communication Technology

Victor Sammurtok School, Chesterfield Inlet

- K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
K - Personal Health
- 1 - 9 Inuit History and Legends
Hands-on Cultural & Lands Skills
- 7 - 9 Hands-on Science Curriculum
- 9 - 10 CTS - Introduction of CTS Programme - Enterprise and Innovation

Sakku School, Coral Harbour

- K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
Introduction of Grade 11 Level Core Courses
- 10 - 11 CTS - Enterprise and Innovation, Communication Technology, Construction Technologies,
Food studies, and Information Processing

1993 - 1994

Leo Ussak School, Rankin Inlet

K - 6 Implementation of approved Department of Education curricula - Inuktitut Curriculum
Computer Competency

Maani Ulujuk School, Rankin Inlet

7 - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
10 - 12 Level 16 Courses
10 - 12 CTS - Enterprise and Innovation, Communication Technology

Tussarvik School, Repulse Bay

K - 9 Implementation of approved Department of Education curricula - Inuktitut Curriculum

Inuglak School, Whale Cove

K - 9 Implementation of approved Department of Education curricula - Inuktitut Curriculum
3 Inuktitut to Grade 3
4 - 6 Woodwork & Home Economics
7 - 9 CALM/ CTS introduction - Business, Enterprise & Innovation, Draughting, Food Studies, and Visual Arts

1994 - 1995

Qitiqliq School, Arviat

K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum

0 -12 CTS - Expansion in Grades 10,11,12 - Communication Technology, Design Studies

Ilitsijaqturvik School, Baker Lake

K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
Introduction of Grade 12 Level Core Courses

K - 3 Music

4 - 5 Fine Arts

6 Career Counselling

7 - 11 Video Communication

10 -12 CTS - Expansion in Grades 10,11 12 - Food Studies

10 Inuit/ Traditional Games

Textiles

Victor Sammurtok School, Chesterfield Inlet

K - 10 Implementation of approved Department of Education curricula - Inuktitut Curriculum

K - 4 Inuktitut Instruction(100%), 5 -6 Inuktitut Instruction (100%, English as ESL)

K - 4 Inuktitut Computer Programme
Music Programme

7 - 10 Communications - AV and Media Production
Music Programme
Intensive Physical Education Programme

9 -10 CTS - Expansion of the programme - Communication Technology & Information Processing

Sakku School, Coral Harbour

K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
Introduction of Grade 12 Level Core Courses

K - 9 Arts and Crafts Programme

10 - 12 CTS - Expansion in Grades 10, 11, and 12 - Wildlife, Tourism, Design Studies, and
Work Experience

Leo Ussak School, Rankin Inlet

K - 6 Implementation of approved Department of Education curricula - Inuktitut Curriculum
Intensive and Appropriate Cultural Programme

Maani Ulujuk School, Rankin Inlet

7 - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum

10 - 12 Level 26 Courses

10 - 12 CTS -Tourism Studies, Work Experience, Construction Technologies

Tussarvik School, Repulse Bay

- K - 10 Implementation of approved Department of Education curricula - Inuktitut Curriculum
- 10 Introduction of Grade 10 Level Core Courses
- 10 CTS - Introduction of CTS courses to the Grades 10 and 9 - Enterprise & Innovation
Communication Technology

Inuglak School, Whale Cove

- K - 10 Implementation of approved Department of Education curricula - Inuktitut Curriculum
- 10 Introduction of Grade 10 Level Core Courses
- 10 CTS - Consolidation of course introduction from the previous year - Information Processing
- 7 - 10 Small Engine Repair

1995 - 1996

Qitiqliq School, Arviat

- K - 12 Implementation of approved Department of Education curricula - Inuktitut Curriculum
- 10 -12 CTS - Expansion in Grades 10,11 12 - Financial Management, Management and Marketing
Registered Apprenticeship Programme

Ilitsijaqturvik School, Baker Lake

- K - 12 Implementation of approved Department of Education curricula
- K - 3 Fine Arts Programme
- 4 - 5 Music Programme
- 7 - 9 Career Counselling & Guidance Counselling Programme, Business Education Programme
- 10 - 12 CTS - Expansion of the Programme - Design Studies, Management & Marketing Studies
- 11 Electronics, Textiles
- 10 - 12 Child Care Studies

Victor Sammurtok School, Chesterfield Inlet

- K - 10 Implementation of approved Department of Education curricula
- 10 Introduction of Grade 10 Level Core Courses
- 10 CTS - Expansion of programme - Design Studies and Construction Technologies
- K - 4 Local History/ Social Studies Programme - Local Elders and Resources
- 5 - 10 Computer Science Programme

Sakku School, Coral Harbour

- K - 12 Implementation of approved Department of Education curricula
- 10 - 12 CTS - Expansion in Grades 10, 11, and 12 - Financial Management, Management & Marketing

Leo Ussak School, Rankin Inlet

K - 6 Implementation of approved Department of Education curricula

Intensive and Appropriate Cultural Programme - continue to develop and modify, integration with Inuktitut Language Arts Curriculum K - 6

Maani Ulujuk School, Rankin Inlet

7 - 12 Implementation of approved Department of Education curricula

10 - 12 Level 36 Courses

10 - 12 CTS - Expansion of the CTS programme - Food Studies, Information Processing, Design Studies
Registered Apprenticeship Programme

Tussarvik School, Repulse Bay

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of CTS courses to the Grades 10 and 9 - Construction Technologies

Inuglak School, Whale Cove

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of the CTS programme - Design Studies, Construction Technologies

1996 - 1997

Qitiqliq School, Arviat

K - 12 Implementation of approved Department of Education curricula

10 -12 CTS - Expansion in Grades 10,11 12 - Tourism Studies, Wildlife Studies

Ilitsijaqturvik School, Baker Lake

K - 12 Implementation of approved Department of Education curricula

4 - 5 Career Awareness Programme

6 - 9 Draughting, Small Engine Repair, Design Technology, Textiles, Inuit Design

10 -12 CTS - Expansion in Grades 10,11, 12 - Information Processing, Financial Management

Victor Sammurtok School, Chesterfield Inlet

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of programme - Food Studies, Work Experience

5 - 10 Intensive Home Economics, Industrial Arts, Life Skills Programme, Small Engine Repair Programme

2 - 4 Northern Studies Programme

Sakku School, Coral Harbour

K - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Expansion in Grades 10, 11, and 12 - Energy and Mineral Resources, Legal Studies

Leo Ussak School, Rankin Inlet

K - 6 Implementation of approved Department of Education curricula

Intensive and Appropriate Cultural Programme - continue to develop and modify, integration with Inuktitut Language Arts Curriculum K - 6

K - 6 Practical Arts Programme - Preparation for Secondary CTS Programme

Maani Ulujuk School, Rankin Inlet

7 - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Expansion of the CTS programme - Tourism Studies, Wildlife Studies

Tussarvik School, Repulse Bay

K - 10 Implementation of approved Department of Education curricula
Introduction of Grade 11 Level Core Courses

10 CTS - Expansion of CTS courses to the Grades 10 and 9 - Food Studies, Work Experience

Inuglak School, Whale Cove

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of the CTS programme - Communication Technology, Information Processing

1997 - 1998

Qitiqliq School, Arviat

K - 12 Implementation of approved Department of Education curricula

10 -12 CTS - Expansion in Grades 10,11, 12 - Food Studies, Legal Studies, Information Processing, Energy and Mineral Resources

Ilitsijaqturvik School, Baker Lake

K - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Expansion of CTS programme - Construction Technologies, Work Experience, Tourism Studies, Wildlife Studies, Legal Studies, Energy and Mineral Resources

5 - 6 Woodworking Programme
Gymnastics Programme

10 Gymnastics 10

Victor Sammurtok School, Chesterfield Inlet

K - 10 Implementation of approved Department of Education curricula
Introduction of Grade 11 Level Core Courses

10 CTS - Expansion of programme - Tourism Studies, Wildlife Studies, Energy and Mineral Resources

K - 4 Inuktitut Physical Education Programme

5 - 11 Intensive Science Programme - Specialist Teaching Staff

Sakku School, Coral Harbour

K - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Consolidation and revision of CTS Programme - Introduction of new CTS Elements as they are released and approved

Leo Ussak School, Rankin Inlet

K - 6 Implementation of approved Department of Education curricula

K - 6 Practical Arts Programme - Preparation for Secondary CTS Programme

Maani Ulujuk School, Rankin Inlet

7 - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Expansion of the CTS programme - Financial Management, Management & Marketing, Legal Studies, Energy and Mineral Resources

Tussarvik School, Repulse Bay

K - 10 Implementation of approved Department of Education curricula
Introduction of Grade 12 Level Core Courses

10 CTS - Expansion of CTS courses to the Grades 10,11, and12 - Tourism Studies, Wildlife Studies

Inuglak School, Whale Cove

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of the CTS programme - Tourism Studies, Wildlife Studies, Energy and Mineral Resources

1998 - 1999

Qitiqliq School, Arviat

K - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Consolidation and revision of CTS Programme - Introduction of new CTS Elements as they are released and approved

Ilitsijaqturvik School, Baker Lake

K - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Consolidation and revision of CTS Programme - Introduction of new CTS Elements as they are released and approved

Registered Apprenticeship Programme - Plumbing, Auto Mechanics

Gymnasics 20

7 - 9 Gymnastics Programme

Victor Sammurtok School, Chesterfield Inlet

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of programme - Legal Studies, Financial Management, Management & Marketing

Sakku School, Coral Harbour

K - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Consolidation and revision of CTS Programme - Introduction of new CTS Elements as they are released and approved

Registered Apprenticeship Programme - Auto Mechanics, Welding, Plumbing, Electrician

Leo Ussak School, Rankin Inlet

K - 6 Implementation of approved Department of Education curricula

K - 6 Practical Arts Programme - Preparation for Secondary CTS Programme

Maani Ulujuk School, Rankin Inlet

7 - 12 Implementation of approved Department of Education curricula

10 - 12 CTS - Consolidation and revision of CTS Programme - Introduction of new CTS Elements as they are released and approved

Tussarvik School, Repulse Bay

K - 10 Implementation of approved Department of Education curricula

10 - 12 CTS - Expansion of the CTS programme - Information Processing, Design Studies, Energy and Mineral Resources

Inuglak School, Whale Cove

K - 10 Implementation of approved Department of Education curricula

10 CTS - Expansion of the CTS programme - Work Experience, Legal Studies. Financial Management,

2002 - 2003

Inuglak School, Whale Cove

Introduction of Grade 11 Level Core Courses

1999 -2003

Qitiqliq School, Arviat

Ilitsijaqturvik School, Baker Lake

Victor Sammurtok School, Chesterfield Inlet

Sakku School, Coral Harbour

Leo Ussak School, Rankin Inlet

Maani Ulujuk School, Rankin Inlet

Tusarvik School, Repulse Bay

all schools will carry out the implementation of approved Department of Education curricula K - 12

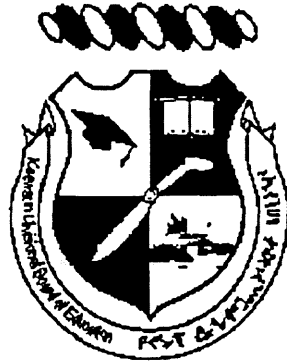
CTS - Consolidation and revision of CTS Programme - Introduction of new CTS Elements as they are released and approved

Registered Apprenticeship Programme - carry out development and implementation of the programme where community needs are established - Auto Mechanics, Construction, Welding, Plumbing, and Electrician Studies

5.2 STUDENT POPULATION PROJECTIONS 1993 - 2003

This section provides valuable information about projected enrollment, year by year and school by school, for the next ten years. The projections are derived from: (a) community birth and pre-school children's age data provided by community agencies, (b) estimates based on current and past enrollment trends, and (c) estimates based on population movement and resettlement resulting from decentralisation.

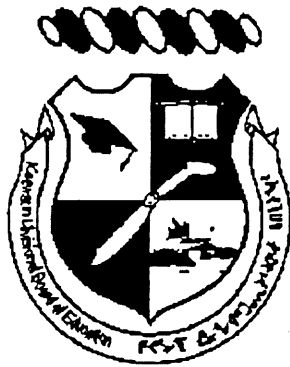
This information is intended to assist not only the KDBE but also the Department of Education in planning for future needs in terms of programmes, personnel, capital and resources, and housing.



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Qitqliq School
Arviat**

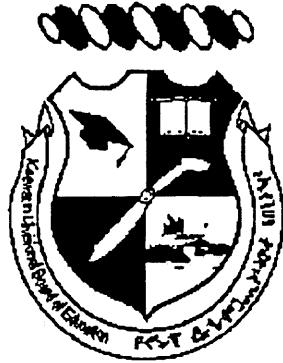
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 - 1994	47	36	43	48	38	39	61	45	35	28	33	18	14	16	501
1994 - 1995	52	47	36	43	48	38	39	61	45	35	28	33	18	16	513
1995 - 1996	47	52	47	36	43	48	38	39	61	45	35	28	33	16	568
1996 - 1997	55	47	52	47	36	43	48	38	39	61	45	35	28	16	590
1997 - 1998	56	55	47	52	47	36	43	48	38	39	61	45	35	16	618
1998 - 1999	58	56	55	47	52	47	36	43	48	38	39	61	45	16	641
1999 - 2000	60	58	56	55	47	52	47	36	43	48	38	39	61	16	656
2000 - 2001	62	60	58	56	55	47	52	47	36	43	48	38	39	16	657
2001 - 2002	64	62	60	58	56	55	47	52	47	36	43	48	38	16	682
2002 - 2003	66	64	62	60	58	56	55	47	52	47	36	43	48	16	710



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Ilitsijaqturvik School
Baker Lake**

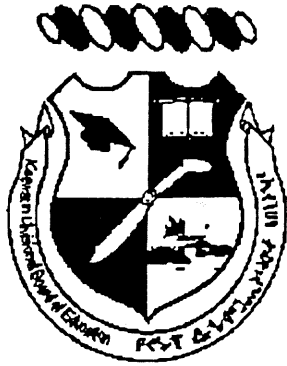
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 - 1994	40	41	37	29	34	27	37	28	25	15	15	15	-	21	364
1994 - 1995	40	40	41	37	29	34	27	37	28	25	15	15	15	-	383
1995 - 1996	42	40	40	41	37	29	34	27	37	28	25	15	15	-	410
1996 - 1997	66	42	40	40	41	37	29	34	27	37	28	25	15	-	461
1997 - 1998	65	66	42	40	40	41	37	29	34	27	37	28	25	-	511
1998 - 1999	65	65	66	42	40	40	41	37	29	34	27	37	28	-	551
1999 - 2000	60	65	65	66	42	40	40	41	37	29	34	27	37	-	583
2000 - 2001	60	60	65	65	66	42	40	40	41	37	29	34	27	-	606
2001 - 2002	60	60	60	65	65	66	42	40	40	41	37	29	34	-	639
2002 - 2003	65	60	60	60	65	65	66	42	40	40	41	37	29	-	670



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Victor Sammurtok
School
Chesterfield Inlet**

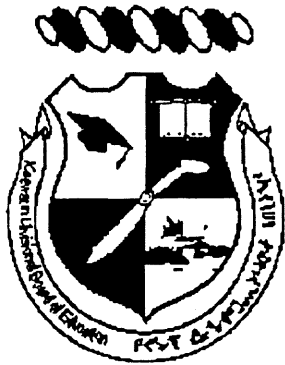
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 - 1994	11	8	10	15	12	6	12	12	13	6	-	-	-	-	105
1994 - 1995	10	11	8	10	15	12	6	12	12	13	-	-	-	-	109
1995 - 1996	12	10	11	8	10	15	12	6	12	12	13	-	-	-	121
1996 - 1997	10	12	10	11	8	10	15	12	6	12	12	-	-	-	118
1997 - 1998	9	10	12	10	11	8	10	15	12	8	12	12	-	-	127
1998 - 1999	10	9	10	12	10	11	8	10	15	12	6	12	-	-	125
1999 - 2000	10	10	9	10	12	10	11	8	10	15	12	6	-	-	123
2000 - 2001	11	10	10	9	10	12	10	11	8	10	15	12	-	-	128
2001 - 2002	10	11	10	10	9	10	12	10	11	8	10	15	-	-	126
2002 - 2003	10	10	11	10	10	9	10	12	10	11	8	10	-	-	121



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Sakku School
Coral Harbour**

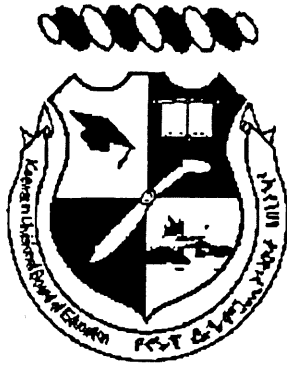
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 - 1994	32	23	20	17	18	13	16	13	19	19	9	32	-	-	232
1994 - 1995	23	32	23	20	17	18	13	16	13	19	19	9	36	-	258
1995 - 1996	28	23	32	23	20	17	18	13	16	13	19	19	9	-	250
1996 - 1997	27	28	23	32	23	20	17	18	13	16	13	19	19	-	268
1997 - 1998	27	27	28	23	32	23	20	17	18	13	16	13	19	-	276
1998 - 1999	27	27	27	28	23	32	23	20	17	18	13	16	13	-	284
1999 - 2000	27	27	27	27	28	23	32	23	20	17	18	13	16	-	298
2000 - 2001	27	27	27	27	27	28	23	32	23	20	17	18	13	-	309
2001 - 2002	27	27	27	27	27	27	28	23	32	23	20	17	18	-	323
2002 - 2003	27	27	27	27	27	27	27	28	23	32	23	20	17	-	332



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Leo Ussak School
and
Maani Ulujuk School
Rankin Inlet**

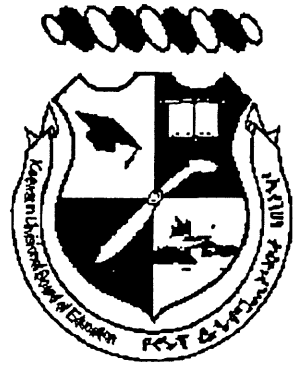
Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 -1994	50	55	47	54	41	45	46	44	62	18	20	50	31	16	579
1994 - 1995	38	50	55	47	54	41	45	46	44	62	18	20	50	16	586
1995 -1996	59	38	50	55	47	54	41	45	46	44	62	18	30	16	605
1996 - 1997	59	59	38	50	55	47	54	41	45	46	44	62	18	16	634
1997 - 1998	40	59	59	38	50	55	47	54	41	45	46	44	62	16	656
1998 - 1999	49	40	59	59	38	50	55	47	54	41	45	46	44	16	643
1999 - 2000	49	49	40	59	59	38	50	55	47	54	41	45	46	16	648
2000 - 2001	49	49	49	40	59	59	38	50	55	47	54	41	45	16	651
2001 - 2002	49	49	49	49	40	59	59	38	50	55	47	54	41	16	655
2002 - 2003	49	49	49	49	49	40	59	59	38	50	55	47	54	16	663



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Tusarvik School
Repulse Bay**

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 - 1994	21	16	21	24	27	22	23	5	17	6	-	-	-	-	182
1994 - 1995	18	21	16	21	24	27	22	23	5	6	8	-	-	-	195
1995 - 1996	24	18	21	16	21	24	27	22	23	5	10	-	-	-	211
1996 - 1997	10	24	18	21	16	21	24	27	22	23	8	10	-	-	224
1997 - 1998	18	10	24	18	21	16	21	24	27	22	23	8	12	-	244
1998 - 1999	17	18	10	24	18	21	16	21	24	27	22	23	8	-	249
1999 - 2000	18	17	18	10	24	18	21	16	21	24	27	22	23	-	259
2000 - 2001	17	18	17	18	10	24	18	21	16	21	24	27	22	-	253
2001 - 2002	18	17	18	17	18	10	24	18	21	16	21	24	27	-	249
2002 - 2003	17	18	17	18	17	18	10	24	18	21	16	21	24	-	239



**Keewatin Divisional Board of Education
10 Year Strategic Plan
Projected Student Population 1993 - 2003
by Year and Grade for each Community**

**Inuglak School
Whale Cove**

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	COP	Total
1993 - 1994	11	11	11	6	8	11	6	9	6	3	-	-	-	-	82
1994 - 1995	8	11	11	11	6	8	11	6	9	6	-	-	-	-	87
1995 - 1996	8	8	11	11	11	6	8	11	6	9	6	-	-	-	95
1996 - 1997	13	8	8	11	11	11	6	8	11	6	9	-	-	-	102
1997 - 1998	13	13	8	8	11	11	11	6	8	11	6	-	-	-	106
1998 - 1999	15	13	13	8	8	11	11	11	6	8	11	-	-	-	115
1999 - 2000	15	15	13	13	8	8	11	11	11	6	8	-	-	-	119
2000 - 2001	17	15	15	13	13	8	8	11	11	11	6	-	-	-	128
2001 - 2002	17	17	15	15	13	13	8	8	11	11	11	-	-	-	139
2002 - 2003	19	17	17	15	15	13	13	8	8	11	11	11	-	-	158

5.3 ADDITIONAL REQUIREMENTS - COSTS

PREFACE

This section adds up the additional costs of the Ten Year Plan's requirements in terms of personnel and programme funding over and above the regular costs.

It does not take into account costs that would have occurred in the normal course of events - costs of additional buildings that would have been required because of increases in student population; costs of resultant staffing increases; costs of additional housing required because of increased staffing; costs associated with grade extensions and programme changes and modifications. These are routine costs, unrelated to any planning.

The planning envisioned herein will, of course, be directly and potently responsible for decreasing the number of student drop-outs and inviting past drop-outs back into the schools - responsible for increasing the number of students who will remain in school and graduate and proceed to post-secondary education. However, the fact is that costs related to such successes in increasing educational opportunities are normal costs of the fundamental responsibilities of the educational system.

The fact that the drop-out rate has been so high and the high school graduation rate so low in the past reflects a fundamental failure of the educational system to address the needs of students and the communities. The major goal of this Plan is to address those deficiencies, by reconstituting the fundamentals of the educational system - the programmes, the approaches to the teaching-learning process, the educational standards and, above all, the practical needs.

Of course, such a bold new approach will necessarily entail additional costs. This section identifies those costs. The additional costs, which amount to about ten-million dollars for a ten year period, are in effect about 5% of the educational budget for the Keewatin over the same ten year period. For that small investment, we will have schools that have all the amenities demanded of up-to-date technological institutions, with computers and machinery and science laboratories and well-equipped library-resource centres providing students with the kind of education that will help them to cope with the demands of the 21st century. Students will emerge from our schools in far greater numbers than in the past, technologically literate and equipped with the knowledge and skills that will make them self-sufficient in post-secondary education or in the work-place. Our communities will not have to go "south" to find

**KEEWATIN DIVISIONAL BOARD OF EDUCATION
TEN YEAR PLAN - ADDITIONAL PROGRAMME COSTS**

YEAR	PROGRAMME	COSTS	OTHER	COSTS
1993-94	Prog.Dev \$15000 X4 \$10000 X3 CTS \$250000 X 3** Science Lab \$15000 X 8 Lib-Res. \$25000 X 8@ Computers \$30000 X 4 Inuk.Material \$50000	\$60000 \$30000 \$750000 \$120,000 \$200000 \$120000 \$ 50000 TOTAL: 1,330,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Eval \$25000 Stud.Trav.\$50/student.	x 1700 = \$ 25,500 = 51,000 = 85,000 = 25,000 = 85,000 TOTAL = 271,500
1994-95	CTS \$250000 X 3** CTS Maint.\$50000 X 3# Science Lab \$15000 X 8 Inuk.Material \$50000 Prog.Dev \$15000 X 4 \$10000 X 3 Computers \$30000 X 4	\$750000 \$150000 \$120000 \$ 50000 \$ 60000 \$ 30000 \$120000 TOTAL: 1,288,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Eval \$25000 Stud.Trav.\$50/student.	X 1700 = \$ 25,500 = 51,000 = 85,000 = 25,000 = 85,000 TOTAL = 271,500
1995-96	CTS \$250000 X 2** CTS Maint.\$50000 X 6# Science Lab \$15000 X 8 Inuk.Material \$50000 Prog.Dev \$15000 X 4 \$10000 X 3	\$500000 \$300000 \$120000 \$ 50000 \$ 60000 \$ 30000 TOTAL: 1,060,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Eval \$25000 Stud.Trav.\$50/student.	TOTAL = 271,500
1996-97	CTS Maint.\$50000 X 8# Science Lab \$15000 X 8 Inuk.Material \$50000 Prog.Dev \$15000 X 4 \$10000 X 3	\$400000 \$120000 \$ 50000 \$ 60000 \$ 30000 TOTAL: 660,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Eval \$25000 Stud.Trav.\$50/student.	TOTAL = 271,500
1997-98	Inuk.Material \$50000 CTS Maint.\$50000 X 8# Science Lab \$15000 X 8 Prog.Dev \$15000 X 4 \$10000 X 3	\$ 50000 \$ 400000 \$ 120000 \$ 60000 \$ 30000 TOTAL: 660,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Eval \$25000 Stud.Trav.\$50/student.	TOTAL = 271,500
1998-99	CTS Maint.\$50000 X 5# Inuk.Material \$50000	\$ 250000 \$ 50000 TOTAL: 300,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Trav.\$50/student.	TOTAL = 246,500
1999-2000	CTS Maint.\$50000 X 2#	TOTAL: 100,000	Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Trav.\$50/student.	TOTAL = 246,500
2000-01			Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Trav.\$50/student.	TOTAL = 246,500
2001-02			Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Trav.\$50/student.	TOTAL = 246,500
2002-03			Lib-Res.\$15/student Comp.\$30/student Phys.Ed\$50/student Stud.Trav.\$50/student.	TOTAL = 246,500
		\$ 4,730,000		\$ 2,590,000

**KEEWATIN DIVISIONAL BOARD OF EDUCATION
TEN YEAR PLAN - ADDITIONAL PERSONNEL COSTS**

YEAR	ADDITIONAL PERSONNEL	COSTS		NOTES
1993-94	2 Program Consultants (3 Year Term) 12 SSAs* 5 Guidance Counsellors* 2 Program Develop. Teachers (3 Year Term) 1 School Admin.	\$70000 x 2 = 140,000 CAs to be converted 2 = CAs converted \$70000 x 3 = 210,000 \$70,000 x 2 = 140,000 75,000	TOTAL: \$ 565,000	*CAs can be used in place of SSAs & some Guidance Counsellors **Maximum or less @ Comb.with Comm. Library Services
1994-95	1 School Admin. 2 Teacher-Librarians 2 Library Technicians 3.4 Secretarial (2 Program Consultants - 2 years remaining) (2 Program Develop. Teachers 2 years remaining) 3 Guidance Counsellors	75,000 \$50,000 x 2 = 100,000 \$30000 x 2 = 60,000 \$40,000 x 3.4 = 136,000 \$70000 x 2 = 140,000 \$70000 x 2 = 140,000 \$70000 x 3 = 210,000	TOTAL: \$ 861,000	**Max. or less #Addl. Material
1995-96	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist* (2 Program Consultants - Final Year) (2 Program Develop. Teachers Final year)	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000 \$70000 x 2 = 140,000 \$70000 x 2 = 140,000	TOTAL: \$ 690,000	*Could be combined with Health Services #Addl. Material
1996-97	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	#Addl. Material
1997-98	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	#Addl. Material
1998-99	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	#Addl. Material
1999-2000	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	#Addl. Material
2000-01	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	
2001-02	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	
2002-03	3 Guidance Counsellors 2 Teacher Librarians 1 Psychologist/Psychometrist*	\$70000 x 3 = 210,000 \$50,000 x 2 = 100,000 100,000	TOTAL: \$ 410,000	
TOTALS			\$ 4,986,000	