

Glossary

In every system, from education to big business, there are certain words, terms or jargon that are common to the system. If you are trying to work within the system and don't know the language, it can be very frustrating. Knowing what people are talking about when they use these terms gives you knowledge and knowledge in this case can give you power to be an equal partner in your child's education. Here are the words and terms that are commonly used in the NWT education system.

Accommodations / adaptations

Changes made to help students achieve the expected learning outcomes including teaching & learning process, learning environment, materials, time demands, assistance and evaluation or student products. Expected learning outcomes as stated in curricular documents are not changed. Accommodations / adaptations are considered supports. See also, supports.

Annual student outcomes

Concise descriptions of what a student with an Individual Education Plan will know and be able to do by the end of the school year. Parents often think of these as annual goals. They should be "SMART" – specific, measurable, achievable, relevant and time related.

Assessment

Collecting information about students is an ongoing process and determines the appropriate education program and necessary supports. Collecting the information uses a number of formal and informal methods about a variety of areas such as intellectual, social, physical, or other areas such as interests, learning styles, general learning skills.

Career and program plan (CPP)

Developed by all students before entering grade 10, the CPP is a working document that helps students focus on and clarify their career goals, and in turn choose secondary school courses that will enable them to meet those goals. The CPP carries one mandatory credit towards senior secondary graduation and is revisited / revised annually.

Collaborative planning / collaborative process / collaboration

A cooperative process is used regarding a student's education program and necessary supports in which partners work together to share information and make decisions. Partners vary both in number and focus depending on the needs of the student.

Credit System

Course credits are awarded to students based on the schooling they have completed towards fulfilling formal graduation requirements. NWT students normally accumulate from 35 to 40 credits in each academic year.

Early identification

The process used to identify student strengths and challenges at the earliest possible time, before or at the time of entry into a school.

Education body

District Education Authorities (DEA)
Divisional Education Councils (DEC)
the Commission scolaire francophone de division (CSFD)
the Tlicho Community Services Agency (TCSA).

Educational programming

Determining the education program, plus necessary supports, if any.

Education program

All students follow one of these programs:

- Regular Education Program
- Modified Education Program
- or Individual Education Program.

Inclusive schooling

Students access the education program, and required supports with their age peers, in a regular instructional setting, in their home community.

Individual Education Program / Plan

A student's specific program as outlined in an Individual Education Plan (IEP). The IEP is a comprehensive education plan with annual student outcomes and objectives determined through a collaborative process, and driven by the strengths and challenges of the student. It may or may not include learning outcomes outlined in NWT curricula.

Learning outcomes

Descriptions of the knowledge and skills that students are expected to have at the completion of a course or grade in a subject area. For students following a regular education program or a modified education program, the learning outcomes are stated in NWT curricula. For students on an individual education program, the learning outcomes are the annual student outcomes described in their IEPs.

MAPs

Making Action Plans (MAPs) is a person-centered planning tool which, through facilitation, encourages the telling of a person's "story". The process focuses on the individual's gifts and strengths and looks at the steps needed to move toward a desired future.

Modified Education Program

An education program that retains the learning outcomes outlined in NWT curricula, but at a grade level other than the assigned grade level. Based on student strengths, challenges and interests, a collaborative process is used to determine and document / record necessary program changes, in a Student Support Plan.

PATH

Planning Alternative Tomorrows with Hope (PATH) is an example of a person-centered planning process based on a commitment by a group of individuals to form a network of support to assist an individual in identifying and working towards a desired future.

Parent(s)

Parents refers to parents or guardians. Ideally, any person taking the part of the parent role in the IEP process should be someone who knows the child well and can provide the information required.

Person-centered Plan / Planning

A variety of approaches used to create a person-centered plan, or vision of the future for an individual. The plan is developed with all the individuals actively involved in a person's life. Typically there is a broad focus, including the personal preferences and strengths of the person and not just the problems and difficulties. Person-centered planning or personal futures planning offers a broad context for and the cornerstone on which to build behaviour support plans or individual education plans.

Program Support Teacher (PST)

A teacher who is knowledgeable about curricular outcomes at all levels and assists classroom / subject teachers with educational programming for students in their classes. The PST role is varied but typically includes consultation, assessment, and providing guidance about or modeling of instructional techniques, resources, and accommodations / adaptations. PSTs typically coordinate the school team, and the development of IEPs.

Reasonable

Limitations that are reasonable in a given situation.

Regular Education Program

The education program determined by the learning outcomes articulated in NWT curricula for a specific grade level, from K-12.

Regular instructional setting

The instructional location best suited to / necessitated by a particular course, activity or objective. For example, the regular instructional setting for academic subjects is the typical classroom interspersed with settings such as the library, or field trips. This does not imply that all students are doing the same thing at the same time. Teachers use many different group configurations and settings over time and students experience many different working groups and arrangements. Student groupings are flexible and fluid.

Student Support Plan (SSP)

A one or two page written plan that documents either:

- Accommodations for difficulty, or enrichment strategies required for success in the Regular Education Program for a student whose performance levels are near or at grade level, or

- Targeted curricular outcomes for subjects that the student is on a Modified Education Program because they are working on curricular outcomes either below or above grade level; and necessary accommodations / enrichment strategies, if any.

Support(s)

An additional service or device provided to a student to enhance learning, or help the student overcome barriers to learning. Supports are services above and beyond that provided to all students as part of the overall school program. A few examples include:

- provision of various accommodations / adaptations
- programming assistance such as a small group instruction, or homework assistance
- assessment services
- rehabilitative and medical services
- functional behaviour assessment and behaviour support planning
- counseling to improve attendance or help deal with personal issues
- the provision of specialized equipment and resources

Support assistant

A support assistant carries out instructional and other supports to students, under the direct supervision of a qualified teacher. Support assistants do not include French monitors, aboriginal language assistants, or general classroom assistants. Also referred to as program support assistant, student support assistant, special needs assistant or aide.

Support services

Same as support(s).

Teacher

A person who holds a teaching certificate and who's job it is to teach any grades or subjects from kindergarten to grade 12.

Team

A group composed of education staff – such as teachers, support assistants, principal - and parents. The focal point of school teams is the resolution of student-centered problems including those related to educational programming. typically some team members are “permanent” (e.g. PST), while others vary with the focus student / situation.

History of Inclusive Schooling in the NWT

In 1982, recommendations in the final report of the Special Committee on Education, Learning, Tradition and Change in the Northwest Territories, provided the first formal direction towards the inclusion of all students in regular instructional settings. In 1986, A Directive and Guidelines on Special Needs Education in the NWT established the processes by which inclusion of previously excluded students could occur. It was followed by Departmental Directive on Inclusive Schooling (1993). In June 1995, the Legislative Assembly gave assent to Bill 25, creating a new Education Act, which made inclusive schooling a statutory entitlement.

In 1996, GNWT Education, Culture and Employment updated the Departmental Direction on Inclusive Schooling. The first part of the Directive is the Minister's message. It describes the history of inclusive schooling very well. The following is a part of that message.

“For many years, when providing service and support to students with particular needs, the focus was on planning programs based around the students' perceived disabilities rather than recognizing and building on their strengths. As a result, some students in the Northwest Territories with specialized needs were excluded from regular learning environments. The perception was that their needs could only be accommodated in segregated settings, often in locations far away from the students' home communities.

Fortunately, over the past twenty years, we have seen changes in philosophy and practice that have fostered a more positive and successful approach to education. These changes have led to the recognition that all students can benefit from the school experience, and have heightened our understanding of the importance of addressing diversity in the classroom. We now know that in order for each student to learn and grow, education must be based on individual strengths and challenges, and be relevant and meaningful for that person.

Today, all children are seen as unique and capable and all have a fundamental right to participate in education programs in the regular classroom. In the Northwest Territories we respect the view that “Every person... shall be able to benefit from educational opportunities designed to meet their basic learning needs” (World Declaration on Education for All, Article 1).”

“SMART” Annual Student Outcomes

Your child’s Individual Education Plan should have a detailed description of what your child will know and be able to do by the end of the school year. These annual student outcomes should be “SMART”:

- S** Specific
- M** Measurable
- A** Achievable
- R** Relevant
- T** Time related

Specific

The information in the IEP should be written in clear language and address your child’s needs and strengths. For example, it isn’t specific enough for the IEP to state that your child “will learn to read.” It should specify the nature of the reading your child is expected to do and under what conditions.

Measurable

The annual student outcomes in your child’s IEP should be written to allow your child’s achievements to be described, assessed and evaluated.

Achievable

The annual student outcomes in your child’s IEP should be set at high, but attainable, levels.

Relevant

The annual student outcomes in your child’s IEP should be meaningful for your child.

Time related

The annual student outcomes in your child’s IEP should be accomplished within a specific time period - usually one school year.

Sample IEP



CONFIDENTIAL
Individual Education Plan

Dehcho

Deh Gáh Elementary & Secondary School

John Doe

An Individual Education Program is a comprehensive written education plan with goals and objectives determined through a collaborative process, driven by the strengths and needs of the student. It may or may not include outcomes articulated in NWT curricula. It includes:

1. Identifying data
2. A description of the student's present level of functioning
3. Long term life goals
4. Completion dates for achievement learning of annual student outcomes
5. Method of assessment & statement of success/progress
6. Special resources if required
7. Suggested instructional materials, methods and strategies
8. IEP implementation (meeting) and review (target) dates
9. Persons responsible for implementation
10. Parent's involvement and approval of program.



DEC/DEA Name: Dehcho
School Name: Deh Gáh Elementary & Secondary School
School Address: , NT,
Phone:
Fax:

This *confidential* document must be filed in the Student's Program Support Record with a current copy in the Student Record Folder.

Individual Education Plan for John Doe.

Class Placement:

School Year:

Date of Birth:

Gender:

Student ID#:

Parent / Guardian:

Home Phone:

Work Phone:

Other Phone:

E Mail:

Parent / Guardian:

Home Phone:

Work Phone:

Other Phone:

E Mail:

Primary Address:

Emergency Contact:

Home Phone:

Work Phone:

Does a Career and Program Plan exist for this student?

Does this IEP have any attachments identifying targeted Learning Outcomes from approved NWT curricula?

1a. Strengths
1b. Challenges
1c. Functioning Levels
1d. Assessment Information
1e. Relevant Medical Information
1f. Additional Information

2a. Long Term Life Goals (From person centered planning)	
2b. Priorities for Annual Student Outcomes	
Area of Development	Target Skill

3a. Area of Development		Target Skill	
3b. Current Level of Performance			
3c. Annual Student Outcome (SMART goal)			
3d. Short Term Learning Objectives		3e. Instructional Strategies and Responsibility	
3f. Evaluation Method		3g. Student Progress	

3a. Area of Development		Target Skill
3b. Current Level of Performance		
3c. Annual Student Outcome (SMART goal)		
3d. Short Term Learning Objectives		3e. Instructional Strategies and Responsibility
3f. Evaluation Method		3g. Student Progress

3a. Area of Development		Target Skill
3b. Current Level of Performance		
3c. Annual Student Outcome (SMART goal)		
3d. Short Term Learning Objectives		3e. Instructional Strategies and Responsibility
3f. Evaluation Method		3g. Student Progress

3a. Area of Development	Target Skill
3b. Current Level of Performance	

3c. Annual Student Outcome (SMART goal)

3d. Short Term Learning Objectives	3e. Instructional Strategies and Responsibility

3f. Evaluation Method	3g. Student Progress

3a. Area of Development		Target Skill	
3b. Current Level of Performance			
3c. Annual Student Outcome (SMART goal)			
3d. Short Term Learning Objectives		3e. Instructional Strategies and Responsibility	
3f. Evaluation Method		3g. Student Progress	

4a. Support Personnel in Place (and Assistance they Provide)

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4b. Support Personnel to be Put in Place (and Assistance they will Provide)

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4c. Classroom Accommodations / Adaptations in Place

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4d. Classroom Accommodations / Adaptations to be Put in Place

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5a. Transition Plans

5b. Additional IEP Comments

6a. Recommendations for Next Year

7a. Implementation
This IEP will begin on . A review meeting will be held on .
7b. Signatures of Team Members
<i>For senior secondary students and their parents:</i> I understand that credits will be earned for meeting the objectives of this IEP. These credits will be recorded on the student transcript as course type "I" (meaning Individual Education Plan); and will count towards a Certificate of Program Completion awarded by the school, rather than a Secondary School Diploma issued by the Minister of Education.

_____	_____
Parent/ Guardian	Date
_____	_____
Student (if applicable)	Date
_____	_____
Administrator/Principal	Date
_____	_____
Program Support Teacher	Date
_____	_____
Teacher(s)	Date
_____	_____
Other	Date
_____	_____
Other	Date
_____	_____
Other	Date

Sample Letters

Letter of understanding

A letter like this can be used to confirm a verbal agreement you make with the school. It is important to write these kinds of letters because it can help hold everyone to the agreement. Be sure to keep a copy for your records.

Date

Name

School

Address

Dear [name],

As discussed in our [examples: meeting or telephone call] on [date], I understand that we agreed upon the following:

[Insert the agreement or part of the conversation you want recorded here. Take as much space as needed but remember to be clear and factual].

[If you need something explained or more information, ask for it here. Don't forget to include the date and how you would like to hear back from the school, for example: phone call or letter. Make sure the time-frame is reasonable].

Thank you for your time and assistance.

Sincerely,

Your name

Your telephone number

Letter requesting a change in your child's school record

This letter can be used to ask the school to change or remove records that are in your child's file. It can also be used to ask for something new to be put in the file. Be sure to keep a copy for your records.

Date

Name

School

Address

Dear [name],

I am the parent of [child's name], a student in your school. There is a statement in [child's name] [name of record] which I believe is [examples: misleading or inaccurate] because [give your reasons].

I request that you [change or remove] this information from [child's name] [name of record] so that it will no longer be [examples: misleading or inaccurate].

I'm confident that we can come to a satisfactory agreement regarding this matter and I look forward to hearing from you soon.

Sincerely,

Your name

Telephone number

Letter requesting to view records

This letter can be used to see what is in your child's school file. Be sure to keep a copy for your records.

Date

Name

School

Address

Dear [name],

I would like an appointment to view the complete records, including but not limited to: [insert all documents you like to view here such as:

- discipline records
- academic records
- testing
- special education records
- evaluations]

of [child's name], as soon as possible. Please inform me of the location of these files as well.

I would appreciate your prompt reply, and I will expect to hear from you [example: within the next five school days] so we can arrange a time to meet and view the files. Thank you for your time and assistance.

Sincerely,

Your name

Your telephone number

Letter of complaint

This letter should be used to convey a formal complaint to the school and should be sent only after informal discussions and correspondence have failed to resolve the problem. Be sure to keep a copy for your records.

Date

Name of principal
School
Address

Dear (name),

I am the parent of [child's name], a student in your school. The purpose of this letter is to make a formal complaint about [name of school] failure to provide my child with an appropriate education. We request that you investigate this complaint and take appropriate action.

[Be specific, clear and concise. Use dates and times and mention people involved by name. Example: My child has not been receiving adequate supervision and in-class support as outlined in his Individualized Education Plan signed in September 2006. I have tried to resolve our complaints informally. On multiple occasions, I have met with my child's teacher (name) and the Student Support Teacher (name). I am enclosing copies of letters and documents concerning this complaint and our attempts to solve the problem].

Please inform me in writing of what action will be taken in resolving this formal complaint and the date the process will begin. I expect to be kept advised of any developments or decisions that are made as a result of your investigation.

Sincerely,

Your name
Your telephone number

Planning Tools

To make sure your child is successfully included in the classroom, it is important that:

- you and other family members are welcomed as part of the planning team
- support services are provided that help your child succeed
- your child, their classmates and peers are also involved in planning
- the focus is on your child's strengths and possibilities instead of focusing on what is "wrong" with your child
- there is a common commitment that inclusion is the best choice for your child

The NWT Department of Education, Culture, and Employment (ECE) recommend two planning tools (**MAPs** and **PATH**) to help you and your child plan. Both tools are examples of **person-centered planning** that support the goals of inclusive schooling by placing your child at the center. You and your child will work together with other family and friends to develop a plan that focuses strongly on a desirable future or dream and what it would take to move closer to that dream. Successful person-centered planning will deepen the shared understanding and commitment to your child, by helping him or her realize a desirable future that is both realistic and positive. This shared understanding is key to a successful IEP.

MAPs

MAPs (Making Action Plans) is a process that takes place after your child has been in the classroom for a period of time. Informed teachers and peers can join you and your child, and help develop a plan that answers the following seven questions:

1. What is your child's history?
2. What is your dream for your child?
3. What is your nightmare?
4. Who is the child?
5. What are your child's strengths, talents, interests?
6. What are your child's needs?
7. What would your child's ideal day at school look like, and what must be done to make it happen?

PATH

PATH (Planning Alternatives Tomorrow with Hope) can also be used as a planning tool. When used in person-centered planning, your child and the people he or she wants to invite, meet together with two facilitators to work through the process. PATH works well when your child has a group of people around them who are committed to making things happen. Inclusive schooling in the NWT can include contributions by many agencies and partners, such as Band Councils, the CNIB, the RCMP, the NWT Department of Health and Social Services, and Regional Hospitals and Health Boards. These partners can also participate in the PATH planning process.

The PATH process allows people to describe a dream, set goals and take steps to reach those goals.

The PATH process includes the following seven steps:

Step 1 - The Dream

The facilitator asks your child to describe his or her personal vision for the future. The facilitators may ask other people to make suggestions but will always check back with your child. The dream guides and gives direction to the rest of the meeting.

Step 2 - Sensing the Goal

In this step, all the participants imagine that a year has passed and that they are back in the same room recollecting what has happened. They tell the facilitators what it is like to live in a better future, what events have taken place and what they have done to make the dream more of a reality. There are two rules to this stage - all goals recorded have to be both positive and possible.

Step 3 - Now

Step 3 examines the situation now and analyses the tension between where the group is now and where it wants to be in a year's time. It is this tension, that gives energy and dynamism to the process.

Step 4 - Enroll/Who's on Board?

No goal is achievable by your child working on his or her own. Step 4 looks at who needs to help. This help can come from people at the meeting or from people who are not present. Sometimes there are people who could stand in the way of the goal(s). These names are recorded so that a strategy can be developed for winning them over.

Step 5 - How are we going to Build Strength?

This can sometimes be a very important step in identifying what the group needs to do to maintain strength and commitment to your child's goal(s). It can sometimes be as simple as meeting regularly and supporting each other by phone. Sometimes it means acknowledging and changing destructive patterns in the group.

Step 6 - Three/Six Month Goals

The facilitator asks the group to pick a date within the next year, normally either three or six months later, and to set short-term goals.

Step 7 - First Steps

First steps are identified and the date for another meeting is set.



NWT Contacts

School Boards and Local Education Authorities

Education authorities are responsible for resources and programs regarding inclusion, special classrooms, providing teaching aids, assessment services, and support services. Locate your education authority on this map of the NWT, and contact them for further information about inclusive schooling in your area.



Beaufort Delta Divisional Education Council

Bag Service #12, Inuvik, NT X0E 0T0

Telephone: (867) 777-7136

Fax: (867) 777-2469

Community	School Name	Address	Telephone / Fax	Grade
Aklavik	Moose Kerr	Box 120 X0E 0A0	978-2536 978-2829	K-12
Fort McPherson	Chief Julius	Box 26 X0E 0J0	952-2131 952-2516	K-12
Inuvik	Samuel Hearne Secondary	Bag Service #3 X0E 0T0	777-7170 777-4390	7-12
Inuvik	Sir Alexander Mackenzie	Box 1470 X0E 0T0	777-7180 777-2261	K-6,K-2**
Paulatuk	Angik	General Delivery X0E 1N0	580-3201 580-3105	K-11
Sachs Harbour	Inualthuyak	General Delivery X0E 0Z0	690-4241 690-3500	K-11
Tsiigehtchic	Chief Paul Niditchie	General Delivery X0E 0B0	953-3211 953-3705	K-11
Tuktoyaktuk	Mangilaluk	Box 5000 X0E 1C0	977-2255 977-2532	K-12
Ulukhaktok	Helen Kalvak Elihaktivik	Box 162 X0E 0S0	396-3804 396-3054	K-12

Commission scolaire francophone de division

Casier postal 1980

Yellowknife, NT X1A 2P5

Telephone: (867) 873-6555

Fax: (867) 873-5644

Community	School Name	Address	Telephone / Fax	Grade
Yellowknife	Ecole Allain St - Cyr	48 Taylor Road X1A 3X2	873-3223 920-4647	K-9***
Hay River	Ecole Boreale	145 Promenade X0E 0R8 Riverview	874-6972 874-6912	K-6***

Dehcho Divisional Education Council

Box 376, Fort Simpson, NT X0E 0N0

Telephone: (867) 695-7300

Fax: (867) 695-7348

Community	School Name	Address	Telephone / Fax	Grade
Fort Liard	Echo-Dene	X0G 0A0	770-4486 770-3300	K-11
Fort Providence	Deh Gah Elem. & Secondary	X0E 0L0	699-3131 669-3525	K-12
Fort Simpson	Bompas Elementary	Box 499 X0E 0N0	695-7326 695-7350	K-6
Fort Simpson	Thomas Simpson	Box 252 X0E 0N0	695-7320 695-7349	7-12
Jean Marier River	Louie Norwegian	X0E 0N0	809-2030 809-2071	K-10
Kakisa Lake	Territorial	X0E 0L0	825-2026 825-2905	K-10
Nahanni Butte	Charles Yohin	X0E 0N0	602-2200 602-2202	K-10
Trout Lake	Charles Tetcho	Box 60 0E 1Z0	206-2242 206-2516	K-10
Wrigley	Chief Julian Yendo		581-3401 581-3131	K-10

Dettah District Education Authority

PO Box 40, Yellowknife, NT X1A 2N1

Telephone: (867) 873-4303

Fax: (867) 873-4420

Community	School Name	Address	Telephone / Fax	Grade
Dettah	Kaw Tay Whee	Box 40, Yellowknife X1A 2N1	873-4303 873-4420	K-9

Sahtu Divisional Education Council

Box 64, Norman Wells, NT X0E 0V0

Telephone: (867) 587-3450

Fax: (867)587-3467

Community	School Name	Address	Telephone / Fax	Grade
Colville Lake	Colville Lake School	Box 52 X0E 0V0	709-2300 709-2311	K-9
Deline	?ehtseo Ayah	X0E 0G0	589-3391 589-4867	K-12
Fort Good Hope	Chief T'Selehye	Box 99 X0E 0H0	598-2288 598-2025	K-12
Norman Wells	MacKenzie Mountain	Box 270 X0E 0V0	587-2286 587-2118	K-12
Tulita	Chief Albert Wright	X0E 0K0	588-4361 588-3912	K-12

South Slave Divisional Education Council

Box 819, Fort Smith, NT X0E 0P0

Telephone: (867) 872-5701

Fax: (867) 872-2150

Community	School Name	Address	Telephone / Fax	Grade
Fort Resolution	Deninu	X0E 0M0	394-4501 394-3201	K-12
Fort Smith	Joseph Burr Tyrrell	Bag Service #1. X0E 0P0	872-3999 872-2448	K-6
Fort Smith	P. W. Kaeser High	Box 480 X0E 0P0	872-2003 872-3039	7-12
Hay River	Diamond Jenness	58 Woodland Drive X0E 0R8	874-6538 874-3163	8-12
Hay River	Harry Camsell	54 Woodland Drive X0E 0R8	874-2389 874-6271	K-3
Hay River	Princess Alexandra	56 Woodland Drive X0E 0R8	874-6871 874-3211	4-7
Hay River Res.	Chief Sunrise Education Centre	Box 3055 X0E 1G4	874-6444 874-3678	K-7
Lutsel K'e	Lutsel K'e Dene	Box 80 X0E 1A0	370-3131 370-3017	K-10

Tlicho Community Services Agency

Bag Service #5, Behchokö, NT X0E 0Y0

Telephone: (867) 392-3000

Fax: (867) 392-3001

Community	School Name	Address	Telephone / Fax	Grade
Behchokö	Chief Jimmy Bruneau	Bag Service #1 X0E 0Y0	371-4511 371-3083	K-12
Behchokö	Elizabeth Mackenzie	Bag Service #1 X0E 0Y0	392-6078 392-6080	K-6
Gamèti	Jean Wetrade Gameti	X0E 1R0	997-3600 997-3084	K-9
Wekweèti	Alexis Arrowmaker	X1A 1C0	713-2100 713-2200	K-9
Whati	Mezi Community,	X0E 1P0	573-3131 573-3063	K-12

Yellowknife District No. 1 Education Authority

Box 788, Yellowknife, NT X1A 2N6

Telephone: (867) 766-5050

Fax: (867) 873-5051

Community	School Name	Address	Telephone / Fax	Grade	
Yellowknife	Ecole J. H. Sissons Elementary	5700-51A Avenue X1A1G7	873-3477 873-4535	K-5	
	Mildred Hall Elementary	5408-50th Avenue X1A 1E5	873-5811 920-2931	4-5** K-8	
	N. J. Macpherson Elementary	525 Range Lake Rd X1A 3X1	873-4372 873-4638	K-5 4-6**	
	Range Lake North	170 Borden Drive X1A 3R1	920-7567 920-4778	K-8	
	Ecole Sir John Franklin High	Box 1200 X1A 2N8	669-0773 873-3630	9-12	
	Ecole William McDonald Middle	50 Taylor Road, X1A 3X2	873-5814 873-4671	9-12** 6-8*	
	Ndilo	K'alemi Dene	Box 236 Yellowknife X1A2N2	920-7260 669-7762	6-8** K-3

Yellowknife Public Denominational District Education Authority

Box 1830, Yellowknife, NT X1A 2P4

Telephone: (867) 766-7400

Fax: 766-7401

Community	School Name	Address	Telephone/Fax	Grade
Yellowknife	Ecole St. Joseph	Box 728 X1A 2N5	920-2112 873-9207	K-8**
	Ecole St. Patrick High	Box 2880 X1A 2R2	873-4888 873-5732	9-12
	Weledeh Catholic	Box 1650 X1A 2P2	873-5591 873-8578	K-8

** French Immersion

*** French 1st Language