



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD OF TRUSTEES**

ORGANIZATIONAL MEETING AGENDA

August 19, 2025 – 6:00 PM

YK1 Boardroom & Google Meet

Meeting Link: <https://meet.google.com/apx-ogkd-cku>

1. Call to Order (Superintendent)
2. Land Acknowledgement
3. Superintendent's Opening Remarks
4. Declaration of Conflict of Interest
5. Review & Approval of the Chairperson and Vice-Chairperson Election Process
6. Election of Chairperson (Superintendent)
7. Election of Vice-Chairperson (Chairperson elected in item 6)
8. Other Organizational Items (as required)
9. Adjournment



YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
Regular Board Meeting
AGENDA

August 19, 2025 – 6:30 PM

(In Camera from 6:30 - 7:00 PM)

Google Meet link:

<https://meet.google.com/apx-ogkd-cku>

1. Call to Order - 6:30 PM (in camera until 7:00 PM)
2. Land Acknowledgement
We respectfully acknowledge that we live, work, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
3. Chairperson's Opening Remarks
4. Declaration of Conflict of Interest
5. Adoption of Agenda
6. Delegations & Presentations
7. Review and Approval of Minutes
 - 7.1 June 17, 2025 - Regular Board Meeting
8. Business Arising from the Minutes
 - 8.1 Business Arising
 - 8.2 Action Items
9. Trustee Statements

Per Bylaws: Trustee Statements are individual opinions and are not intended to represent the views of the Board.

Trustee statements are not debatable and there will be no opportunity for rebuttal or questions
10. Unfinished Business
11. New Business
 - 11.1. Draft 2024-2025 Annual Report
 - 11.2. Trustee School Liaison Program
 - 11.3. Superintendent/CEO Annual Evaluation
12. Reports
 - 12.1. Chairperson's Report
 - 12.2. Standing Committee Reports
 - 12.2.1. Finance & Facilities Committee
 - 12.2.2. Policy & Governance Committee
 - 12.2.3. Public Engagement & Advocacy Committee
 - 12.2.4. Audit Committee

- 12.2.5. Committee of the Whole Committee
- 12.2.6. NWTTA Teacher-Board Committee
- 12.2.7. USW-Board Advisory Committee
- 12.3. Ad Hoc Committee Reports
 - 12.3.1. Negotiations Committee
- 12.4. Superintendent's Report
 - 12.4.1. Assistant Superintendent of Curriculum & Learning Report
 - 12.4.2. Assistant Superintendent of HR & Learning Report
 - 12.4.3. Secretary Treasurer Report
 - 12.4.3.i Director of Operations Report
- 12.5. Trustee Reports
 - 12.5.1. Trustee Brookes
- 13. Announcements – calendar to follow
- 14. Date and Time of Next Meetings

September 08, 2025	12:10 PM	Committee of the Whole (COW) Meeting
September 09, 2025	6:30 PM	Executive Session (In-camera)
September 09, 2025	7:00 PM	Regular Board Meeting

- 15. Chairperson's Closing Remarks
- 16. Adjournment



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD OF TRUSTEES
REGULAR BOARD MEETING
MINUTES**

June 17, 2025 – 6:00 PM
In-person and online via Google Meet
(in camera 6:00 - 7:00 PM)

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

Trustee regrets: none

Administration Present: Shirley Zouboules, Lisa Vass, Landon Kowalzik, Graham Arts, Jordan Martin and Pat Thagard

Regrets: Annie Lagomasino

Guests: Jodi Lee-Lewis (joined online at 7:11 PM)

Meeting Chairperson: David Wasylciw

Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 6:04 PM. Five (5) Trustees were present at the start of the meeting.
Quorum was met. (Two trustees joined the meeting later, as indicated in the minutes.)

Motion #: 01/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera.

Moved by: Trustee Drew Seconded by: Trustee Shortt **Carried**

Motion #: 02/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 6:12 PM when Trustee Brookes joined the meeting.

Moved by: Trustee Shortt Seconded by: Trustee Drew **Carried**

Motion #: 03/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees move back to in camera at 6:12 PM.

Moved by: Trustee Shortt Seconded by: Trustee Drew **Carried**

Motion #: 04/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 7:05 PM.

Moved by: Trustee Shortt Seconded by: Trustee Peters **Carried**

Board meeting called back to order at 7:10 PM

2. Land Acknowledgement

We respectfully acknowledge that we live, work, play, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.

3. Chairperson's Opening Remarks

Chairperson Wasylciw welcomed everyone to the meeting. He noted that the Community Hide Camp held at Mildred Hall School was a great event and was well attended. The Indigenous Honour Ceremony at École Sir John Franklin High School was also held recently. It was well attended and a wonderful ceremony. He also noted that June is Indigenous Peoples Month and also Pride Month. YK1 had great representation at the Pride parade, and numerous events were held at YK1 schools, such as NJ Macpherson School's Pride Parade. While also recognizing the great number of visible displays around the City during Pride including the crosswalk and flag at City Hall and the stairs at Northern United Place. With YK1's focus on inclusion, we want to continue growing our community participation.

This is the last Board meeting of this school year. Some of the items the Board has dealt with over the year were mentioned. This included the new NWT curriculum rollout, which is going well, new staff have come on board at the District and school levels, schools have been reviewed, the number of Sacred Feather Indigenous Student Awards was increased, and many other good things have taken place within the District.

Chairperson Wasylciw believes the coming fall and school year will be great. With some adversity comes lessons, learning opportunities and the possibility for improvement.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

Motion #: 05/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the June 17, 2025, Regular Board Meeting agenda, as presented.

Moved by: Trustee Brookes

Seconded by: Trustee Bell

Carried

6. Delegations & Presentations

6.1. School Water Testing, Department of Education, Culture and Employment.

In lieu of a presentation, which was deferred, questions will be collated by the Chair and sent to the Department of Education, Culture and Employment. Responses will be shared at a future meeting.

The following questions arose during the meeting:

1. What steps can be taken to reassure parents that their children are safe at school?
2. What were the initial sampling protocols/methods provided to districts?

3. Who is doing the third-party investigation work?
4. Who is doing the (enhanced) sampling, what protocols/methods are used, and is there a sampling plan that the Trustees can review?
5. What is the scope of work for the contractors doing the confirmatory sampling and analysis?
6. Is there a clear communication plan with YK1, and how will we be notified/involved in the process going forward?
7. Why are only the schools that failed the initial tests being tested when water sampling that passed the test could have had challenges?
8. If this is now a regular program, is there an ongoing sampling plan that can be shared with YK1?
9. Who will be responsible for ongoing water sampling in YK1-owned schools?
10. If a territorial-wide monitoring plan is being developed, will it include next steps for intervention and outcomes?
11. In ongoing sampling programs, will the tests only be for lead or other contaminants as well?
12. If a school fails the testing again, what are the next steps?
13. Who is responsible for finding the source of the problem and taking action?
14. Before additional results are released, what plan is in place for communications and next steps?

7. Review and Approval of Minutes

7.1. May 13, 2025 - Regular Board Meeting

Motion #: 06/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the May 13, 2025, Regular Board Meeting Minutes, as presented.

Moved by: Trustee Wasylciw

Seconded by: Trustee Bell

Carried

7.2. May 20, 2025 - Regular Board Meeting (Education)

Motion #: 07/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the May 20, 2025, Regular Board Meeting (Education) minutes, as presented.

Moved by: Trustee Wasylciw

Seconded by: Trustee Drew

Carried

Some discussion was held regarding the education meeting. It was noted that in the past, the Board had approved holding a number of second monthly Board meetings for presentations on a variety of education-related topics.

After some discussion regarding the requirement to hold a Ratepayers meeting, it was suggested that adding the Ratepayers meeting as an action item next year could be used as a way to track that the meeting is held. It was noted that the Ratepayers meeting for this year is part of the Secretary Treasurer's report for this meeting.

8. Business Arising from the Minutes

8.1. Business Arising

none

8.2. Action Items

Trustee Snaggs joined the meeting at 7:49 PM

Motion #: 08/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the updated action item list as discussed.

Moved by: Trustee Drew Seconded by: Trustee Bell

Carried

9. Trustee Statements

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

No statements were received.

10. Unfinished Business

10.1. Update on École William McDonald Middle School (WMS)/École Allain St.Cyr (EASC) Schools' Parking

There is a summary in the package. Changes have been made already, and some changes are scheduled to take place during the summer. There are still some challenges that need to be addressed. The upcoming changes were reviewed.

Action: Administration asked to provide an update at the October Board meeting.

11. New Business

11.1. District Achievements Update

Report included in the agenda package.

Assistant Superintendent Arts reviewed the report. The following was also noted:

- ❖ EDI results are from last year. This year's results will be available in Aug/Sept.
- ❖ MDI was reviewed
- ❖ A verbal overview was given of the ILE program. One important point to note is that there continues to be a broad degree of participation by students, and also now participation by staff via extracurricular ILE opportunities.
- ❖ There will likely be a change to the assessment next year.
- ❖ There was some concern about participation in FSAs. 85% of our grade 4s were at or extending in literacy and 90% at or extending in numeracy, which are great numbers to see.

Trustees suggested that in the future more time be allocated to review the report.

Trustees asked how assessments will change with the transition to the new curriculum. Administration indicated that the District Education Services team regularly discuss results and uses them in a data-informed approach to bring about further improvements for students in the classroom. YK1 continues to work toward the BC assessment models. We hope to see similar results to what has been seen in the past. It was also noted that the District uses assessments developed in BC.

Trustees asked what some of the inferences are coming out of the data and what the Board can do to support staff and the District office team to drive improvements for students who are emerging to ensure they meet or exceed expectations.

Trustees noted that it seems we have come through the COVID dip and thanked staff for all their work in this regard. Administration indicated that the Education Services team has done a lot of work in this area. Attendance definitely also has an impact and will be tracked more in-depth in the future.

11.2. 2025-2026 Operating Budget

Motion #: 09/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the 2025-26 Operating Budget as presented.

Moved by: Trustee Snaggs

Seconded by: Trustee Bell

Carried

The budget information is in the agenda package.

Secretary Treasurer Vass noted that the City has approved the increase to the mill rate and reviewed the changes made to the budget.

Trustees noted that the budget deficit is not sustainable and may require budget cuts in the near future.

Secretary Treasurer Vass noted that Jordan's Principle funding is not included because of the current situation with that funding. She also noted some of the approaches that will be taken in the fall.

Finance and Facilities Committee Chairperson Snaggs thanked Secretary Treasurer Vass and the District office team for the great job done in putting the budget together.

11.3. 2025-2026 Operating Plan

Motion #: 10/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the 2025-26 Operating Plan as proposed.

Moved by: Trustee Brookes

Seconded by: Trustee Shortt

Carried

Trustees expressed their thanks for all the work that goes into preparing the Operating Plan.

11.4. Range Lake North School Action Plan

Information is included in the agenda package.

Administration reviewed what has been done to date and what will happen in the fall. More community input will be sought.

Trustees applaud the level of work and collaboration that is being undertaken to redefine and revitalize RLN.

Action: Trustees will receive an update on the Action Plan as part of the School Improvement Plan in the fall.

11.5. Strategic Plan Extension

Motion #: 11/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees extend the existing Strategic Plan to 2025-26.

Moved by: Trustee Drew Seconded by: Trustee Peters

Carried

Trustees noted that the Strategic Plan is the cornerstone of the District and that its review, to determine whether or not changes are needed, should be one of the main goals of the Board next year.

Action: Trustees to review the Strategic Plan early in 2025-2026

11.6. Communication Plan

Motion #: 12/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the text of the Communication Plan as presented

Moved by: Trustee Brookes Seconded by: Trustee Bell

Carried

Public Engagement and Advocacy Committee Chairperson Brookes noted that the measures document is a side document, and not part of the Communication Plan put forward for approval.

Trustees thanked the committee and District office staff for their efforts. The Committee noted that some of the outcomes and measures were created from some of the comments provided.

11.7. Committee Transition

Information is included in the agenda package.

Trustee Bell recommends that every committee provide hand-off documents at the end of their annual term.

Motion #: 13/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees require that the outgoing Chair, Vice Chair and Committee Chairs and CSBA Representative complete a Committee Handoff Document prior to the Organizational Meeting, and that all completed documents be stored in the internal Board DRIVE, accessible to trustees and relevant staff.

Moved by: Trustee Drew Seconded by: Trustee Bell

Carried

An example of a transition document is included in the agenda package. This would provide some knowledge of expectations and accountability and will help with committee orientation.

Trustee Bell volunteered to assist each current Chair to create a hand-off document for their committee.

11.8. Tentative Board Meeting Calendar 2025-2026

The proposed dates are included in the agenda package.

The dates are not set in stone and can be finalized the month before.

Trustees like having the dates in advance.

Action: Dates to be entered into the Boardroom and Trustee calendars

12. Reports

12.1. Chairperson's Report

Included in the agenda package.

Board Chairperson Wasylciw highlighted that there have been extensive conversations and meetings around Jordan's Principle funding and water testing.

He especially noted the advocacy work done through the CSBA in meetings with senior officials at Indigenous Services Canada and at the Education Leaders table regarding the significant changes to Jordan's Principle.

He highlighted a number of discussions with the Minister of Education, Culture and Employment regarding these two key issues over the last few weeks. Further information will come forward as it becomes available. He also noted that a Board Chair message is now included in the District newsletter.

12.2. Standing Committee Reports

12.2.1. Finance & Facilities Committee

No report is included in the agenda package as the Committee was reviewing the budget.

12.2.2. Policy & Governance Committee

Committee Chairperson Peters indicated the committee has been unable to meet due to the unavailability of committee members and overlap with the Negotiation Committee meeting dates. Policy 5 is still being worked on. The IT/IM Policy is in the works as well and will resume when Assistant Superintendent Arts returns from leave. The Risk Policy in the action plan is still on the committee's radar as well.

12.2.3. Public Engagement & Advocacy Committee

Information is included in the agenda package. There were no questions.

12.2.4. Audit Committee

Committee Chairperson Bell asked Secretary Treasurer Vass to provide an update. The Audit Committee will meet with the auditor next week.

Committee Chairperson Bell thanked Secretary Treasurer and her team for all their work. There were no questions.

12.2.5. Committee of the Whole

The report is included in the agenda package. There were no questions.

12.2.6. NWTTA Teacher-Board Committee

There has not been a meeting.

Trustees suggested that at least 2 meetings with NWTTA for the year be set early in the new year.

12.2.7. USW-Board Advisory Committee

No meeting has been held.

12.3. Ad Hoc Committee Reports

12.3.1. Negotiations Committee

Negotiations with the NWTTA are ongoing. The next Committee meeting is scheduled for tomorrow.

12.4. Superintendents Report

The report is included in the agenda package.

12.4.1. Assistant Superintendent of Curriculum & Learning Report

The report is included in the agenda package.

The annual report is underway. A draft will be circulated in late June for information.

Trustees asked what the 4Ps referenced by Niigaan Sinclair were. Superintendent Zouboules explained that the 4Ps refer to:

Presence, Practice, Pedagogy and Permanence

Information additional to what is in the report was also shared:

- More recent data shows 80%+ are meeting or extending in both literacy and numeracy.
- A number of after-school and weekend workshops on cultural safety were added for staff. Over 100 staff members participated. We now have staff trained to deliver the blanket exercise.

Trustees asked that results and staff development action reports be combined to show "these are the issues and these are the proposed solutions".

Trustees also asked for information regarding the graduation rate.

12.4.2. Assistant Superintendent of Human Resources & Learning Report

The report is included in the agenda package.

Trustees asked about Principal appointments. Administration indicated that Lea Lamoureux has been appointed as Principal for MHS and for École Ît'ô, Heidi Bourdreau and Christina O'Reilly have been appointed as the Principal and Assistant Principal, respectively, and Elizabeth Brace will be the new Assistant Principal at NJ Macpherson School.

12.4.3. Secretary Treasurer Report

The report is included in the agenda package, including information on the Ratepayers meeting.

There were no questions.

12.4.3.1. Director of Operations Report

The report is included in the agenda package.

Trustees asked if we are on track for summer projects. Director of Operations Martin indicated that we are.

12.5. Trustee Reports

12.5.1. Trustee Brookes' report is included in the agenda package.

There were no questions.

12.6. Trustee PAC Meeting Reports

12.6.1. Ècole It̓'ò

Trustee Peters attended the meeting.

12.6.2. Mildred Hall School

Trustee Bell was not able to attend but had dropped off some items for teacher appreciation.

12.6.3. N.J. Macpherson School

No update. Trustee Bell noted that she attended their spring show and indicated that it was wonderful.

Motion #: 14/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees extend the June 17, 2025, Regular Board Meeting.

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

12.6.4. Range Lake North School

Trustee Brookes attended the meeting. Hot dogs and water were the main topics of discussion.

12.6.5. Ècole Sir John Franklin High School

Trustee Shortt attended the meeting. The PAC asked that the Board send the Board highlights to the school Principals to share at PAC meetings.

Action: Discuss PAC suggestion about providing Board highlights to school PACs.

12.6.6. Ècole William McDonald Middle School

The meeting is scheduled for tomorrow at Trustee Drew's house. She invited everyone who would like to is welcome to attend.

13. Announcements - events calendar attached

14. Date and Time of Next Meeting

August 19, 2025 6:00 PM Organizational Meeting

August 19, 2025 6:30 PM Executive Session (In-camera)

August 19, 2025 7:00 PM Regular Board Meeting

15. Chairperson's Closing Remarks

Chairperson Wasylciw thanked everyone for attending the meeting. He also took the opportunity to congratulate Trustee Brookes on his retirement from the Government of the NWT. On behalf of the Board of Trustees, he congratulated the 110 graduates, which included 30 Indigenous graduates, from SJF and the numerous other students moving up to new schools in the fall.

Indigenous Peoples' Day is on Saturday, June 21st. He encourages everyone to attend the celebrations being held around Yellowknife.

Superintendent Zouboules shared that schools will be holding feed the fire ceremonies and encourages everyone to attend at least one.

Chairperson Wasylciw noted there are 489 days until the next trustee election.

16. Adjournment

Motion #: 15/06-17/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the June 17, 2025, Regular Board Meeting.

Moved by: Trustee Brookes Seconded by: Trustee Bell

Carried

The meeting adjourned at 10:07 PM

Chairperson Wasylciw

Secretary Treasurer Vass

BOARD of TRUSTEES - Action Items - 2025-2026							
No.	Date	Meeting	Action Item	Assigned to	Due Date (if applicable)	Status	Meeting Date: COMMENTS
2	2024-06-13	Board Meeting	Update on Joint Use Agreement report from the City, including facility usage, costs and included facilities	Administration	Winter 2024	In Progress	June 17/25: City Mgr. cancelled meeting; information received did not reflect information requested. Administration to continue to work to request the information.
4	2024-08-20	Board Meeting	Provide an update on the creation of an asset registry	Administration	Fall 2025	In Progress	March 11/25: due date updated to Fall 2025
5	09-10-2024	Board Meeting	Strategic Plan review	Chairperson	October 2025	In Progress	June 17/25: review early in 2025-2026
9	2024-10-08	Board Meeting	Chair & Administration to contact Minister of ECE regarding application of Financial Administration Act and FAM regarding decision making authority	Chair and Admin	Winter 24/25	In Progress	June 17/25: work continues; A meeting was held with YCS as they have similar concerns
15	2024-11-12	Board Meeting	Follow up on 1 Year warranty start date on Ecole Itlo list of rolling completion dates	Administration	First quarter of 2025	In Progress	June 17/25: One deficiency remains which should be done by the fall
26	2025-03-11	Board Meeting	Schedule Meeting for when USW Representative will be in Yellowknife	Administration	April 1, 2025	In Progress	deferred
27	2025-04-13	Board Meeting	Contact YKDFN about possibility of a meeting	Chair & Superintendent	Spring 2025	In Progress	In discussions with YKDFN CEO about meeting
28	2025-05-13	Board Meeting	Write letter to the Department of Infrastructure about Bus Driver Testing	Chair & Superintendent	Spring 2025	In Progress	Continues to be an issue; a letter to be written the Dept. of Infrastructure.
30	2025-05-13	Board Meeting	Update on School Improvement Goals from Reviews	Administration	Fall 2025	In Progress	
31	2025-05-13	Board Meeting	Letter of thanks for education meeting presenters	Chair	June 2025	In Progress	June 17/25: letters to be sent
32	2025-05-20	Board Meeting (Education)	consider and recommend alternative approaches to inclusive schooling funding and reporting	Administration	Fall 2025	In Progress	
Recently Completed:							
Action Items REFERRED to COMMITTEE - 2024-2025							
I	2023-04-11	Board Meeting	Finance Committee to work with Administration to create a risk register	Finance & Facilities Committee & Administration	Spring 2025	In Progress	committee to provide update
II	2024-04-09	Board Meeting	Determine best way to share communications publicly	Public Engagement & Advocacy Committee	Winter 2024/2025	In Progress	Communication Plan currently being reviewed and updated
III	2024-08-20	Board Meeting	Continue to explore the creation of a Pride version of the YK1 logo	Public Engagement & Advocacy Committee	Winter 2024/2025	In progress	under review by committee
IV	2024-11-12	Board Meeting	Explore development of Risk Management Policy	Policy & Governance Committee	Spring 2025	In Progress	
V	2025-05-13	Board Meeting	Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments of Trustees.	Policy & Governance Committee	Fall 2025	In Progress	



BOARD REPORT

Title:	Draft Annual Report for 2024-2025
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	August 14, 2025
Mandate	<ul style="list-style-type: none">• Cultivate a culture of holistic wellness• Honour and celebrate Indigenous Language and Culture for all learners• Ensure inclusive, equitable and authentic learning experiences• Foster critical understanding of local, national and global issues
Highlights	<ul style="list-style-type: none">• Work is underway to finalize the Annual Report for 2024-2025 due to ECE by September 30th, 2025.• Attached is a copy of the draft report sent to ECE on July 31, 2025.• Many sections of the report remain to be finalized after consultations with principals in early September.• The final version of the Annual Report will be presented for adoption by Board at September's regular meeting.
Recommendations	Accept for information
Proposed Motion (if applicable)	None applicable
Attachments?	DRAFT Annual Report for 2024-2025

Form updated: November 2024

Education Accountability Framework

Yellowknife Education District

No. 1

Annual Report

For the 2024-25 School Year



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Operating Plan - Executive Summary

The YK1's Operating Plan for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction. The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the YK1 priorities for the upcoming school year. The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2024-2025 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalize and Inclusive Education; and Key Competencies.

- YK1 strategic priorities are also included in our planned goals and targets. They are as follows:
- Learning: Ensure inclusive, equitable and authentic learning experiences;
- Indigenous Language & Education: Honour and celebrate Indigenous Language and Culture for all learners;
- Community: Foster critical understanding of local, national and global issues; and
- Wellness: Cultivate a culture of holistic wellness.

The three pillars that align the aforementioned are:

1. Learning
2. Indigenous Language and Culture
3. Wellness, Community, and Key Competencies

The following chart highlights planned goals and foci for 2024-2025. All professional development will align with the identified pillars.

YK1 2024-2025 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness NWT Renewed Curriculum Key Competencies
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
YK1 Goals and Targets		
Using EDI results at the school and district level to plan for student wellness and success	Continued implementation of "Our Languages"	Using MDI results at the school and district level to plan for student wellness and success
Implementation of YK1 Learning Plan	Continued development of authentic learning experiences in ILE classes Continued expansion of ILE classes throughout the district	ECE supported school-based programs <ul style="list-style-type: none"> • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S./L.E.A.D.S.

Annual Report

Place-based, culturally responsive initiative, Engaging Learners in the Elementary, Middle and High school years		Ongoing review of assessment practices and reporting student progress Continued work on incorporating Growth as a Learner into the new reporting model
Math/Science/Early Literacy foci EN/FR: <ul style="list-style-type: none"> • JK-2 Playful Inquiry • Literacy and numeracy residencies • Early Oral Language Development - Now Play 	Cross-curricular planning and integration of Dene Kede.	Continued expansion of Outdoor Classrooms
Continued growth of our understanding of renewed curriculum competency to help with the development of An NWT Capable Person	Continued Indigenization of learning environments and Resources	Fostering Open eXpression among Youth (FOX), and Strength, Masculinities, And Sexual Health (SMASH)
Assessment to Instruction - cycle of inquiry for students and staff learners	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching for equity using flexible instructional practices	Key Cultural Experiences	Safe and Caring School Plans
Participation in ECE implementation of Competency-Based IEPs	School-based ILE Committees	Community partnerships
Following expected guidelines for PSTs		
Technologies to support equity for all learners		
Supporting complex learners in the classroom setting		
Supporting Educational Assistants in their role		

Annual Report - Executive Summary

The YK1's Annual Report for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The following table summarizes the successes and areas for improvement for the school year:

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1. Administration and School Services

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

- A. Governance Structure;
- B. Functional Organizational Chart;
- C. School Profiles; and
- D. Policy Development.

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the students it serves (which stands at 2098.5 as of April 30, 2024)	
Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.	
District Education Authority Trustees	
Chairperson:	David Wasyliw
Vice Chairperson:	Tina Drew
Trustees:	Barbara Bell Terry Brookes Michelle Peters Allan Shortt Jason Snaggs
Administration	
Superintendent of Education:	Shirley Zouboules
Assistant Superintendent:	Landon Kowalzik
Assistant Superintendent:	Graham Arts
Secretary Treasurer:	Lisa Vass
During their tenure, Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected for a term of four years. At the end of their terms, Trustees must stand for re-election should they wish to continue in their role.	
Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.	

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:

<p>The organizational chart for YK1 shows a hierarchy starting with the Board of Trustees at the top. Below them is the Superintendent. To the left of the Superintendent is the Executive Assistant. Reporting to the Superintendent are three positions: Assistant Superintendent Learning, Admin Assistant/Comms, and Assistant Superintendent Human Resources. Under Assistant Superintendent Learning are Ed Services and Information & Tech, which both report to School Principals. Under Admin Assistant/Comms is the Secretary Treasurer, who reports to the Department of Finance. Under Assistant Superintendent Human Resources is the Department of Finance.</p>	
* Staff names are not included for this functional chart	

C. School Profiles

The following table details the total number of schools in the District, the expected student head count for the upcoming school year and a summary of the education programming highlights offered by each school in the region, including the community the school is located in, the grades offered in the school, and any additional programming highlights for the school such as immersion programming, alternative education programming, class compositions (Multi-grade, split-grade or single graded classes) and/or other alternative learning modes (e.g. distance learning, Montessori).

Total Number of Schools in District	6	Total Anticipated Student Head Count	2180
School Name	Community	Grades Offered	Programming Highlights
École Iti'q (Iti'q)	Yellowknife	JK-5	<p>École Iti'q offers:</p> <ul style="list-style-type: none"> French Immersion programming Willideh language classes for all students English programming (grade 3-5) Special programming includes school athletics, clubs such as rainbow club, Chess club, Games, and art club. Intramurals during indoor recesses Daily school breakfast program facilitated by assigned staff and parent volunteers Dene Kede facilitator; Sheila Stewart once every 2 weeks The gardening program (April-May). After School care (YWCA) Grades JK-5 Indigenous language and culture is integrated into classroom sessions Whole school Indigenous activities: classes cycle through knowledge keepers. Ex: Rabbit, Fish and painting Indigenous Culture Camps throughout the year Art workshops throughout the year JK-5 Winter and Spring Fine Arts performances for parents and community Integration of Indigenous sports and cultural activities during June Sports Day School wide activity: Zhah Day; incorporating French and Indigenous cultures

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			<ul style="list-style-type: none"> Teach positive behaviour and empathy through the Dene Laws
Mildred Hall School (Mildred Hall)	Yellowknife	JK-8	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> English programming Willideh language and Core French courses as well as traditional games classes for grades 1-8 and Wall Tent Wednesday as all classes get to explore various animals Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 8 Many extracurricular activities such as team sports, fine arts, and messy book club. Choir and band; alternative sports such as fat biking, cross-country skiing, snowshoeing, and rollerblading. alternative options such as drumming and traditional games Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Willideh language in our land-based learning experiences A breakfast, snack, and hot lunch program. The school has a large garden where students grow vegetables used in the foods program Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour

N.J. Macpherson School (N Macpherson)	Yellowknife	JK-5	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> English programming JK-5 Core French, Grades 1-5 Willhide language classes for all students and staff Special programs including Physical education, visual arts, music, drama and a strong recycling program Several extracurricular sports, clubs and after-school programs Indigenous language and culture is integrated into classroom sessions Indigenous Culture Camps throughout the year An active Parent Advisory Council
Range Lake North School (Range Lake)	Yellowknife	JK-8	<p>Range Lake North School (RLN) offers:</p> <ul style="list-style-type: none"> English programming for JK - 8 Intensive French in Grade 6, Post-Intensive French in Grade 8 and Core French in Grades 1 to 8 Student Options Program rotates through a series of sessions lasting six weeks each. Options include tech, sports, outdoor pursuits, music, martial arts, yoga etc. for students registered in Grades 6 through 8 Makerspace available to support Student Options Program and regular instruction Indigenous Language and Culture, integrated into classroom learning Indigenous Culture Camps throughout the year Special programs in music, band, choir, and drama Extracurricular sports program offering a range of activities, including hiking, skiing, biking, snowshoeing, and skateboarding Sustainable living projects: outdoor gardens and observatory beehive pizza and literacy night for families Tech nights for middle school students An active and involved Parent Advisory Committee that organizes a large annual fundraising event

			"Family Fun Night". Proceeds support student activities
École Sir John Franklin High School (Sir John)	Yellowknife	9-12	<p>École Sir John Franklin High School (ESJFHS) offers:</p> <ul style="list-style-type: none"> Programming from Grades 9 to 12 in both English and French Immersion Core French and Post-Intensive French from Grades 9 to 12 Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics Indigenous culture programming and camps including Willhide language instruction Successful Sports Academy with focus high performance training: extra-curricular sports and clubs are also offered National and international travel opportunities for students include volunteering and cultural experience Night School classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite Alternate programming (Route 51) available during the day (9am - 3:45pm) off campus. Graduating required courses are offered on modular based format

École William McDonald School (William McDonald)	Yellowknife	6-8	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> • Programming for Grades 6, 7 and 8 in both English and French Immersion • Other French options including: <ul style="list-style-type: none"> ◦ Intensive French - Grade 6 ◦ Post-Intensive French - Grade 7 and 8 ◦ Core French – Grades 6 - 8 • Willideh language classes (Grade 6 classes) • Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education • Sports Academy Program which includes hockey, soccer, and athletics. An updated fitness room has allowed an expansion to its sports programming.
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D. Policy Development

Under section 96 of the Education Act, a District Education Authority (DEA) is required to:

- Conduct its business in accordance with regulations
- To make by-laws governing the procedure to be followed in transacting the business of the DEA
- Establish a code of conduct for its members

The same requirements apply for Divisional Education Councils under section 108 of the Act.

The Education Act Regulations further define and provide guidance for the policies and by-laws DEAs and DECs are required to develop.

The following table lists the required and recommended policies and by-laws for education bodies. Please indicate in the appropriate section the effective date for each policy and by-law for each education body in your region. If a policy or by-law is not applicable, indicate "NA". Where a policy or by-law does not exist, place an "X" in the relevant box.

Type of Policy or Bylaw	Yellowknife Education District No. 1
Code of Conduct	September 2022
School Attendance	August 2017
Safe Schools	April 2014 June 2014 September 2022
Transportation of Students	August 2017
Conduct of Business	October 2022
Records Management	August 2017 (As per Directive)
Student Assessment	August 2017 (based on SAER directive 2010)
Inclusive Schooling	February 2018 (As per Directive)
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT handbook)
Honorarium	January 2021 (Board Bylaws)
Annual Report	August 2017 (follow Ed. Act)
Borrowing Money	1996 Education Act

2. Territorial Schools

Territorial Schools reflects the programs and professional development activities that directly support excellence in teaching and student academic achievement specific to the NWT Education Act, Ministerial Directives, or School Funding Framework including:

- A. Education Body Strategic Planning;
- B. School Improvement Planning & School Reviews;
- C. Staff Evaluations;
- D. Regional Training and In-Service;
- E. Literacy Coordinators;
- F. Healthy Food for Learning;
- G. Second Language Education;
- H. Student Success Initiative; and
- I. Northern Distance Learning

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A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

The following tables detail regional priorities, goals, and connections to the shared priorities, including regional performance indicators and targets set for the upcoming school year related to Education Body strategic planning, along with the achieved results, the explanation for any difference between targets and results, noted areas of strength and areas for development.

Regional priorities and goals.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: <ul style="list-style-type: none"> • Learning • Indigenous Language and Culture • Wellness, Community, and Key Competencies
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Education staff will continue to participate in professional learning focusing on the three identified pillars.	100%	100%	
YK1 schools will continue to participate in district led PD focusing on numeracy and literacy - with a priority placed on Grades 4 through 10 as they continue to trial the NWT Renewed Curriculum	100%	100%	
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. "The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-	100%	100%	

dependent than was previously thought" (Donohoo 2017, Lieberman and Miller 2004)			
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

The following tables detail regional priorities and goals for the upcoming school year related to School Improvement Planning and School Reviews, along with noted areas of strength and areas for development.

Regional approach to School Improvement Planning and School Reviews , and relevance to regional and shared priorities, for the school year.	<p>School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary:</p> <ul style="list-style-type: none">1. Learning2. Indigenous Language and Culture3. Wellness, Community, and Key Competencies <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</p> <p>Formal school reviews follow the district's administrative procedures and are cyclical. Three schools are scheduled for review in 2024-2025.</p> <p>YK1 schools develop yearly School Improvement Plans based on the previous year's data and the goals of their school. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School goals are shared with Trustees, the District Leadership and PACs.</p>
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

C. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

The following tables detail the region's approach to completing staff evaluations for the upcoming school year related to staff evaluations, along with noted areas of strength and areas for development.

Regional approach to the completion of Staff Evaluations .	At the beginning of each school year YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by Principals and Assistant Principals will also be evaluated. The leadership at each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk. YK1 utilizes the ECE Growth & Evaluation model. The district is well-positioned to implement the renewed teacher growth and evaluation model once it is finalized by ECE and ready for implementation
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	20%		
Number of Principals and Assistant Principals formally evaluated in the school year.	20%		
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	30%		
Number of Superintendents formally evaluated in the school year.	100%		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

D. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2024-2025 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

The following tables detail the region's training and in-service plan, the relevance of the plan to regional and shared priorities, along with noted areas of strength and areas for development.

Regional approach to the completion of Training and In-Service , including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2024-2025. Consultants will provide PD in the following areas: Learning/Indigenous Language and Culture while ensuring embedded support for moving to competency-based teaching and learning <ul style="list-style-type: none"> Math Residencies (EN/FR) Literacy Residencies (Grades 3-8) JK-K Collaborative Study Group JK-4 NOW Play Project (Northern Oral Language and Writing Through Play) Neurolinguistic approach with outside consultant (FR/Willideh) Inclusive Pedagogies in Secondary Two ILE district days are planned to meet the ILE directive. School specific STIP times are planned to align with the identified pillars and school improvement goals. For the duration of the trialing and implementation of the renewed NWT curriculum this will be a focus.
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2		
Areas of Strength for the region			
Areas for Development for the region			

Additional Comments for the region	
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E. Literacy Coordinators

Literacy coordinators collaborate with teachers to develop effective instructional approaches in literacy and/or numeracy throughout all grades and subjects. They provide professional development for teachers and model effective routines, practices, and protocols, while developing a regional literacy action plan and supporting school administrators and teacher to develop and use instructional practices, resources, and assessments associated with the plan.

The following table details the total number of allocated, budgeted and actual Literacy Coordinators in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Education Body Contributed (PY)	Total Budgeted (Allocated + Contributed = PY)	Explanation if not 1.0 or 0.5 (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
0.50	1.5	2	Two coordinators are required. The first is to support learners in the English program. The second is to provide support to French Immersion, Core French, Intensive and Post-Intensive programs	2	

*As per the School Funding Framework, funding provided equates to 0.50 or 0.25 of a school consultant position, with the expectation that the other half be funded by the Education Body, otherwise not allocated.

F. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students. The following tables detail the regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to the Healthy Foods for Learning program for the upcoming school year.	<p>YK1 schools access the Healthy Food for Learning Program provide a combination of breakfast, lunch and/or snacks using a philosophy of access for all. Schools employ an "open cupboard" approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food.</p> <p>https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning.</p> <p>Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

School Name	Type of food program(s) offered (Breakfast, Lunch, Snack, etc.)	Average number of children / youths served daily	Criteria to participate (Low income, fee, Everyone welcome, etc.)	Non-GNWT Funding Received (\$ Amount / Source)
Itl'q				
Mildred Hall				
N.J MacPherson	Breakfast and Snack	105	Everyone welcome	\$10,100/Healthy Food for Learning

Range Lake North	Snack and Lunch	150	Everyone welcome	All funding provided by GNWT
Sir John Franklin				
William McDonald	Breakfast and Lunch		Everyone welcome	

* Please complete one row for each program offered in a school. Ex.) complete two rows if a school offers both breakfast and snack programs.

G. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, and the grades in which the SL is taught.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Thcho)	Type of SL program (core, immersion, intensive, post- intensive)	Grades of SL program (per program type)	Was the SL program offered as planned? (Y/N)	If No, why not?
It'q	French	Immersion	JK-5	Yes	
	Wiilideh	Core	JK-5	Yes	
Mildred Hall	French	Core	3-6	Yes	
	Wiilideh	Core	JK-8	Yes	
N.J. Macpherson	French	Core	1-5	Yes	
	French	Pre-Intensive Camps	5	Yes	
	Wiilideh	Core	JK-5	Yes	
Range Lake	French	Post-Intensive	7-8	No	There was no Grade 7 class this year due to low student enrollment for the programme.
	French	Pre-Intensive Camps	5	Yes	
	French	Intensive	6	Yes	
	French	Core	1-8	Yes	
	Wiilideh	Core	1-8	Yes	
Sir John	French	Immersion	9-12		
	French	Post-Intensive	9-12		
	French	Core	9-12		
	Wiilideh	Core	9-12		
William McDonald	French	Immersion	6-8	Yes	
	French	Intensive	6	Yes	

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	French	Post-Intensive	7-8	Yes	
	French	Core	6-8	Yes	
	Wiilideh	Core	6	Yes	

*Please include a row per school /per language /per type of instruction

3. Inclusive Schooling

The *Ministerial Directive on Inclusive Schooling* (2016) is supported annually by conditional funding that is allocated to Education Bodies for programs, processes, and personnel that meet expectations and standards identified in the *Guidelines for Inclusive Schooling* (2016), to effectively support classroom teachers and improve student success. Inclusive Schooling funding allows education bodies to provide support systems and services to enable all students to be included as full participants in regular, age-appropriate classes within their home communities.

A. Regional Inclusive Schooling Coordinators

Regional Inclusive Schooling Coordinators (RISCs) provide administrative and programming leadership at the regional level to Inclusive Schooling based staff and to the overall school team and environment to support classroom teachers in meeting the needs of students.

The following table details the total number of allocated, budgeted and actual RISCs in place to provide administrative and programming leadership at the regional level, and the explanation for any variance between each.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	2	The creation of an additional RISC position will better enable the district to further improve the supports and practices for inclusion.	2	

Regional Performance Indicators	Regional Targets	Achieved Results	Explanation for Difference (if applicable)
% of RISCs allocated as less than a 1.0 FTE	0	0	

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B. Program Support Teachers

Program Support Teachers (PSTs) provide direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

The following table details the number of allocated, budgeted and actual PSTs in place to provide direct collaborative support to schools, and the explanation for any variance between each.

If PST duties have been split between more than one staff member, please provide details (how is the position split, and the reason for doing so).

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
Iti'q	15.42	2			2	
Mildred Hall		3			3	
N.J. Macpherson		3			3	
Range Lake		3	Topped Up the .33 for 1 FTE based on the needs of the school		3	Topped Up the .33 for 1 FTE based on the needs of the school.
Sir John		3	RISE PST/Teacher	PST/RISE Teacher	3	
William McDonald	15.42	2	+1 Social Emotional Teacher (Funded through Jordan's Principle)		2	
TOTAL		16	The district strives to create full-time positions wherever possible to ensure PSTs are readily available to support staff and students and promote further inclusion		16	The School District strives to create full-time positions wherever possible to ensure PSTs are readily available to support staff and students and promote further inclusion.

C. Support Assistants

Support Assistants are individuals working in the school to support classroom teachers in meeting the instructional and personal needs of students.

The following table details the number of allocated, budgeted and actual Support Assistants in place to support classroom teachers in meeting the instructional and personal needs of students, and the explanation for any variance between each.

Please ensure that Support Assistants funded through Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
Itt'q	32.65	5.0		5	
Mildred Hall		7.0 + 23.0 (JP)	Jordan's Principle EAs to support student inclusion	7.0 + 23.0	23.0 PY Jordan's Principle EAs to support student inclusion and safety
N.J. Macpherson		8.5 + 15.5 (JP)	Jordan's Principle EAs to support student inclusion	8.5 + 15.5	15.5 PY Jordan's Principle EAs to support student inclusion and safety
Range Lake		7.5 + 14.0 (JP)	Jordan's Principle EAs to support student inclusion	7.5 + 14.0	14.0 PY Jordan's Principle EAs to support student inclusion and safety
Sir John		9.0 + 6.0 (JP)	Jordan's Principle EAs to support student inclusion	9.0 + 6.0	6.0 PY Jordan's Principle EAs to support student inclusion and safety
William McDonald		8.5 + 5.0 (JP)	Jordan's Principle EAs to support student inclusion	8.5 + 5.0	5.0 PY Jordan's Principle EAs to support student inclusion and safety
TOTAL	32.65	45.5 + 63.5 (JP)		45.5 + 63.5	63.5 PY Jordan's Principle EAs to support student inclusion and safety

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Specific funding is provided for education staff to provide or receive professional development directly related to supporting student and inclusive education in the classroom and school in general.

The following table details the total amount of allocated, budgeted and actual funding spent on inclusive schooling professional development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$92,732	\$92,732		\$185,902.66	

The following table details the Inclusive Schooling Professional Development planned during the upcoming school year:

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Restorative practices	All	YK1 Staff	Throughout the year	Yes	Hired HIRP staff to contribute as well as to support District Staff
Inclusive Curriculum Delivery	PSTs, Teachers, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Throughout the year	Yes	Still delivered training, but specific contractor unavailable
Education Program Planning with the new curriculum	PSTs	Shelley Moore, RISCs, ECE	Fall/Winter	Yes	Continued throughout the year and in connection to the CB IEP but specific contractor unavailable
CB IEP	RISCs, PSTs, Teachers	RISCs	Fall	Yes	Continued throughout the year
Further Developing Student Self-Regulation	PSTs, Teachers, EAs, Principals and Assistant Principals	RISCs, Contractor (Robyn Combres, Monique Thomas, Others TBD)	Throughout the Year	Yes	

	where possible				
Implementing Inclusive Practices	RISCs, Shelley Moore, Others TBD	Shelley Moore, Others TBD, RISCs, PSTs	Fall/Winter	Yes	The training was delivered, but the facilitator changed as a result of availability.
Implementing Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Winter	Yes	
Trauma Informed Practice	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Monique Thomas	Year long	Was not planned, added in response to need	Note: This training was not included in the Operating Plan submitted for June, 2024, but is included here for the sake of completeness
Debriefing Critical Incidents	PSTs, Principals and Assistant Principals	Monique Thomas	Winter	Was not planned, added in response to need	Note: This training was not included in the Operating Plan submitted for June, 2024, but is included here for the sake of completeness

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The following table details any Inclusive Schooling expertise or services contracted for professional learning and capacity building initiatives, including the name of the Contractor, the type of service, the reason the service was needed, the school(s) in which the contractor worked, and the length of contract that was awarded throughout the school year (not including members of the ECE Territorial-Based Support Team).

Name of Contractor	Type of Service (Frequency / Quantity - such as # of assessments or days of consultation)	Reason for using a contractor rather than a GNWT-provided service (GNWT service unavailable, etc.)	School(s) impacted by Service	Length of Contract	Total (\$)
International Institute of Restorative Practices	IIRP - Pat Lewis: Key Note Speaker & Offered sessions to all staff.	No GNWT service provider available.	6	Beginning of the year	\$14,161.15
Outside Pin Consulting /Shelley Moore	Group Consultancy	No GNWT service provider available.	2	Year long	\$5,150.50
Silent Voice	Virtual ASL Lessons for student & family, and support for Educators	No GNWT service provider available.	1	Year long	\$13,500.00
Liz Baile	SIVA Training	No GNWT service provider available.	6	Two sessions	\$1,417.50
Children's Autism Services of Edmonton	RISC Training/ school consultation	No GNWT service provider available.	6	Two occasions	\$2,726.97
Gallaudet University	Courses for Teachers and EAs in ASL	No GNWT service provider available.	1	Year Long	\$1,458.19 + \$111.13
Monique Thomas Consulting	Training for Administrators /PSTs/EAs	No GNWT service	6	Year Long	\$39,036.75

Continuum North	Ed Psych debriefing/rec ommendations	provider available. No GNWT service provider available.	4	Year Long	\$14,575.00
Merril Dean	Ed Psych debriefing/rec ommendations	No GNWT service provider available.	1	One occasion	\$2,500.00
Capable Kids/Kathleen Sullivan	OT Consultation/d irect therapy	No GNWT service provider available.	6	3 Months	\$85,462.50
Positive Behaviour Support/Robyn Combres	Complex Behaviour Support	No GNWT service provider available.	6	Year long	\$14,535.20
Education Assistants of BC	General EA topics/One day online training	No GNWT service provider available.	6	One session	\$1000.00
DBT Centre of the Fraser Valley	YK1 SBMHW Team Coordinator Training	No GNWT service provider available.	6	One Course	\$499.35

* This table refers to contractors procured using Inclusive Schooling funding and does not include others such as those procured by Jordan's Principle / Child First Initiative Funding.

E. Assistive Technology

Assistive technology (AT) is any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with complex needs.

The following table details the amount of allocated and actual funding spent on Assistive Technology per school, and the explanation for any variance between each.

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student / etc.)	Total (\$)	Explanation for Difference (if applicable)
\$123,245	\$850.00	Phonak - Roger Neckloop	Individual Student	\$28,578.59	Used \$94,666.41 of funds for Rehabilitation contracted services/ supporting needs outside of scope/ responsive PD/ Psychoeducational Assessments/ EA training/ SBMHW training and contracted support
	\$1,750.00	Phonak - Roger touchscreen mic	Individual Student		
	\$1,369.00	Phonak - Roger X	Individual Student		
	\$721.16	Front Row Batteries	Several class Junos		
	\$177.67	ScreenCastify	Ed Services		
	\$11,787.07	Front Row Junos	15 MHS Classes		
	\$1,769.00	Phonak	Individual Student		
	\$812.78	TouchChat/ LAMP Apps	Individual Students		
	\$4,492.65	iPads for use as AAC devices	Individual Students		
	\$67.69	speaker	Individual Student		
	\$3,800.00	Advance Power Emergency stair lift	Retrofit of new school (Itlo) for Individual Student emergency response plan		
	\$981.67	G-tube feeding port	Individual student		

F. Healing and Counselling

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community / School	Allocated (\$)	Budgeted (\$)	Actual (\$)	Explanation for Difference (If applicable)	Deliverable (Select either SBMHW Education or SBMHW Provider)	Expenditure (Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)
Itl'q		\$731,352.00				
Mildred Hall						
N.J. Macpherson						
Range Lake						
Sir John						
William McDonald						
TOTAL		\$731,352.00	\$731,352.00		6 SBMHW Providers - 1 Team Coordinator, 1 Team	Contracted Services for: Counsellor supervision; Wellness

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					Facilitator, 4 Wellness Mentors	Mentor training; RISC Consultation; Crisis Response
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To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region's approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES
<p>Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc.</p> <p>YK1 used this funding to hire 4 Wellness Mentors, 1 Mental Health and Wellness Team Coordinator and 1 Mental Health and Wellness Team Facilitator and training for all team members. The coordinator and facilitator are trained counsellors to provide crisis counselling in the interim while referring to the CYC program or other mental health professionals when student need was out of scope for the wellness mentor's role. All members of the team received onboarding training, Healthy Relationships Program training (HRPP, 4th R and HRPLGBTQ2S+), and Restorative Practices. The team provided class wide, small group and 1:1 intensive intervention services.</p> <p>We have 6 schools with diverse mental health and wellness needs. We chose this delivery of services to ensure equitable access to all schools and so the wellness team could support each other when and where necessary. We chose to use the programs to ensure prevention and promotion of mental health and wellness delivery to all schools.</p>
<p>Please provide a brief description of the successes you encountered through the implementation of your region's chosen SBMHW programs and services.</p> <p>The members worked as a team developing procedures, processes, and sourced/developed resources based on student need across the region.</p>
<p>Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW programs and services.</p> <p>Maintaining the integrity of the program with the needs in the school. Many referrals and needs came up that were out of scope for the wellness mentors and navigating support for these students were sometimes complex.</p> <p>Messaging that the wellness mentors are not counsellors to staff, families and the larger community was constant. Misunderstanding of the role and the services provided through it still exists.</p>

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G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region's approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.	Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared by the RISC and discussed with the PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (Principals and Assistant Principals, PSTs, Wellness Mentors, Teachers, EAs, RISCs) work collaboratively with families to ensure thoughtful and intentional supports align with students' SSP/IEP goals and are implemented. Student support plans are reviewed prior to reporting periods and adjusted as needed. Continued CB IEP renewal and Educational Program Planning professional development will ensure alignment with the new curriculum and a strength based approach to goal setting is prioritized with students and families. YK1 recognizes that teacher and support staff professional development plays an integral part in IEP renewal success.
Areas of Strength for the region	YK1 has demonstrated significant growth in inclusive education practices. Notably, a district-wide Individualized Education Plan (IEP) report card has been implemented and supported by clearly defined IEP procedures. All Program Support Teachers (PSTs) have received comprehensive training on writing and implementing IEPs, with ongoing guidance provided through a dedicated IEP working group. Additionally, a Modified Programming Working Group was established to explore how modified programming aligns with the new curriculum, providing valuable direction and consistency in instructional planning for students who require modified learning approaches.
Areas for Development for the region	Further development is required to refine the Student Support Plan (SSP) procedures. This includes ensuring all PSTs are clear on when SSPs should be written, what information they should contain, and how assessments should be used to inform and support. While all current PSTs have been trained in IEP development and implementation, new PSTs will require IEP training to ensure consistency and sustainability. PST observations for evidence of supports being implemented.

	Open collaboration with external supports to make sure recommendations are appropriately aligned with student needs.
Additional Comments for the region.	YK1 continues to prioritize inclusive practices by building the capacity of support staff to meet the diverse needs of all learners. Through collaborative efforts and structured training, we are fostering a culture of equity and accessibility. Continued refinement of our practices will ensure we remain responsive, proactive, and student-centred in our approach to inclusion.

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development. The following table details the region's approach to ensure that Principals create conditions to support teachers in the use of flexible instructional strategies for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that Principals create conditions to support teachers in the use of flexible instructional strategies.	YK1 is committed to the on-going work with ECE, our own staff as well as outside facilitators who are experts in inclusive instructional strategies that are flexible, responsive, and provide equitable support and access for the needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences and programming aligned with the new curriculum competencies.
Areas of Strength for the region	RISCs have identified schools that are ready to shift their practice in flexible instructional strategies. During the 2024/25 school year, RISCs worked closely with these schools to be responsive to each learner.
Areas for Development for the region	Provide more training to support a broader shift across the whole district to implement flexible instructional strategies.
Additional Comments for the region.	YK1 is committed to inclusive education that prioritizes student needs. Planning is driven by what supports each learner. Our goal is to create flexible, responsive learning environments where all students can succeed.

I. School-based Support Team

The School-based Support Team (SBST) operates under the leadership of the Principal to assist classroom teachers with developing and implementing instructional and/or management strategies, SSPs or IEPs, and to coordinate support resources for students. The team also develops strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements. SBSTs are encouraged to meet regularly (typically weekly), and to keep written records of their meetings.

The following tables detail the region's approach to ensure that the SBST, under the leadership of the Principal with co-leadership by PST(s), is involved to support teachers to meet the needs of all of their students for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.	In 2024-2025 all schools will continue to utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools. The addition of the second RISC will ensure support from the RISC equitably continues to improve capacity in all schools in SBST implementation and effectiveness.
Areas of Strength for the region	During the 2024/2025 school year, at RBSTs RISCs gained input from school PSTs about the functioning of the SBST to produce a standard procedure across the district.
Areas for Development for the region	YK1 is developing guiding questions and decision-making frameworks to determine when a student should be placed on an IEP, which will support SBSTs in making more consistent and informed programming decisions.
Additional Comments for the region	

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J. Review of SSPs and IEPs

SSPs and IEPs should be discussed with parents and guardians. However, as per the NWT *Education Act*, IEPs additionally require the explicit consent of the student's parent or guardian, typically recognized by a signature on the IEP.

The following tables detail the region's approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	Schools follow processes outlined in the NWT Inclusive Schooling Directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISCs problem-solve individual cases. In 2024-2025, a focus will be to align Educational Program development, planning, and implementation of the new curriculum.
Areas of Strength for the region	The RISCs work closely with schools to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, SBST members, and education body staff as required.
Areas for Development for the region	YK1 is currently working to ensure that IEPs and SSPs are updated and reviewed in consultation with students and other professionals.
Additional Comments for the region	

K. PST Activities

In carrying out their role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Inclusive Schooling Directive provides guidance for this by setting out PST priority time-use targets:

- a minimum of 60% of the PST's time should be devoted to **teacher support activities**
- no more than 25% of the PST's time should be spent working **directly with students** (commonly Tier 3 students –those with more complex needs)
- maximum of 15% of the time used for **other** functions

The following table details the region's approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	The RISCs will continue to support school PSTs, Principals and Assistant Principals to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines. In the beginning of the school year, refreshers will be held for Principals and Assistant Principals, and PSTs on the role and allocation of PST time targets.
Areas of Strength for the region	The RISCs meet with PSTs every month to discuss time use. They are also involved in monthly leadership meetings to reinforce the appropriate use of time for PSTs.
Areas for Development for the region	Provide more training and insight for administration and teachers on the PST role and appropriate time use.
Additional Comments for the region.	

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North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a 'magnet facility' and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3.0	4.0	A teaching position was created in lieu of EA positions		
Support Assistants	2.0	0			
TOTAL	2.0	4.0			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for Magnet Facilities, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$685,960	\$685,960			

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT. The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy (ILE Policy)* is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located. The *ILE Policy* is supported annually by conditional funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

The Regional Indigenous Language and Education (RILE) Coordinator provides a centralized leadership role in coordinating Indigenous language instruction and Indigenous education programs and activities in the region.

The following table details the total number of allocated, budgeted and actual RILE Coordinators in place to provide leadership at the regional level, and the explanation for any variance.

Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
1.0	1.0		1.0	

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE Action Plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the team was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
Example: ILESHS	<ul style="list-style-type: none"> Principal PST ILI Janitor Cultural Support Worker Homeroom teachers from grade 7, 9 and 11 	Once a month	N/A
It'q	Assistant Principal, Willideh Language Teacher, Classroom Teacher	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Mildred Hall	PST, EA, Teacher, Principal, Dene Kede Facilitator, ILII	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
N.J. Macpherson	Principal, Assistant Principal, 2 x EAs, Cultural Support Worker when available, RILE, 4x Homeroom teachers from JK to 5	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Range Lake	2 x Teachers 4 x EAs Principal	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Sir John Franklin	Assistant Principals, Classroom Teacher, EA, ILI, PST	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
William McDonald	Principal, PSTs, Teachers	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.

C. Indigenous Language Instructors

Indigenous Language Instructors (ILIs) provide Indigenous languages instruction to JK-12 students in NWT schools through the delivery of the *Our Languages* curriculum.

The following table shows the breakdown of the budgeted, and actual ILI (PY funding) in place at each school, identifies whether the allocated PY is new or a returning ILI, and explanation for adjustments to PY.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
It'q	6.89	0.6		.6	
Mildred Hall		2.0		2.0	
N.J. Macpherson		0.4		.4	
Range Lake		0.5		.5	
Sir John		2.0		1.8	ILI (teacher) hired to work with 1.0 language speaker was already on a .8 contract within the district, and wished to remain at that allocation
William McDonald		0.5		.5	
District Office		1.0		1.0	
TOTAL	6.89	7.0	Additional staffing allocated through School District decision	6.8	Difference explained under SJF allocation. Due to the fact that many of YK1's ILI's hold a B.Ed. , the funding allocation for these positions was spent on the 6.8 employees hired

Note: Culture and language resource people and Elders are accounted for under the Indigenous Education (O&M) and Community Support categories.

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Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	We have created an Indigenous Language Mentorship position to assist a language instructor with passing down language and pedagogy, this will continue next year. We are exploring options with the NWTTA to be able to adjust the ILI salary grid for non-certified ILIs.
Plans to recruit and retain language teachers, if any?	We continue to build relationships with our community members and participation in ILIEP in hopes of encouraging language speakers to join our team.
The # of anticipated New ILIs and which schools they are in.	1 x position at Sir John Franklin School 2 x positions at Mildred Hall School
Challenges and/or barriers faced in the region	Getting <i>Willideh</i> and <i>Tlicho</i> speakers to work in our district. Housing has presented as a concern for potential candidates. Prospective new hires have declined positions due to lack of suitable housing.

D. Indigenous Education

Indigenous Education funding supports the operation and maintenance of Indigenous education programs and activities in NWT schools. All NWT schools are expected to welcome all students within learning environments that centre, respect, and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located. This includes:

- Schools must actively implement *Dene Kede* and/or *Inuuqatigiit* to bring forward, in all instruction, the Indigenous worldviews, cultures, and languages of the community in which the school is located by:
 - Allocating resources to support JK-12 educators in actively implementing *Dene Kede* and/or *Inuuqatigiit*.
- Schools should welcome all students within learning environments that centre, respect and promote the Indigenous worldviews, cultures, and languages of the community in which the school is located, through building the school-community relationship, offering educator training and employing a whole school approach to Indigenous language use by:
 - Allocating resources to help build the school-community relationship, including **mandatory Elders in Schools programming**: Please note that *Elders in School Programming* no longer exists as a separate program and the financial support has been absorbed into Indigenous Education funding;
 - Allocating resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**; and,
 - Allocating resources to employ a whole school approach to Indigenous language use.
- Schools should work toward Indigenizing teaching and learning practices, Indigenizing the content of curricula and programming, and providing opportunities for all JK-12 students to engage in authentic and relevant key cultural experiences throughout the school year by:
 - Allocating resources to support educators to ensure their teaching and learning practices are holistic, spiral, experiential and relational;
 - Allocating resources to support educators in Indigenizing the content of curricula and programming to ensure it reflects the Indigenous worldviews, cultures, and languages of the community in which the school is located; and,
 - Allocating resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

Indigenous Education funding includes the hiring of Elders and community resource people and providing appropriate teacher training to ensure the *ILE Policy* is implemented.

The following table details the total amount of allocated, budgeted, and actual funding spent on Indigenous Education to create welcoming environments and Indigenizing education in each school, and the explanation for any variance.

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (if applicable)
Iti'q	\$25,010	\$25,010	Allocated based on enrollment			
Mildred Hall	\$25,092	\$25,092	Allocated based on enrollment			

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N.J. Macpherson	\$30,573	\$30,573	Allocated based on enrollment			
Range Lake	\$22,899	\$22,889	Allocated based on enrollment			
Sir John	\$55,821	\$55,821	Allocated based on enrollment			
William McDonald	\$22,772	\$22,772	Allocated based on enrollment			
TOTAL	\$182,167	\$182,167	\$8510 allocated to support District Office Initiatives			

The following table details whether **schools** choose to allocate or find additional funding for an Elder and/or Cultural Support Worker that works at the school on a **consistent schedule** either from ILE funds or 3rd party funding.

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How are these positions funded?	If no to either of these positions, why not?
Itl'q	No	Yes	MACA – 1 day/week (contracted work)	Elders are hired on a short-term basis using ILE funding
Mildred Hall	No	Yes	Jordan's Principle	
N.J. Macpherson	No	Yes	MACA – 1 day/week (contracted work)	Elders are hired on a short-term basis using ILE funding
Range Lake	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding
Sir John	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding
William McDonald	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding

E. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large. Education bodies must allocate resources for educator training to ensure all school staff are aware of the Indigenous worldviews, cultures and languages of the community in which they live and work, including **two days of mandatory cultural orientation**.

The following table details school-based and/or regional approaches to **local** cultural orientation days.

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference (if applicable)
Itl'q	Year's first ILE day professional learning day will be coordinated at the district level with Cindy Blackstock. Additional first day activities include cultural experiences, and planning for a whole school approach to integrating language	100% for all district schools	100%	
Mildred Hall			85% (for second ILE Day)	Several staff were asked to attend another PD that was required for student safety and only available on this day.
N.J. Macpherson			100%	
Range Lake			100%	
Sir John			100%	
William McDonald	The second professional learning day for the year will be school-based and supported by ILE committees to meet the needs of individual schools		100%	

All school staff play a role in supporting language reclamation and language revitalization efforts.

Employing a whole school approach to Indigenous language use bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

F. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences using funding from the community support or Indigenous education categories.

Please highlight two wise practices of land-based key cultural experiences from each school in the region.

School	Name of Land Based Key Cultural Experience (list two wise practices from each school)	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used? (Y/N)	Duration of Experience (Days / hours / frequency)
Example: ILESHS	Fish Camp	60 students (Northern Studies 10, and two grade 7 classes)	5	Yes	1 class a day over 3 days
	Muskrat Camp	60 (grade 7, 8 and 9)	6	Yes	1 class a day over 3 days
Iti'q	Trapping camp at B. Dene	40 students, 4 staff	5 hired, 2 YK1 staff	Yes	1 day per class x 3 days
	Preparing a harvested beaver	344 students, 30 staff	1 hired	No	2 days (each class rotated through for one block)
Mildred Hall	Dog Sledding at Beck's Kennels	43 students (K/1/2), 8 staff	1 YK1 staff instructed pre teaching,	Yes (during school portion)	K classes attended .5 day teaching with YK1 staff before attending camp, followed by 2 hours of dogsledding
	Tree camp @ Fred Henne	56 students, 12 staff	1 Hired, 1 YK1 staff	Yes	3 classes attended .5 day at camp
N.J. Macpherson	Trapping camp at B. Dene	67 students (all grade 4's), 56 staff (all staff attended for a pd day)	5 hired, 2 YK1 staff	Yes	Each class (3 classes) attended 1 day each, staff attended separately on their own day
	Berry camp at B. Dene	57 students, 8 staff	3 hired + 2-3 YK1 staff	Yes	Each class (3 classes) attended 1 day x 3 days
Range Lake North	Bird camp at B. Dene	21 students, 3 staff	3 hired, 2 Yk1 staff	Yes	1 class x 1 full day at camp

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	Tree and plant medicine Camp @ Fred Henne	20 students, 3 staff	1 hired, 1 YK1 staff	Yes	1 class x ½ day
Sir John Franklin	Rabbit Snaring/ Winter camp at B. Dene	30 students from language classes	1 hired, 4 YK1 staff	Yes	1 full day
	Snowshoe Trip (in collaboration with KDS)	8 students total (5 from SJF, 3 from KDS)	3 staff attended (1 from SJF, 2 from KDS, none hired)	Yes	4 days, 3 nights
	Spring Carnival	310 students (all grade 9s, 120 grade 10/11 as signed up)	5 YK1 staff, 5 hired	Yes (Language station)	Grade 9's attended ½ day, others attended for one block. The camp ran for 3 days total.
William McDonald	Fish camp at B. Dene	121 students, 12 staff	4 Hired + 2 YK1 staff	Yes	All grade 7's attended for 1 full day x 5 days total
	Canoe Safety Training	120 students, 11 staff	3 Hired (0 YK1 staff have their certifications to cover liability in the training)	No	All grade 8's attended a ½ day training at the pool + 1 hour in class session re: canoe and wildlife safety, before having a full day on the Yellowknife River

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural Experience (list two per school)	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used throughout? (Y/N)	Duration of Experience (Days / hours / frequency)
Example: ILESHS	Drum Making	15 (Males in grade 10-12)	2	No - Elder and Knowledge keeper who led drum making were not fluent speakers	Various times over a two-week period
	Traditional Medicine	30 (Experiential Science Class)	2	Yes	Daily over a week in class.
Iti'q	Compensation for hunter/trapper time	All staff and students	2 hired	No	Several harvested animals were

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					shared with the school and prepared with students using MACA funding
	Spring Carnival	All staff and students	3 hired	Yes	1 day (entire school) x several stations
Mildred Hall	School Wide Culture Camp week at Mildred Hall School	265 students, 70 staff	3 YK1 staff, 7 hired, 2 in-kind support	Yes	Every student was able to spend one day engaged in a variety of station-based learning x 5 days total to accommodate all students
	Traditional Games camp	50 students, 6 staff	2 hired	No	3 classes x .5 day each
N.J. Macpherson	Great Bannock Bake off with Elders' presentation (bannock bake off contest/jigging demonstration)	All grade 5 students and staff	3 hired	Yes	2 days x bannock prep + 1 day jigging instruction + 1 day jigging presentation and bannock contest
	Territorial welcome (writing one's own) with Niigaan Sinclair	80 students + 8 staff	1 hired	No	4 classes each received 1 block (.5 day total)
Range Lake North	Painting Workshop with Darrel Chocolate	202 Students, 45 Staff	1 Hired	No	2.5 days total working with all students (length of workshop varied by grade/age)
	Indigenous Author Visit and shared reading (Cathy Modeste-Short)	150 students, 12 staff	1 hired	Yes (Dene Kede)	1 full day (8 periods each class had one block)
Sir John Franklin	Bannock and stew Prep with a knowledge keeper for Indigenous Honour ceremony	80 students, 3 staff (All foods class students)	1 hired	No	1 full day
	Storytelling with Maurice Zoe	100 students, 7 staff (Maurice spoke in	1 hired	No	1 full day

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		science classes)			
William McDonald	Spruce Salve making	20 students + 3 staff	0 hired	Yes	2 blocks
	Wolverine Preparation in school wall tent	All students	1 hired	No	2 full days (1 block per class)

The following table details the supplies purchased by schools to deliver key cultural experiences.

School	Land-Based Supplies or Equipment Purchased (over \$1 000)	# and type of projects (per school) that used the equipment recorded in the previous column
• Example: ILESHS	<ul style="list-style-type: none"> 3 Tents 1 Skidoo Gas Food for camps 	<ul style="list-style-type: none"> 3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps 1 skidoo – used for 10 camps – Rabbit and Muskrat Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps Food – food supplies for all day camps and 2 over night High School Coming of Age camps.
Itt'q	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
	Canvas, paint and art supplies	Every student work with Indigenous artists to create pieces.
Mildred Hall	Snowmobile helmets	Some helmets were purchased to begin updating equipment that is becoming outdated at a district level. These will be used district wide.
	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
N.J. Macpherson	Snowmobile helmets	Some helmets were purchased to begin updating equipment that is becoming outdated at a district level. These will be used district wide.
	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
Range Lake North	Snow pants/ winter gear	Some winter gear was purchased to begin updating our current supplies at the district level. These will be used district wide.
	Food	Food purchased to support grade 8 canoe camp and family BBQ
Sir John Franklin	Portable wall tent	Used to support 8 students on overnight snowshoe trip (and will continue to be used in future years). Also will be used as the schools wall tent (due to frequent damages, the tent is now put up and taken down when not in use).
	Food	Over the year a variety of food was purchased and/or acquired to support ILE programming at SJF. Example: Bannock supplies for the language class, Hot chocolate and bannock supplies for the

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		language station at the spring carnival, supplies to support the cooking class with preparing traditional foods such as fish chowder, bannock, moose stew and ptarmigan. In addition, the funding to purchase materials to prepare food for the indigenous Honour ceremony came from this budget.
William McDonald	Firewood	On a district level, 6.5 cords of wood were purchased to support land-based initiatives
	Art Supplies	Almost all classes had the opportunity to work with an indigenous artist to create personalized art.

G. Employing a Whole School Approach to Language Use

All school staff play a role in supporting language reclamation and language revitalization efforts. Employing a **'whole school approach to language use'** bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

The following tables detail initiatives that employ the whole school approach to language use.

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	<ul style="list-style-type: none">• ILES team planned monthly phrases for staff to practice and replace the English version with.• A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.• Reinforced learning with the use of audio clips for practice	<ul style="list-style-type: none">• Hosted community Christmas feast which included drumming, prayer, and songs in the language• Community-school graduation celebration in June.
Itl'ò	All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Hosted winter holiday concert where songs were sung in the language. Families are always invited at attend key cultural experience camps, where language is always integrated.
Mildred Hall	All YK1 staff have access to resource drive with language recordings and translations. All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families. All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.	Hosted spring concert where songs were sung in the language. Families are always invited at attend key cultural experience camps, where language is always integrated.
N.J. Macpherson	Having their indigenous language instructor record language on buttons so it can be repeated easily. Teachers attend indigenous Language classes to learn along with the students.	Indigenous Languages Month family bingo (played in the language). Sharing language videos produced by students on social media.

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	<p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Families are always invited at attend key cultural experience camps, where language is always integrated.</p>
Range Lake North	<p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p> <p>O Canada sung in the language.</p>	<p>Indigenous Languages Month family bingo (played in the language).</p> <p>Families are always invited at attend key cultural experience camps, where language is always integrated.</p>
Sir John Franklin	<p>Indigenous language instructors were added to monthly staff meeting agenda to share phrases.</p> <p>Adding language pre-recordings to the ILE drive for district wide staff to have access to.</p> <p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Hosted winter holiday concert where songs were sung in the language.</p> <p>Indigenous Honour Ceremony in June where language was shared.</p>

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William McDonald	<p>Translated all of the Dene Laws into the language and created a slideshow highlighting each month's "Dene Law" along with other translations.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Prayers in the language shared at community events.</p>
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H. Community Support

Community support funding is offered to support Indigenous language revitalization by supporting the hiring of cultural resource experts for short term projects, the purchase/renting of on-the-land equipment and supplies, and/or the provision of Indigenous language and education professional development within communities.

The following table details the **regional** amount of allocated and actual funding spent on community support, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$63, 273	\$63, 273			

I. Resource Development for OLC and ILE Handbook

The Resource Development funding provides support for the continued development and implementation of the *Our Languages* curriculum (OLC) and the *Indigenous Language and Education* (ILE) Handbook. Schools that provide Indigenous language instruction must offer dedicated time for Indigenous language instruction within the regular education program and actively implement the *Our Languages* curriculum by:

- Allocating resources to support core Indigenous language instruction;
- Allocating resources to develop resources for the *Our Languages* curriculum;
- Allocating resources to support community connections related to Indigenous language instruction; and,
- Allocating resources to support Indigenous language instruction through an immersion approach, where and when possible.

Resource Development funding is to be used only for:

- a) Training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation;
- b) Developing resources for the implementation of *OLC* and *ILE Handbook* in schools; and
- c) Technology needs that support *OLC* and *ILE Handbook* implementation.

Note: Please ensure copies of any new resources produced are submitted to ECE-ILES.

The following table details the **regional** funding allocated, budgeted, actual expenditures for resources development, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$50, 421	\$50, 421			

The following table details the **regional** and **school** training and workshops for Indigenous language instruction (ILI) staff to further their professional development in *OLC* and *ILE Handbook* implementation.

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, Contractor)	Dates and Location
Example: ILESHS -2 ILIs and PST	OLC	Assessment	RILE and private contractor	September 12-14, Yellowknife
Mildred Hall (2 ILI + support teacher and RILE)	OLC	Report cards and programming	ECE	January 28, Yellowknife
Iti'q & N. J. MacPherson (1 ILI [each] + RILE)	OLC	Report cards and programming	ECE	January 28, Yellowknife

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Mildred Hall (1 ILI)	ILE	Sewing workshop to learn to make moccasins	Contractor (Gerri Sharpe)	May, Yellowknife
Sir John Franklin (1 ILI with RILE)	ILE	Sewing workshop to learn to make moccasins (pattern shared to re-create in language class)	Contractor (Gerri Sharpe)	May, Yellowknife
Sir John Franklin (1 ILI)	ILE	Wilderness First Aid (to support lang based language and culture snowshoe trip)	Arctic Response	February, Yellowknife
Sir John Franklin (1 ILI)	ILE	First Aid (to support students in land-based activities)	Arctic Response	June, Yellowknife
Mildred Hall (2 ILI)	ILE	Whole School Approach	ECE	February, Yellowknife

The following table details the **regional resources created** for the implementation of *OLC* and *ILE Handbook* in schools.

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In
<i>Example: Wordless book</i>	<i>Rebecca and the Trickster Raven</i>	30	<i>Dene Zhatie</i>
Talking Bags	n/a	18	Williideh Yatii
Translations (Several)	Several	Digitally Available	RILE has been working with SJF ILI to transfer translated materials to a shared drive for district use. The amount is large and varies in subject matter.

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

Type of technology purchased	# of Items Purchased	How the Purchased Technology Supports <i>OLC</i> and <i>ILE Handbook</i> Implementation
<i>Example: iPads</i>	5	<i>5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.</i>

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Pedestal to elevate screen (instead of propping with textbooks, and ergonomic wrist support for keyboards).	1 each	Purchased to support the ILI at SJF who required these supports to use her laptop. No other pieces of technology were purchased due to new computers being purchased last year. Funds were spent to update on the land equipment this year.
Padlet subscription.	1 license	Padlet is used to share pre-camp teaching information with all staff and students

Appendix B: Operating Plan - Operating Budget

DRAFT

Appendix C: Annual Report - Audited Financial Statements

DRAFT

Approvals

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Education Body Chair

Superintendent

Date

September 27, 2024
Date



BOARD REPORT

Title	Trustee School Liaison Program
Contact	David Wasylciw, Board Chair
Date Submitted	August 19, 2025
Mandate	Policy 3 – Role of the Trustee
Background	<p>In 2025, the Board decided to no longer attend monthly PAC meetings at YK1 schools and not assign Trustees to schools.</p> <p>Trustees have a duty to get community feedback and be represented at school functions. Parent Advisory Committees (PACs) were the focus of previous Trustee actions in schools, but other behaviours and norms were not codified creating “soft-expectations” rather than a proper expectation.</p>
Examples	<p>Based on programs in many BC School Districts, there is a concept of a Trustee-School Liaison program where Trustees are assigned to a school (similar to what YK1 used to do), but with broader expectations and a limited role with respect to attending PAC meetings (once a year).</p> <p>Trustee-School Liaison programs are mapped out in the Role of the Trustee or a separate policy and set out the terms of the program.</p> <p>For example, based on SD43, as part of the Role of Trustees:</p> <ul style="list-style-type: none"> Act as a liaison to assigned school for the following purposes and in consultation with the school principal: <ul style="list-style-type: none"> To engage with the School Principal To represent the Board when a Board representative is desired at school functions; To provide increased opportunity for trustee to become more knowledgeable about the District’s schools and student learning; A Trustee will not be a liaison to a school in which their child or grandchild is enrolled. <p>For example, based on SD51, a Trustee Liaison and Representation Policy:</p> <p><u>Trustee Liaison</u></p> <p>The purposes of Trustee school liaison assignments are:</p> <ol style="list-style-type: none"> To provide increased opportunity for Trustees to become acquainted with schools;



2. To act on behalf of the Board when a Board representative is desired at school functions; and
3. To provide opportunity for increased communication between Trustees, the school Parent Advisory Council and residents of the community.

It is not intended that this policy will restrict Trustees from participating in functions at any other schools in the District or from visiting any other schools in the District.

Trustee Representation

Trustees are appointed by the Chair to represent the Board with provincial and regional organizations and to represent the Board within local communities through Trustee assignments to local organizations and committees. Representation must align with the District vision, mission and values and such representation does not commit the Board to any expenditures or ongoing funding.

For example, based on SD34, as an appendix to the Role of the Trustee:

To foster a deeper understanding of our schools, Trustees are assigned specific locations within the district as part of the Trustee School Liaison Program. This program facilitates meaningful connections between the Board of Education, schools, and the wider community.

Role of the Trustee School Liaison

As school liaisons, Trustees must ensure they are not acting individually but rather within the parameters of the corporate board structures. The roles and responsibilities listed below should be considered.

1. Demonstrate interest in their assigned schools by:
 - Scheduling appointments with the principal to visit the schools;
 - Participating in school events like concerts, celebrations of learning and productions, as schedules allow; and
 - Attending one Parent Advisory Council (PAC) meeting annually, subject to invitation, as schedules allow.
2. Promote positive school-community relations by:
 - Directing individual or parent concerns to the teacher, principal or superintendent;
 - Directing individual community concerns to the superintendent;
 - Informing the superintendent and Chair of emerging community issues; and
 - Assisting families/community members in understanding district processes, clarifying policies, and identifying

	<p>appropriate staff contacts.</p> <p>3. Trustees must not:</p> <ul style="list-style-type: none"> ○ Act as managers or supervisors of their assigned schools; ○ Promote personal or political agendas within the school environment; and ○ Engage in the staffing responsibilities of the school or district, except as outlined in Board Policy 13; ○ Engage in the operational responsibilities of the school or district. <p>Assignments for Trustee School Liaison</p> <p>The Trustee School Liaison Program is an integral component of the Abbotsford School District's commitment to effective governance and community engagement.</p> <ul style="list-style-type: none"> • Assignments are allocated annually and shared in a public meeting of the Board every December, which will be effective January 1st. • Trustees serve as school liaisons for a one-year term. • To avoid conflicts of interest, special consideration should be given before assigning trustees to schools where they have familial ties or where they have previously served in PAC executive roles.
Risks of Inaction	<p>By not having some sort of link between Trustees and schools, Trustees create a number of risk areas, including:</p> <ul style="list-style-type: none"> • Reducing the connection between Trustees and Schools and lack insight into what the school district looks like “on the ground” and becoming detached from the realities of the district. • Missing opportunities for public engagement, by not having a formal school assignment and method, Trustees may miss out on school events and engagement. • As policy-makers, Trustees need to rely on reports and briefings, but avoiding gain contextual, authentic understanding of school environments may cause significant gaps in Trustee decision making. • By leaving event attendance to be ad-hoc or a free for all, Trustees may inadvertently create a situation of unequal involvement with uneven or even overly political attendance at particular schools over other schools. The Liaison program creates an equitable approach to district involvement with clear, transparent role clarity.
Recommendations	<p>That Trustees approve the attached updated Policy 3 – Role of the Trustee that includes an outline for a YK1 Trustee School Liaison</p>



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	<p>Program, based on the previously provided examples and based on discussion at previous Board Meetings.</p> <p>It is recommended that the public consultation posting period be skipped for this policy change as the program should be in place for the beginning of a school year and additional feedback can be gathered by Trustees throughout the year.</p>
Attachment?	<ol style="list-style-type: none"> 1. Existing Policy 3 – Role of the Trustee 2. Updated Policy 3 – Role of the Trustee with Trustee School Liaison Program outlined and track changes showing. 3. Updated Policy 3 – Role of the Trustee with Trustee School Liaison Program outlined without track changes showing.



Policy 3 - Role of the Trustee

Purpose:

The role of the Trustee is to contribute to the Board as it carries out its mandate and strives to achieve its mission and goals. The oath of office taken or affirmation made by each trustee when the trustee assumes office, binds that person to work diligently and faithfully in the cause of public education.

Yellowknife Education District No. 1 is a corporation under Section 82 of the Education Act. The decisions of the Board of Trustees, in a properly constituted meeting, are those of the corporation. A Trustee acting individually has only the authority and status of any other individual in the community. A Trustee that is given authority by the Board to act on its behalf may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for those actions.

Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.

Specific Responsibilities of Individual Trustees:

1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child.
2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount.
3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible.
4. The Trustee shall become familiar with Board policies and procedures, particularly the Trustee Code of Conduct (Policy 4), meeting agendas, and reports in order to participate fully in Board business.
5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the board.
6. The Trustee is encouraged to become acquainted with all matters reflecting the operation of the District and the schools within it. However, the Trustee will:
 - a. Refer queries, or problems not already covered by Board policy or procedures, to the Board for discussion and decision;
 - b. Refer queries, or problems of a purely administrative nature, to the superintendent for resolution; and
 - c. Assist the superintendent with counsel and advice, by providing the benefit of the Trustee's judgment, experience and familiarity with the community.
7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced.



Policy 3 - Role of the Trustee

8. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
9. Stay current with respect to territorial, national, and international educational trends and issues.
10. Strive to develop a positive learning and working culture both within the board and the District.
11. Each year trustees will be assigned to different school PAC's on a rotational basis over the term of the Board.

The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee.

11. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
13. Attend jurisdiction or school events when possible.
14. The Trustee shall, as a matter of courtesy, advise the superintendent and the respective principal of their intentions to visit a school.
15. The Trustee shall refer all media inquiries on the Board decisions and policies To the Board Chairperson.

References/Related Documents:

- Education Act
- YK1 Administrative Procedures

Revision History			
Revision #	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary of the changes will be included in this table as they are approved.	May 2008 Sept 2012 Sept 2018	2022-2026 Board of Trustees
4	Added to Purpose section: In paragraph 1: The oath of office taken or affirmation made by each trustee when the trustee assumes office, binds that person to work diligently and faithfully in the cause of public education. and, in paragraph 3: Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.	Mar 2024	



Policy 3 - Role of the Trustee

	<p>In the "Specific Responsibilities" section added "of Individual Trustees" to heading, added or changed the following items (additions/changes in blue):</p> <ol style="list-style-type: none"> 1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child. 2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount. <p>and changed the following:</p> <ol style="list-style-type: none"> 3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible. 5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the board. 7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced. 8. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity. 9. Stay current with respect to territorial, national, and international educational trends and issues. 10. Strive to develop a positive learning and working culture both within the board and the District. 11. Each year trustees will be assigned to different school PAC's on a rotational basis over the term of the Board. <p>The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee.</p> <ol style="list-style-type: none"> 12. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way. 13. Attend jurisdiction or school events when possible. 		
5			
6			



Policy 3 - Role of the Trustee

Purpose:

The role of the Trustee is to contribute to the Board as it carries out its mandate and strives to achieve its mission and goals. The oath of office taken or affirmation made by each trustee when the trustee assumes office, binds that person to work diligently and faithfully in the cause of public education.

Yellowknife Education District No. 1 is a corporation under Section 82 of the Education Act. The decisions of the Board of Trustees, in a properly constituted meeting, are those of the corporation. A Trustee acting individually has only the authority and status of any other individual in the community. A Trustee that is given authority by the Board to act on its behalf may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for those actions.

Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.

Specific Responsibilities of Individual Trustees:

1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child.
2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount.
3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible.
4. The Trustee shall become familiar with Board policies and procedures, particularly the Trustee Code of Conduct (Policy 4), meeting agendas, and reports in order to participate fully in Board business.
5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the board.
6. The Trustee is encouraged to become acquainted with all matters reflecting the operation of the District and the schools within it. However, the Trustee will:
 - a. Refer queries, or problems not already covered by Board policy or procedures, to the Board for discussion and decision;
 - b. Refer queries, or problems of a purely administrative nature, to the superintendent for resolution; and
 - c. Assist the superintendent with counsel and advice, by providing the benefit of the Trustee's judgment, experience and familiarity with the community.
7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced.



Policy 3 - Role of the Trustee

8. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
9. Stay current with respect to territorial, national, and international educational trends and issues.
10. Strive to develop a positive learning and working culture both within the board and the District.
11. Each year trustees will be assigned to different school as a Trustee School Liaison to foster a deeper understanding of the district's schools.

The Trustee School Liaison Program is outlined in Appendix A of this policy.

11. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
13. Attend jurisdiction or school events when possible.
14. The Trustee shall, as a matter of courtesy, advise the superintendent and the respective principal of their intentions to visit a school.
15. The Trustee shall refer all media inquiries on the Board decisions and policies To the Board Chairperson.

References/Related Documents:

- Education Act
- YK1 Administrative Procedures

Revision History			
Revision #	Revision Description	Approved Date	Review Date
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4	Added to Purpose section: In paragraph 1: The oath of office taken or affirmation made by each trustee when the trustee assumes office, binds that person to work diligently and faithfully in the cause of public education. and, in paragraph 3: Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students. In the "Specific Responsibilities" section added " of Individual Trustees " to heading, added or changed the following items	Mar 2024	



Policy 3 - Role of the Trustee

	<p>(additions/changes in blue):</p> <ol style="list-style-type: none"> Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the board. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity. Stay current with respect to territorial, national, and international educational trends and issues. Strive to develop a positive learning and working culture both within the board and the District. Each year trustees will be assigned to different school PAC's on a rotational basis over the term of the Board. The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way. Attend jurisdiction or school events when possible. 		
5	Remove reference to PAC Assignments and add Trustee School Liaison Program details		



Policy 3 - Role of the Trustee

Appendix A: Trustee School Liaison Program

To foster and deepen the understanding of YK1 schools, annually, Trustees are assigned as a liaison to a school within the district. This assignment is meant to foster and encourage meaningful connection between Trustees, schools, and parent community as part of Trustee efforts to engage our community.

Role of the Liaison

As school liaisons, Trustees must ensure they are not acting individually, but rather within the parameters of the board structures. The roles and responsibilities indicated should be considered part of a Trustee's duties.

1. Demonstrate interest in their assigned schools by:
 - Scheduling appointments with the principal (through the Superintendent) to visit the school at least annually.
 - Attending school events like concerts, celebrations of learning and productions, when scheduling permits.
 - Attending at least one Parent Advisory Council (PAC) meeting annually, subject to invitation and a permitting schedule.
2. Promote positive school-community relations by:
 - Directing individual or parent concerns to the teacher, Principal or Superintendent/CEO as per district policy.
 - Directing individual community concerns to the Superintendent/CEO.
 - Informing the Superintendent/CEO and Chair of any emerging community issues.
 - Assisting families/community members in understanding district board processes and clarifying board policies.
3. Trustees must not:
 - Act as managers or supervisors of their assigned school.
 - Promote personal or political agendas within the school environment.
 - Engage or interfere in the operational responsibilities of the school or district.

Note: The outlined Role is not intended to restrict Trustees from participating in events at, or visiting, schools other than their assignment.

Assignments for Trustee School Liaison

1. Assignments are made annually by the Chair after the Organizational Meeting and shared publicly at the next available Board meeting.
2. Any changes to assignments made during the year are to be shared at the next available Board meeting.
3. Whenever possible, efforts should be made by the Chair to rotate Trustees each year to a different school.
4. To avoid conflicts of interest, the assignment of Trustees to schools where they have familial ties or have previously served in PAC executive roles should be avoided.



Policy 3 - Role of the Trustee

Purpose:

The role of the Trustee is to contribute to the Board as it carries out its mandate and strives to achieve its mission and goals. The oath of office taken or affirmation made by each trustee when the trustee assumes office, binds that person to work diligently and faithfully in the cause of public education.

Yellowknife Education District No. 1 is a corporation under Section 82 of the Education Act. The decisions of the Board of Trustees, in a properly constituted meeting, are those of the corporation. A Trustee acting individually has only the authority and status of any other individual in the community. A Trustee that is given authority by the Board to act on its behalf may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for those actions.

Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.

Specific Responsibilities of Individual Trustees:

1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child.
2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount.
3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible.
4. The Trustee shall become familiar with Board policies and procedures, particularly the Trustee Code of Conduct (Policy 4), meeting agendas, and reports in order to participate fully in Board business.
5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the board.
6. The Trustee is encouraged to become acquainted with all matters reflecting the operation of the District and the schools within it. However, the Trustee will:
 - a. Refer queries, or problems not already covered by Board policy or procedures, to the Board for discussion and decision;
 - b. Refer queries, or problems of a purely administrative nature, to the superintendent for resolution; and
 - c. Assist the superintendent with counsel and advice, by providing the benefit of the Trustee's judgment, experience and familiarity with the community.
7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced.



Policy 3 - Role of the Trustee

8. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.
9. Stay current with respect to territorial, national, and international educational trends and issues.
10. Strive to develop a positive learning and working culture both within the board and the District.
11. Each year trustees will be assigned to different school as a Trustee School Liaison to foster a deeper understanding of the district's schools.~~PAC's on a rotational basis over the term of the Board.~~
The Trustee School Liaison Program is outlined in Appendix A of this policy.
~~The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee.~~
11. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
13. Attend jurisdiction or school events when possible.
14. The Trustee shall, as a matter of courtesy, advise the superintendent and the respective principal of their intentions to visit a school.
15. The Trustee shall refer all media inquiries on the Board decisions and policies To the Board Chairperson.

References/Related Documents:

- Education Act
- YK1 Administrative Procedures

Revision History			
Revision #	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary of the changes will be included in this table as they are approved.	May 2008 Sept 2012 Sept 2018	2022-2026 Board of Trustees



Policy 3 - Role of the Trustee

4	<p>Added to Purpose section:</p> <p>In paragraph 1: The oath of office taken or affirmation made by each trustee when the trustee assumes office, binds that person to work diligently and faithfully in the cause of public education.</p> <p>and, in paragraph 3:</p> <p>Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.</p> <p>In the "Specific Responsibilities" section added "of Individual Trustees" to heading, added or changed the following items (additions/changes in blue):</p> <ol style="list-style-type: none">1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child.2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount. <p>and changed the following:</p> <ol style="list-style-type: none">3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible.5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the board.7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced.8. Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity.9. Stay current with respect to territorial, national, and international educational trends and issues.10. Strive to develop a positive learning and working culture both within the board and the District.11. Each year trustees will be assigned to different school PAC's on a rotational basis over the term of the Board. <p>The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee.</p> <ol style="list-style-type: none">12. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.13. Attend jurisdiction or school events when possible.	Mar 2024	
5	<p><u>Remove reference to PAC Assignments and add Trustee School Liaison Program details</u></p>		



Policy 3 - Role of the Trustee

Appendix A: Trustee School Liaison Program

To foster and deepen the understanding of YK1 schools, annually, Trustees are assigned as a liaison to a school within the district. This assignment is meant to foster and encourage meaningful connection between Trustees, schools, and parent community as part of Trustee efforts to engage our community.

Role of the Liaison

As school liaisons, Trustees must ensure they are not acting individually, but rather within the parameters of the board structures. The roles and responsibilities indicated should be considered part of a Trustee's duties.

1. Demonstrate interest in their assigned schools by:
 - Scheduling appointments with the principal (through the Superintendent) to visit the school at least annually.
 - Attending school events like concerts, celebrations of learning and productions, when scheduling permits.
 - Attending at least one Parent Advisory Council (PAC) meeting annually, subject to invitation and a permitting schedule.
2. Promote positive school-community relations by:
 - Directing individual or parent concerns to the teacher, Principal or Superintendent/CEO as per district policy.
 - Directing individual community concerns to the Superintendent/CEO.
 - Informing the Superintendent/CEO and Chair of any emerging community issues.
 - Assisting families/community members in understanding district board processes and clarifying board policies.
3. Trustees must not:
 - Act as managers or supervisors of their assigned school.
 - Promote personal or political agendas within the school environment.
 - Engage or interfere in the operational responsibilities of the school or district.

Note: The outlined Role is not intended to restrict Trustees from participating in events at, or visiting, schools other than their assignment.

Assignments for Trustee School Liaison

1. Assignments are made annually by the Chair after the Organizational Meeting and shared publicly at the next available Board meeting.
2. Any changes to assignments made during the year are to be shared at the next available Board meeting.
3. Whenever possible, efforts should be made by the Chair to rotate Trustees each year to a different school.
4. To avoid conflicts of interest, the assignment of Trustees to schools where they have familial ties or have previously served in PAC executive roles should be avoided.



BOARD REPORT

Title	Approval of the Superintendent/CEO Annual Evaluation (2024-25)
Contact	David Wasylciw, Board Chair
Date Submitted	August 19, 2025
Mandate	Policy 2 – Role of the Board
Background	<p>As part of the Board/Superintendent Relations, the Board of Trustees is required to undertake an evaluation of the Superintendent/CEO each year.</p> <p>The Board contracted an outside consultant to assist with the development of the evaluation process and working to understand the evaluation and future goals.</p>
Recommendations	That Trustees approve the Superintendent's Evaluation Report, as developed in the facilitated evaluation workshop of June 24, 2025, as an accurate accounting of the Superintendent's performance for the period July 1, 2024 to June 1, 2025.
Attachment?	n/a



BOARD REPORT

Title:	Chairperson's Report
Contact:	David Wasylciw, Board Chair
Date Submitted:	August 19, 2025 2 Pages
Background:	<p>I hope everyone has enjoyed their summers and got to spend some time enjoying the weather. With the beginning of the school year fast approaching things are quickly picking up. Some of the summer activity highlights include:</p> <ul style="list-style-type: none"> • Regular meetings and discussions with Superintendent/CEO Zouboules. • Met with the Minister of Education, Culture and Employment and Deputy Minister regarding capital funding and future planning. • Spoke with the Minister of Education, Culture and Employment regarding water testing and upcoming developments and needs. • Spoke with the Minister of Education, Culture and Employment regarding Jordan's Principle and the concerns regarding lack of funding. • Spoke with local media regarding Jordan's Principle background and changes at the district. • Arranged a briefing for Trustees from the Departments of Infrastructure and Education, Culture & Employment regarding the water testing program and next steps. • The Board held an in-camera session on July 24th to discuss an update from the Minister. • Organized an initial date (September 25th) for our annual meeting with Yellowknife MLAs. • Arranged for a presentation from the NWT Arts Centre Initiative regarding the proposed NWT Arts Centre. • Worked to organize a meeting with YKDFN Chiefs, which was delayed until after local elections. • Worked with Skills NWT to organize a presentation for this fall (September) regarding how they partner with schools and national events. • Worked with the NWT's Chief Election Officer to organize a



	<p>presentation for this fall regarding a proposal for the operation of school board elections.</p> <ul style="list-style-type: none"> Followed up with City of Yellowknife Mayor regarding joint-use agreement facility usage data. <p>Education Leaders Update:</p> <ul style="list-style-type: none"> This year's Education Leaders Meetings will be held in November (Week of 23rd) and April (Week of 21st) with specific dates to be confirmed. <p>BCSTA Update:</p> <ul style="list-style-type: none"> BCSTA Trustee Academy will be held from November 27th – 29th in Vancouver, BC. The BCSTA is working on their plan for Associate Membership and will communicate that to us in the near future. <p>CSBA Update:</p> <ul style="list-style-type: none"> Welcomed and helped with on-boarding for new Executive Director Janet Stewart. Participated in online event the National Trustees Gathering on Indigenous Education and Congress. <p>Coming Up:</p> <ul style="list-style-type: none"> Organizing meeting with Board and Minister of Education, Culture and Employment to discuss capital needs. Meeting with YKDFN Chiefs to discuss shared priorities and any issues or concerns. Welcome to Staff at start of year PD event. Prepare welcome letters for staff and school communities. Organize the review of, and indicators for, the now extended Strategic Plan.
Recommendations:	- That the Board receive the report as information.
Attachments:	- None



YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
COMMITTEE OF THE WHOLE MEETING
AGENDA

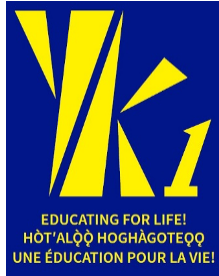
August 18, 2025 – 12:10 PM

Meeting Link:

<https://meet.google.com/muz-rzvb-aiu>

- 1.0 Call to Order
- 2.0 Land Acknowledgement

We respectfully acknowledge that we live, work, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
- 3.0 Adoption of Agenda
- 4.0 Approval of Minutes
 - 4.1 June 16, 2025
- 5.0 International Travel Update
- 6.0 Water Testing Update and Related Plan for Start of School Year
- 7.0 Jordan's Principle Update
- 8.0 Adjournment



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
COMMITTEE OF THE WHOLE
MINUTES**

**June 16, 2025 – 12:10 PM
In-person and online via Google Meet**

Trustees Present: Allan Shortt, Barbara Bell (online), David Wasylciw, Michelle Peters and Terry Brookes

Regrets: Jason Snaggs and Tina Drew

Administration

Present: Shirley Zouboules, Lisa Vass, Landon Kowlazik, Graham Arts Jordan Martin and Pat Thagard

Regrets: Annie Lagomasino

Meeting Chairperson: Trustee Peters

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:12 PM

2. Land Acknowledgement

Chairperson Peters respectfully acknowledged that we live, work, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.

3. Adoption of Agenda

Motion #: 01/06-16/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the June 16, 2025, Committee of the Whole (COW) Meeting agenda as presented.

Moved by: Trustee Brookes Seconded by: Trustee Wasylciw **Carried**

4. Approval of Minutes

Motion #: 02/06-16/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees approve the May 12, 2025, Committee of the Whole (COW) Meeting minutes, as presented.

Moved by: Trustee Bell Seconded by: Trustee Wasylciw **Carried**

5. Communication plan

The Communication Plan will be brought forward at the Board Meeting tomorrow for approval.

Trustees brought forward some additional comments for the document for future consideration. Question marks in the document relate to current unknowns. The Communication Plan is meant to be an internal document that will guide communication within the District. Trustees noted that measurement of communication may be valuable information for parents, especially when concerns come forward regarding communication.

Trustee Brookes, Chairperson of the Public Engagement and Advocacy Committee, would like to see the Communication Plan text in its current form approved with the understanding that it will be updated as needed.

6. AI in the Classroom Presentation Follow-up

Trustees suggested that when the AI policy and/or administrative procedure are developed that a mechanism be established to regularly monitor AI in the classroom so that the AI policy and/or administrative procedure as the technology evolves.

7. Operating Plan

Administration indicated there were minor gaps in the draft sent to the Department of Education, Culture and Employment, but overall, the document was accepted as submitted.

Trustees asked that the colours of the organizational chart included in the plan be updated to more closely match YK1 colours. Reporting on the Annual Report is part of the Accountability Framework. The Annual Report is due to ECE in the fall.

8. Cell Phone & Personal Device Policies

Trustees discussed whether there should be an overarching general Board policy in place for cell phone and personal device use. Administration noted that the Board may want to consider a position statement rather than a policy. This topic will be on a future Education Leaders meeting agenda and was added by the Minister of Education, Culture and Employment. Trustees suggested the Board Chairperson address the topic in a future District newsletter and look forward to future conversations about how to communicate the information.

9. Student Council Meetings

Board Chairperson Wasyliw and Trustees Bell and Shortt attended Student Council meetings. Many of the questions from the students were administrative in nature. They were very happy to hear the students' passion for things happening in their school.

Trustees suggested scheduling trustee-student council meetings when District administration can attend with school administration, when possible.

10. Education Leaders Meeting

This item was deferred to the in camera session to be held before the Board meeting tomorrow.

11. Meeting with Yellowknife Catholic Schools (YCS)

This item was deferred to the in camera session to be held before the Board meeting tomorrow.

12. Municipal and Community Affairs, Election Interpretations

Interpretation of the *Local Authorities Elections Act* regarding the posting of names of nominees was discussed for future consideration. Board Chairperson Wasylciw will provide more detailed information at a future meeting.

13. Trustee - School Liaison Program

Board Chairperson Wasylciw noted that many British Columbia (BC) school boards have this item well mapped out as part of their "Role of the Trustee" policy. Clearly outlining this would make it clear to trustees, schools, families, etc. Trustees agreed with creating a terms of reference (TOR) for this and suggested Administration be invited to provide feedback on the TOR. More conversations to be held on this topic in the future.

14. Adjournment

Motion #: 03/06-16/24-25

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the June 16, 2025, COW meeting.

Moved by: Trustee Wasylciw

Seconded by: Trustee Brookes

Carried

Meeting adjourned at 1:04 PM

Trustee Drew, Chairperson

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	Superintendent Board Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	August 19, 2025
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Updates	<ul style="list-style-type: none"> • 2024-25 Audit support • Reviewing and revising the approximately 185 Administrative Procedures • Staffing & HR - over the summer there have been some minor changes and completion of staffing. • Junior Kindergarten and Kindergarten classes are very full (24 is most cases) • Met with Minister Cleveland and Deputy Minister Fulford to discuss on-going concerns about the unique functions between YK1 and ECE - capital projects, surplus retention and funding were on the agenda • Jordan's Principle - no additional information from ISC, at two separate meetings, met with Premier's Chief of Staff and Minister Alty and President of the NWTTA to raise our concerns for students and staff as school will start soon. • Water testing - weekly Steering Committee meetings, working group meetings and check-ins with WMS Principal and Director of Maintenance • Capital project advocacy - continue to look for solutions to the MHS multi-purpose room roof. • Attended DEA training with ECE in Ndilo - Chaired their reorganization meeting • Individuals responsible for multiple break-ins at SJF were apprehended • Met with NACC representative, ECE and INF regarding work on an accessible, gender neutral washroom • Took part in an independent research project on ATIPP (Access to Information and Protection of Privacy) to provide feedback on current and potential regulations

Looking ahead	<ul style="list-style-type: none"> • Leadership Council on August 22nd - a new format • School based STIP Monday, August 25th • Indigenous Language & Education day, Tuesday, August 26th • Individual STIP Wednesday, August 27th • Student's first day August 28th • Providing dates for school Open Houses for Trustees • Organizing Town Hall meetings for staff and families - with representation from the GNWT, on water testing • Organizing a presentation for Trustee from WSCC Worker Advisor
Recommendations	Accept as information
Attachments	<p>Yes__x__ No_____ (list attachments)</p> <p>Update for Trustees</p> <p>Water Testing PSA</p>

Update for Trustees - August 19, 2025

Water Testing

I have been meeting weekly with the Steering Committee, which includes representatives from ECE, INF, OCPHO, MACA, and YK1. While this committee oversees water testing across the NWT, each meeting begins with a focus on YK1. I also attend working group meetings with our Director of Maintenance. This group prepared an options paper for next steps, sourcing Point of Use (POU) equipment, setting the water testing schedule, and supporting YK1 in related decisions. Members include ECE, INF, OCPHO, and Cabinet Communications.

I meet weekly with the WMS principal to provide updates and collect questions from staff and families, either addressing them directly or forwarding them to ECE. These regular meetings have improved communication, though it's important to manage expectations about the pace of progress.

Filters, water fill stations, and fixtures have been ordered for WMS and RLN, with some already arriving. Installation will prioritize POU hardware and filters at WMS, then RLN. The RLN site with results above acceptable limits will be addressed first. INF is coordinating installation with Jordan, ensuring all purchased equipment meets requirements. All costs will be billed to ECE. RLN will also receive an automated flushing system.

Water testing at NJM will follow a vetted protocol, with the first sample scheduled between August 20–25. A handheld tester will also be used to compare accuracy with the standard method for potential future use. Results are expected within 24 hours. Testing at WMS, RLN, and NJ will be completed by August 25, and a PSA is planned for August 27 to outline the ongoing testing schedule. It is not yet confirmed whether the most recent results will be released at that time. All testing will follow established protocols.

Installation of POU equipment is expected to be completed before students return. Bottled water and water stations will remain available at WMS and RLN even after installation, to provide reassurance to staff and families.

WSCC and Staff Wellness

Landon has been working closely with WSCC to support current and past staff from the affected schools. Initially, there was confusion about which report staff should submit in cases without obvious injury; this has now been clarified, and staff have been encouraged to submit the correct form. As the Employer, Landon must submit a form for each claim. While there may be no immediate symptoms, it is important to document concerns related to the water in case of long-term effects.

Landon has contacted a Calgary clinic able to conduct additional testing for individuals referred by local doctors. Public Health has now begun returning calls after some initial delays. Concerns remain for staff who have spent many years at WMS, and some may be referred for further assessment, though details are still unclear. If referrals to a toxicologist are made, YK1 will work with affected staff to navigate this process. While most concerns have come from WMS staff, employees from both schools will be encouraged to submit WSCC claims if they choose.

We continue to collaborate closely with the NWT Teachers' Association on these matters.

Jordan's Principle

One application for a \$5,000 SLP has been approved; others remain escalated to Ottawa.

On August 12, I joined the NWTTA President for two important meetings. The first, arranged on short notice, was with Kyla Kakfwi-Scott, Chief of Staff in Premier Simpson's Office. We raised concerns about the lack of information from ISC with the school year approaching, and asked how we might advocate for our students. Nigel Wodrich also attended.

Later that day, we met with Minister Alty, using the same approach. While no commitments were made, she confirmed the issue is actively being discussed in Ottawa. These meetings aimed to raise awareness and identify further actions Boards and the NWTTA can take to escalate the matter.



Government of Northwest Territories



Update on Lead Testing in NWT Schools: GNWT taking interdepartmental approach to address water testing issues in Yellowknife schools

Public Service Announcement

Yellowknife — July 14, 2025

The Government of the Northwest Territories (GNWT) continues to take action to address concerns about the presence of lead in water in some Yellowknife schools. Since our last update, which shared preliminary testing results, we have received Stantec's final reports, which confirms preliminary findings and have also completed an internal review to understand why initial action was delayed when the water testing initiative first rolled out in 2025, and to identify ways to improve.

In line with our commitment to transparency and open communication, the GNWT is releasing the Stantec reports and the investigation report to the public. The Stantec report confirms the data already released. Work ongoing now involves further investigation into the source of lead and development of mitigation and remediation measures.

The investigation report outlines the history of lead testing and provides insight into areas that need improvement. This report was intended to provide impartial insight that will inform how we plan and implement future projects with improved cross departmental collaboration. We have reviewed the recommendations and are taking action. Some recommendations have already been completed, and the rest will be embedded or addressed in future work.

Senior officials are meeting regularly to coordinate efforts across departments and to ensure work is advanced in three key areas:

1. **Remediation planning** for sites where lead has been confirmed.

2. **Development of a long-term, sustainable water testing program** for all applicable facilities; and
3. **Improved coordination** between departments and agencies responsible for water quality, school operations, and public health.

The following outlines some of the work now underway through a GNWT working group:

1. William McDonald School:

- Analyze and interpret results
- Investigate building drawings and onsite plumbing conditions
- Develop mitigation and remediation options
- Scope required mitigation and remediation work
- Complete mitigation and remediation work
- Conduct water testing after work completed
- Follow up testing as needed

2. Range Lake North School:

- Develop flushing protocol options
- Develop a maintenance protocol focused on flushing procedures
- Conduct testing to confirm protocol effectiveness
- Follow-up testing as needed

3. Follow-up and Ongoing Testing in Schools

- Prioritize remaining schools for testing informed by a risk assessment approach (for example, focusing on building age or student age)
- Verify and standardize protocols for testing
- Conduct water testing and any required follow-up

We recognize the importance of safe drinking water, and we are committed to doing this work thoroughly, guided by expert advice. As further information becomes available, and progress is made on remediation measures and a standardized testing program, we will continue to keep the public informed.

Related Links:

- [Stantec report: Range Lake School](#)
- [Stantec report: William MacDonald School](#)
- [Report: Investigation into the Testing Program for Drinking Water in Northwest Territories Schools](#)

- Note: this report has been redacted to remove position titles and personally identifying details. Where a position title has been removed it has been annotated with which organization that position is located within.
- [Monitoring and Testing of Water in the NWT](#)

For media requests, please contact:

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Backgrounder:

 [qa_-_drinking_water_testing_in_nwt_schools.pdf](#)



BOARD REPORT

Title:	Policy 3 – Role of Trustee
Contact:	Terry Brookes - Trustee
Date Submitted:	13 th August 2025
Mandate:	<p>Trustee activities beyond regular Board Meetings:</p> <ul style="list-style-type: none"> Submitting reports as per Policy 3, for the 19th of August 2025 Board Meeting.
Background:	<ul style="list-style-type: none"> I attended the Awards Ceremonies and presented the Sacred Feather Awards at MHS, RLNS and NJM. Great to see these kids get recognized for their accomplishments. I attended 'Feed the Fire' and Awards Ceremonies at Itlo and WD Schools on the 20th of June. I attended Finance Committee Meetings on the 24th of June. I participated in the Superintendent's annual evaluation on the 23rd and 24th of June. I attended the formal SJFH graduation ceremonies on the 25th of June. I listened to the Minister's televised address on education on the 14th of August.
Other Headings as appropriate: <ul style="list-style-type: none"> - Current - Survey Response 	<ul style="list-style-type: none"> N/A
Recommendations	<ul style="list-style-type: none"> Accept as Information.
Proposed Motion (if applicable)	<ul style="list-style-type: none"> N/A



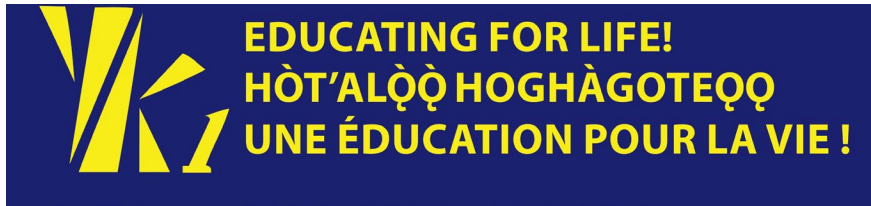
EDUCATING FOR LIFE!
HÒT'ALÒÒ HOGHÀGOTEQQ
UNE ÉDUCATION POUR LA VIE !

Upcoming Events:
 August & September 2025

August 2025

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					Emancipation Day	
3	4	5	6	7	8	9
	Civic Holiday					
10	11	12	13	14	15	16
				School Offices Open	National Acadian Day	
17	18	19	20	21	22	23
	Public Service Pride Week>> Board COW	Organizational and Regular Board Meeting 6:00 PM				
24	25	26	27	28	29	30
				First Day of School JK – Grade 12		
31						

Upcoming Events:
August & September 2025



September 2025

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
	Labour Day					
7	8	9	10	11	12	13
	Board COW Meeting	Regular Board Meeting		RLN Open House 6:30 – 7:30 PM		
14	15	16	17	18	19	20
Grandparents Day		MHS Open House WMS Open House	Itlo Open House	Itlo PAC Meeting NJM Open House 6:30 PM		
21	22	23	24	25	26	27
	Gender Equality Week>> First Day of Autumn					
28	29	30				
		National Day for Truth and Reconciliation Orange Shirt Day				