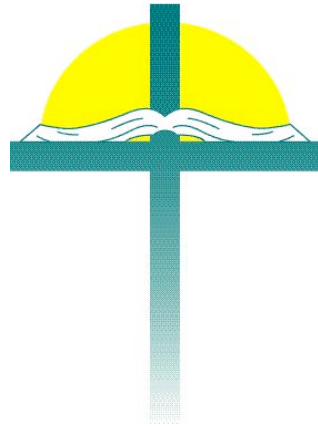


*Yellowknife Catholic Schools*



*Where Learning Lights the Spirit*

*Où l'apprentissage reflète l'Esprit*

*Yedàı Nezu T'à Hoghàgoetq*

**Our Catholic  
Identity**

# Yellowknife Catholic Schools Our Catholic Identity

## Leadership Team

### Board of Trustees

Trustees are elected every three years to provide governance to the District. Seven Board members serve Yellowknife Catholic Schools.

Trustees are:

Mary Vane	Board Chair
Rose Marie Jackson	Board Vice Chair
Amy Hacala	Trustee
Jennifer Debogorski	Trustee
Brian Nagel	Trustee
Marta Simek de Jorge	Trustee
Sylvia Masongsong	Trustee

### Central Services

Phone: 766-7400; Fax: 766-7401;  
email: name@mail.ycs.nt.ca.

Website: [www.ycs.nt.ca](http://www.ycs.nt.ca)

Superintendent of Schools: Ms. Claudia Parker

Assistant Superintendent - Learning: TBA

Assistant Superintendent - Business: Mr. Michael Huvenaars

## Schools/Learning Environments

School Community	Phone	Fax
Ecole St. Patrick High School	873-4888	873-5732
École St. Joseph School	920-2112	873-9207
Weledah Catholic School	873-5591	873-8578
St. Joseph Middle School	766-7972	766-7973
Kimberlite Career & Technical Centre	766-2900	766-2901

The board is proud of our teachers and students and thanks them for modeling teaching, learning, sharing, and caring.

## A History of Yellowknife Catholic Schools

As early as 1947, the dream of a separate school system in Yellowknife began. With the help of the Oblate Fathers in Ottawa and Fathers Lesage and Gathy in Yellowknife, the Yellowknife Roman Catholic School District Number 2 was born on July 11, 1951.

Without the tireless efforts and commitment of Norm Byrne, Yellowknife Catholic Schools would not have been birthed. His vision and follow through in almost every aspect of organization must be acknowledged as instrumental in our history.

The original building, called St. Patrick School near the site of the Bishop's residence, was opened in 1953 and offered Grade One to Grade Nine. In 1961, St. Patrick High School was erected. On April 4, 1964 the school was destroyed by fire, but was rebuilt and reopened on November 1, 1964.

The original St. Patrick Elementary School was closed in 1967 and the new St. Patrick Elementary School, adjoining the high school, was opened the same year. Continued growth in the student population resulted in the building of a new school in the Frame Lake South subdivision. Named St. Joseph School in honor of the sisters of St. Joseph, who had given so much dedicated service to the St. Patrick's Schools in Yellowknife, the school opened in September, 1978. Coincidentally, this was 25 years after the opening of the original St. Patrick School.

The school board accepted the challenge to begin French Immersion programs in September 1982 with 27 students. It has grown steadily each year, adding a grade until the 1998/99 school year reports a total of 358 students from K-12. St. Joseph School became École St. Joseph School shortly after this decision was made. Our full-time enrolment numbers as of September 30, 2008 were 1,415 students.

The Board's official logo is the official visual representation of the District. The crucifix exemplifies the existence and influence of Christ in our District. The figure of the book is there to represent all the great books of learning, including the Bible. The sun represents the people who live in Yellowknife and the Land of the Midnight Sun. In essence, the logo tries to show that the home - represented by the sun; the school - represented by the books; and the Church - represented by the crucifix must come together in Catholic education. It also shows that people (the home, the school, the Church) are more important than objects.

Yellowknife Catholic Schools has been providing quality education to northern students for over fifty-five years. The district consists of three permanent schools, Weledeh Catholic School (K-8) and a classroom at the

Territorial Treatment Center; Ecole St. Patrick High School (9-12 English and French Immersion), École St. Joseph School (K-8 English and French Immersion). St. Joseph Middle School is a 2-year temporary site housed at the William MacDonald school site for Grades 6-7-8 English students for the 2008-2009 and 2009-2010 school years while the two-year retrofit project at Ecole St. Joseph School takes place.

Our district built a new high school, which opened in the fall of 1995. Construction of the new Weledah Catholic School opened in September of 2000. The Ecole St. Joseph School retrofit project is currently in Phase II and will be complete by the end of the 2009-2010 school year.

Our district has dramatically changed over the last several years, with initiatives such as site-based management and community partnerships and collaboration. Yellowknife Catholic Schools believes strongly in community. A fundamental shift is being made within our district as we gain more insight each day as to “who” our children are and what they need to be confident, productive, community members of the future. Our vision, beliefs and values strive to promote the development and talents of each child while respecting their individual character and cultural diversity. We believe that collaboration, partnerships and inclusion are the keys to achieving this endeavor.

## **Yellowknife Catholic Schools Mission Statement**

In a Christ-centered environment, we are dedicated to supporting responsible, lifelong learners within our community.

### **Values**

Through Christ we value:

truth  
honesty  
compassion  
respect  
forgiveness  
service  
love  
“Living the Faith”

### **Beliefs**

We believe that we are a Catholic, Christ-centered community that strives to nurture the spiritual, intellectual, emotional, social and physical development of all learners.

## The Nature of a Catholic School

The Vatican II document *Gravissimum Educationis* provides a clear expression of the nature of a Catholic school:

*The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love. It tries to guide the adolescents in such a way that personality development goes hand in hand with the development of the 'new creature' that each one has become through baptism. It tries to relate all of human culture to the good news of salvation so that the light of faith will illumine everything that the students will gradually come to know about the world, about life, and about the human person.*

In this learning environment, spiritual development complements intellectual development. The element of faith is integrated into every instruction plan in every program, to demonstrate its relationship to the world of human culture.

There is, in fact, no delineation between religious and non-religious learning in a Catholic school. Instead, teachers focus on integrating the faith dimension into every subject area. Whether the subject is science, math, or fine arts, students learn about the "whole person", including the concepts of intelligence, free will, feelings, rights and responsibilities, interpersonal relationships and the call to a specific mission in the world. They also examine self in that world and how they fit within it.

The unique nature of the Catholic school is integral to its role in conveying the Catholic faith, a role shared by the home and parish. That teachers and staff in Catholic schools model faith every day and it has practical implications for every subject taught in the school.

*A Catholic school must be a place where all knowledge and relationships are transformed by questions of meaning, by the quest for meaning.  
We must have a profound respect for what is all too often repressed in the culture – that quiet voice which expresses the infinite desire of each person for God.*

*~This Moment of Promise*

## **What makes our schools ...Catholic**

### **Essential Principles**

Catholic schools require all the supports, authorities and courtesies necessary to educate their students within the following essential parameters.

#### **Permeated by faith**

Catholic schools are communities of learning where, “God, God’s truth and God’s life are integrated into the entire syllabus, curriculum and life of the school.”

“Our first challenge is to develop further and to articulate a Catholic philosophy of education for our times so that our distinctive vision of education will permeate every aspect of our curriculum and all dimensions of the learning process.”

“Our schools are open to families and students, of different faiths and religions, who choose our Catholic schools because they appreciate the value of an education where instruction is enhanced by our religious dimension.”

#### **Students**

“The light of faith will illumine truth and values that the students will gradually come to learn about the world, about life and about the human person.”

#### **Parents**

Parents, as the primary educators of their children, share their faith with their children at home and support the school’s Catholic identity.

#### **Teachers and Administrators**

Catholic teachers and administrators are role models for their students through the example of living a Christian lifestyle.

“By their witness and their behavior, teachers are of the first importance to impart a distinctive character to Catholic schools.”

“Teachers are filled with a deep conviction and joy in the knowledge that they are offering young people the opportunity of growing in faith, of accepting and living its precious principles of love, charity and hope.”

#### **Schools**

“The Gospel spirit should be evident in a Christian way of thought and life which permeates all facets of the educational environment.”

## **Curriculum**

The Department of Education, Culture and Employment determines the Program of Studies which all schools will follow. This includes Yellowknife Catholic Schools.

Within the context of Catholic schools, the curriculum in all its aspects – content, the teaching process, and the total school environment – reflect the values of faith, hope, charity, forgiveness, justice, love, truth, compassion, respect and service found in the gospels and the message of Jesus Christ as understood by the Church.

“A Catholic school conforms to the generally accepted school programming of today but implements these programs within an overall religious perspective.”

“The special character of the Catholic school and the underlying reason for its existence, the reason why Catholic parents should prefer it, is precisely the Gospel message integrated into the overall education of the students.”

The Bishop of the local diocese supports the Religious Education Program.

## **Prayer and Sacraments**

Prayer and sacramental celebrations are an integral part of the life in a Catholic school. The school community celebrates the Church liturgical year on a day to day basis and supports parents and parish representatives to prepare children for the sacraments.

## **Sacramental space**

Catholic schools are sacramental spaces, usually containing a crucifix in each room and decorated with religious art and icons.

## **Pastor and Bishop**

The Pastor maintains an ongoing relationship with the school community. The Bishop maintains contact with the students and their families through the parish and through school visits, often associated with preparation for the Celebration of Communion or Confirmation.

## **Parish**

“Cooperation of all, given in the spirit of the Gospel, is by its very nature a witness not only to Christ as the corner-stone of the community, but also as the light who shines far beyond it.” “The climate must be one in which families are welcomed and the local Church is an active participant.”

## Vision and Beliefs

In defining Catholic Education or the Catholic school, we often tend to describe ourselves in opposition to public education or to the public school down the street. We usually say “We are not better than public education, we are different.” Implied in this manner of defining ourselves is that there is something more. There is something more in our content, in our operating style, in our emphasis, in our understanding of education and expectation of education. That something more, of course, is contained in our vision of education.

The vision of Catholic education is inspired or *in-spirited* by Jesus and the Christian story through the tradition and teaching of the Roman Catholic community. The wisdom, commitment and understanding of the local community can also help fashion the vision of a particular Catholic school community in a positive way. The vision of Catholic education is living and growing and the more that it is owned by Catholic educators in the schools, the more dynamic it becomes in its relevance.

Our mission is a primary guiding beacon for our district as are the learning expectations stated in the Education Act of the Northwest Territories. These focus what we do. The Mission Statement means that in addition to what every school seeks to do, we have:

- A vision that Jesus Christ is the Way, the Truth and the Life and that all human life has dignity.
- A belief that our teaching and example must witness that persons are more important than things, that being is more important than having.
- A belief that Christian life is about personal change and commitment of one's life to Jesus Christ and, by example, to help others to change and commit themselves to His teachings.
- A belief that the means of commitment to Jesus Christ is a properly formed conscience - a set of principles, values and morals that respect, protect, love and serve life in truth and freedom.
- A belief and practice that parents are the first and primary educators of their child, that it takes a community to raise a child, and that the school exists to support the parent and community in their efforts.
- A belief that for every student the school is a way of living in community and a preparation for life.
- A belief that all students will reach a high standard of achievement, the best they can be, in their studies and personal development to enable them to become responsible citizens - empowered to contribute to the community and to influence change.

Our continuing hope - because we are a people of hope - is that the mission, the vision and beliefs that focus us will come to life in all students who choose our schools.

## **Expectations**

Yellowknife Catholic Schools is a learning organization, a learning community. As such there are general and specific expectations in terms of performance and results for its staff, for parents, and for students.

### **Expectations of Students**

Yellowknife Catholic Schools exists to help students learn. To create learning environment, the teachers and the student must work together and have an attitude that supports this activity. Helping students learn requires the dedication and cooperation of all.

Student expectations are summarized in the School Act as follows:

A student has the responsibility:

- to conduct himself or herself responsibly while on school premises;
- to comply with the school rules and the code of conduct for students;
- to cooperate with the principal, teachers and all persons authorized by the District Education Authority to provide school programs and other services;
- to be respectful of the cultural, spiritual or religious values or beliefs of others while on school premises;
- to be respectful of the person and of the property of others while on school premises; and
- to participate in the education program and make his or her best effort to learn.

### **Expectations of Parents**

The schools proudly proclaim that parents are the first and primary educators of their children and that parents are partners with school staff in planning, delivery and assessment of the school program.

This proclamation creates expectations and actions for both parents and the school. The school staff will be open to parent input both individually and as a group. As such, the process is set up so that parent concerns can reach the staff. Staff responses and activities will be communicated to an individual or the group as is appropriate.

### **Expectations of the Staff**

Board policy states three major expectations of its staff, in particular, its professional staff. It expects staff to provide leadership to learning activity. A second expectation is leadership in the moral and Catholic dimension of schooling especially by modeling lifestyle and through example. The third major expectation is the effective, efficient management of the schooling process. The Education Act identifies the following teacher expectations:

Every staff member shall, respecting the students under his or her care and instruction,

- encourage the students in the pursuit of learning;
- diligently teach students in a manner that promotes their physical, emotional, social, intellectual and spiritual development;
- teach the education program in accordance with the curriculum;
- implement the education program and individual education plans in a way that encourages the development of students' self respect, dignity and self esteem, and encourages students to respect other students' cultural and spiritual or religious values and beliefs;
- as part of a school team, develop, implement and evaluate individual education plans;
- assess each student's progress in the education program or an individual education plan;
- keep the student and the student's parent informed of the student's progress in an individual education plan;
- review, at least twice in the academic year, with each student and, if the student is a minor, his or her parent/guardian, the student's progress and assessments and advise the student/parent/guardian of what the student must do to advance in the education program or his or her individual education plan;
- ensure, to the best of his or her ability, that students understand, and encourage their compliance with, the school rules and the code of conduct for students;
- recommend to the principal the suspension of any student where, in his or her opinion, there are grounds for suspension as set out in subsection 35(1) of the Education Act; and
- inform the student's parent of the progress, behavior and attendance of the student.

Teachers are not just providers of facts. They are coaches, facilitators of learning. They help students to think, to research, to be critical and ask questions, to challenge, to analyze and to have the technical competence to achieve this.

The board expects its teachers to have a personal vision of their Catholic identity, a personal spirituality and an intellectual understanding of the faith with accompanying practice.

## **Expectations of the Trustees**

The trustee is an important link in the partnership of home, school and parish. As representatives of supporters of Catholic education to the government, trustees have the opportunity to model their faith in the political arena. Implicit in that role is the responsibility to speak out when legislation or political action threatens to compromise the unique nature of Catholic education. Catholic School Trustees must continually call for a discerning, visionary interpretation of legislation that recognizes the essence of Catholic education and its significance to society.

With the constant transformation of our society over the past one hundred years, it is more vital than ever that we continue to provide students with an education based upon Gospel values – values such as the sacred character of each person, his or her relationship with God, with all God’s people and with creation. These values will guide students in creating a more caring, responsible, just and faith-filled world. It is not possible to confine the instruction or the demonstration of those values to an occasional religious studies class. This would only undermine the importance of what is being taught. It is equally impossible to remove certain students from the influences of those values. To do so would exclude them from the whole experience of a faith-filled education.

Instead, we must continue to ensure that:

- as the trustees of Catholic education, we develop within ourselves a deeper understanding of and commitment to the nature of Catholic education;
- the essence of Catholic education, formed through the partnership of home, school and parish, is recognized and supported in the political arena;
- our staff are supported, encouraged and provided with opportunities to further study Catholic philosophy and theology;
- our principals are allowed opportunities to examine their unique role in shaping the faith life of their school; and
- our students are seen as individuals, offered the unique opportunity to study in a learning environment of quality and excellence permeated by the Gospel values of truth, justice and love.

## **Theory Brought To Life**

An integrated curriculum helps students make connections between ideas and reality, showing them that what they learn in school is meaningful in the world outside the school. In Catholic schools, the integration of faith development and academic development can take many forms, as in the following example:

*A Catholic junior high school in southern Alberta extends its eucharistic celebrations to involve a number of classes. The home economics class makes unleavened bread for the liturgy; the shop class builds portable crosses that transform the gymnasium into a place of worship; music students perform at the liturgy. Language arts and social studies classes select events from the Church calendar as themes for writing assignments. And when questions arise (for example dealing with the death of a fellow student), teachers feel confident in answering them based on Church teachings, whether they are in religion class, math class, or in the hallway.*

In this environment, the life, death, and resurrection of Christ, is upheld as the central event of all human development.

Social studies are based on the social teachings of Jesus Christ, who was Himself a model of social reform. For example:

*One Catholic school has integrated references to a number of papal encyclicals in the social studies curriculum for grades 5 through 12. The principal states "Students are not ashamed to talk about Jesus and relate to His teachings, even in the student handbook."*

*A teacher in another Catholic school writes: "In social studies, the Catholic school allows me the opportunity to discuss both the historical and spiritual life of Christ in relation to other historical events. This type of integration is something I value."*

In the context of a Catholic school, students are encouraged to model the behavior of Christ, and discipline is based on the ideals of justice, love, and service. Catholic schools strive to build self-control, self-discipline, leadership, and discipleship within students. One teacher writes:

*"... during playground supervision, when disputes arise among the younger students it is always useful to rely on the teachings of Christ - the most basic concept of 'love one another' seems to be something younger minds can comprehend."*

When discussing career opportunities, Catholic schools allow students to explore social justice issues such as fair wages, the possibility of a call to ministry, and the concept of "service". The choice of a career is not seen as a question of how the student can realize the greatest material success, but of how they may be of most service.

*The Catholic teacher... cannot be content simply to present Christian values as a set of abstract objectives to be admired, even if this is done positively and with imagination; they must be presented as values which generate human attitudes, and these attitudes must be encouraged in the students. Examples of such*

*attitudes would be these: a freedom which includes respect for others; conscientious responsibility; a sincere and constant search for truth; a calm and peaceful critical spirit; a spirit of solidarity with and service toward all other persons; a sensitivity for justice; a special awareness of being called to be positive agents of change in a society that is undergoing continuous transformation.*

*- Lay Catholics in Schools: Witnesses to Faith*

In the sciences, teachers consistently address moral and ethical dilemmas such as euthanasia, genetic engineering, and advances in reproductive technologies, from the viewpoint of Catholic theology and philosophy. A number of support documents have been developed for teachers' reference; for example, "Topics in Bioethics for Science and Religion Teachers", a series of articles written by specialists from the Catholic Bioethics Centre and St. Joseph's College (University of Alberta). Each article raises a number of ethical considerations, relates them specifically to the current science curriculum, and addresses them from a Catholic perspective. For example:

*The intrinsic meaning of science and technology is connected with 'unconditional respect for the fundamental criteria of the moral law,' that is, 'they must be at the service of the human person, of his or her inalienable rights and his or her true and integral good according to the design and will of God. If prenatal diagnosis respects the life and integrity of the embryo and the human fetus and is directed toward its safeguarding or healing as an individual, then it is morally acceptable.*

*Any link between prenatal diagnosis and abortion is to be discouraged and condemned. It is regarded as an abuse of the unborn child's right to life.*

When discussing human relationships, teachers are free to reinforce the morals espoused by the Catholic Church, and taught by parents at home: the value of abstinence from sexual relations until marriage, the sacred nature of marriage as a lifelong commitment, and the development of a loving relationship with God, which forms the basis of relationships with others.

Most importantly, Catholic schools provide religious education programs and strong support for the sacramental preparation provided through the parish and at home, to give students a firm base from which they can grow in an understanding of their faith. Through prayer, eucharistic celebrations, social justice projects, and retreat days, students learn how to build a deeper personal relationship with Jesus Christ and a commitment to the Gospel's call to transformation.

This focus on spiritual growth holds true for staff as well as students. Many Catholic schools begin each day with staff prayer or reflection, and many districts involve all their staff in regular retreat days. The strength that comes from sharing prayer and providing time for reflection empowers teachers and all staff to be strong, consistent models of their faith. In some cases, the witnessing has been so powerful that non-Catholic students have been moved to become baptized members of the Catholic community.

At the same time, the faith that is studied, witnessed, and modeled in a Catholic school is reflected in the physical environment of the school through the presence of crucifixes, religious icons, sculptures and other artwork, banners, chapels, and prayer corners. These concrete symbols reinforce the integration of the faith life throughout the everyday school life of students and staff.

From these few brief examples it is clear that the permeation of the Catholic faith throughout the life of a Catholic school is not an idealistic theory - it is a theory at work in the schools of Yellowknife Catholic Schools.

*"I don't think there have been any educators that have done a better job of preparing our children for the reality of the world to come than those who in the name of our faith have taught them patience, openness, tolerance, kindness, respect, responsibility, knowledge, and care... We want to make a world of technology, efficiency, and lower deficits, but also a world of kindness and compassion, that sees the bottom line in love."*

- Fr. Erik Riechers, 1994 ACSTA Convention

### **Why do we have Catholic Schools?**

Catholic schools exist to make God known. The Catholic people of the community establish a Catholic school because they desire the education of their children to be nurtured in Catholic Christian values. Yellowknife Catholic Schools operates according to the laws of the Government of the Northwest Territories.

Catholic schools are instruments of the Church, reaching out to young people of our communities with Christ's teachings about life, death, and resurrection. Next to the family, schools are the most important institutions in the development of the child. Catholic schools are designed not only to develop the intellectual abilities of children but also to teach them to love others, to make good judgements, and to develop good work habits and skills for getting along with other people. Catholic school activities, policies, discipline, and rules should be based on the gospel message of Jesus Christ, a message of unconditional love.

Yellowknife Catholic Schools is a place where children can be exposed to the invitation which Christ extends to us to love one another as God loves His children. Our schools are places of hope arising from our belief that Jesus lived, died and rose from the dead. His life is a model for our own lives. Jesus wished people to love their neighbor so they would reach out to those in need. Following His teaching will lead us to a full life here on earth, and His resurrection provides us with hope for our own everlasting life. Generally Catholic schools reflect the following beliefs in religion classes and in the daily life of the school:

- God is presently active in our lives;
- We attempt to see God's work on earth through the actions of others;
- We talk of personal faith journey;
- Teachers attempt to be living examples of God's influence;
- We view young people not as empty vessels to be filled, but as candles to be lit.

Any person, regardless of church affiliation who believes in the teachings of Jesus Christ and in His life, death and resurrection, should feel comfortable in our Catholic Schools as will others who value His message in our curriculum, teaching and example.

### **Who Attends Catholic Schools?**

Sometimes in the past only Catholics attended Catholic Schools. This situation has changed since the Second Vatican Council in the early 1960's. In Catholic Schools in the Northwest Territories today, you will find students of all religious backgrounds. The Sacred Congregation for Catholic Education in Rome published a document in 1982 stating the following:

There are students in Catholic Schools who do not profess the Catholic faith, or perhaps are without any religious faith at all. Faith does not admit to violence; it is a free response of the human person to God as He reveals Himself. Therefore, while Catholic Educators will teach doctrine in conformity with their own religious convictions and in accord with the identity of the school, they must at the same time have the greatest respect for those students who are not Catholics. They should be open at all times to authentic dialogue, convinced that in these circumstances the best testimony that they can give of their own faith is a warm and sincere appreciation for anyone who is honestly seeking God according to his or her own conscience. In keeping with the teaching of the Sacred Congregation for Catholic Education, we believe a school that opens its doors only to Catholics may be a school for Catholics but is not fully a Catholic School. Catholic Schools have an obligation and desire to accept any student so that they may share the Good News of Jesus Christ. The population of Catholic Schools then consists of the following groups;

children of practicing Catholics; children of Catholics who no longer regularly practice their faith; children of members of other Christian churches or religions; children of people who do not profess to be a member of any organized religion; and children from families who belong to non-Christian religions or churches.

Ours is a walk in progress; the goal of our pilgrimage is to create the church of tomorrow, a church we may never see. A reflection often attributed to the late Archbishop Oscar Romero could well provide the charter and pledge for every Catholic education community.

It helps, now and then, to step back  
and take a long view.

The kingdom is not only beyond our efforts,  
it is even beyond our vision.

We accomplish in our lifetime  
only a fraction of the magnificent enterprise  
that is God's work.

Nothing we do is complete,  
which is a way of saying  
that the kingdom always lies beyond us.

No statement says all that could be said.

No prayer fully expresses our faith.

No confession brings perfection.

No pastoral visit brings wholeness.

No program accomplishes the church's mission.

No set of goals and objectives includes everything.

That is what we are about.

We plant the seeds that one day will grow.

We water seeds already planted,  
knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces far beyond our capabilities.

We cannot do everything,  
and there is a sense of liberation in realizing that.

This enables us to do something,  
and do it very well.

It may be incomplete, but it is a beginning, a step along the way,  
an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results,

but that is the difference between the master builder

and the worker.

We are workers, not master builders;  
ministers, not messiahs.

We are prophets of a future not our own.

As a Catholic faith-based school district, Yellowknife Catholic Schools has a vision, a mission and a strategic plan. Within that strategic plan, one of two strategic priorities has to do with our faith. In turn, there are two key results that we are striving for, as can be seen in the following. The Senior Leadership Team and the District Spirituality Committee are responsible for determining and realizing the strategies associated with each key result.



### ***Yellowknife Catholic Schools***

**STRATEGIC PRIORITY #1**

**YELLOWKNIFE CATHOLIC SCHOOLS IS A CATHOLIC, CHRIST-CENTERED COMMUNITY THAT STRIVES TO NURTURE THE SPIRITUAL GROWTH OF ALL LEARNERS.**

<b>Key Results</b>
Our district will be a living faith community. This will be measured by the achievement of school and district spirituality committees, the District Chaplain and input from key stakeholders, such as the parish and diocesan staff.

**STRATEGIC PRIORITY #2**

**TO IMPROVE ACHIEVEMENT OF ALL STUDENTS WITH AN EMPHASIS ON LITERACY.**

	<b>Key Results</b>
A.	YCS will demonstrate continuous, measurable improvement in literacy over time for all students as measured by appropriate assessment tools identified by the district.
B.	To strengthen the YCS Assessment practices to ensure Assessment of, as and for Learning. or continue the implementation of.