



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

AGENDA

November 12, 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
 - 6.1 Skills Canada NWT, Melissa Syer
 - 6.2 Arctic Response, Jessica Morris
7. Review and Approval of Minutes
 - 7.1 October 14, 2025 - Regular Board Meeting Minutes
 - 7.2 October 31, 2025 - Special Board Meeting Minutes
8. Business Arising from the Minutes
 - 8.1 Action Items
 - 8.2 Summary of YK1 Music Programs (A. Supt. Arts)
 - 8.3 School Class Size (A. Supt. Kowlazik)
9. Trustee Statements

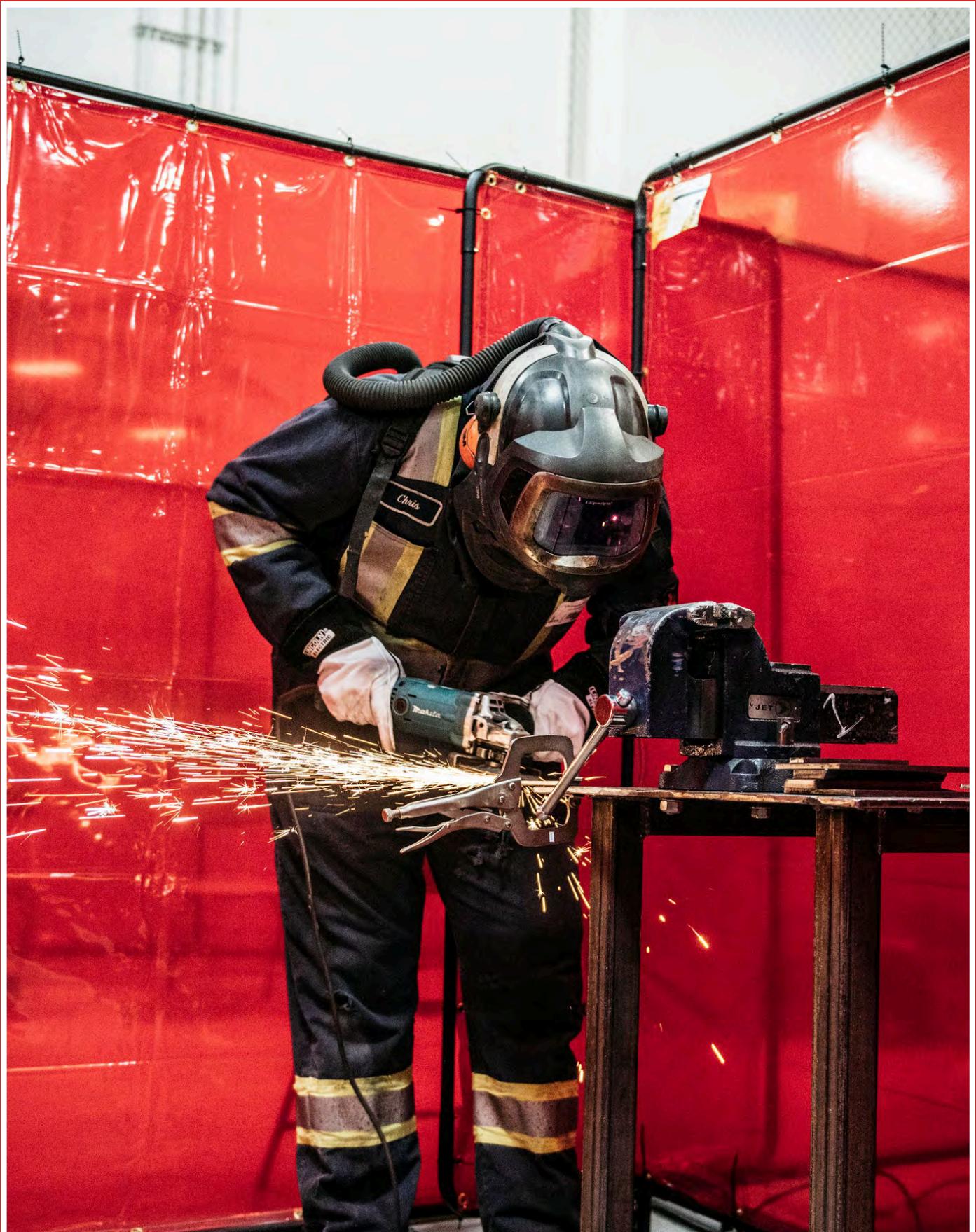
Per Policy 5, Board By Laws: Trustee Statements are individual opinions and are not intended to represent the views of the Board. Trustee statements are not debatable and there will be no opportunity for rebuttal or questions.

10. Unfinished Business
11. New Business
 - 11.1 Organizational Chart - YK1 Staffing Structure & Funding Sources (Trustee Bell)
 - 11.2 Five- Year Maintenance Plan Progress and Reassembly of the Facilities Committee (Trustee Drew)
 - 11.3 Homebase Tier 4 Stabilization Education Partnership between YK1, YCS, Homebase (Supt. Zouboules)

- 11.4. Request for International Travel - 2 applications (Supt. Zouboules)
- 11.5. Workplan (Trustee Bell)
- 11.6. Public Access to Committee Meetings (Trustee Bell)
12. Reports
 - 12.1. Chairperson's Report
 - 12.2. Trustee Reports
 - 12.2.1. Trustee Reports
 - 12.3. Canadian School Board Association Report (Terry Brookes)
 - 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
 - 12.4.4. Director of Operations Report
13. Standing Committee Reports
 - 13.1. Audit Committee, Chairperson: Trustee Peters
 - 13.2. Committee of the Whole Committee (COW), Chairperson: Trustee Shortt
 - 13.3. Finance & Facilities Committee, Chairperson: Trustee Brookes
 - 13.4. NWT TA Teacher-Board Committee, Chairperson, TBD
 - 13.5. Policy & Governance Committee, Chairperson, TBD
 - 13.6. Public Engagement & Advocacy Committee, Chairperson, Trustee Wasylciw
 - 13.7. USW Board Advisory Committee, Chairperson: TBD
14. Ad Hoc Committee Reports
 - 14.1. Negotiations Committee - NWT TA, Chairperson, Trustee Peters
 - 14.1.1. Approval of NWT TA Collective Agreement (Trustee Peters)
 - 14.2. Negotiations Committee - USW, Chairperson, Trustee Shortt
15. Announcements – events calendar attached
16. Date and Time of Next Meetings

November 25, 2025	6:00 PM	Board Education Information Session
December 9, 2025	12:10 PM	Committee of the Whole (COW) Meeting
December 9, 2025	6:30 PM	Board - Executive Session (in camera)
December 9, 2025	7:00 PM	Regular Board Meeting

17. Chairperson's Closing Remarks
18. Adjournment



SKILLS CANADA NWT

ENGAGING YOUTH THROUGHOUT THE NORTHWEST
TERRITORIES IN SKILLED TRADES AND TECHNOLOGY FIELDS.



WHO ARE WE?

Skills Canada Northwest Territories (SC-NWT) is a non-profit organization committed to engaging youth in skilled trades and technology careers. Our mission is to make these paths accessible and achievable for all NWT students through programs & events supported by industry, government, labor, and educational institutions.

A photograph showing two young people in a kitchen. One person, a woman, is in the foreground, smiling and stirring a large metal pot with a wooden spoon. She is wearing a white apron. Another person, a man, is standing behind her, also smiling. He is wearing a white shirt. The background shows kitchen equipment and a window. The overall image has a blue tint.

Skills Canada NWT is a Member Organization of Skills/Compétences Canada, founded 1989. There is a Skills Canada MO in every Province and Territory across Canada.

PROGRAMS



IN-CLASS PRESENTATIONS

Done in person or virtually. These presentations are meant to help educate and raise awareness about our programs and events.

CARDBOARD BOAT RACES

Cardboard Boat Races are making a comeback! This years event will be between Range Lake and Mildred hall kids.

SKILLS CLUBS

Clubs ran by teachers or trades professional with funding from Skills Canada NWT, for grades 8-12. Apply on our website or via email.

TRY-A-TRADE

Kits that are available for teachers to order. These kits focus on a specific trade, they are meant to engage our youth in trade focuses activities.

EVENTS

SKILLS CANADA NWT TERRITORIAL COMPETITION

SKILLS CANADA NATIONAL COMPETITION





TERRITORIALS

The Territorial Competition provides students and apprentices from across the NWT the opportunity to compete in over 18 different competition categories. It's a platform to test skills, gain hands-on experience, and to compete for the chance to advance to the Skills Canada National Competition.

WHEN?

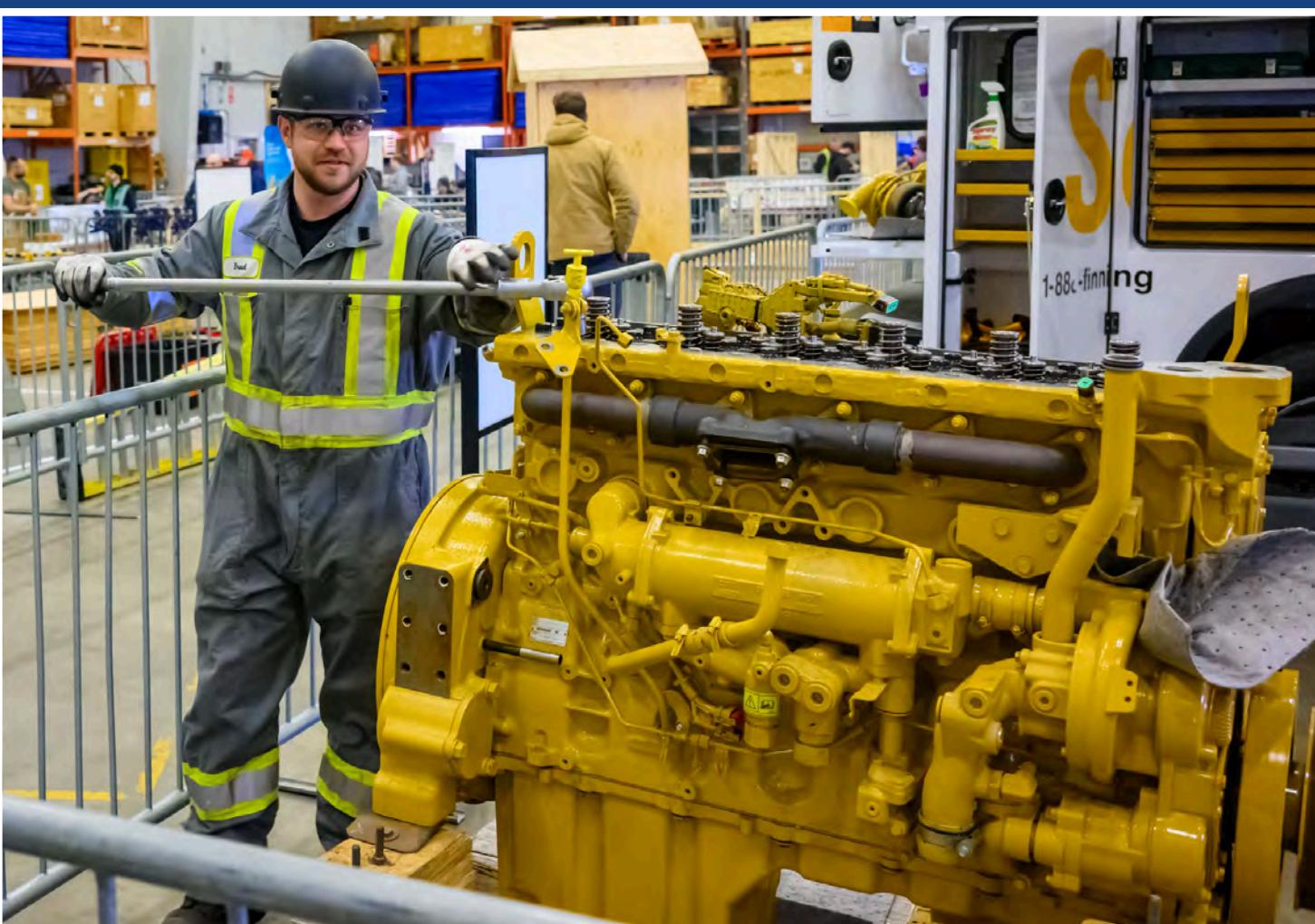
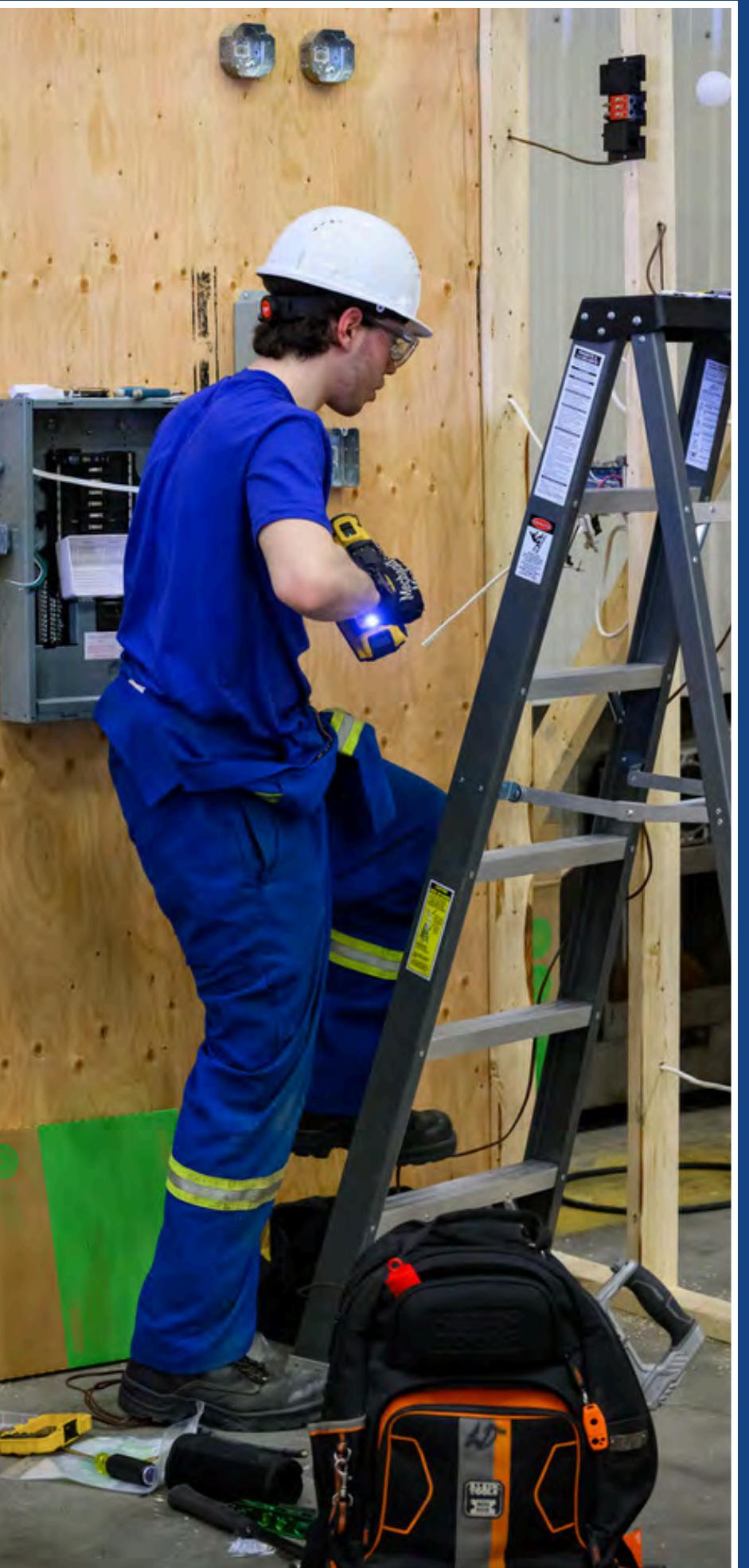
April 17th 2026

WHERE?

Summit Air Hangar - Yellowknife

WHO?

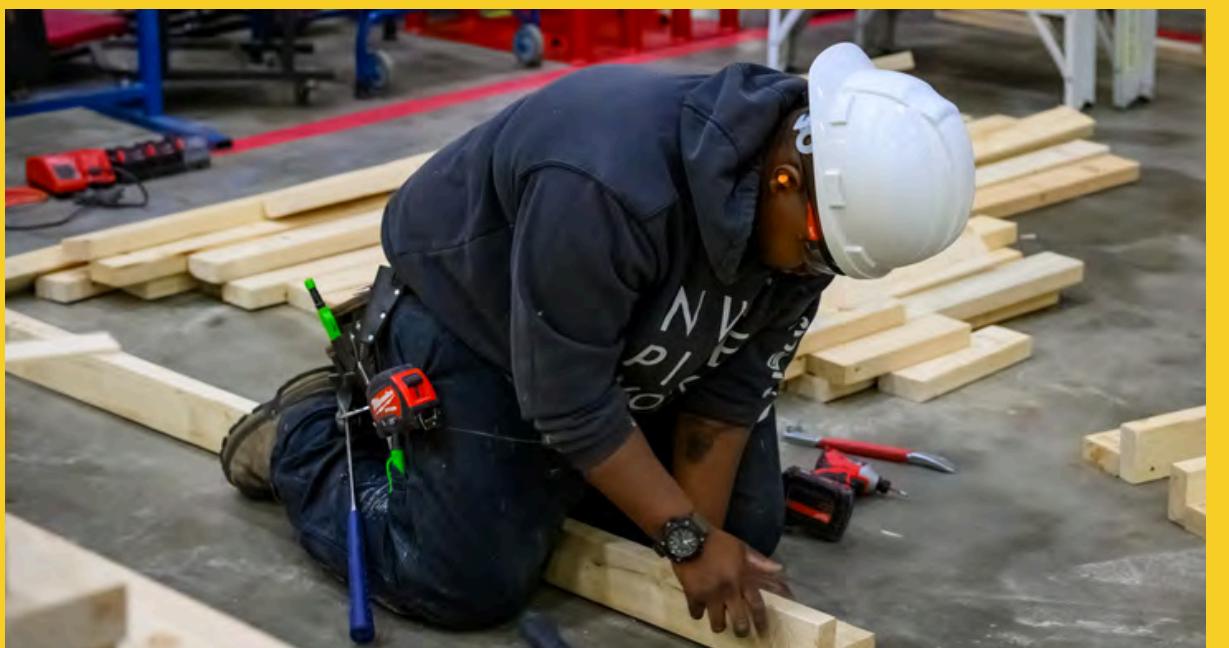
Open to all high school students across the NWT, as well as apprentices and those in post-secondary education.



COMPETITION CATEGORIES



Automobile Technology
Baking
Cabinetmaking (PS)
Carpentry
Cooking
Electrical Installations (PS)
Fashion Technology
Hairstyling
Heavy Vehicle Technology (PS)
Mobile Robotics
Outdoor Power and Recreation Equipment
Photography
Plumbing (PS)
Public speaking
Traditional Sewing
Video Production
Welding
Workplace Safety



NATIONALS

The winners from the Territorial competition get the chance to join Team NWT and to compete against the top competitors from across Canada. SCNC is about more than winning medals, it is the chance to see the passion and excitement from young Canadians as they showcase their skills. This event is inspiring and leaves competitors wanting to push themselves to learn more.

WHEN?

May 26th - 31st, 2026

WHERE?

Toronto

WHO?

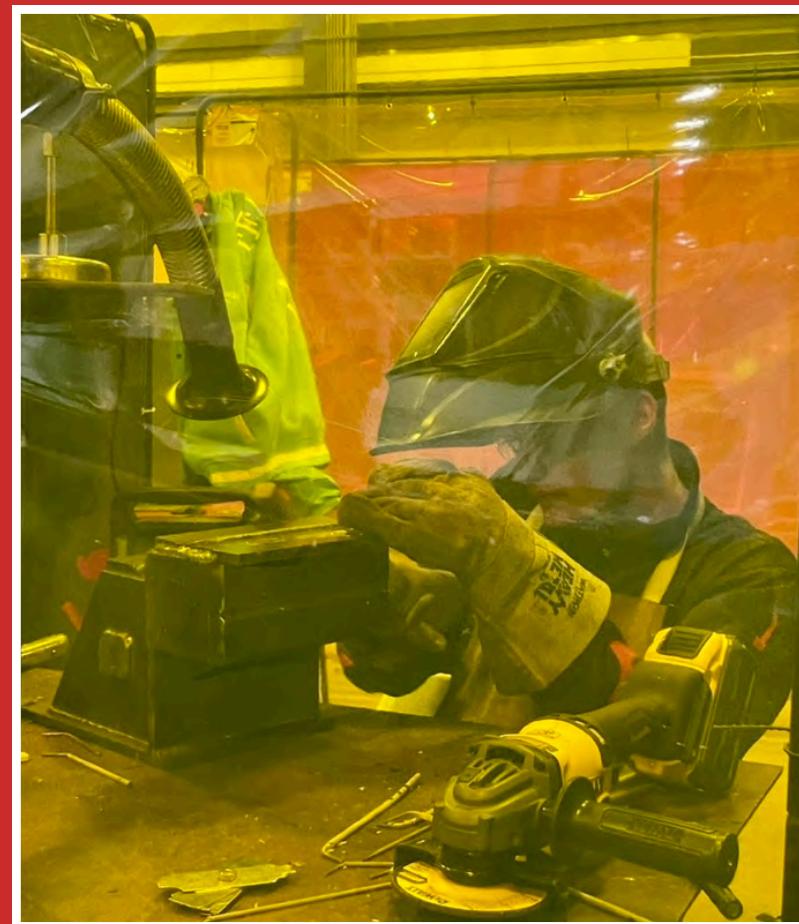
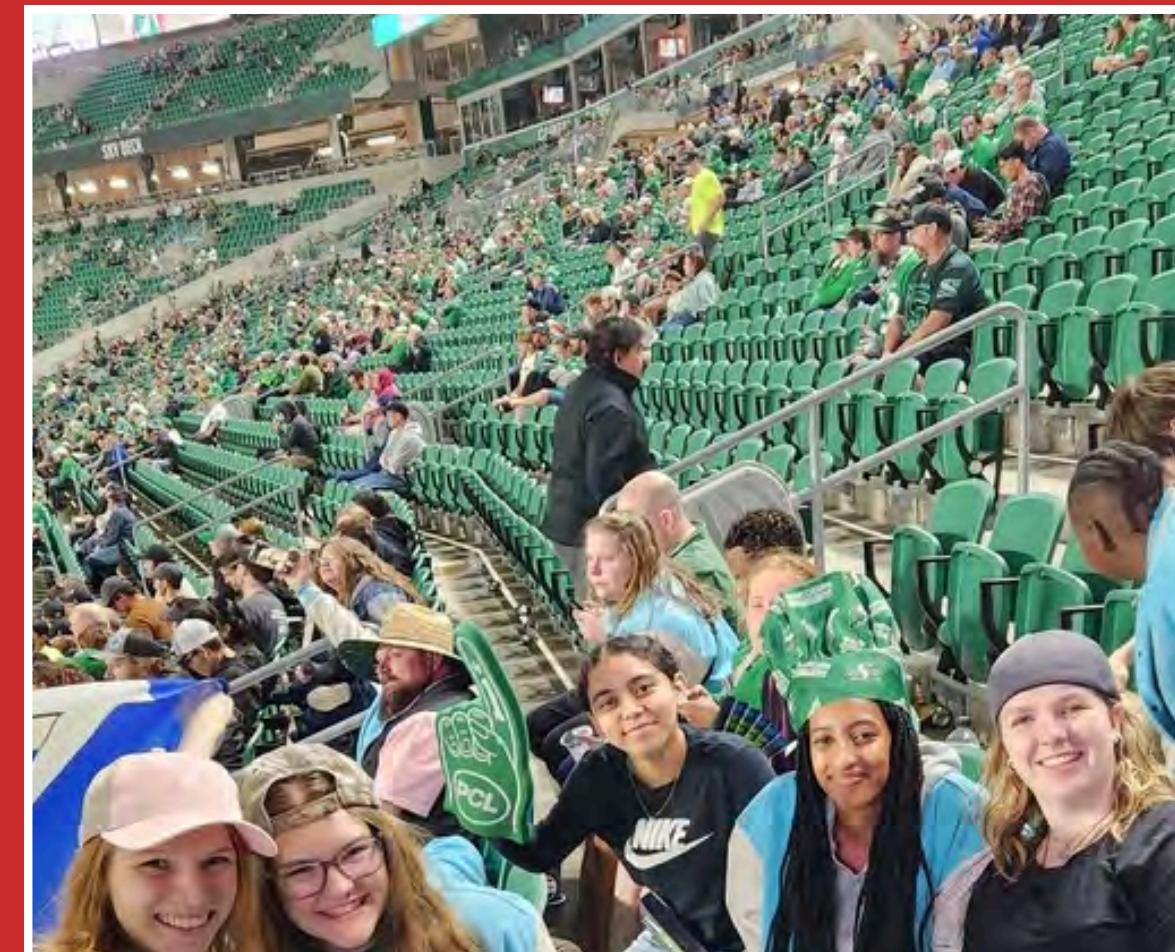
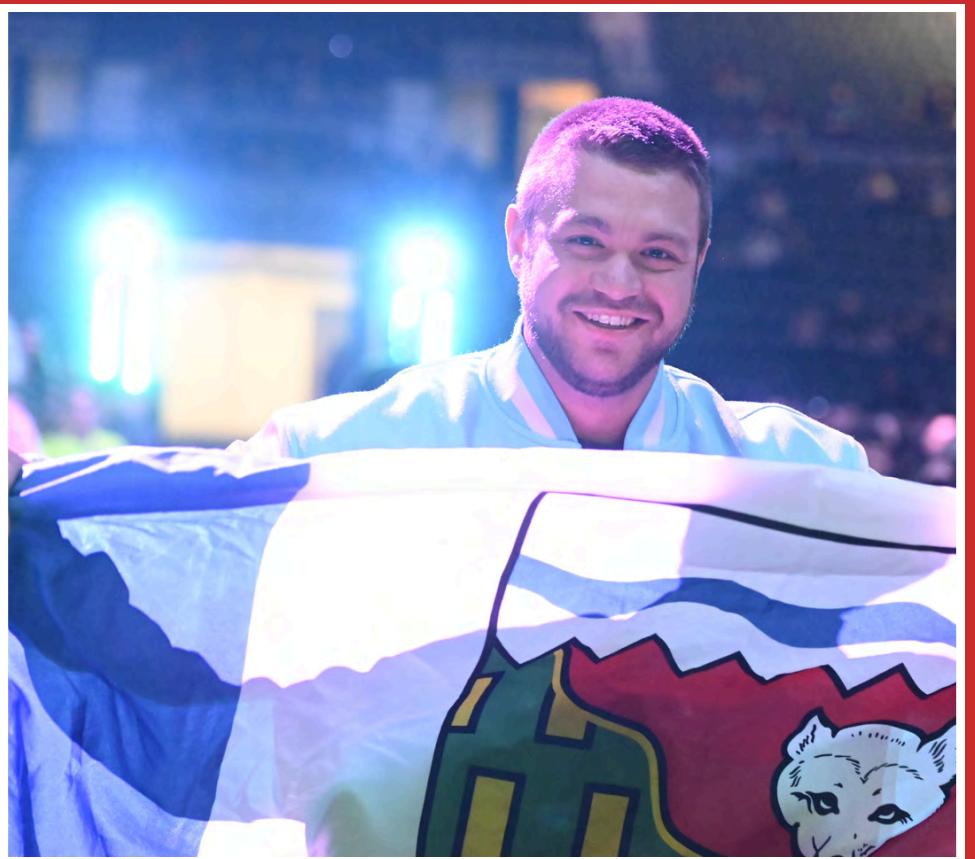
Gold winners of the Territorial Competition.





TEAM NWT SCNC REGINA 2025

OUR TWO MEDALISTS FROM SCNC 2025



GET INVOLVED

VOLUNTEERS ARE THE FOUNDATION OF SKILLS CANADA NWT!



VOLUNTEERS

Volunteers are vital to the success of our competitions, programs, and events, without them none of our programs or events would be available or possible.

BOARD MEMBERS

Play a role in shaping the vision and impact of SC-NWT. The Board of Directors, help promote skilled trades and technology careers in the NWT through strategic planning, governance, and advocacy.

SPONSORS

As a non-profit, we rely on the generosity of our sponsors to run our programs and events. Check out our Partnership Package to learn more. (We currently have 22+ local businesses involved with us!)

TECH CHAIRS

Tech Chairs are trades professionals that run our competition categories; helping develop scopes, judging, and setting up the competitions during Territorials.

COMPETITOR TESTIMONIAL



"COMPETING IN SKILLS CANADA WAS AN AMAZING EXPERIENCE THAT PUSHED ME OUT OF MY COMFORT ZONE. I LEARNED HOW TO MANAGE MY TIME UNDER PRESSURE, STAY FOCUSED, AND WORK THROUGH CHALLENGES – SKILLS I CAN CARRY INTO ANY PART OF MY LIFE. EVEN THOUGH I'M NOT PURSUING COOKING AS A CAREER, THE COMPETITION GAVE ME CONFIDENCE, TEAMWORK EXPERIENCE, AND MEMORIES THAT WILL STAY WITH ME."

**RUFTA TESFAMICHAEL
SECONDARY COOKING COMPETITOR**

COMPETITOR TESTIMONIAL



"REPRESENTING THE NORTHWEST TERRITORIES IN THE ELECTRICAL COMPETITION ON THE NATIONAL LEVEL WAS A LIFE-CHANGING EXPERIENCE. IT TRULY PUSHED ME TO GROW—NOT JUST IN MY TECHNICAL SKILLS, BUT ALSO IN MY CONFIDENCE AND PROFESSIONALISM.

BEING PART OF THAT COMPETITION SHOWED ME WHAT'S POSSIBLE WHEN YOU STAY FOCUSED AND BELIEVE IN YOUR CRAFT. IT DEFINITELY PLAYED A SIGNIFICANT ROLE IN INSPIRING ME TO PURSUE A CAREER IN THE ELECTRICAL TRADE AND TO WORK TOWARD STARTING MY OWN BUSINESS."

**NNAMDI VINCENT OKOROEGBU
POST-SECONDARY ELECTRICAL INSTALLATIONS COMPETITOR**

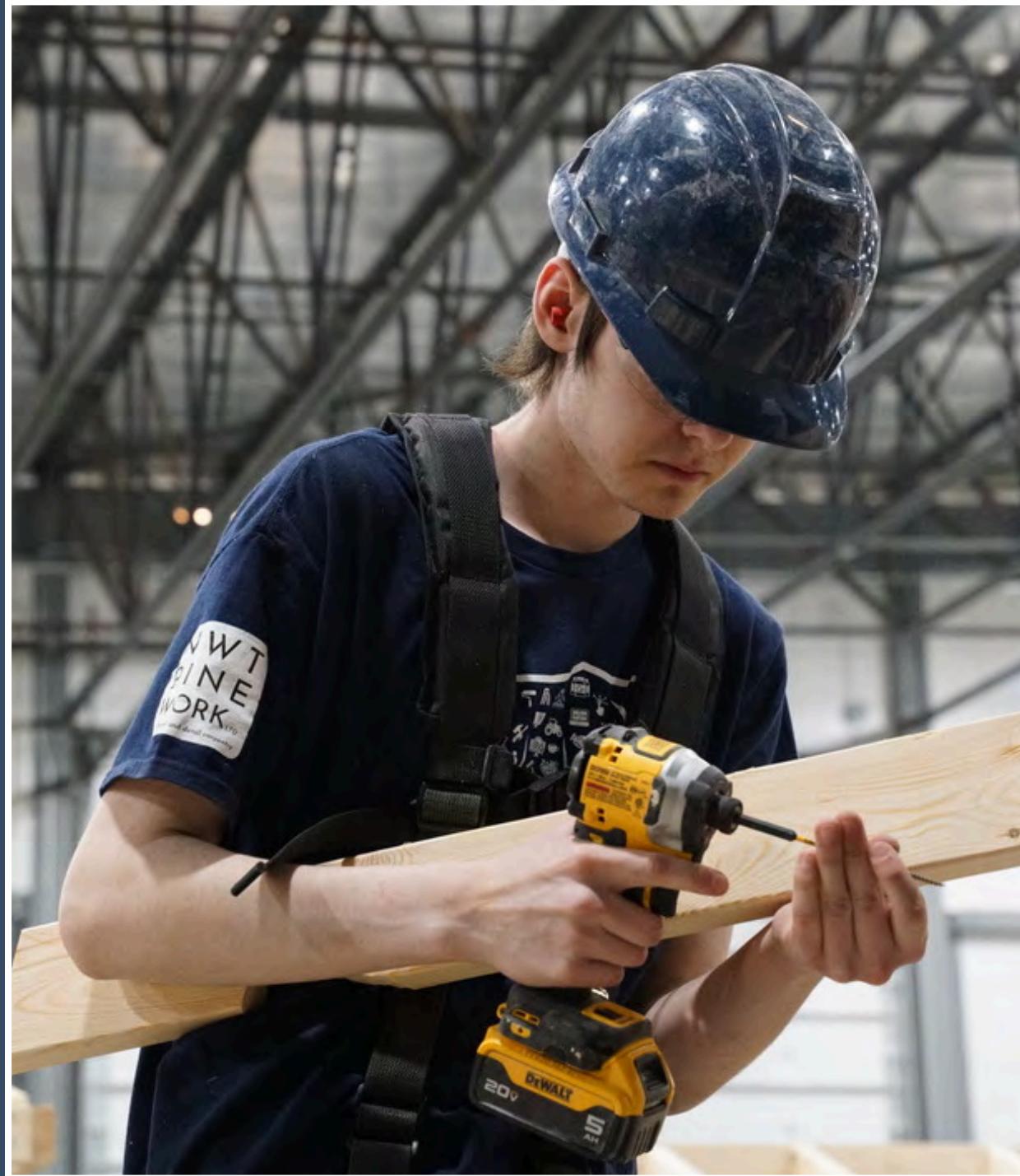
COMPETITOR TESTIMONIAL



"SKILLS CANADA NWT IS A REALLY FUN EXPERIENCE TO TRY AND I HAD A REALLY GOOD TIME, TRYING OUT NEW SKILLS THAT WOULD BE HELPFUL FOR THE FUTURE OR JUST A GOOD SKILL TO HAVE. MAKING LOTS OF NEW FRIENDS AND MEETING NEW PEOPLE WAS ALSO A FUN THING I LIKED. I HOPE OTHER KIDS GET THE OPPORTUNITY TO TRY IT OUT, I'M SURE THEY WOULD ALSO LOVE AND ENJOY IT AS WELL."

**SHARIHAN ELBARBARY
SECONDARY TRADITIONAL SEWING / JOB SKILL
DEMONSTRATION COMPETITOR**

COMPETITOR TESTIMONIAL



"BEING ABLE TO COMPETE IN SKILLS FOR CARPENTRY WAS AN INCREDIBLE EXPERIENCE. IT HELPED ME HONE MY CRAFT, BUILD MORE CONFIDENCE IN MY TRADE AND WITH WORKING UNDER PRESSURE. COMPETING IN SKILLS REALLY HELPED SOLIDIFY MY LOVE FOR CARPENTRY, AND I AM SUPER GRATEFUL THAT I WAS ABLE TO COMPETE AND EXPERIENCE THAT ENVIRONMENT. I'D RECOMMEND COMPETING IN SKILLS TO ANYONE LOOKING TO HONE THEIR SKILLS IN THEIR RESPECTIVE TRADE OR ANYONE WHO IS CONSIDERING PURSUING A CAREER IN THE TRADES."

**WESLEY LAFFERTY
SECONDARY CARPENTRY COMPETITOR**

COMPETITOR TESTIMONIAL



"WE BOTH HAD AN AMAZING TIME DURING THE SKILLS NWT COMPETITION! ALL THE STAFF WERE SO KIND, SUPER ENCOURAGING AND SUPPORTIVE! THIS COMPETITION REALLY SPARKED OUR INTEREST IN BAKING AND HELPED US BECOME MORE CONFIDENT IN OURSELVES. AFTER COMPETING AND BEING AROUND SO MANY INSPIRING FIGURES, WE DECIDED TO START OUR OWN BAKING BUSINESS: AURORA BAKES. FROM THEN WE STARTED TAKING CONTRACTS FROM COMPANIES FOR BAKING ORDERS, SOLD AT THE FARMER'S MARKET ALL SUMMER AND STARTED TO SHARE OUR LOVE WITH BAKING! THIS WAS SUCH AN INCREDIBLE OPPORTUNITY THAT WE BOTH VALUED SO MUCH AND WILL REMEMBER FOR THE REST OF OUR LIVES!"

TANIKA PIKE & KYA WICKENS
SECONDARY BAKING COMPETITORS

CONTACT US

PHONE

867-873-8743

INFO@SKILLSCANADANWT.ORG

EMAIL

WEBSITE

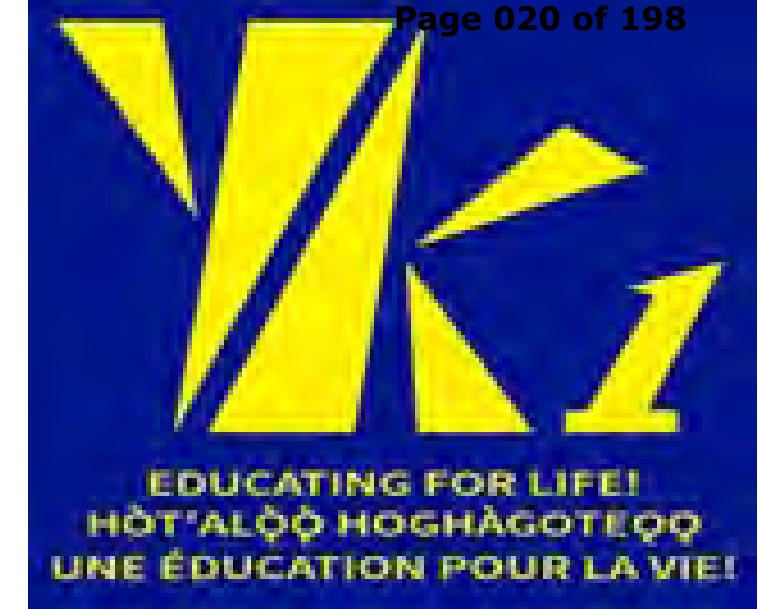
WWW.SKILLSCANADANWT.ORG

@SKILLSNT

SOCIALS

Yellowknife Education District No.1 Update on OH&S Programming

A collective project between:



ARCTIC RESPONSE CANADA^{LT}I

WSCC Legal Requirement OH&S Regulations:

Requirement for an OHS Program

Section 21 of the OHS Regulations specify when a formal OHS program is required

21. (1) An employer shall provide an occupational health and safety program under this section if

- (a)There are 20 or more workers who work at the work site; or**
- (b)The employer is so directed by the Chief Safety Officer.**

Mandatory Components of OH&S Program:

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

- (2) An occupational health and safety program for a work site must include:**
 - (a) A statement of the employer's policy with respect to the protection and maintenance of the health and safety of workers;**
 - (b) An identification of hazards that could endanger workers at the work site, through a hazard recognition program;**
 - (c) Measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);**
 - (d) An identification of internal and external resources, including personnel and equipment, that could be required to respond to an emergency;**

Mandatory Components of OH&S Program (Continued)

- (e) A statement of the responsibilities of the employer, the supervisors and the workers;
- (f) A schedule for the regular inspection of the work site and inspection of work processes and procedures;
- (g) A plan for the control of hazardous substances handled, used, stored, produced or disposed of at the work site and, if appropriate, the monitoring of the work environment;
- (h) A plan for training workers and supervisors in safe work practices and procedures, including procedures, plans, policies or programs that the employer is required to develop;
- (i) A procedure for the investigation of refusals to work under section 13 of the Act;
- (j) A strategy for worker participation in occupational health and safety activities, including audit inspections and investigations of refusals to work under section 13 of the Act; and
- (k) A procedure to review and, if necessary, revise the occupational health and safety program not less than once every three years or whenever there is a change of circumstances that could affect the health or safety of workers.

(2) An occupational health and safety program for a work site must include:

- a) A statement of the employer's policy with respect to the protection and maintenance of the health and safety of workers;**
 - YK1 023 Form meets this requirement, and it is also identified in the OH&S Manual

YK1 023 Form OH&S Policy Statement

	Yellowknife Education District No.1 OH&S Policy Statement	Form Number: YK1 023
		Date Developed: Nov 1 2025
		School:
		School Contact:
Location:	Date Created:	

PURPOSE

The Occupational Health and Safety Program is designed to provide workers with a safe and healthy workplace and to comply with the requirements of the *Workers' Compensation Act* and N.W.T OHS Regulation.

POLICY

Commitment to Health and Safety

The Yellowknife Education District No.1 understands that occupational health and safety performance is key in achieving goals and success as an organization. The Yellowknife Education District No.1 is committed to an ongoing goal of providing a safe workplace which represents our commitment and acceptance of responsibility as a company, to ensuring an injury free workplace for all employees, contractors, and visitors.

As an organization the Yellowknife Education District No.1 understands the importance of continuous improvement and the ongoing maintenance of the health and safety program to ensure it functions at a level meeting regulatory standard and maximizing the physical, mental health, and social well-being of all employees.

Accountabilities for Health and Safety

Occupational health and safety and participation in activities supporting health and safety is a shared responsibility for employees at all levels within our organization. Yellowknife Education District No.1 and Administration expect all operations will be conducted in a manner which:

- Meets legislated requirements set by the government of NWT
- Follows best practices and common standards for the different areas
- Supports the operational and health and safety goals of the Yellowknife Education District No.1.
- Abides to the policies, procedures and guidelines outlined in our health and safety management program

YK1 Supervisors and Administration are responsible to ensure adequate resources and support are in place for the Yellowknife Education District No.1 to develop, implement and maintain a health and safety program for all operations.

Administration is responsible to provide leadership and ensure the health and safety program in place is current and applicable to Yellowknife Education District No.1. Managers are responsible to implement and support the health and safety program to ensure it functions at a level which contributes to the health and safety goals the Yellowknife Education District No.1 has set as an organization.

Workers and Teachers are responsible to participate in the health and safety program through cooperation with management and supervisors, completion of training and reporting of incidents and workplace hazards.

Supervisors are responsible to ensure that all operations under their supervision are conducted in a manner which meets the requirements of the health and safety program. Supervisors are expected to mentor and support the development of competent workers and ensure that hazardous conditions in the workplace are reported to and addressed by Yellowknife Education District No.1 management and department heads.

(2) An occupational health and safety program for a work site must include:

(b) An identification of hazards that ~~could~~ of 198 endanger workers at the work site, through a hazard recognition program;

(c) Measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);

Arctic Response Canada has created Formal Hazard Assessments to meet this requirement:

- 1. FHA 001 Office Safety-Administrative**
- 2. FHA 002 Violence In The Workplace**
- 3. FHA 003 Lifting And Carrying Equipment**
- 4. FHA 004 Working Alone**

(2) An occupational health and safety program for a work site must include:

- (b) an identification of hazards that could endanger workers at the work site, through a hazard recognition program; (continued)
- (c) measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);

5. FHA 005 Driving

6. FHA 006 Use of hand tools

7. FHA 007 Power Tools

		Formal Hazard Assessment Office Safety-Administration									
		Form Number: FHA-001			Date Developed: Mar 28 2025			Review or Revision Date: Mar 28 2025			Approved By:
Task Assessed: Office Safety – Administrative		Assessment Team (Must include employees or Safety Representative if available: David Kishaw Date: Mar 28 2025)									
Position Considered: ALL POSITIONS CONSIDERED		FHA# 001 Revision #: 0									
Specialized PPE or Equipment: Adjustable Chairs		Use the risk matrix found in the Safety Document Library to complete formal hazard assessments (FHA's) Risk = Severity x Probability S=Severity P= Probability R= Risk Outcome									
Hazards Associated with Task (Health, Safety and Environment)	Impacts Description	Existing Risk			Control measures			Risk After Controls			
		S	P	R				S	P	R	
Display Screen Equipment, Keyboards	<ul style="list-style-type: none"> MSI's Eye Strain Carpal Tunnel 	2	2	4	ENG: Adjustable Chairs and Workstations ADM: Work Breaks			1	2	2	
Electricity (Office equipment etc.)	<ul style="list-style-type: none"> Electric shock Burns Fire 	3	1	3	ENG: Guards and Panel Covers ADM: Inspections, Housekeeping			2	1	2	
Work Environment Factors	<ul style="list-style-type: none"> Discomfort Stress Decreased Productivity 	1	2	2	ENG: Adjustable Environment Control Zones (Heating/Cooling)			1	1	1	
Falling Objects (Items stored at high levels)	<ul style="list-style-type: none"> Injuries Equipment Damage 	1	3	3	ENG: Proper Racking ADM: Housekeeping, monthly Inspections			1	2	2	

(2) An occupational health and safety program for a work site must include:

- (b) an identification of hazards that could endanger workers at the work site, through a hazard recognition program; (continued)**
- (c) measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);**

- We have also created Site Specific, Job Specific Hazard assessment to be completed for High-Risk Work such as working at heights , Confined Space Work , Powered Mobile Equipment Work....etc**

(2) An occupational health and safety program for a work site must include:

(b) An identification of hazards that could endanger workers at the work site, through a hazard recognition program; (continued)

(c) Measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);

- YK1 009 Site Specific Hazard Assessment

(2) An occupational health and safety program for a work site must include:

(b) An identification of hazards that could endanger workers at the work site, through a hazard recognition program; (continued)

(c) Measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);

- We have also created First Aid Risk Assessments, and all have been completed for YK1 Schools and the Administration Building by Jessica.**

• YK1 001 First Aid Risk Assessment

First Aid Risk Assessment		YK1 001 May 2020		
The First Aid Risk Assessment is to be completed yearly for schools as required by the OHCA regulations.				
The purpose of this First Aid Risk Assessment is to ensure adequate levels of first aid training and equipment for each site based on staff and requirements. One assessment should be completed for each school in the YK School Division, this is to be completed annually.				
Address:	Phone:	Emergency Contact:		
Select the total number of people at the site on average over the past 12 months. This includes customer students, full-time staff, part-time staff, contractors, and visitors. This is to determine the level of first aid required for the site.				
Minimum Number of People at Site (average including visitors):	<input type="checkbox"/> 2 - 25	<input type="checkbox"/> 26 - 50	Total Employees:	
Other Occupations:	<input type="checkbox"/> 51 - 100	<input type="checkbox"/> 101 +	First Aid Attendant & Supervisor:	
Identify the applicable types of work and hazards from the following list which may affect workers. This will help determine the level of first aid training and types of first aid kits and other emergency medical supplies required for the type of work at the site.				
Identify the types of first aid and additional emergency medical equipment required. Note: All schools work sites are within designated health and safety committees so it relates to documents from a designated health and safety committee.				
Level of Worksite	Level	Emergency of Unforeseen Injury	Level of First Aid Kit Required	Additional Required Emergency Equipment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depending on the location there may be separate work locations, buildings, levels or areas within a worksite which affect safety. If so, please list the different locations and the type of kit required based on the work being conducted. This could include buildings with multiple floors where areas could affect safety access for first aid.				

(2) An occupational health and safety program for a work site must include:

- (b) An identification of hazards that could endanger workers at the work site, through a hazard recognition program; (continued)**
- (c) Measures, including procedures to respond to an emergency, that will be taken to reduce, eliminate and control the hazards identified under paragraph (b);**

We have also created a wide variety of Safety Documents that relate to the Hazard Assessment process, such as:

- 1. YK1 021 Safety Meeting Record**
- 2. YK1 004 New Worker Orientation Form**
- 3. YK1 011 Workplace Violence and Harassment Policy**

These forms may be viewed by asking Jessica to open them up in their respective PDF's.

(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

(d) An identification of internal and external resources, including personnel and equipment, that could be required to respond to an emergency;

We have created the following to address this requirement:

- 1. YK1 013 Emergency Drill Report**
- 2. YK1 019 Inventory of Fire Extinguishers**

(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

- (d) An identification of internal and external resources, including personnel and equipment, that could be required to respond to an emergency;**
- 3. YK1 020 Fire Safety Plan**
- 4. YK1 022 Inspection and Maintenance Inventory**

(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

- (e) A statement of the responsibilities of the employer, the supervisors and the workers;**
- This will be found in the OH&S Manual for Yellowknife Education District No.1**
- See next slide to view completed OH&S Manual.**

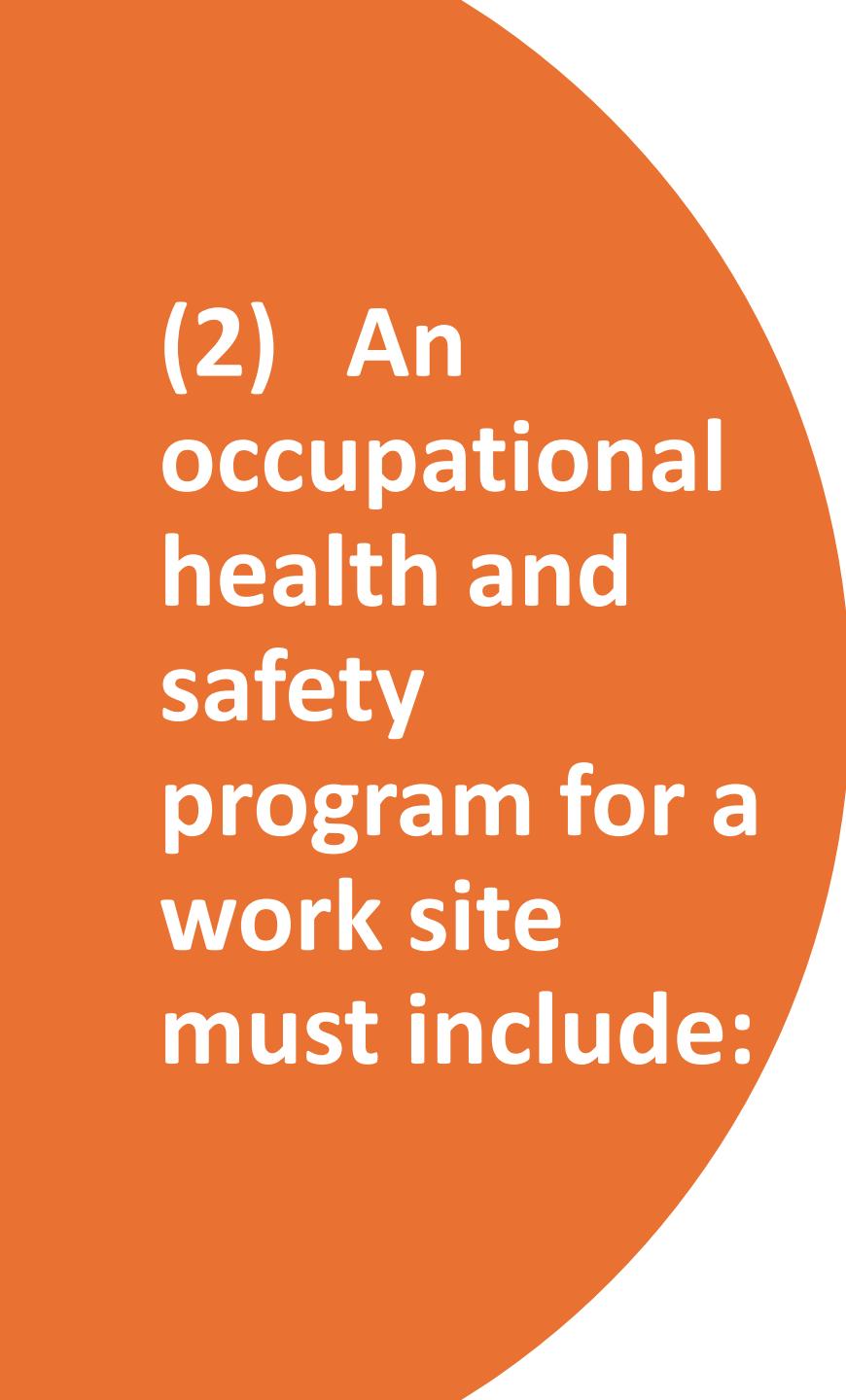
Yellowknife Education District No.1 OH&S Manual:

Occupational Health and Safety Program Yellowknife Education District No.1



P.O Box 788 Yellowknife, NT X1A 2N6

Occupational Health and Safety Program



(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

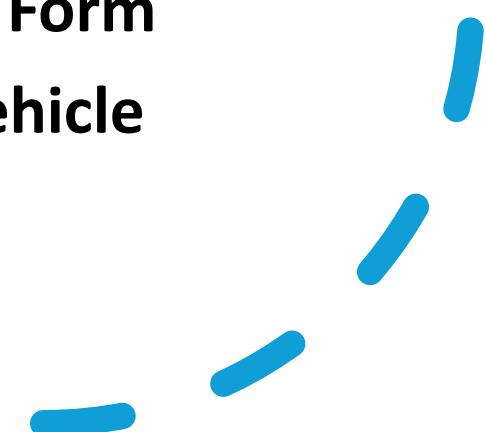
Page 16 of 198

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

(f) A schedule for the regular inspection of the work site and inspection of work processes and procedures;

We have created the following to address this requirement:

- 1. YK1 005 Office Area Inspections**
- 2. YK1 006 Bus Pre-trip Inspection Form**
- 3. YK1 014 Quarterly Light Duty Vehicle Inspection**



(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

(g) A plan for the control of hazardous substances handled, used, stored, produced or disposed of at the work site and, if appropriate, the monitoring of the work environment;

We have created the following to address this requirement:

1. YK1 018 Inventory of Controlled Products

YK1 018 Inventory Of Controlled Products

(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

(h) a plan for training workers and supervisors in safe work practices and procedures, including procedures, plans, policies or programs that the employer is required to develop;

We have created the following to address this requirement:

1. YK1 008 Training Matrix

We also have training requirements outlined in the OH&S Manual.

(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

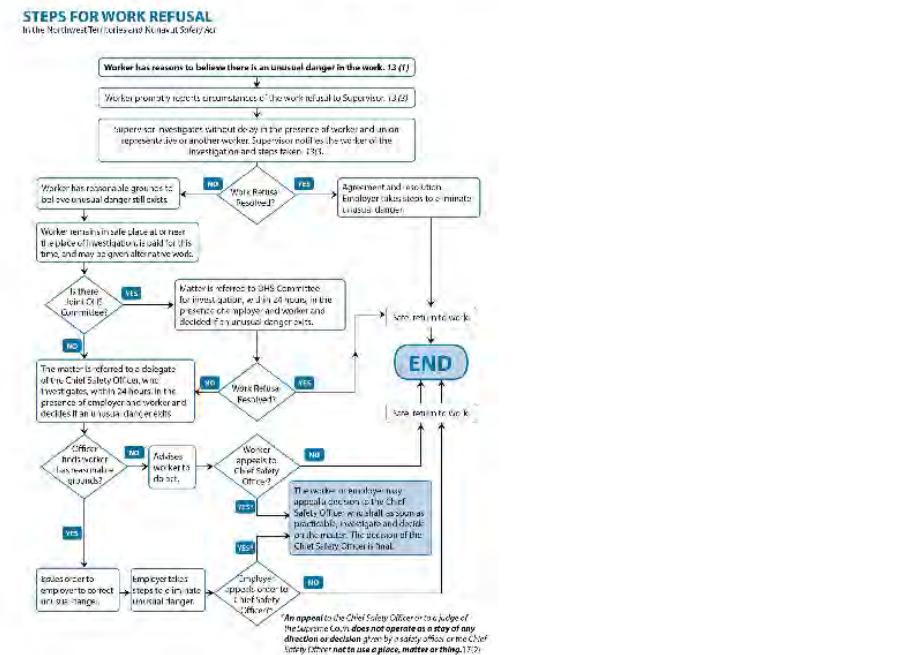
(i) A procedure for the investigation of refusals to work under section 13 of the Act;

We have created the following to address this requirement:

- YK1 016 Steps For A Work Refusal**
- Example on the next slide**

YK1 016 Steps For A Work Refusal

	Steps For Work Refusal	Form Number: YK1-014
		Date Developed: Sept 1 2025
	School:	
	School Number:	



(2) An occupational health and safety program for a work site must include:

Mandatory Components of an OHS Program

Section 21 of the OHS Regulations also specifies the minimum components that an OHS program must include:

- (j) A strategy for worker participation in occupational health and safety activities, including audit inspections and investigations of refusals to work under section 13 of the Act; and**
- (k) A procedure to review and, if necessary, revise the occupational health and safety program not less than once every three years or whenever there is a change of circumstances that could affect the health or safety of workers.**

- This will be found in the OH&S Manual under Training Requirements and Program Maintenance.**

Future Requirements needed for Yellowknife Education District No.1

- More Comprehensive Training Matrix and Training Recertifications Schedule
- Fall Protection Plans and Training
- Confined Space Assessments and Training
- PPE Review and Inventory
- Powered Mobile Equipment Inspection Forms
- Inspection Forms for all Locations including but not limited to Woodworking Areas, Kitchen Areas, Staff Rooms, Meeting Rooms, Mechanic Shops, Maintenance Areas....etc.

Future Requirements needed for Yellowknife Education District No.1

- Google Drive Maintenance and Improvement
- SDS uploading to specific schools

Training in Following:

1. Fall Protection
2. Confined Space Entry & Monitor
3. WSCC Supervisor
4. Intermediate First Aid
5. Respiratory Protective Equipment

Future Requirements needed for Yellowknife Education District No.1

Training in Following:

6. Gas Detection – TBD
7. SCBA – TBD
8. Asbestos Awareness –TBD
9. PPE Specific –TBD
10. Mold Awareness TBD
11. Joint Occupational Health & Safety

Training

We will also most likely be involved in assisting in running the first meetings with the affected schools.

Yellowknife School Division Forms created as per Nov 12 2025 (available for review)



Inventory of Occupational Health and Safety Program Forms Yellowknife School District No.1

Developed By:	David Kishaw
Date Developed:	April 2025
Form Number:	YK1 000

The following table contains a list of the applicable program forms. If processes, records, or forms are added this list should be updated to reflect this.

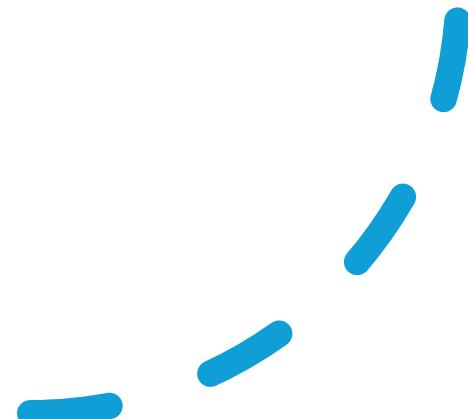
Form Number	Form Name	Developed Date	Created/Amended by
YK1 000	Inventory of Program Forms	April 2025	David Kishaw
YK1 001	First Aid Risk Assessments	May 2025	David Kishaw
YK1 002	Incident Investigation Report	May 2025	David Kishaw
YK1 003	Witness Statement Form	May 2025	David Kishaw
YK1 004	Worker Orientation Form	May 2025	David Kishaw
YK1 005	Office Area Inspection	May 2025	David Kishaw
YK1 006	Bus Pre-Trip Inspection Form	May 2025	David Kishaw
YK1 007	Inventory of Controlled Products	May 2025	David Kishaw
YK1 008	Training Matrix	May 2025	David Kishaw
YK1 009	Site Specific Hazard Assessment	May 2025	David Kishaw
YK1 010	JOHSC Terms of Reference	May 2025	David Kishaw
YK1 011	Workplace Violence and Harassment Policy	May 2025	David Kishaw
YK1 012	JOHSC Meeting Agenda and Recommendation Form	May 2025	David Kishaw
YK1 013	Emergency Fire Drill Report	May 2025	David Kishaw
YK1 014	Quarterly Light Duty Vehicle Inspection	Oct 2025	David Kishaw
YK1 015	JOHSC Terms of Reference	August 2025	David Kishaw
YK1 016	Steps For a Work Refusal	Sept 1 2025	David Kishaw
YK1 017	JOHSC Meeting Agenda and Recommendation Form	Oct 31 2025	David Kishaw
YK1 018	Inventory of Controlled Products	Oct 31 2025	David Kishaw
YK1 019	Inventory of Fire Extinguishers	Oct 30 2025	David Kishaw
YK1 020	Fire Safety Plan	Oct 30 2025	David Kishaw
YK1 021	Safety Meeting Record	Oct 23 2025	David Kishaw
YK1 022	Inspection and Maintenance Inventory	Oct 23 2025	David Kishaw
YK1 023	Main Office Inspection	Oct 15 2025	David Kishaw
YK1 024	First Aid Register	Oct 16 2025	David Kishaw
YK1 025	Emergency Response Drill Report	Oct 17 2025	David Kishaw
YK1 026			
YK1 027			
YK1 028			
YK1 029			
YK1 030			
YK1 031			
YK1 032			
YK1 033			
YK1 034			
YK1 035			
YK1 036			
YK1 037			

The Importanc e of Implement ing an OHS Program in Schools

- **OHS programs protect staff and students from hazards in all school environments**
- **Schools are complex workplaces with physical, chemical, and psychosocial risks**
- **A strong OHS program builds a culture of prevention and shared responsibility**

Legal and Ethical Responsibilities

- OHS regulations require employers to maintain safe work environments
- Administrators and boards have a legal duty of care under territorial and federal law
- Ethically, schools must protect all who learn and work within them



The Role of Staff Participa- tion

- Staff are the heart of any successful OHS program
- Participation helps identify hazards early and ensures compliance
- Shared involvement promotes accountability and team safety culture

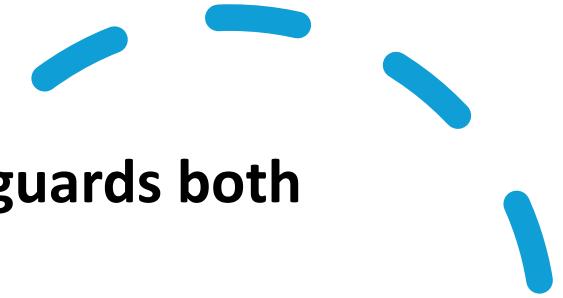
Benefits of an Effective OHS Program

- **Reduced injuries, illnesses, and absenteeism**
- **Improved morale and productivity across schools**
- **Enhanced student learning through safer, calmer environments**
- **Strengthened community reputation and trust**

Implementation Strategies

- Establish joint health and safety committees
- Conduct regular hazard assessments and inspections
- Provide training for all staff and new workers
- Encourage open reporting and feedback
- Review and update the OHS program regularly
- Creation of a YK1 Safety Board

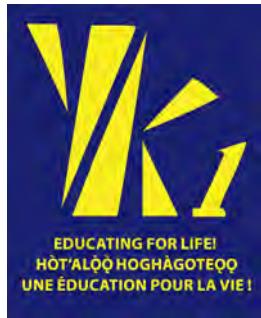
Conclusion



- A strong OHS program safeguards both staff and students
- Staff participation ensures long-term success and cultural change
- Together, we can make safety a shared value in every classroom



Questions?



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

October 14, 2025 – 6:30 PM
In-person and online via Google Meet
(in camera 6:30 - 7:00 PM)

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

Regrets: none

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

Regrets: Jordan Martin

Guests present: Adrian Bell, NWT Arts presenter
Adelee Penner, 10 guests in person, 1 guest online
CBC reporter

Meeting Chairperson: Barbara Bell

Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 6:32 PM. Seven (7) Trustees were present. Quorum was met.

Motion #: 01/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera at 6:33

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

Motion #: 02/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 6:37 PM.

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

Trustee Drew joined the meeting in progress.

Motion #: 03/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera at 6:40

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

Motion #: 04/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 6:52 PM.

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

Superintendent Zouboules was asked to join the Board. The following motion was made as soon as she joined the Board.

Motion #: 05/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move into in camera at 6:53

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

Motion #: 06/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 7:03 PM.

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

The Board meeting was called back to order at 7:05 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

Chairperson Bell welcomed everyone to the meeting, including Adrian Bell, Dr. Sara Komarnisky and Bob Overvold from the NWT Arts Centre initiative and all the guests present.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

Motion #: 07/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the October 14, 2025, Regular Board Meeting agenda, as presented.

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

6. Delegations & Presentations

6.1. Adrian Bell, NWT Arts Centre Initiative with Bob Overvold and Dr. Sara Komarnisky.

The presentation included information about:

- The distinction between an art centre and an art gallery
- Work with a foundation which may be able to provide \$30M for the project (approximately half of the costs)
- They would be looking to use the entire former Akaitcho Hall site and some additional land for which they have applied to the City
- Multiple functions are envisioned for the facility
- The facility would be a Class A facility
- They have consulted with other similar facilities, including the art centre in the Yukon
- Current thoughts are that the facility would be 30K to 35K square feet in size
- 4 of the 6 steering committee members are Indigenous
- The facility would engage with youth across the North

- NACC and the Prince of Whales Northern Heritage Centre (the museum) are interested in the project
- The group has applied for charitable status, and
- Getting land for the facility will allow them to move on to the next steps

Trustees raised concerns about parking due to proximity to École Sir John Franklin High School, and asked questions about long-term sustainability.

The initiative is asking for a letter of support for their land application.

7. Review and Approval of Minutes

7.1. September 9, 2025 - Regular Board Meeting

Motion #: 08/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the September 9, 2025, Board Meeting Minutes, as presented.

Moved by: Trustee David Seconded by: Trustee Tina **Carried**

7.2. September 26, 2025 - Special Board Meeting

Motion #: 09/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the September 26, 2025 Special Board Meeting Minutes, as presented.

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

8. Business Arising from the Minutes

- a) Trustee Drew provided some suggestions related to the draft Terms of Reference for a YK1 Education Committee that were brought forward at the September 9, 2025 Board Meeting. Discussion resulted in the following:

Action: add “discussion about hosting Education meetings at Schools” to the action item list for further discussion at a future Board meeting.

- b) The following motion was made regarding the item brought up during the September 9, 2025 Board meeting.

Motion#: 10/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees direct the Chairperson to write to the Ministers of Health and Social Services and Education regarding the restoration of the school nurse program at YK1 that has been absent since 2020.

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

It was suggested that since this is a health issue, the letter should be sent to the Minister of Health and Social Services and cc'd to the letter to the Minister of Education, Culture & Employment.

- c) Trustees noted that information is useful for balancing class size and budgets as well as estimating where pressures might be in the future. Trustees also noted that class

composition is more important than class size.

8.1. Action Items

Motion #: 11/10-14/25-26

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

Moved by: Trustee Wasylciw Seconded by: Trustee Peters

Carried

8.1.1. Request for Review and Update of Financial Regulations & Policies for Outside Boards

Correspondence was sent and a response was received.

Action: Add “Request for Review and Update of Financial Regulations & Policies for Outside Boards” to the next Committee of the Whole (COW) agenda for discussion.

8.1.2. Summary of YK1 Music Programs

Report included in the agenda package.

The board appreciates that there is a problem and requested further information on the following:

- Components of an ideal music program,
- Information on staffing challenges,
- More information on the main areas of YK1 fine arts.

Administration to formulate what the issues are and provide possible solutions for the Board to consider.

Trustees encouraged administration to bring forward innovative ideas and solutions for consideration.

5 minutes recess called by Chairperson Bell at 7:32 PM

Meeting reconvened at 7:37 PM

9. Trustee Statements

Per By-Laws: *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.*

9.1 None were submitted

10. Unfinished Business

10.1. Correspondence (Trustee Bell)

10.1.1. Urgent Call for Immediate Retrofit of École William McDonald Middle School

Trustees noted the lack of commitment from the Minister for a school that was built in 1982 and is well overdue for a retrofit. Trustees would like to know why this school's retrofit is now being delayed another three years. This topic will be added as an agenda item for the next meeting with the Minister.

10.1.2. *Academic Year & School Attendance Regulations*

This topic will be added to the next NWT Leaders meeting agenda.

10.1.3. *Akaitcho Hall Land*

Administration indicated that YK1 would be interested in the land but does not have the capacity to build on it.

Trustees feel that given other interests in the land it is not something to take lightly because the YK1 response to the Minister may impact the future use of the land.

Action: Chairperson Bell will request another extension for a response to the Minister's letter so that the Board can further discuss what a response should include.

10.2 *2024-2025 Annual Report & Audited Financial Statement Documents*

Graham Arts noted that a copy of the document approved at the September 9th Board meeting is included in this agenda package for trustee reference.

11. *New Business*

11.1. *2025-2026 Budget Reductions Preparations (Trustee Brookes)*

Trustee Brookes brought forward a motion to show, in a small way, that the Board set an example related to budget restraint.

Motion #: 12/10-14/25-26

I move that the YK1 Board of Trustees, as a start to cost savings, discontinue serving lunch at Board and Committee Meetings, unless special occasions warrant the providing of meals.

Moved by: Trustee Brookes Seconded by: No seconder

Motion fell to the floor

Trustee Wasylciw called a *Point of Order*, citing a financial mischaracterization in the cover sheet provided for this item.

Action: Trustees asked that future budget discussions include a comparison of revenues to expenses for clarity.

11.2. *Education Leaders (Trustee Bell)*

Chairperson Bell asked Trustees to provide feedback to her on the items listed. Trustees asked for clarification on the "clarifying User agreements" topic. Chairperson Bell indicated that it relates to overlap with regard to facility maintenance across the NWT.

11.3. *Handover Documents (Trustee Bell)*

Information is in the agenda package for information purposes.

11.4. Strategic Plan (Trustee Bell)

Chairperson Bell requested approval of the Board's Strategic Priorities, in principle so that next steps can begin at the district & school level.

Motion #: 13/10-14/25-26

I move that the YK1 Board of Trustees approve, in principle, the Board's Strategic Priorities, on pages 218 and 219 of the agenda package, so that indicators and measurables can be developed.

Moved by: Trustee Drew Seconded by: Shortt

Carried

12. Reports

12.1. Chairperson's Report

Chairperson Bell's report is included in the agenda package.

12.2. Trustee Reports

12.2.1. Trustee Drew Report (Trustee Drew)

Trustee Drew noted the following items in her report:

- A reminder that per *Policy 3 - Role of the Trustee* indicates: trustees should remember to bring the voices of the public to Board meetings;
- Noted that if trustees have the opportunity to hear Cindy Blackstock speak, they should take it. Trustee Drew expressed concerns related to Jordan's Principle funding as a result of Cindy Blackstock's presentation.
- Trustees should reflect and remember they are not arguing with a person, but arguing on a position and decisions should be data-driven.
- She recommended that everyone attend a CSBA conference.
- She is concerned about statistics regarding the loss of teachers.

12.3 Canadian School Board Association Report (Trustee Brookes)

The CSBA meeting occurred last week. Some highlights provided by Trustees Wasylciw and Brookes included:

- Advocacy topic with Members of Parliament and Senators was a productive session;
- Jordan's Principle was discussed;
- The situation in Ontario between school boards and the Ministry of Education clashing over financial control and oversight;
- Benefits of hearing comments from across the country;
- Plans underway for CSBA conference to be held in Whistler, BC, in July 2026

More information to be included in the next agenda package.

12.4 Superintendents Report

Report included in the agenda package.

Superintendent Zouboules shared little books created by MHS students focused on Truth & Reconciliation which will be used to create an E-zine.

The following information was provided:

- There is information available explaining the role of wellness mentors. Work is ongoing in this area.
- Dr. Cindy Blackstock was the keynote speaker for the YK1 staff professional development (PD) in 2023.
- Reconciliation is interwoven into classes - the little books shared earlier are an example of this.
- Bussing is now going well.
- The City is considering including YK1 and YCS elections on the next municipal election ballot. Administration hopes to have more information in the new year.
- The media training was very beneficial.

12.4.1 Assistant Superintendent of Curriculum & Learning Report

The report is included in the agenda package. The following information was provided:

- Information on homeschooling, safe & caring schools will be provided at the next board meeting.
- Data related to numeracy is being reviewed by schools and will be incorporated into school plans. Improvement planning is something that resides at the school level and is formulated with each school's challenges in mind.
- Housing has not been an issue this year. The challenge this year is finding language teachers.
- New phone systems that will be installed at schools and district office are the same as the systems installed at École Sir John Franklin High School and École Itkô but will be installed by a different vendor.

Action: Administration to provide a report on what is being done to improve student success, particularly in the area of numeracy.

12.4.2 Assistant Superintendent of HR & Learning Report

The report is included in the agenda package.

The following information was provided:

- There are now 134 approved substitutes.
- This is the last year for the new teacher evaluation pilot program project.
- There are now 3 trustees on the USW Negotiations Committee.
- Substitute rates are based on a different formula. Funding does not cover what is currently paid to subs.

Action: Administration to provide the Public Engagement & Advocacy Committee information on sub-funding, how sub rates are determined and actual costs so that the committee can discuss advocacy for funding at the next meeting with the Yellowknife Members of the Legislative Assembly (MLAs). The committee will provide recommendations at the January 2026 Board meeting.

Motion #: 14/10-14/25-26

I move that the YK1 Board of Trustees give the Superintendent authorization to engage Colin Fetter of Brownlee LLP as lead negotiator for the upcoming USW contract negotiations.

Moved by: Trustee Shortt Seconded by: Trustee Drew

Carried

Motion #: 15/10-14/25-26

I move that the YK1 Board of Trustees approve the negotiating mandate as previously discussed.

Moved by: Trustee Wasylciw Seconded by: Trustee Peters

Carried

12.4.3 Secretary Treasurer Report

The report is included in the agenda package.

The following information was provided:

- Clarification of the meaning of “review of all liabilities”

12.4.4 Director of Operations Report

The report is included in the agenda package.

The following items were discussed:

- It was noted that facilities have not been discussed at Finance & Facilities meetings and a question came up whether the committee should be split into two committees again.
- Trustees asked to have a capital planning update included as part of the reporting at Finance & Facilities Committee meetings.
- Chairperson Bell and Superintendent Zouboules have reviewed the Board Workplan and will report on it going forward.

13. Standing Committee Reports

Trustees to reach out to Chairperson Bell with their meeting dates.

13.1. Audit Committee

The report is included in the agenda package.

13.2. Committee of the Whole (COW)

The report is included in the agenda package.

The Federal School Food Program item was deferred to the next meeting of the Committee of the Whole.

13.3. Finance & Facilities Committee

Next meeting scheduled for October 28th.

13.4. NWTAA Teacher-Board Committee - these meetings are on hold

13.5. Policy & Governance Committee

The report is included in the agenda package.

The committee had its first meeting and will meet on the 4th Wednesday of each month. A committee chairperson has not yet been chosen. The committee would like to retract *Policy 6 - Role of the Board Chairperson*, as it was noted that another change is required. The committee reviewed *Policy 2 - Role of the Board*, and no changes are recommended.

Motion #: 16/10-14/25-26

I move that the YK1 Board of Trustees approve the recommendation from the Policy & Governance Committee that no changes were required to Policy 2–Role of the Board.

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

Motion #: 17/10-14/25-26

I move that the YK1 Board of Trustees accept the first reading of Policy 3 - Role of the Trustee as presented in the agenda package.

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

Discussion around the format of the revision history included with each Policy resulted in agreement to have a very brief description included with the policy and a more detailed history to be included in a master revision history appendix document.

Motion #: 18/10-14/25-26

I move that the YK1 Board of Trustees extend the Board meeting to 10:30 PM so as to complete the items on the agenda.

Moved by: Trustee Brookes Seconded by: Trustee Shortt

Carried

13.6. Public Engagement & Advocacy Committee

The committee has had some informal discussions. Meeting dates will be determined in the near future.

13.7. USW Board Advisory Committee - has not met.

Per the collective agreement, the USW representative would reach out to YK1 about setting up a meeting.

14. Ad Hoc

14.1. Negotiations Committee - NWTAA

Negotiation meetings will continue tomorrow for the next 3 days.

14.2. Negotiations Committee - USW

Negotiations will start on October 21st and run every day until October 24th.

15. Announcements - events calendar attached

16. Date and Time of Next Meeting

October 21, 2025	6:00 PM	Board Education Information Session
November 12, 2025	12:10 PM	Committee of the Whole Meeting
November 12, 2025	6:30 PM	Executive Session (In camera)
November 12, 2025	7:00 PM	Regular Board Meeting
November 25, 2025	6:00 PM	Board Education Information Session

17. Chairperson's Closing Remarks

Chairperson Bell thanked everyone for attending the meeting.

18. Adjournment

Motion #: 19/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the October 14, 2025, Regular Board Meeting.

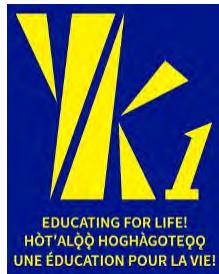
Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

The meeting adjourned at 10:06 PM

Chairperson Bell

Secretary Treasurer Vass



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
SPECIAL BOARD MEETING
MINUTES**

**October 31, 2025 – 12:10 PM
In-person and online via Google Meet**

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

Regrets: Allan Shortt

Administration

Present: Shirley Zouboules (online), Landon Kowlazik, Lisa Vass, Graham Arts, Jordan Martin, Pat Thagard and Annie Lagomasino

Regrets: Shirley Zouboules

Meeting Chairperson: Barbara Bell

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:09 PM. Five (5) trustees were present, and a quorum was met.

2. Land Acknowledgement

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

3. Chairperson's Opening Remarks

Trustee Bell thanked everyone for attending the meeting, wished everyone a happy Halloween and asked that everyone drive carefully this evening.

4. Declaration of Conflict

None declared.

5. Adoption of Agenda

Motion #: 01/10-31/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the October 31, 2025, Special Board Meeting agenda, as amended.

Moved by: Trustee Brookes Seconded by: Trustee Drew

Withdrawn

After some discussion, the above motion was withdrawn and replaced with the following.

Motion #: 02/10-31/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the October 31, 2025, Special Board Meeting agenda, as presented.

Moved by: Trustee Brookes Seconded by: Trustee Drew

Carried

6. Labour Relations

The agenda package includes the proposed amendments to the United Steel Workers (USW) Collective Agreement.

Trustees thanked the negotiator, Colin Fetter of Brownlee LLP and Administration and members of the Negotiations Committee for their expeditious work during negotiations.

The Committee noted that USW negotiations have always gone very well. The primary change made was the addition of the Wellness Mentor positions and Speech Language Pathologist position as well as aligning the USW Collective Agreement with the NWT TA Collective Agreement. The USW staff realize YK1 is in a tight financial position and are happy with the collective agreement.

Motion #: 03/10-31/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the ratified agreement between YK1 and the USW for a three-year collective agreement.

Moved by: Trustee Brookes Seconded by: Trustee Drew

Carried

7. Budget Amendment

Secretary Treasurer Vass went over the proposed amendments included in the agenda package and the expenditures noted in the amendment document. The amendments include the interim support assistance funding and additional expenses. The additional expenditures are approximately \$739,000.

Trustees asked about the financial cost resulting from the USW Collective Agreement. Secretary Treasurer Vass indicated the USW-related amount will be included in a future budget amendment. Secretary Treasurer Vass suggested the Rick Hansen related amount could be replaced with the USW amount as they are almost the same, and the Rick Hansen funds will not be needed until the next fiscal year. Trustees also commended Administration for the work being done on safety. They noted that provision was included in order to fill the gaps in the YK1 safety program.

Trustees asked if the Department of Education, Culture and Employment (ECE) interim support assistance funding agreement will go to the GNWT year-end or the end of the school year? Administration indicated that ECE confirmed that the funding will go to the end of the

2025-2026 school year.

Trustees asked if these amendments match the amounts discussed with the Minister of ECE on October 29th? And, were these amendments shown to ECE to see if we are on the right track. That is, do the amendments meet the criteria?

Secretary Treasurer Vass indicated there is some ability for movement; therefore, the amount required for the USW Collective Agreement could be added in. Trustees indicated this is a good opportunity to use the surplus since YK1 has been encouraged to do so.

Motion #: 04/10-31/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the total budget expenditure of \$5,920,614 plus an additional \$58,000 for the USW contract expenses to be funded by a combination of Government of the Northwest Territories, ECE funding and the YK1 operating fund surplus as outlined in the attached schedule.

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

Trustee Drew is concerned about this funding and the long-term effects this year's funding from ECE will have on future funding. She noted that Minister Cleveland indicated this is a one-year initiative only and that no one at ECE had contacted the federal government to inquire about the long-term consequences for students. A recent ruling indicated that Jordan's Principle funding will no longer be available if ECE steps in with funding. She feels the lack of funding is discriminatory and inconsistent with the 2020 Charter 36 ruling that defined who is recognized as an Indigenous person and their entitlement to Jordan's Principle funding. It is also important to note that the ruling specifically refers to provincial schools. It was suggested that the Board write to the GNWT, quoting the ruling and asking how it will affect NWT students in the future.

Trustee Brookes called a point of order and suggested concerns be put it forward as a Trustee Statement at the next meeting. The Chair ruled that the Point of Order was not well taken.

Trustee Drew's closing comment is yes, YK1 will have to look at cutting the budget by approximately \$4M next year; 2026-2027 Budget meetings will have to begin in earnest.

8. Educational Assistants - Interim Support Initiative

Administration gave an viewed of the funding and noted that YK1 has not been able to access funding through Jordan's Principle. YK1 is looking to access the one-time, additional funding from the GNWT to support our students.

Trustees asked what other steps are open to us to get a response from the federal government. Administration indicated that there is an appeal process for applications that are denied. However, YK1 applications have not been denied; they are in limbo. Trustees raised concerns about the ruling noted above.

BOARD of TRUSTEES - Action Items - 2025-2026

No.	Meeting Date	Meeting	Action Item	Assigned to	Due Date (if applicable)	Status	Meeting Date & Associated COMMENTS
4	2024-08-20	Board Meeting	Provide an update on the creation of an asset registry	Administration	January 2026	In Progress	Oct 14, 2025 - the registry is being started in the IT department.
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	Fall 2025	In Progress	Oct 14, 2025 - letter and response provided in the agenda package; Add to next COW agenda for further discussion
15	2024-11-12	Board Meeting	Follow up on 1 Year warranty start date on Ecole Itlo list of rolling completion dates	Administration	January 2026	In Progress	Oct 14, 2025 - due date changed to January 2026
27	2025-04-13	Board Meeting	Contact YKDFN about possibility of a meeting	Chair & Superintendent	Fall 2025	In Progress	Oct 14, 2025 - Chairperson has reached out and is awaiting a response.
30	2025-05-13	Board Meeting	Trustees received a one pager regarding School Improvement Goals from Reviews In May, Trustees received a brief update on the School Improvement Goals. Trustees are seeking more information.	Administration	Nov 2025	In Progress	Oct 14, 2025 - schools have until November 3rd to submit information; Administration to provide a report at the November 12th Board meeting.
32	2025-05-20	Board Meeting (Education)	An Education presentation on Inclusive Schooling was provided in Spring 2025. It was suggested that we discuss different funding approaches from the GNWT and what an improved model might look like. consider and recommend alternative approaches to inclusive schooling funding and reporting	Administration	Spring 2026	In Progress	Oct 14, 2025 - spring 2026 due date
33	2025-09-09	Board	In September 2025, Trustees requested a summary of music programs available throughout the district for the October Board meeting.	Administration	Oct 14, 2025	In Progress	Oct 14, 2025 - additional information requested for November Board meeting

BOARD of TRUSTEES - Action Items - 2025-2026

BOARD of TRUSTEES - Action Items - 2025-2026

No.	Meeting Date	Meeting	Action Item	Assigned to	Due Date (if applicable)	Status	Meeting Date & Associated COMMENTS
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	
II	2024-04-09	Board Meeting	Determine best way to share communications publicly	Public Engagement & Advocacy Committee	Winter 2024/2025	In Progress	
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	
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	<i>Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments of Trustees.</i>	Policy & Governance Committee	Fall 2025	In Progress	

Motion #: 05/10-31/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees direct administration to hire Education Assistants for the 2025-2026 school year with the Interim Support Assistant Initiative funding.

Moved by: Trustee Brookes Seconded by: Trustee Snaggs

Carried

9. Date and Time of Next Meetings

Included in the meeting agenda.

10. Chairperson's Closing Remarks

Chairperson Bell thanked everyone for their time and input.

11. Adjournment

Motion #: 06/10-31/25-26

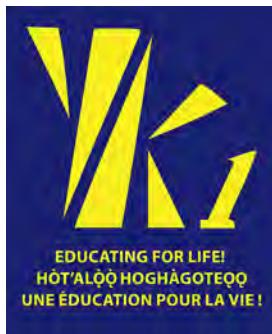
I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the October 31, 2025, Special Board Meeting.

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

Meeting adjourned at 12:57 PM

Trustee Bell, Chairperson

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	Report – District Music Programs
Contact:	Graham Arts, Assistant Superintendent
Date Submitted:	November 6, 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
Background	<ul style="list-style-type: none"> At the October 2025 meeting of the Board of Trustees, initial information on music programming in YK1 schools was presented. At that time, the Board of Trustees requested additional details. This report is in response to that request.
Information	<ul style="list-style-type: none"> Sustainability Challenges for Music Programming <ul style="list-style-type: none"> Sufficient qualified and trained staff to address attrition over time Financial constraints <ul style="list-style-type: none"> Maintenance of the instrument collection (repair and replacement) – All grade levels State of instrument collections – Deteriorated – All Grade Levels Licensing of materials for performance Travel requirements for broadened musical performance experiences Differing experiences and access to music programming across YK1 Curricular Challenges – Particularly at JK-8 as Music is only one sub-components of the NWT's curriculum for Fine Arts (Music, Visual Arts, Dance, Drama) <ul style="list-style-type: none"> Curriculum designed to allow flexibility in achieving the Fine Arts content and competencies through a variety of Fine Arts

	<ul style="list-style-type: none">● Larger question of how to address the curricular outcomes, particularly in the JK-8 schools (a multidimensional Arts Curriculum)<ul style="list-style-type: none">○ Resourcing○ Staff Development○ Assessment and Evaluation○ Reporting● Revised NWT curriculum is not for publication yet, but previews show it closely mirrors BC's curriculum (and a sample from BC's curriculum is attached as an exemplar).
Recommendations	Accept for Information
Attachments?	<p><input checked="" type="checkbox"/> Yes</p> <p>Summary of District Music Program Information</p> <p>SJF Arts Programming</p> <p>Sample Page from the BC Arts Curriculum K-9</p>

Summary of YK1 Music Programs - JK - 8

School	Dedicated Fine Arts Staffing						Programming Details			
	Staff Headcount	All FA FTE (Total)	Music FTE	Vis Arts FTE	Drama FTE	Dance FTE	Music JK-3	Music 4-6	Music 7-8	Music 9-12
Range Lake North	1	0.750	0.750	0.000	0.000	0.000	2 periods per week	2 periods per week	2 periods per week	N/A
Mildred Hall	1	1.000	1.000	0.000	0.000	0.000	Average 3 periods per week	2 periods per week	4 periods per week (offered as band)	N/A
William McDonald	1	1.000	1.000	0.000	0.000	0.000	N/A	3 periods per week	2 periods per week 1 additional period per week offered for Music Academy	N/A
NJ Macpherson	2	1.500	1.000	0.500	0.000	0.000	2 periods per week	2 periods per week	N/A	N/A

Itlo	1	0.500	0.000	0.000	0.000	0.000	JK and K students get 1 period per week, Grade 1 and 2 students get two periods per week.	None	N/A	N/A
Sir John Franklin	4	1.940	0.640	1.000	0.300	0.000	N/A	N/A	N/A	All Grade 9 students take two arts courses, one of which may be music In Grades 10 to 12 music is an elective

School	Dedicated O&M Budgets					Additional Notes		
	O&M Fine Arts	O&M Music	O&M Vis Arts	O&M Drama	O&M Dance	Staffing Notes - Specialist	Staffing Notes - Generalists	Additional Notes
Range Lake North	\$ -	\$ 1,000.00	\$ -	\$ -	\$ -	Certified teacher is offering Music and Drama, but is not a music specialist	Generalists teach their own additional Fine Arts to their students as part of their overall instructional planning, and integrated into their programs	Additional Fine Arts opportunities are offered where possible through a 6 week exploratory rotation Music is used to provide some of the relief to classroom teachers for prep time and/or PLC time. The remainder of relief time is provided through PE and Core French
Mildred Hall	\$ -	\$ -	\$ -	\$ -	\$ -	Certified teacher and music specialist is responsible for teaching the school's music program	Generalists teach their own additional Fine Arts to their students as part of their overall instructional planning, and integrated into their programs	No dedicated O&M funding in the school budget. Funds are allocated based on emerging needs Music is used to provide some of the relief to classroom teachers for prep time and/or PLC time. The remainder of relief time is provided through PE and Indigenous Language Instruction
William McDonald	\$ -	\$ 1,646.00	\$ -	\$ -	\$ -	Certified teacher and music specialist is responsible for teaching the school's music program	Visual Arts and Dance are incorporated by regular classroom teachers into their programming	School offers one block of Music Academy to students on Fridays. Some Drama is incorporated into dedicated Music classes. Music instruction focuses mostly on band and choral. Music is used to provide some of the relief to classroom teachers for prep time and/or PLC time. The remainder of relief time is provided through PE, ADST, Fitness, and Core French

NJ Macpherson	\$ 3,305.00	\$ -	\$ -	\$ -	\$ -	Staffing Notes - Certified specialist music teachers offer instruction to students in Music	Generalists teach their own additional Fine Arts (not covered by specialists) to their students as part of their overall instructional planning, and integrated into their programs	The school doesn't break down the Fine Arts budget into components, all Fine Arts programming draws from the single budget. Drama and Dance are incorporated into dedicated music classes. Music and Visual Arts are used to provide some of the relief to classroom teachers for prep time and/or PLC time. The remainder of relief time is provided through PE and Core French.
Itlo	\$ 1,500.00	\$ -	\$ -	\$ -	\$ -	Certified teacher offers music and is experienced in teaching it. However they are not a fully trained music specialist.	Generalists teach their own additional Fine Arts to their students as part of their overall instructional planning, and integrated into their programs in JK-5 In addition, classroom teachers in Grades 3 to 5 integrate music into the delivery of the curriculum in their classrooms as their prep times are covered by the delivery of English, PE, and Indigenous Language	The school doesn't break down the Fine Arts budget into components, all Fine Arts programming draws from the single budget, including for Art Supplies Music is used to provide some of the relief to JK-2 classroom teachers for prep time and/or PLC time. The remainder of relief time is provided through PE, English, and Indigenous Language Classes PAC is providing additional funding to bring in a music specialist to visit the school twice a week for a cost of \$7000

Sir John Franklin	\$ 4,500.00	\$ -	\$ -	\$ -	\$ -	All Fine Arts courses (Art, Music/Band/Choir, Drama) are taught by certified teachers who are experienced and trained in their fields. FTEs given for staffing represent the staffing allocated over the entire year. The number of dedicated Fine Arts courses varies in each of the two semesters	All Fine Arts courses at secondary are taught by subject specialists.	See attached information sheet from Sir John Franklin's leadership team to help provide context as the high school's programming is structured very differently from that in JK-8 schools
-------------------	-------------	------	------	------	------	---	---	---

SJF Arts Programming

Course Offerings

Semester #1:

Art:

- Grade 9 (4 quarter classes)
- Grade 10

Drama:

- Drama Tech
- Drama 10-11-12 (2 classes)

Music:

- Music 9 (4 quarter classes)
- Instrumental music 10-11-12 (band)

*Band and Choir at lunchtime & after school from mid-September until mid-May

*Rock band club offered at lunch once a week

Semester #2:

Art:

- Grade 9 (4 quarter classes)
- Grade 10 (2 classes)
- Grade 11-12 (3 classes)

Drama:

- Drama 9 (4 quarter classes)

Music:

- Guitar 10-11-12

*Band and Choir at lunchtime & after school from mid-September until mid-May.

*Rock band club offered at lunch once a week

Performances:

Drama Production – November @ NACC

Exam Plays – January in Black Box

Winter Music Concert - December @ NACC

Spring Music Concert - May @ NACC

YK Music Festival – April/May

Touring Ensemble Presentations – throughout the year

Successes

Successes have been achieved by:

- Mandating that incoming grade 9's choose two of the three Arts courses to allow for a well-rounded Arts introduction and education;
- Continuing to offer after school band and choir both for credit and for enjoyment to provide students with practice performing in numerous contexts;
- Mounting successful, sold out, Drama performances in NACC;
- High degree of collaboration between the Music and Drama teachers to ensure that the presentation in NACC is of excellent quality;
- Having students graduate and continue on in Art, Drama or Musical disciplines and have students seek out extra-curricular Arts experiences at University and beyond;
- Expanding extra curricular offerings by adding Art club, Rock band and this year, a Fiddle club, to the weekly offerings;
- Employing highly-trained, highly-experienced, extremely passionate educators delivering the programs;
- Offering a very comprehensive experience in Drama that is comparable if not beyond what other students in other cities are getting due to the skill level of the teacher, the team approach to production, the use of local professional technicians and the excellent performance space;
- Providing a healthy budget to allow for equipment purchase and ample supplies for student use;
- Assuming that Arts teachers will volunteer their time outside of school to host concerts twice a year, coordinate performing ensembles for school and community events, arrange Visual Art displays, arrange for school and community performances of drama productions, organize field trips and enrichment trips, collaborate with community professionals without compensation or recognition of efforts.

Challenges

Many challenges remain:

- All Arts department teachers are part-time staff;
- Visual Art has three teachers delivering the courses;
- Drama is delivered by two teachers;
- Courses are added and dropped based on a shifting set of scheduling rules;
- Many of the grade 10-12 classes in all Arts disciplines are multi-age classes rather than singular grade level classes;
- Huge variance in student skill set coming into high school as the three middle schools do not offer the same Arts programming;
- Student choice is the guiding principle for scheduling;
- Arts teachers, Drama and Music specifically, are called upon to provide unpaid hours outside of working hours to ensure that performances are successful.

BIG IDEAS

Creative expression develops our unique identity and voice.

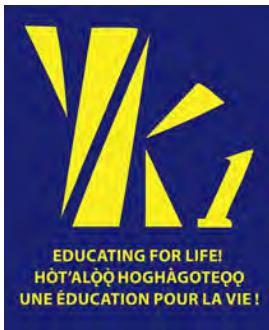
Inquiry through the **arts** creates opportunities for **risk taking**.

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

People connect to the hearts and minds of others in a variety of places and times through the **arts**.

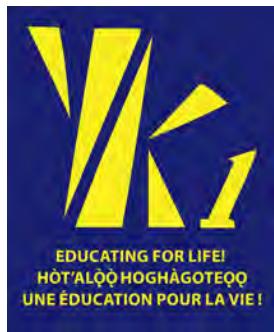
Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none">Explore elements, processes, materials, movements, technologies, tools, and techniques of the artsCreate artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful playExplore personal experience, community, and culture through arts activities <p>Reasoning and reflecting</p> <ul style="list-style-type: none">Observe and share how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniquesDevelop processes and technical skills in a variety of art forms to refine artistic abilitiesReflect on creative processes and make connections to other experiences <p>Communicating and documenting</p> <ul style="list-style-type: none">Interpret symbolism and how it can be used to express meaning through the artsExpress feelings, ideas, stories, observations, and experiences through creative worksDescribe and respond to works of artExperience, document and share creative works in a variety of waysDemonstrate increasingly sophisticated application and/or engagement of curricular content	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">elements in the arts, including but not limited to:<ul style="list-style-type: none">dance: body, space, dynamics, time, relationships, formdrama: character, time, place, plot, tensionmusic: beat/pulse, duration, rhythm, tempo, pitch, timbre, dynamics, form, texturevisual arts: elements of design: line, shape, texture, colour, form; principles of design: pattern, repetition, rhythm, contrastprocesses, materials, technologies, tools, and techniques to support arts activitiesnotation to represent sounds, ideas, and movementa variety of dramatic formssymbolism as a means of expressing specific meaningtraditional and contemporary Aboriginal arts and arts-making processesa variety of local works of art and artistic traditions from diverse cultures, communities, times, and placespersonal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment



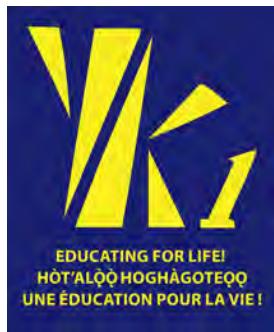
BOARD REPORT

Title:	School Class Size Report			
Contact:	Landon Kowalzik, Assistant Superintendent			
Date Submitted:	November 5, 2025			
Mandate	<ul style="list-style-type: none">To provide an update on the average class size by grade as per the Board's request.			
Grade	Average	High	Low	Number of classes
Junior Kindergarten	21.38	24	14	8 (1 is a JK/K split)
Kindergarten	20.67	22	19	6 (1 is a JK/K split)
Grade 1	19.8	24	16	9 (3 are splits)
Grade 2	20	24	16	10 (5 are splits)
Grade 3	21.18	24	16	11 (7 are splits)
Grade 4	22.33	24	16	9 (6 are splits)
Grade 5	21.11	26	18	9 (4 are splits)
Grade 6	21.45	24	19	11 (6 are splits)
Grade 7	21.8	26	17	10 (8 are splits)
Grade 8	24.44	26	17	9 (5 are splits)
Grade 9 core	23.62	29	17	37
Grade 9 options	19.82	25	14	19
Grade 9 all	22.65	29	14	60*
Grade 10 core	22.83	31	11	30 (8 are splits)
Grade 11 core	23.37	34	8	38 (11 are splits)
Grade 12 core	22.21	35	12	29 (9 are splits)
Grade 10 to 12 options	17.57	35	5	56
Recommendations				
Accept as information				
Attachments? <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No				



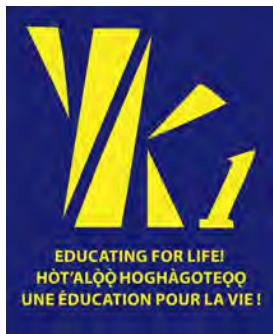
BOARD REPORT

Title:	Organizational Chart – YK1 Staffing Structure and Funding Sources
Contact:	Barbara Bell
Date Submitted:	November 6, 2025
Mandate	This report supports Policy 2 – Role of the Board and Policy 12 – Role of the Superintendent, which outline the Board's responsibility to ensure effective organization, accountability, and transparency within YK1.
Background	<p>The purpose of this request is to provide Trustees with a comprehensive overview of YK1's organizational structure, including reporting lines and funding sources, to inform governance planning and resource oversight.</p> <p>The organizational chart outlines the structure of YK1 from the Superintendent through to school leadership and support roles, including:</p> <ul style="list-style-type: none"> Principals and Vice-Principals; Program Coordinators; Student Support and Inclusion staff; Mental Health and Wellness team members; and Administrative and operational support roles. <p>This chart will clearly identify which positions are funded through the Government of the Northwest Territories (GNWT) and which are supported by YK1's surplus or other discretionary funding sources.</p>
Recommendations for the December Board meeting:	That the Yellowknife Education District No. 1 Board of Trustees direct the Superintendent to bring forward an updated organizational chart outlining all current YK1 positions from the Superintendent through to school-level leadership and support staff, including identification of funding sources (GNWT-funded versus YK1 surplus-funded) for each position.



BOARD REPORT

Title:	Five-Year Maintenance Plan Progress and Reassembly of the Facilities Committee
Contact:	Tina Drew
Date Submitted:	November 6, 2025
Mandate	Supports safe, well-maintained learning environments through transparent planning and reporting on infrastructure priorities.
Background	<p>A five-year maintenance plan was previously developed to guide YK1's long-term facility planning and ensure proactive management of capital and maintenance projects.</p> <p>This report provides an update on what has been completed from the original five-year plan and highlights remaining priorities.</p> <p>Given limited time at Finance Committee meetings to review facility-related matters in depth, Administration recommends reassembling the Facilities Committee to support focused discussion, prioritization, and oversight of ongoing and upcoming projects.</p>
Recommendations	I move that the Yellowknife Education District No. 1 Board of Trustees reassemble the Facilities Committee to provide dedicated oversight of facility planning, maintenance priorities, and capital projects, and to receive regular updates on the completion of the Five-Year Maintenance Plan.
Attachments?	No



BOARD REPORT

Title:	Homebase Tier 4 Stabilization Education Partnership
Contact:	Shirley Zouboules
Date Submitted:	November 12, 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
Background	<p>This is an initiative that aims to support students who are housed with Homebase to continue to engage in learning.</p> <p>In partnership with YCS and Homebase, this initiative would allow youth to continue to access a learning plan that meets their needs, in an environment that is familiar and well supported.</p> <p>With support from ECE, this initiative would be unique, in that the intent is to allow youth to receive supported education opportunities, in situ.</p>
Recommendations	The YK1 Board of Trustees support administration to work with YCS and Homebase to pursue this project.
Attachments?	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <p>Homebase Tier 4 Stabilization Education Partnership</p>

Home Base Tier 4 Stabilization Education Partnership

Yellowknife Education District No. 1 (YK1) + Yellowknife Catholic Schools (YCS) + Home Base Yellowknife (HBYK)



Purpose:

Deliver trauma-informed, culturally grounded Tier 4 education and stabilization for youth in crisis (predominantly First Nations) who are street-involved, in HBYK care, or temporarily brought to Yellowknife from smaller NWT communities for short-term mental-health/treatment. This off-site program is an intensive, therapeutic educational intervention (not an alternative learning center) designed to stabilize students, restore engagement, and transition them to alternative/mainstream schools or employment pathways.

Delivery model:

On-site at Youth Centre (HBYK) with two dedicated teachers (one YK1, one YCS) providing small-group and 1:1 or small group literacy, numeracy, life/work skills, credit recovery and pre-employment/trades exposure. Wraparound support provided by Home Base clinical staff, Elders and Knowledge Keepers, GNWT Health/Justice as needed (Restorative Justice), and community partners (Aurora College, employers).

Key supports & programming:

Trauma-informed clinical services (early recovery, relapse prevention, CBT/MI, group therapy), restorative cultural facilitation by Elders/Knowledge Keepers, hands-on project-based learning, competency-based crediting, case management, and transitional supports (housing, employment placements).

Rationale:

These students require intensive Tier 4 interventions not available in Yellowknife. Off-site delivery within HBYK enables continuity of therapeutic and cultural support essential for stabilization and measurable academic progress.

Outcomes & metrics:

Number served, origin (local/out-of-jurisdiction), baseline and periodic literacy/numeracy scores, IEP completion, credits earned, attendance/engagement hours, clinical stabilization indicators, percent reintegrated to school/work, post-transition follow-up at 3 and 6 months, and cost-per-student.

Funding & designation:

The program aligns with Magnet Facility criteria given out-of-jurisdiction intake and residential/treatment context; requests GNWT confirmation of designation and associated funding. Accountability via quarterly and annual reporting on student outcomes and financials.

Estimated resources (high level):

2 teachers (1.0 FTE each), 0.5 - 1.0 FTE program lead/coordinator, clinical supports via Home Base (cost-share/contract), Elders/Knowledge Keeper honoraria, classroom materials,

devices/connectivity, facility use agreement, transportation and evaluation costs. Detailed budget to follow once target concurrent capacity is confirmed.

Governance:

Multi-party MOU, tri-party operational team, steering committee with GNWT representation, data-sharing agreements, and regular reporting cadence.

Response to the Education, Culture and Employment Department Questions:

Student Population & Needs

- **Description:** Youth in crisis: street-involved, in HBYK care, or brought to Yellowknife from smaller NWT communities for short-term mental health/treatment. Predominantly First Nations with complex trauma, interrupted schooling, unstable family connections, substance use risk, and unstable housing. Some participation will be voluntary; others placed for safety/treatment.
- **Rationale:** These students require intensive, trauma-informed, culturally grounded Tier 4 supports not currently available in Yellowknife; without this intervention many remain street-involved or fail in existing alternative programs.
- **Needs:** individualized education plans (IEPs), culturally safe practices led by Elders/Knowledge Keepers, low teacher-to-student ratios, integrated mental-health and addiction supports, flexible schedules, basic literacy and numeracy, pre-employment and trades exposure, and transitional planning for reintegration.
- **Suggested metrics:** number served (by origin), enrollment status (voluntary/placed), baseline and periodic literacy/numeracy assessments, IEP completion rate, mental-health/stability indicators (validated tools), attendance/engagement hours, credits earned, progression to alternative school/mainstream/work placement, and post-transition follow-up at 3 & 6 months.

Program Structure

- **Model:** Off-site, on-location education delivered within Home Base facilities (not a school-site magnet facility). This is an intensive Tier 4 intervention program rather than a standard alternative learning center.
- **Operating hours:** Primarily daytime programming with flexibility for evening or weekend sessions when clinically indicated or for work placement requirements; programming year-round with modified summer supports to maintain stabilization (summer months could focus on pre-employment training, work placements, etc.).
- **Attendance vs progress:** Flexible attendance/progress model emphasizing demonstrated competency, credits earned, and real-world skill acquisition over standard seat-time.

- **Integration:** Students taught separately at HBYK (safe, therapeutic environment) with planned transitions back to YK1/YCS alternative or mainstream settings or into work placements when stabilized.
- **Rationale:** Off-site delivery at HBYK ensures continuity with clinical support and creates culturally safe environments essential for first-stage stabilization.

Educational Delivery

- **Staffing/roles:** Two dedicated teachers (1 YK1, 1 YCS) providing direct instruction in literacy, numeracy, life skills, and pre-employment programming; HBYK staff and clinical providers supply day-to-day supports and therapeutic programming; Elders/Knowledge Keepers provide restorative cultural facilitation.
- **Instructional approaches:** Small-group and 1:1 instruction, hands-on project-based learning, credit recovery and modularized courses, blended/online resources as needed, and partnerships for trades/work-exposure opportunities.
- **Curriculum:** Customized Education Plans (CEPs/IEPs) aligned to territorial graduation outcomes where possible but flexible to award credits or documented learning toward reintegration and employability. Emphasis on essential competencies, workplace readiness, and cultural knowledge.
- **Assessment:** Regular formative assessments, competency-based crediting where appropriate, and documented learning plans reviewed in multi-disciplinary team meetings.
- **Rationale:** Specialized educators plus wraparound supports enable both stabilization and measurable academic progress for complex-needs students.

Funding & Accountability

- **Eligibility/designation:** Given the out-of-jurisdiction intake (students brought from smaller NWT communities) and placement in a residential/treatment-like setting, the partnership aligns more closely with Magnet Facility designation than a conventional Alternative High School model.
- **Reporting/accountability:** Annual and quarterly reporting to GNWT covering: student counts (local/out-of-jurisdiction), demographics (Indigenous status), service metrics (attendance/engagement hours, credits earned, transitions), clinical outcomes (stability, service utilization), staff FTE and expenditures, and a consolidated financial statement.
- **Fiscal oversight:** Joint governance for budget approvals, with regular financial reconciliations provided to GNWT. The program will track per-student costs and cost-savings associated with reduced emergency/crisis utilization where data is available.
- **Suggested metrics for accountability:** cost per student, credits per student, percent reintegrated, clinical stabilization rates, and post-transition outcomes at 3/6 months.
- **Rationale:** Magnet designation would permit funding for students placed from other jurisdictions and better reflect the program's intensive therapeutic/residential nexus.

Partnerships & Support

- **Core partners:** HBYK (facility, clinical staff, day-to-day care), Yellowknife Catholic Schools (YCS teacher), YK1 (YK1 teacher), Elders and Knowledge Keepers (cultural/restorative facilitation).
- **External partners:** GNWT Health and Justice as required for clinical and safety coordination; Aurora College for trades and credential pathways; community agencies for employment, housing and social supports.
- **Wraparound services:** On-site clinical interventions (early recovery, relapse prevention, CBT/MI, group therapy), psychoeducation, case management, career planning, transitional housing coordination, and culturally specific healing practices.
- **Governance:** Multi-party Memorandum of Understanding (MOU) defining roles, data-sharing agreements, confidentiality, reporting lines, and escalation procedures. Regular tri-party operational meetings and a steering committee with HBYK, YK1, YCS, and GNWT representation.
- **Rationale:** Multi-sector collaboration is essential to address education, health, justice, and housing determinants simultaneously.

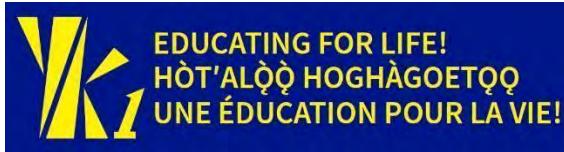
Long-Term Goals

- **Primary goals:** Stabilize youth in crisis, provide culturally safe Tier 4 education and clinical supports, and prepare students to re integrate into alternative/mainstream schools or workforce placements when ready.
- **Outcomes sought:** increased literacy/numeracy and employability skills, measurable credit attainment or documented competencies, improved mental-health stabilization, reduced street-involvement and crisis episodes, and strengthened Indigenous cultural identity and support.
- **Population stability:** The program will primarily serve a transient cohort (short-term stabilization and treatment stays), with individualized transition pathways; capacity planning should account for turnover and episodic inflows from smaller communities.
- **Sustainability goals:** Demonstrate outcomes to secure ongoing Magnet-aligned funding, expand partnerships with Aurora College and employers for sustainable work pathways, and scale culturally led supports (Elders/Knowledge Keepers) across related services.
- **Suggested long-term metrics:** reintegration rate, sustained engagement at 6 months, employment/education placement rate at 6 months, reduction in acute-system usage (Health/Justice), and Indigenous cultural well-being indicators developed with Elders.

High-level Budget Items (suggested)

- **Staffing:** 2 teachers (1.0 FTE each) with trauma-informed and special education experience; partial FTE for program lead/coordinator (0.5–1.0 FTE); wraparound clinical supports provided by HBYK (cost-sharing or contract); Elder/Knowledge Keeper honoraria (ongoing / per-session).

- **Direct program costs:** classroom materials, laptops/tablets and connectivity, small-group supplies, trades/workshop materials, student safety/stabilization supplies.
- **Operational:** facility use agreement with HBYK , janitorial/security as required, transportation for off-site placements, background checks and mandatory training, data collection/IT support.
- **Professional services:** short-term contracted therapists, training in trauma-informed practice, cultural competence training for staff.
- **Evaluation & reporting:** baseline evaluation, annual independent outcomes evaluation, data management costs.
- **Contingency & transition supports:** housing transition funds, short-term emergency supports for students, employer engagement costs.
- **Ballpark per-year estimate to budget:** provide ranges once student capacity is defined (example: 10–15 students concurrently may require approx. 2.0 - 3.0 FTE educators/coordinate + clinical supports; estimated operational budget range to be developed). We can produce a detailed budget once you confirm target capacity and FTE assumptions.



BOARD REPORT

Title:	Request for International Travel for PD
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	November 12, 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
Background	<p>Staff benefit from opportunities to learn from and with colleagues. We have received 2 requests for international travel to attend professional development.</p>
	<p>Attached are two requests for Pd.</p> <p>YK1 values professional learning. Staff actively seek opportunities to gain knowledge and hone their skills through attending conferences.</p> <p>Once approved, they will be submitted to ECE for the Minister's approval.</p>
Recommendations	Approve the requests for travel in order for it to be sent to the Minister's Office for approval.
Attachments?	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (list attachments)</p> <p>staff member requests for travel to US and conference overview</p>

YK1 NWT TA Professional Development Fund
Application FormName: Jonelle Atagan-OkpahugoSchool: NJ Macpherson School Activity Name/Topic: Get Your Teacher OnLocation: Las VegasDate: Jan 17 - 19, 2026Description of Professional Development Opportunity (please attach copy, if available):

Explain the relevance of this activity to your professional development, or your employment:

- provide relevant teaching practices that are engaging for students and teachers
- strategies that are easily implemented the next day
- researched backed sessions

Have you applied for, or are you receiving funding for this activity from any other source?

If yes, please give details:

No

Estimate of expenses:

Transportation:	<u>\$ 320.00</u>	
Meals & Accommodation:	<u>\$ 1,777.40</u>	
Registration Fees:	<u>\$ 720.76</u>	
Resources (professional):	<u>\$</u>	
Substitute Fees (incl):	<u>\$ 674.20</u>	(# of days requested, INCLUDED IN 2 day allotment)
Substitute Fees (extra):	<u>\$</u>	(# of days requested, BEYOND 2 day allotment)

Total: \$ 3,492.36Date: Oct 10, 2025Signature: 

YK1 NWT TA Professional Development Fund
Application FormName: HELEN WONGSchool: NJ Macpherson School Activity Name/Topic: Get Your Teach OnLocation: Las VegasDate: Jan 17 - 19, 2026Description of Professional Development Opportunity (please attach copy, if available):

Explain the relevance of this activity to your professional development, or your employment:

- provide relevant teaching practices that are engaging for students and teachers
- strategies that are easily implemented the next day
- research backed sessions.

Have you applied for, or are you receiving funding for this activity from any other source?

If yes, please give details:

No

Estimate of expenses:

Transportation:	<u>\$ 320.00</u>
Meals & Accommodation:	<u>\$ 1,777.40</u>
Registration Fees:	<u>\$ 720.76</u>
Resources (professional):	<u>\$</u>
Substitute Fees (incl):	<u>\$ 674.20</u>
Substitute Fees (extra):	<u>\$</u>

(# of days requested, INCLUDED IN 2 day allotment)

(# of days requested, BEYOND 2 day allotment)

Total: \$3,492.36Date: Oct 10, 2025Signature: HELEN WONGPLEASE SUBMIT COMPLETED FORM and SUPPORTING DOCUMENTS TO
yk1pd@yk1.nt.ca

GY las vegas TO

**3RD - 4TH GRADE
CONFERENCE GUIDE**

JANUARY 17-19, 2026 | LAS VEGAS, NV | WESTGATE



MAKE BOLD MOVES

A NOTE FROM OUR FOUNDERS

Dear GYTO Vegas Attendees,

As we gear up for the highly anticipated 2026 GYTO Vegas Conference, we are thrilled to welcome each of you to this transformative event. The GYTO community is a powerhouse of passionate educators, and we are honored to come together with those ready to make bold moves that create real, actionable change in education.

This year, our theme is "Make Bold Moves." As educators, it's time to go beyond dreaming and talking about change. It's time to act. Bold moves require courage, vision, and a commitment to challenging the status quo to build better opportunities for our students and ourselves. This theme represents the actionable steps we take to innovate, advocate, and elevate our practices for the betterment of education as a whole.

Bold moves are not just individual efforts; they are the result of a collective will to progress. Together, at the 2026 Vegas Conference, we'll explore how to identify barriers, take purposeful action, and amplify the impact of our efforts. This is your chance to share your journey, learn from others, and forge the connections that will propel us all forward.

The conference will feature dynamic speakers who will inspire you to take action, interactive workshops designed to equip you with tangible tools, and game-changing insights that will push you to think differently. You can also expect unforgettable surprises that will leave you energized and ready to lead boldly.

Let's commit to taking bold moves together and shaping the future of education—one step, one decision, and one classroom at a time. This is your time to move, lead, and create meaningful impact.

We can't wait to see you in Vegas, January 17-19, 2026, as we embrace this call to action and transform our passion into progress. Let's take the steps that will define the future of education together.

With excitement and anticipation,

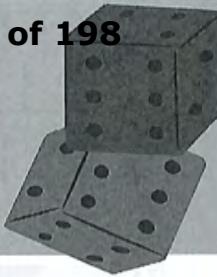
Hope and Wade King



2026 GYTO VEGAS

*SCHEDULE IS SUBJECT TO CHANGE

Page 096 of 198



1

SATURDAY JANUARY 17

10:00am	VIP Early Registration & Shopping for VIP Attendees
12:00pm	Registration & GYTO Collective Merchandise Store Open
5:00pm	Opening Kick Off Celebration Doors Open (optional)
6:00pm	Opening Kick Off Celebration featuring Hope & Wade King and Steve Spangler (optional)

2

SUNDAY JANUARY 18

8:30am	Workshop 1	1:00pm	Workshop 3
10:10am	Workshop 2	2:45pm	Workshop 4
11:30am	Lunch Break	5:00pm	GYTO Sneaker Ball (optional)

3

MONDAY JANUARY 19

8:30am	Workshop 5	1:00pm	Workshop 7
10:10am	Workshop 6	2:30pm	GYTO SEND OFF
11:30am	Lunch Break		

OPTIONAL ACTIVITIES

Optional activities are separately ticketed. Upgrade your experience by purchasing a VIP Experience Upgrade or Kick Off & Sneaker Ball Ticket!

Our Get Your Teach On Leadership and Content Development team has worked to create an engaging and transformational educator professional development experience that aligns directly to the needs of schools and teachers across the country by helping educators develop consistent best instructional practices and processes from start to finish to accelerate student learning.

These evidence and research-based best practices, strategies, and techniques will directly impact overall educator effectiveness and student achievement, transforming instruction and student learning like never before.



BUILDING THE TRANSFORMATIVE TEACHER

Developing Consistent Best Instructional Practices and Processes from Start to Finish to Completely Transform Your School

PLANNING & PREPARATION	Intentional and meaningful planning, using specific grade level content standards and high-quality instructional materials that address the needs of all learners and support mastery of learning goals.
THE LEARNING ENVIRONMENT	Creates and maintains a collaborative, safe, efficient, and effective learning environment that supports each student's diverse needs and promotes recognition of student's diverse personal experiences to build relationships of trust within the classroom.
BEST INSTRUCTIONAL PRACTICES	Implementation of evidence and research-based best instructional strategies and techniques to accelerate student learning, growth, and achievement through rigorous and consistent instruction, including opportunities for problem solving, critical and creative thinking, meaningful and purposeful discourse, and high-impact instructional delivery.
STUDENT ACCOUNTABILITY & ENGAGEMENT	Builds engaging, intentional, and rigorous learning experiences through setting high expectations and consistency within instructional practices that requires all students to take ownership of and be held accountable for their individual learning.
DATA & PROGRESS MONITORING	Continually monitors and analyzes student learning and progress towards mastery of learning goals for all students using a variety of progress monitoring and assessment techniques to make immediate instructional decisions that support student growth and acceleration.
TEACHER EFFECTIVENESS	Develops strong foundational teaching practices and commitments that support best practices and professional growth through consistent reflection of professional practices to support student learning, development, and achievement at a high level.

Get Your Teach On sessions are intentionally selected for attendees to experience the full professional development experience. Each session is hands-on, interactive, collaborative, and allows time for teachers to take what they've learned and apply it to their specific grade level standards or content area.

Sessions are structured to meet the needs of all learners in classrooms, modeling best practices for direct and immediate implementation in classrooms.



3RD-4TH GRADE SESSIONS



CLASSROOM GAME CHANGERS

SESSION PRESENTED BY:
JOANNE MILLER



YOUR SCHOOL'S MANAGEMENT PLAYBOOK

SESSION PRESENTED BY:
WADE KING



YOUR SCHOOL'S INSTRUCTIONAL PLAYBOOK

SESSION PRESENTED BY:
HOPE KING



YOUR SCHOOL'S DATA & DIFFERENTIATION PLAYBOOK

SESSION PRESENTED BY:
AMELIA CAPOTOSTA

3RD-4TH GRADE SESSIONS



**TURN DOWN FOR WHAT!?! –
AMPLIFYING YOUR CLASSROOM MANAGEMENT**
SESSION PRESENTED BY:
APRIL GRAVES

THE WRITING WORLD CUP

SESSION PRESENTED BY:
AMELIA CAPOTOSTA



UNLOCKING STUDENT ENGAGEMENT WITH WHOLE BRAIN TEACHING

SESSION PRESENTED BY:
ANDRE DESHOTEL, CERTIFIED WHOLE BRAIN
TEACHING© TRAINER



CLASSROOM GAME CHANGERS

SESSION PRESENTED BY:
JOANNE MILLER

Ready to shake things up in your classroom? This fast-paced session will reveal high-impact, easy-to-implement strategies that can transform your teaching and ignite student engagement. Teachers will learn strategies to increase student accountability, boost student engagement, foster higher critical thinking, and promote student ownership. From classroom management hacks, holding students accountable, building community, to creative lesson ideas, this session is packed with actionable techniques that will energize your teaching and empower your students.

Attendees will leave this session with practical strategies they can implement immediately, tools to boost classroom engagement, and innovative ideas to foster collaboration and critical thinking among students. You'll walk away with a toolkit of tried-and-true methods designed to be adaptable for any grade level or subject area. Whether it's increasing student accountability, incorporating movement, gamifying learning, or sparking meaningful discussions, these strategies will help you create a classroom culture where learning is engaging, fun, and impactful.

This session is your chance to reignite your passion for teaching while discovering game-changing strategies that will leave your students excited to learn every day.

SESSION RESEARCH

Danielson, Charlotte (2007). *Enhancing Professional Practice: A Framework for Teaching*.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*.

Marzano, Robert J. (2017). *The New Art of Science and Reading of Teaching*.



YOUR SCHOOL'S MANAGEMENT PLAYBOOK

SESSION PRESENTED BY: WADE KING

Over 75% of teachers say that student behaviors and disruptions are limiting minutes of their daily instruction (Pew Research Center). Step onto the field and gear up, as Wade coaches you through the ultimate game plan and playbook for classroom management success. This high-energy session will serve as your playbook for implementing daily lesson non-negotiables for winning classroom management and student engagement—every lesson, every time.

In the game of instruction, timing and positioning are everything. Get ready to master the art of pacing, proximity, and motion and movement to keep your students engaged and in the zone. Whether you're a seasoned pro or a rookie in the teaching game, this session will guide you to set clear expectations, maintain momentum, and turn every moment into a winning opportunity. It's time to get off on the sidelines & become the MVP of your classroom!

This session is part of GYTO's Playbook Series with Hope King, Wade King, & Amelia Capotosta for systematic best instructional practices for leveling up daily instruction and increasing student academic results. .

The strategies, planning, alignment, and techniques shared throughout the Playbook Series have been modeled and implemented by the GYTO Team in hundreds of classrooms throughout the country with incredible academic results including at our GYTOxIndiana Collaboration Sites in partnership with the Indiana Department of Education. Strategies shared throughout the series can be easily implemented school-wide with any lesson, any curriculum, and any standard.

SESSION RESEARCH

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence.

Goodwin, B. (2011). Engaged Students Are More Likely to Succeed.

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Marzano, R. J., & Pickering, D. J. (2011). The Highly Engaged Classroom.

Marzano, Robert (2017). The New Art and Science of Teaching.

Rosenshine, B. (2012). Principles of Instruction.

Wong, H. K., & Wong, R. T. (2009). The First Days of School: How to be an Effective Teacher.



YOUR SCHOOL'S INSTRUCTIONAL PLAYBOOK

SESSION PRESENTED BY:
HOPE KING

Victory in student learning and growth starts with a solid game plan. Teachers... Grab your playbooks (and your whistles), because it's time to step onto the field in the GYTO Instructional Arena as we work together to blend the art and science of teaching to create a game-winning strategy for EVERY lesson.

Join Hope for this interactive planning workshop, as she shows you how to quarterback the perfect blend of research, curriculum, standards, and cognitive rigor with the finesse of a true playmaker. In a league dominated by the science of education and new curriculums, we've inadvertently left classrooms longing for the game-winning touch that makes teaching and learning truly transformative. This session will propel you to the heart of instructional impact by rediscovering what truly leads to academic results with tried-and-true best practices that will transform any curriculum, lesson, or program, into a dynamic play that energizes your students, keeps them engaged, and drives academic growth for every student.

This is your chance to take your teaching game to championship status and revolutionize your student results with an inside look into GYTO's Instructional Playbook. Before you know it, you'll be planning one winning play after another, and leading your students to victory!

This session is part of GYTO's Playbook Series with Hope King, Wade King, & Amelia Capotosta for systematic best instructional practices for leveling up daily instruction and increasing student academic results. .

The strategies, planning, alignment, and techniques shared throughout the Playbook Series have been modeled and implemented by the GYTO Team in hundreds of classrooms throughout the country with incredible academic results including at our GYTOxIndiana Collaboration Sites in partnership with the Indiana Department of Education. Strategies shared throughout the series can be easily implemented school-wide with any lesson, any curriculum, and any standard.

SESSION RESEARCH

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible Learning: Implementing the Practices That Work Best to Accelerate Student Learning*.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*.

Hattie, J. (2017). *Hattie's Updated List of Factors Related to Student Achievement: Influences & Effect Sizes*.

Marzano, Robert (2001). *Classroom Instruction That Works*.

Marzano, Robert (2017). *The New Art and Science of Teaching*.



YOUR SCHOOL'S DATA & DIFFERENTIATION PLAYBOOK

SESSION PRESENTED BY:

AMELIA CAPOTOSTA

Huddle up! Ready to take the field and revolutionize your school's instruction and school-wide student growth? It's time to tackle student mastery one play at a time with in-the-moment strategies to analyze real-time data to make strategic moves that will transform your student's instructional success. Join Amelia as she coaches your team on how to call the right plays at the right time, ensuring that every student is on the path to mastery and success. Just like a skilled quarterback reads the field for the perfect play, we will guide you through the Xs and Os of using dynamic data to tailor your school's instruction of specific standards and concepts in the moment in order to:

- Identify strengths and areas for improvement in your students' understanding of specific math standards and concepts
- Adapt your teaching approach on the fly and ensure that each student is on the path to success
- Strategically plan for next steps and meaningful differentiation using real-time data based instruction

It's time to lead your students to victory in the endzone in the world of meaningful Data & Differentiation.

This session is part of GYTO's Playbook Series with Hope King, Wade King, & Amelia Capotosta for systematic best instructional practices for leveling up daily instruction and increasing student academic results.

The strategies, planning, alignment, and techniques shared throughout the Playbook Series have been modeled and implemented by the GYTO Team in hundreds of classrooms throughout the country with incredible academic results including at our GYTOxIndiana Collaboration Sites in partnership with the Indiana Department of Education. Strategies shared throughout the series can be easily implemented with any lesson, any curriculum, and any standard.

SESSION RESEARCH

Fisher, D., & Frey, N. (2014). *Checking for Understanding: Formative Assessment Techniques for Your Classroom*.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible Learning: Implementing the Practices That Work Best to Accelerate Student Learning*.

Fuchs, D., & Fuchs, L. S. (2006). *A Framework for Building Capacity for Responsiveness to Intervention*.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*.

Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). *Classroom Assessment: Minute-by-Minute and Day-by-Day*.

Marzano, Robert (2017). *The New Art and Science of Teaching*.

Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*.



TURN DOWN FOR WHAT!?! – AMPLIFYING YOUR CLASSROOM MANAGEMENT

SESSION PRESENTED BY:
APRIL GRAVES

Mic check, one two, one two! Are you ready to take your classroom management to the next level? Then, you don't want to miss this interactive and engaging workshop with April Graves, designed to transform your approach to maintaining a positive and productive classroom environment where behavior issues are not on the playlist.

In this session, we'll explore how to balance authority with empathy, implement proactive strategies to prevent disruptions, and foster a classroom culture that's built on strong systems and structures. We'll dive into real-world scenarios, role-playing exercises, and evidence-based techniques to help you manage student behavior effectively while keeping your classroom dynamic and engaging.

Whether you're a seasoned educator or new to the profession, this session will provide you with actionable insights and practical skills to enhance your classroom management and foster a thriving learning environment. Get ready to amplify your classroom presence and turn down the stress—your students (and your sanity) will thank you!

SESSION RESEARCH

Wong, H. K., & Wong, R. T. (2009). *The First Days of School: How to Be an Effective Teacher*.

Hammond, Z. L. (2015). *Culturally Responsive Teaching and the Brain*.



THE WRITING WORLD CUP

SESSION PRESENTED BY:

AMELIA CAPOTOSTA

Step onto the pitch for the Writing World Cup, where writing takes center field across every subject. Educators will join teams, rotate through matches in Math United, Science Strikers, Social Studies Squad, and Literacy Legends, and score goals by practicing research-based routines that make writing a daily habit across content areas. Coach Amelia will guide participants through sentence-level plays, cross-curricular assists, and game-winning moves that help students become confident writers across subject areas.

Match Goals

By the end of this match, you will:

- Execute sentence-level plays and appositives to strengthen student writing across subjects.
- Build cross-curricular assists that move students from notes → sentences → paragraphs.
- Coach students using goal-setting with simple, targeted feedback.
- Leave with a team playbook of micro-routines to integrate into math, science, social studies, and ELA.

SESSION RESEARCH

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence.

Goodwin, B. (2011). Engaged Students Are More Likely to Succeed.

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning.

Marzano, R. J., & Pickering, D. J. (2011). The Highly Engaged Classroom.

Marzano, Robert (2017). The New Art and Science of Teaching.

Rosenshine, B. (2012). Principles of Instruction.

Wong, H. K., & Wong, R. T. (2009). The First Days of School: How to be an Effective Teacher.



UNLOCKING STUDENT ENGAGEMENT WITH WHOLE BRAIN TEACHING

SESSION PRESENTED BY:
ANDRE DESHOTEL, CERTIFIED WHOLE BRAIN TEACHING® TRAINER

3, 2, 1, Blast off! This fast track to Whole Brain Teaching is jam-packed with easy-to-implement, effective strategies that increase active, visual student engagement instantly!

Got 99 classroom problems? Let's solve some of the BIGGEST:

1. How do I get my students' attention ... all year long?
2. How do I cultivate a positive, supportive climate on day one, hour one?
3. How do I focus my students' brains on their learning?
4. How do I involve my students in delivering brain-friendly lessons?
5. How do I get real-time assessment feedback from my students?

During this highly interactive session, fueled by brain-based research, you will learn Whole Brain Teaching while doing Whole Brain Teaching. By the time you descend back to earth's surface, you will be ready to run into any classroom with a powerful and purposeful toolbox for activating student engagement, maximizing instructional time, and creating a fun learning environment for all students!

SESSION RESEARCH

Biffle, C. (2023). Whole Brain Teaching: 2nd Edition.

Brown, Roediger, and McDaniel (2014). Make it Stick.

Jensen & McConchie (2020). Brain-based Learning: Teaching the Way Students Really Learn.

McTighe & Willis (2019). Upgrade Your Teaching: Understanding by Design Meets Neuroscience.

MEET YOUR PRESENTERS



AMELIA CAPOTOSTA

@AMELIACAPOTOSTA

Amelia Capotosta is an Ohio educator, who brings a contagious amount of enthusiasm, positivity, and creativity to the education world. She is a forever optimist, and is passionate about many things including her family, students, books, and pairing education and engagement. With classroom experience from elementary to middle school, Amelia has first-hand knowledge of the effectiveness of research-based strategies in the classroom, and how to design and implement them. She has spent dedicated time creating research-based resources that bring books to life in classrooms all over. Amelia knows that true comprehension takes place across all subject areas, and is able to help educators and administrators take actionable steps towards cross-curricular teaching that is engaging, meaningful, rigorous, and effective.

She is certified in Orton Gillingham methodology and has worked to support thousands of educators, administrators, coaches, and specialists on the research and science backed methods to teach reading. As a national speaker, presenter, educator, collegiate instructor, and consultant, Amelia has had the opportunity to inspire and support thousands of educators, administrators, coaches, and specialists. She focuses her sessions on research, engagement, innovative, and ready-to-implement ideas; she is here for you!

@BRAINENGAGER

ANDRE DESHOTEL



Andre Deshotel has been passionately serving education for over 15 years. His experience ranges from middle school teacher, district instructional coach, and elementary assistant administrator. In his current role as administrator, he progressively supports students by applying a neuroscience lens on behavior, strengthens teacher capacity in classroom management and student engagement, and collaborates with families and community partners to enhance student achievement.

For the last ten years, Andre has been a certified Whole Brain Teaching trainer that has provided him with vast experience in crafting and facilitating professional development across the nation. In addition, he provides schools and districts with engaging, robust classroom management and behavior training, along with coaching/mentoring 0-3 year teachers, turning both his applied research and on-the-ground experiences into meaningful and practical support. Andre is always ready to jump into the trenches to serve teachers and students any way he can!



HOPE KING

@HEYHOPEKING

Hope King is a decorated educator with over eleven years of experience teaching first through sixth grades. Hope holds a Master's Degree in Reading. Since working and traveling with Get Your Teach On, Hope has trained thousands of educators. Hope enjoys meeting teachers from all over the country as she shares her passion for student engagement and rigorous content-driven instruction. Hope is the popular blogger behind the website Elementary Shenanigans and is a teacher author for the website Teachers Pay Teachers. Hope is the co-author of the book "The Wild Card" written with her husband Wade King.

Hope is a cofounder of the Get Your Teach On Conference.

MEET YOUR PRESENTERS



JOANNE MILLER

@HEADOVERHEELSFORTEACHING

Joanne Miller is a passionate educator with 28 years of experience, specializing in student engagement and making learning fun, meaningful, and exciting. With most of her career spent in 4th and 5th grade classrooms, Joanne has mastered the art of creating dynamic learning environments where every student feels valued, challenged, and inspired to grow. Her expertise lies in building strong classroom communities, holding students accountable to high expectations, and fostering partnerships with families to ensure student success both in and outside the classroom.

Joanne is known for her energy, creativity, and dedication to making learning engaging and enjoyable for all students. She believes that by combining innovative strategies like movement, collaboration, gamification, and whole-class participation, teachers can ignite curiosity and keep every student actively involved. Her focus on building connections and encouraging accountability helps students develop as confident, capable learners while creating a classroom culture rooted in respect and teamwork.

With her wealth of experience and passion for teaching, Joanne Miller is committed to sharing practical, high-impact strategies that will transform classrooms. Get ready to be inspired and leave with tools that will help you create a space where every student succeeds and every day is filled with excitement for learning!

@APRILALLDAE

APRIL GRAVES



With a passion for making learning an inspiring and engaging journey, April Graves is a dedicated educator with more than two decades of teaching experience. A proud graduate of Spelman College, she earned her degree in Child Development and has since devoted her career to teaching and empowering students in the city of Atlanta.

Her classroom is a space where creativity meets discipline. She boasts a fun, yet firm teaching formula that ensures academic growth and continually cultivates a love for learning in every student that she encounters.

Throughout her career, April has been recognized for her dedication and excellence in education, including being honored as Teacher of the Year. She is celebrated for her innovative teaching methods, ability to make complex concepts accessible, and her knack for connecting with students in meaningful ways.

Beyond the classroom, April is a mentor to new educators, a curriculum developer, and a sought-after workshop leader. Whether she's presenting powerful lessons in her classroom or championing educational initiatives, April radiates the same energy and enthusiasm that have made her a favorite among students and colleagues alike.



WADE KING

@HEYWADEKING

Wade King attended Anderson University, where he received both his undergraduate degree and his Master's Degree in Educational Administration and Supervision. Wade has been recognized as a District Choice Teacher and Teacher of The Year. His students' outstanding achievement scores and growth on standardized tests were some of the highest scores in the state of South Carolina. Mr. King attributes his students' success to a "no excuse" policy that he models himself. The relationships he fosters with his students, their families, and community is the driving force behind his teaching. Mr. King's classroom is filled with music, engagement, rigor, and discipline. He strives to prepare his students for their futures and not their pasts, while also placing an emphasis on global learning.



LET'S GET STARTED!



TWO DAYS OF CONTENT

Two days filled with research-based workshops that will guide you in creating rigorous and engaging lessons all year long.

SHOP THE GYTO COLLECTIVE

Get access to shop the best teacher tees, accessories, and exclusive books by our presenters. But hurry because things will sell out fast!

HANDS ON WORKSHOPS

Training specific for your position from some of today's top educators and administrators who are experts at their craft with strategies that can be implemented the very next day!

COMMUNITY BUILDING

Get Your Teach On is the perfect place to network, share strategies, and make lasting teacher friendships.

Get the opportunity to connect with other educators.

FREE SWAG

Swag that will make you want to bring an extra suitcase! Not to mention all the free goodies from our sponsors!

PD CERTIFICATE

Each attendee receives a professional development certificate for attending your sessions and workshops

UPGRADE YOUR EXPERIENCE

Add our VIP Experience or Kick Off & Sneaker Ball ticket to join us for the opening kick off celebration and keynote on Saturday evening featuring Hope & Wade King and Steve Spangler, PLUS get access to our famous GYTO Sneaker Ball on Sunday night - all taking place in the historic Westgate International Theater!

[LEARN MORE](#)



TICKET OPTIONS

CONFERENCE REGISTRATION: \$519

- Full access to all workshops and professional development programming
- Free Swag & Digital Downloads
- PD Certificate
- Shop the GYTO Collective Merchandise Shop

KEYNOTE & SNEAKER BALL: UPGRADE FOR JUST \$39

Enhance your experience by joining our Opening Kick Off Keynote & GYTO Sneaker Ball in the historic Westgate International Theater - home of Elvis' famous residency!

- Access to the Kick Off Celebration featuring Hope & Wade King and Steve Spangler
- Access to the GYTO Sneaker Ball

ULTIMATE VIP EXPERIENCE: UPGRADE FOR JUST \$99

Get the ultimate GYTO Conference Experience! Not only do you get access to our Opening Kick Off Keynote & Sneaker Ball, you also receive:

- Access to the Kick Off Celebration Keynote with a VIP RESERVED Seating Section
- Access to the GYTO Sneaker Ball with a VIP RESERVED Seating Section
- VIP EARLY Access to Shop the GYTO Collective Merchandise Shop
- VIP EARLY Registration & Dedicated Check-in Line
- FREE COFFEE every morning before your workshops
- Exclusive Presenter Meet & Greet Opportunity with Dessert
- Access to a VIP LOUNGE with exclusive photo moments

Register now with just a deposit! Final payment won't be due until December 2025!
Invoice and check options are also available for schools and districts.

REGISTER NOW



WESTGATE LAS VEGAS RESORT AND CASINO LAS VEGAS, NV



**STAY IN THE HEART OF THE ACTION!
WE HAVE DISCOUNTED ROOM RATES STARTING AT
JUST \$219/NIGHT!**

BOOK YOUR ROOM NOW BEFORE THEY SELL OUT!

BOOK A ROOM

GY las vegas TO

2ND GRADE
CONFERENCE GUIDE

JANUARY 17-19, 2026 | LAS VEGAS, NV | WESTGATE



MAKE BOLD MOVES

A NOTE FROM OUR FOUNDERS

Dear GYTO Vegas Attendees,

As we gear up for the highly anticipated 2026 GYTO Vegas Conference, we are thrilled to welcome each of you to this transformative event. The GYTO community is a powerhouse of passionate educators, and we are honored to come together with those ready to make bold moves that create real, actionable change in education.

This year, our theme is "Make Bold Moves." As educators, it's time to go beyond dreaming and talking about change. It's time to act. Bold moves require courage, vision, and a commitment to challenging the status quo to build better opportunities for our students and ourselves. This theme represents the actionable steps we take to innovate, advocate, and elevate our practices for the betterment of education as a whole.

Bold moves are not just individual efforts; they are the result of a collective will to progress. Together, at the 2026 Vegas Conference, we'll explore how to identify barriers, take purposeful action, and amplify the impact of our efforts. This is your chance to share your journey, learn from others, and forge the connections that will propel us all forward.

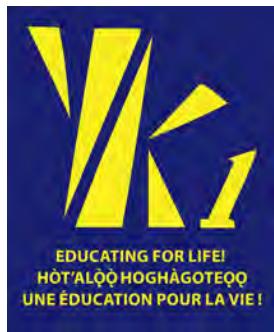
The conference will feature dynamic speakers who will inspire you to take action, interactive workshops designed to equip you with tangible tools, and game-changing insights that will push you to think differently. You can also expect unforgettable surprises that will leave you energized and ready to lead boldly.

Let's commit to taking bold moves together and shaping the future of education—one step, one decision, and one classroom at a time. This is your time to move, lead, and create meaningful impact.

We can't wait to see you in Vegas, January 17-19, 2026, as we embrace this call to action and transform our passion into progress. Let's take the steps that will define the future of education together.

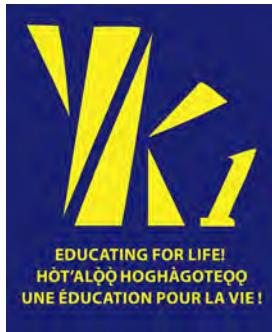
With excitement and anticipation,

Hope and Wade King



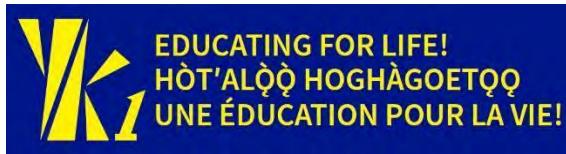
BOARD REPORT

Title:	Board Workplan
Contact:	Barbara Bell
Date Submitted:	November 6, 2025
Mandate	The Workplan serves as the guiding framework to ensure that all recurring items—financial reports, policy reviews, annual reports, and strategic updates—are brought forward to the Board in a timely and transparent manner.
Background	The Board Workplan is reviewed annually and updated as needed to reflect changes to the governance calendar, legislative requirements, and committee reporting cycles. This updated version includes a Status column to track whether items have been presented, deferred, or completed.
Recommendations for the December Board meeting:	I move that the Yellowknife Education District No. 1 Board of Trustees take the 2025–2026 Workplan to their respective Committee meetings to review and make updates where needed, and that the updated Workplan be brought forward to the December Committee of the Whole (COW) for discussion and to the December Regular Board Meeting for final approval.
Attachments?	2025-2026 Workplan



BOARD REPORT

Title:	Public Access to Committee Meetings
Contact:	Barbara Bell
Date Submitted:	Nov 11, 2025
Mandate	<p>YK1 Board Committees are established under Policy 8 – Committees of the Board to support effective governance and ensure open, transparent, and accountable decision-making. Committees report to the Board of Trustees.</p>
General Information:	<p>All Committee meetings are open to the public unless the matter being discussed is confidential and requires an In-Camera session.</p> <p>Meeting notices and agendas shall be posted to the YK1 website in advance of each meeting to support transparency and public engagement. Members of the public are welcome to attend in person or join online through a virtual meeting link, in accordance with the Board By-Laws (Meetings Through Electronic Means).</p> <p>Each Committee reports directly to the Board through minutes which will be included in the next regular Board meeting package and may be called upon to speak on behalf of the Committee when required.</p> <p>The Chairperson of each Committee is responsible for ensuring that meeting dates, agendas, and outcomes are shared publicly and that all proceedings comply with Board policy and by-law requirements.</p>
Recommendations	<p>That the Yellowknife Education District No. 1 Board of Trustees direct the Superintendent - or designate - and Committee Chairs to work together, to ensure that agendas for all Committee meetings are finalized and ready no later than three days (where possible) prior to the Committee meeting, and that agendas be shared with the Board and posted publicly on the YK1 website once received, to support transparency and public access.</p>



BOARD REPORT

Title:	Chairs report
Contact:	Barbara Bell
Meeting:	November 12, 2025

Regular meetings

- Chair and Superintendent weekly meetings
- Met with Minister Cleveland on Oct 19, 2025
- In Confidence discussions with the Board and Superintendent on Oct 22, 2025
- Speaker Kendal Netmaker - Oct 22, 2025
- PAC Chairs lunch - Oct 27, 2025
- Jr and Senior Spike it - October - November 2025
- Education Leaders Premeeting - Oct 28, 2025
- In confidence meeting with Minister and ECE - Oct 29, 2025
- BCSTA Introductory meeting - Oct 30, 2025
- Special board meeting - Oct 31, 2025
- YKDFN Council Meeting - November 4, 2025

1. Kendal Netmaker (Oct 22, 2025)

On October 22, 2025, I attended an event at Sir John Franklin High School to hear Kendal Netmaker speak. I was surrounded by engaged students and staff and was truly honoured to attend.

Kendal, who was raised in Sweetgrass First Nation, shared his story of growing up in poverty and being raised by a single mother — and how one small act of kindness changed the direction of his life.

He spoke about the importance of leadership, resilience, and giving back, reminding us that success is not about where you come from, but what you choose to do with the opportunities you have.

His message focused on using your story as a source of strength, staying grounded in your values, and helping others rise with you. Kendal encouraged everyone to keep moving forward despite challenges and to continue creating spaces where people feel valued, included, and capable of achieving great things.

Book - Driven To Succeed: From Poverty To Podium - A First-nation Success Story

2. PAC Chairs Meeting (Oct 27, 2025)

At the recent PAC Chairs meeting, we discussed items such as identifying schools that may have the capacity to host upcoming Board Education Meetings, treasurers for PACs and the upcoming Education Leaders Meeting.

PAC Chairs were also asked to gather ideas on how Trustees can continue engaging with parents now that we no longer attend PAC meetings directly.

3. BCSTA Introductory meeting (Oct 30, 2025)

I met with Trevor Davies and Tracy Loffler from the BC School Trustees Association (BCSTA) for an introductory conversation. I expressed how grateful we are that BCSTA continues to include YK1 and invite us to participate in their Trustee Academy. I also mentioned that I look forward to connecting again when we are in British Columbia.

During our discussion, I asked about mentorship opportunities and any advice they could offer as I continue in my role as Chair. Tracy recommended two resources: 101 Boardroom Problems and The Governance Core (which also has a companion workbook).

Trevor noted that BCSTA is piloting a new trustee training course and invited me to sit in on the overview session while we are in BC. I gladly accepted his offer.

4. Jr and Senior Spike it (October - November 2025)

Over the last few weeks, our schools have been busy! For example, École William McDonald Middle School saw record participation in its volleyball program, with 180 students competing across 17 teams — more than any other school in the city. This incredible achievement was made possible through the dedication of ten staff members who volunteered countless hours after school for practices, games, and the Spike It Tournament. Their commitment and enthusiasm truly exemplify the spirit of YK1 — creating opportunities that build confidence, teamwork, and lifelong memories for our students.

I also heard that Senior Spike It was a huge success, with our teams even bringing home a few banners! Honestly, I've never seen so much team spirit in my life. It was such a pleasure to watch, and I want to give a huge shout-out to all the students who participated and to the incredible staff who made it all happen.

YK1 students and staff truly shone throughout both tournaments — showing leadership, sportsmanship, and pride that made our entire district proud. Some of my best memories growing up are of teachers who cheered me on along the way, and it's clear that same energy and encouragement are alive and well in our schools today.

Led coordination among NWT education body chairs in preparation for the upcoming Education Leaders Meeting with Minister Cleveland. This included facilitating the October 28 virtual planning session and ensuring all regions had a chance to confirm agenda leads and objectives. Key items include Jordan's Principle funding, the inclusive schooling review, the Interim Support Assistant Initiative, capital planning, and user agreements

5. Education Leaders Premeeting (Oct 28, 2025)

Led coordination among NWT education body chairs as well as superintendents, in preparation for the upcoming Education Leaders Meeting. All regions had a chance to confirm agenda leads and objectives. Key items include Jordan's Principle funding, the inclusive schooling review, the Interim Support Assistant Initiative, capital planning, and user agreements. The next pre meeting is Nov 13, 2025.

6. Special board meeting (Oct 31, 2025)

Attended the Special Board Meeting where trustees reviewed and approved several important and time-sensitive items, including budget amendments, updates to the Interim Support Assistant Initiative, and the new USW Agreement.

I'm grateful to trustees and administration for coming together and working collaboratively to move these items forward for our schools.

7. YKDFN Council Meeting (November 4, 2025)

I had the honour of being invited to attend the November 4, 2025 YKDFN Council meeting to begin an open and collaborative conversation about how YK1 can better reflect and support YKDFN values, culture, and priorities in our schools. The discussion was warm and constructive, the council shared ideas around bringing more Elders and knowledge keepers into schools, to the board table, creating opportunities for sharing circles with families, and ensuring ongoing communication between YK1 and YKDFN leadership.

Important Dates	<p>Weekly meetings with Superintendent (Wednesdays)</p> <p>Nov 11, 2025 - Remembrance Day</p> <p>Nov 13, 2025 Follow up meeting with Education Leaders</p> <p>Nov 14, 2025 - Empowering Leadership - Political Networking with Equal Voice NWT</p> <p>Nov 17, 2025 Education Leaders meeting (Full day)</p> <p>Nov 25, 2025 Finance and Facilities Meeting</p> <p>Nov 25, 2025 Board Education Information Session</p> <p>November 26 -29 Vancouver, BCSTA Conference</p>
Recommendation	<p>I move that the Yellowknife Education District No. 1 Board of Trustees direct the Superintendent to work with the CEO of the Yellowknives Dene First Nation (YKDFN) to explore the establishment of an ad hoc committee where YK1 and YKDFN leadership can meet to discuss ways to strengthen connection, collaboration, and advocacy for our shared schools, students, and community.</p>

Event Summary: Spike It (Volleyball) 2025-2026

Jr Spike It Volleyball

Date: October 23-25, 2025

Location/Venue:

- Grade 6 Girls (11 and under): Range Lake North School
- Grade 6 Boys (11 and under): École William Macdonald Middle School
- Grade 7 Girls (12 and under): École Alain St-Cyr
- Grade 7 Boys (12 and under): École Saint Joseph School
- Grade 8 Girls (13 and under): École St. Patrick High School
- Grade 8 Boys (13 and under): Weledeh Catholic School

Region(s)/Participating Schools Represented:

- Yellowknife Education District No. 1
 - (2 Teams) Range Lake North School
 - (18 Teams) École William Macdonald Middle School
 - (4 Teams) Mildred Hall School
- Yellowknife Catholic Schools
 - (6 Teams) École Saint Joseph School
 - (5 Teams) Weledeh Catholic School
 - (5 Teams) École St. Patrick High School
- Commission Scolaire Francophone, Territories du Nord-Ouest
 - (2 Teams) École Alain St-Cyr
- Tłı̨chǫ Community Services Agency
 - (2 Teams) Elizabeth Mackenzie Elementary
 - (1 Team) Chief Jimmy Bruneau Regional High School
 - (1 Team) Mezi Community School
- South Slave Divisional Education Council
 - (2 Teams) Chief Sunrise Education Centre

Total Teams Overall: **48 Teams**

Total Youth Participants:

- Grade 6 Girls (11 and under): 90 participants
- Grade 6 Boys (11 and under): 70 participants
- Grade 7 Girls (12 and under): 110 participants
- Grade 7 Boys (12 and under): 60 participants
- Grade 8 Girls (13 and under): 80 participants
- Grade 8 Boys (13 and under): 70 participants

Total Participants: **480 students**



Sr Spike It Volleyball

Date: October 30-November 2

Location/Venue:

- École Sir John Franklin High School
- Weledeh Catholic School
- École St. Patrick High School

Region(s)/Participating Schools Represented:

- Yellowknife Education District No. 1
 - (18 Teams) École Sir John Franklin High School
- Yellowknife Catholic Schools
 - (11 Teams) École St. Patrick High School
- Commission Scolaire Francophone, Territories du Nord-Ouest
 - (2 Teams) École Alain St-Cyr
- Tłı̨chǫ Community Services Agency
 - (2 Teams) Chief Jimmy Bruneau Regional High School
- South Slave Divisional Education Council
 - (1 Team) Chief Sunrise Education Centre
 - (4 Teams) Paul William Kaeser High School
 - (4 Teams) Diamond Jenness Secondary School
- Sahtu Divisional Education Council
 - (1 Team) Chief T'Selehye School
 - (1 Team) Ehtseo Ayha School
 - (1 Team) Colville Lake School
 - (1 Team) Chief Albert Wright School

Total Teams Overall: **46 Teams**

Total Youth Participants:

- 15U Girls: 150 participants
- 15U Boys: 100 participants
- 19U Girls: 110 participants
- 19U Boys: 100 participants

Total Participants: **460 students**

Sanction Event

Tier 1 Sanctioned Event: <https://ntssa.ca/events/sanctioned-events/>

Partners & Supporters

- NT School Sports (Lead Organizer)
- MACA – Sport & Recreation Division
- NWT & Nunavut Lotteries

- Booster Juice
- Polarnorth Janitorial Services
- Commission Scolaire Francophone, Territories du Nord-Ouest
- Yellowknife Education District No. 1
- Yellowknife Catholic Schools

Event Highlights

Results: <https://ntssa.ca/events/spike-it-volleyball/>

Grade 6 Boys: Gold - Ecole St Joseph School Silver - Ecole William MacDonald School	15U Girls Tier 1 1st - Ecole St. Patrick High School 2nd - Ecole Sir John Franklin High School
Grade 6 Girls: Gold - Weledeh Catholic School Silver - Ecole St Joseph School	15U Girls Tier 2 1st - Chief Sunrise Education Centre 2nd - Ecole Sir John Franklin High School
Grade 7 Boys: Gold - Ecole William MacDonald School Silver - Ecole William MacDonald School	15U Boys Tier 1 1st - Diamond Jenness Secondary School 2nd - Ecole St. Patrick High School
Grade 7 Girls: Gold - Ecole St Joseph School Silver - Weledeh Catholic School	15U Boys Tier 2 1st - Ecole Sir John Franklin High School 2nd - Ecole Allain St-Cyr
Grade 8 Boys: Gold - Ecole William MacDonald School Silver - Ecole St Patrick High School	18U Girls Tier 1 1st - Ecole Sir John Franklin High School 2nd - Ecole Sir John Franklin High School
Grade 8 Girls: Gold - Ecole William MacDonald School Silver - Ecole St Patrick High School	18U Girls Tier 2 1st - Ecole Sir John Franklin High School 2nd - Ecole St. Patrick High School
	18U Boys Tier 1 1st - Ecole St. Patrick High School 2nd - Chief T'Selehye School
	18U Boys Tier 2 1st - Ecole St. Patrick High School 2nd - Ecole Sir John Franklin High School

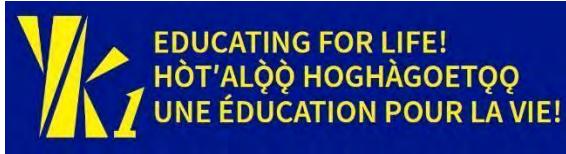


Facebook: <https://www.facebook.com/ntschoolsports>

Instagram: <https://www.instagram.com/ntschoolsports/#>

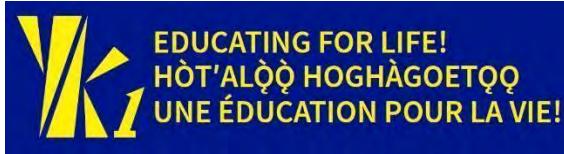
Administration

JR and SR Spike It Registration Package: [Registration Spike It 2025](#)



BOARD REPORT

Title:	Superintendent Board Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	November 12, 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"> • Negotiations for NWT TA & USW • "The Power Of Hope: How One Person Can Change The World" Kendal Netmaker October 22nd • Implementation of the Grade 4 and 7 Foundation Skill Assessments • Spike It! Junior and Senior Tournaments • Lawrie Hobart Volleyball Tournament in Fort Smith (SJF) • PAC Chairs Lunch • Messy Book program starts at MHS • NOW Play projects are underway • Continued work with GNWT partners on safe water
Looking ahead	<ul style="list-style-type: none"> • Parent/Teacher/Student Conferences November 12 & 13 4-7:00 p.m. SJF November 25 & 26th 4-7:00 p.m. • SJF - <i>Frozen!</i> • Challenge Cup 2025 • Winter shows at schools
Recommendations	Accept as information
Attachments?	Yes ___ No __x__ (list attachments)



BOARD REPORT

Title:	Tree of Peace Gathering
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	November 12, 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
Background	<p>YK1 has developed and maintained positive partnerships throughout Yellowknife. Recently, Mildred Hall School and YK1 partnered with the Tree of Peace to host a gathering at MHS.</p> <p>Hazhq Ełexè Łets'eèzhe Network is a program that operates out of the Tree of Peace.</p> <p>This event brought many community organizations that support youth in our community together to find ways to build new and deeper connections between the organization and YK1.</p>
Looking ahead	YK1 will continue to attend and support Gatherings and strengthening partnerships within the community in order for students to have as many connections and opportunities as possible.
Recommendations	Accept as information
Attachments?	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (list attachments)</p> <p>Tree of Peace Gathering Recap</p>

HAZHỌ EŁEXÈ ŁĘTS'EEZHE EHTS'O K'E YATS'EHTII ZAÀ OCTOBER GATHERING RECAP



Hosted by: YK1

Date: October 10, 2025

Location: Mildred Hall School Fire Pit & Tipi

 Hazhọ Ełexè Łęts'eèzhe

CAMPFIRE CHAT

FRIDAY OCTOBER 10TH 2025
11:00AM-1:00PM

Hosted by YK1
at the Mildred Hall School
at the Wall Tent & Firepit

Coffee, tea, snacks and
sandwiches for lunch

RVSP by email to:
upip@ttopfc.com



 Hoti ts'eeda
NORTHWEST TERRITORIES
SPOR SUPPORT UNIT

 Tlicho Government

 TAMARACK
INSTITUTE

 Hazhọ Ełexè Łęts'eèzhe
October Network Gathering
October 10th, 2025 11am-1pm
at Mildred Hall School's Wall Tent & Firepit 

Agenda

- Welcome, Introductions** & distribution of name tags with different plants for group purposes)
- Feed the Fire**
- Coin Game** (Icebreaker)
- Introduction of Guiding Questions:**
How does your organization engage with schools?
How would you like your organization to engage with schools?
- Plant Group Discussion 1** (related to Guiding Questions)
- Share Key Discussion Points from Groups
- Plant Group Discussion 2** Funding Opportunities
- Share Key Discussion Points from Groups
- Whole Group Brainstorm**
- Ideas how to Showcase the Network at the MHS Craft Fair on November 8th & 9th
- Wrap up & Lunch** (sandwiches & drinks)



Hazhq Ełexè Łets'eèzhe, translates from from Wíiliideh to English means "we all grow together" or that "we are all connected." Hazhq Ełexè Łets'eèzhe Monthly Gatherings are an important part of developing and maintaining effective community partnerships. Understanding that we all have gifts to share is important to ensuring the development of a diverse range of supports for youth in our community.

Our Ehts'o K'e Yats'ehtii Zaà (October) Gathering began in a good way with a **Feeding of the Fire Ceremony** led by Ms. Shelia Stewart, the Indigenous Language Teacher at Mildred Hall School. A new community partner to the north experienced this ceremony for the first time. They shared that the experience was moving.

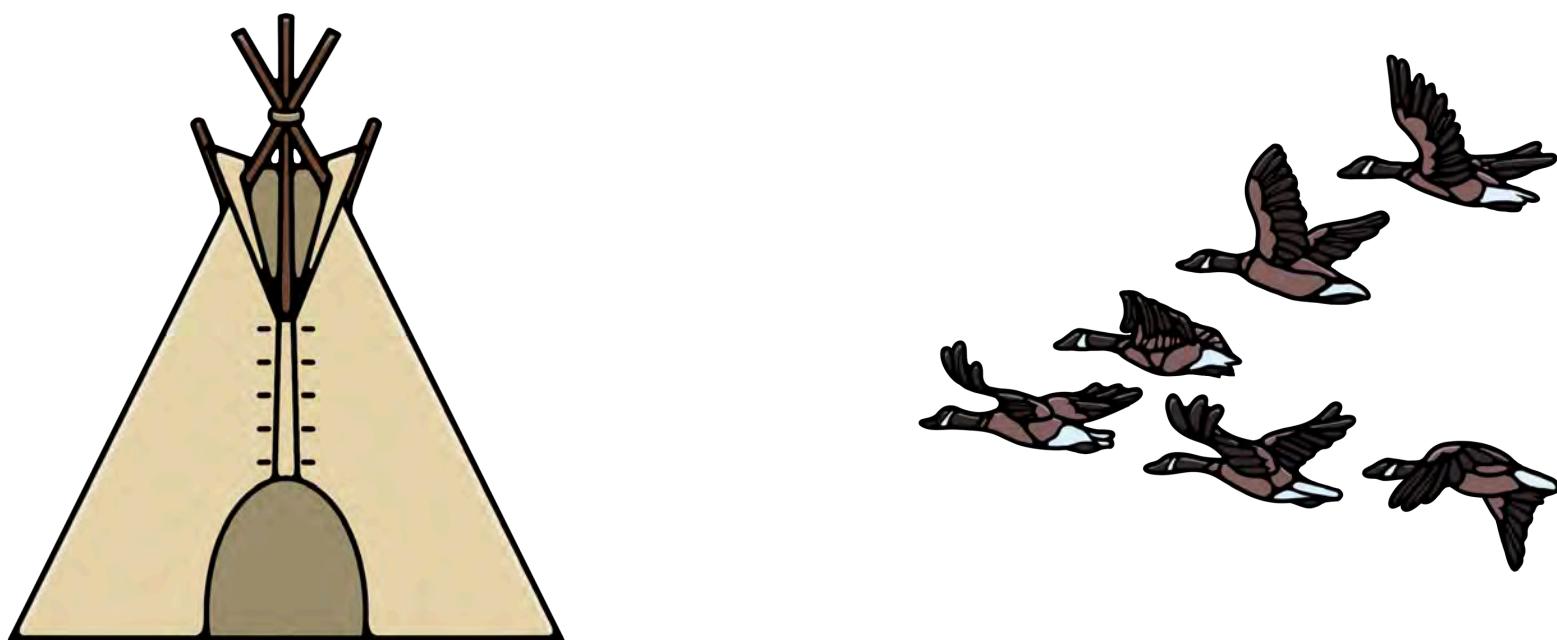


Photos and artworks by Elaine Landry



We gathered inside the school tipi, which serves as the school's language classroom. As we entered the space, a flock of geese flying in V formation greeted us at the entrance, and served as a reminder of the importance of shared leadership. This symbolism mirrors the essence of the Network, where various community and youth-serving partners take turns hosting the Hazhǫ Ełexè Łets'eèzhe Monthly Gatherings.

Mahsi to the warm welcome from the Yellowknife Education District No. 1 (YK1) from Shirley Zouboules, Superintendent of YK1, Léa Lamoureux, Principal at Mildred Hall School and Ms. Shelia Stewart, the Indigenous Language Teacher at Mildred Hall School.



Léa Lamoureux, the Principal at Mildred Hall School shared a message of advocacy to start us off with an important message to guide our time together:

**"every child and youth in
our community needs to feel
like they belong in all spaces."**





Breaking the Ice & Getting to Know Each Other

The Gathering's **Coin Icebreaker** Activity was a great way to get to know each other better. We were asked to pair up with someone we didn't know.

Here's a description of the icebreaker, in case you'd like to facilitate it yourself.

This coin icebreaker game can be played with pennies or any coins. Have the coins in a bag or a bowl that is easy to pass around. Each person, takes a coin, reads the year (provide a magnifying glass for those who may need assistance), and then tells something that happened to them in that year. Make sure the dates are within the ages of your participants. If you have a diverse group, you may make the rule that if a younger participant gets a year that is before their birth, then they should share their earliest memory. You can choose whether to ask for the coins back or let them keep them.

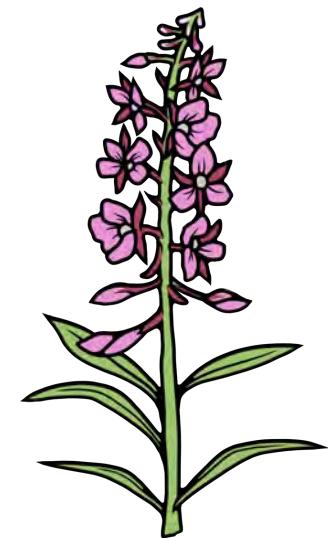
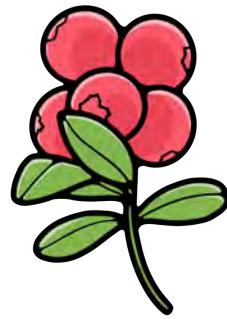
If you have time and would like to debrief this icebreaker activity afterwards, you could ask these questions:

- Could you relate to the events that others shared?
- How the diversity of our experiences brings a richness to our network?

Small Group Discussions

Community partners formed four groups.

- 1) Dandelions
- 2) Cranberries
- 3) Juniper berries
- 4) Fireweed



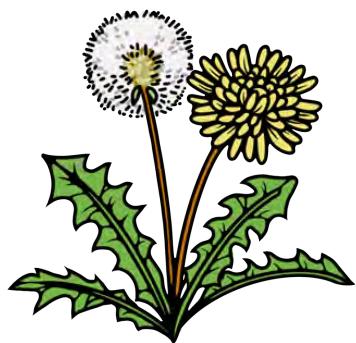
Groups explored two Guiding Questions:

- 1) How does your organization work with schools
- 2) How would you like your organization to engage with schools?

Key Discussions Points

Engagement with Schools:

- **Communication is key.** Finding effective, consistent, and clear ways to communicate between schools and community organizations is essential to building strong partnerships
- There was interest in the creation of a **community conections calendar** to share network updates, so schools/partners can easily see what programs and opportunities are available seasonally or each month
- Opportunities for **Lunch & Learns** about organizations
- **Storytelling** as an important way to engage
- Advocacy for **alternative schooling** opportunities
- Advocacy for **collaboration** to support youth needs **in school settings**
- Collaborative **addictions awareness education**
- Collaborative **sports program(s)**



“The Tłı̨chǫ name for Yellowknife is Sombak'e meaning place of money.”

Source:
<https://www.ntlegislativeassembly.ca/capital-area-park>



Group Brainstorm

Funding Opportunities:

- City of Yellowknife Grants
- CUSO International
- Canadian Womens Foundation
- McConnell Foundation
- Suicide Prevention Fund
- Videia
- Take a Kid Trapping Fund
- NWT Arts Council
- Hotìì ts'eeda
- Tamarack Institute's Community Innovation Fund through the Youth Employment and Skills Program
- Indigenous Youth Roots
- On the Land Collaborative
- NWT Recreation and Parks Association grants
- Canada Race Relations Foundation
- Kindred Foundation
- GNWT's Anti Poverty Fund
- GNWT's Healthy Choices Fund
- Make Way
- United Way

Wrap-Up :

Mashi cho to YK1 for hosting this engaging gathering and facilitating many meaningful activities and discussions. In addition, thank you for the beautiful books that you shared.

Next Steps:

Community Partners interested in helping to **showcase the Network** at the upcoming Craft Sale at Mildred Hall School on November 8th and 9th can reach out to Christina Moore at upip@topfc.com

Reflection Question:

Please take a moment to think about what kind of impact the Hazhǫ Ełexè Łets'eèzhe has on you. We will take a moment at the next gathering to share your thoughts.





Upcoming Gatherings

Friday, November 21, 2025
9:30 a.m. – 11:30 a.m.
Home Base Youth Centre (4903 50th St.)

Friday, December 12, 2025
10:30 a.m. – 1:00 p.m.
Upstairs Meeting Room at the Multiplex
Followed by Public Skate: 12:00 – 1:00 p.m.

Friday, January 16, 2026
1:00 p.m. – 4:00 p.m.
MakerSpace YK (5001 Forrest Dr. Unit 101)



BOARD REPORT

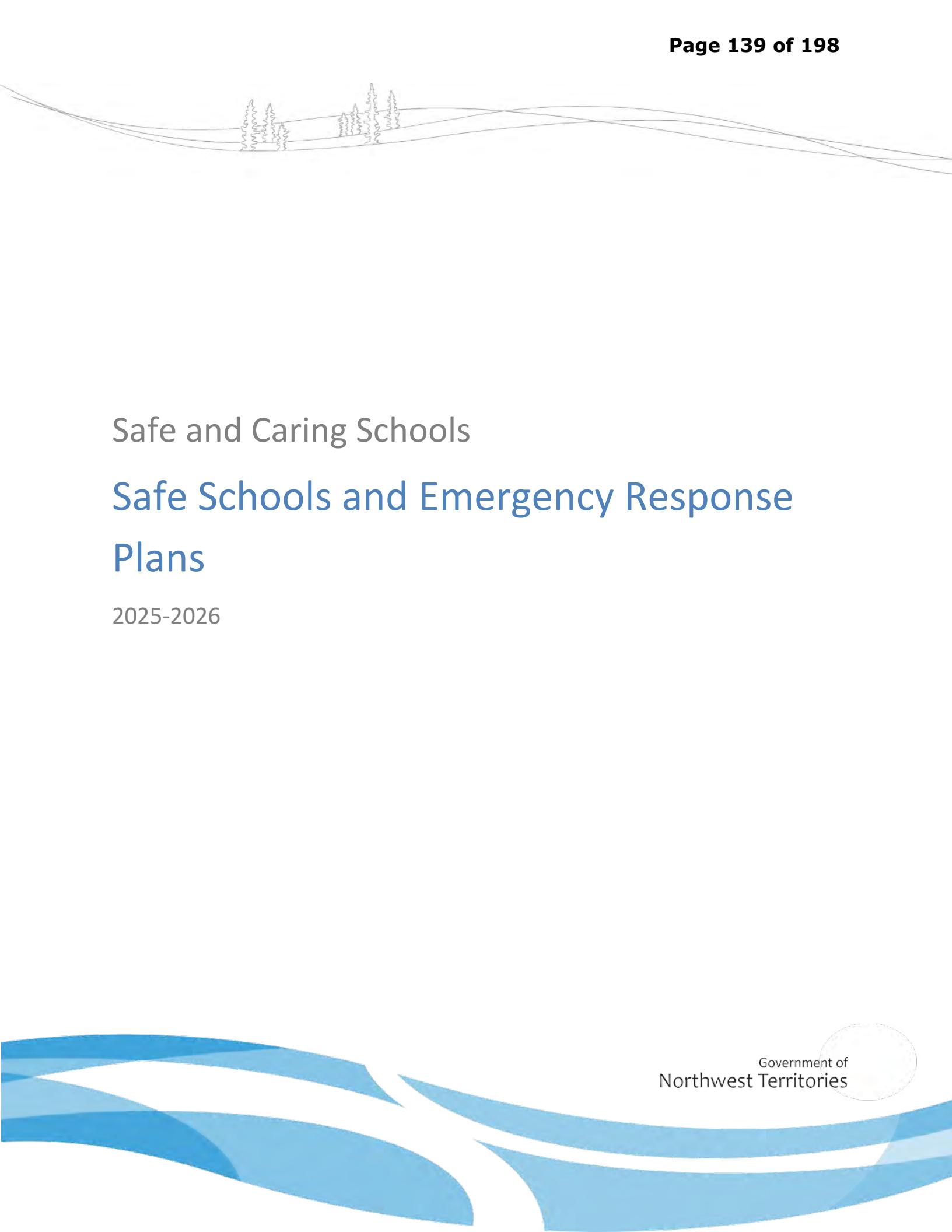
Title:	Monthly Report – Assistant Superintendent – Curriculum & Learning
Contact:	Graham Arts, Assistant Superintendent
Date Submitted:	November 6, 2025
Mandate	<ul style="list-style-type: none"> Cultivate a culture of holistic wellness Honour and celebrate Indigenous Language and Culture for all learners Ensure inclusive, equitable and authentic learning experiences Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> This report summarizes the activities for the Education Services department, and discusses various additional projects and initiatives with the intention to keep Trustees informed and up-to-date.
Information	<ul style="list-style-type: none"> All schools have completed their improvement goals in draft form as of November 3rd, and the plans are under review. The timelines for the improvement plans were identical to the Safe and Caring Schools Plans. Schools were required to put the emphasis on the ECE plans. As such, the review of the improvement plans will be completed in time for a full report to the Board of Trustees in December. All Safe and Caring Schools plans for YK1 have been submitted to ECE. As requested at the October Board of Trustees meeting, the new template the District is required to use is attached to this report. Phone Project – A delay to the project start time was necessitated by the need to order upgraded switches for the system. The new start date for the first round of installations (the District Office) is November 17th with work wrapping up at the office on the 21st. Homeschooler Grant – The final grant for 2025-2026 is \$4000 per student. District staff is working with ECE to confirm the amount of funding that the District is required to transfer to homeschool families to respect the regulation dating back to 1996. This study will inform decisions related to the funding allocations for the 2026-2027 School Year. The 1996 Directive is attached to this report.

Recommendations	
Attachments?	<p><input checked="" type="checkbox"/> Yes</p> <p>Monthly Education Services Report</p> <p>Safe and Caring Schools Plan Template (implemented by ECE for 2025-2026</p> <p>1996 Homeschooling Directive</p>

Assistant Superintendent for Curriculum and Learning Report

	Wellness Cultivate a culture of holistic wellness 1.1 <i>Recognize the importance of relationships in learning</i> 1.2 <i>Foster and promote personal wellness</i> 1.3 <i>Create healthy, safe and caring learning environments</i>	Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners 2.1 <i>Create a welcoming environment for all learners</i> 2.2 <i>Integrate an Indigenous approach to education</i> 2.3 <i>Strengthen Indigenous Language Instruction</i>	Learning Ensure inclusive, equitable and authentic learning Experiences 3.1 <i>Engage learners through meaningful and innovative teaching and learning practices</i> 3.2 <i>Strive for excellence</i> 3.3 <i>Celebrate diversity of all learners</i>	Community Foster critical understanding of local, national and global issues 4.1 <i>Inspire critical thinking through innovation and pursue sustainable practices</i> 4.2 <i>Embrace diversity and encourage empathy to promote global citizenship</i> 4.3 <i>Model and encourage ethical leadership and engage in opportunities for service learning</i>
Education Services Updates	November 3: Training provided to SBSTs (admin, PSTs, and EAs) in Crisis Intervention RISCs continue to support schools in planning for students. November 3: EA PD included a session block on personal wellness/self-care with choice activities for EAs to participate in.	Mary Jane Drygeese worked with students at SJF in the Language class around making dry-meat! Beatrice Sangris joined the language class at MHS to assist as a language speaker in recording voice notes for students to list to SJF language classes were gifted an entire caribou from ECC. Together as a class they harvested the meat. Grade 8-10 students at WMS, RLN, SJF and KTW had the opportunity to hear Kendal Netmaker speak as a keynote.	District's French Reading Assessment was carried out in grades 6-8 French immersion classrooms throughout the month of October. 4 teachers took part in Neurolinguistic Approach Training (part 2) with David Macfarlane, October 14/15 4 teachers took part in Oral Proficiency Indicator Training for French with David Macfarlane, Oct 16/17 RILE attended cultural safety professional development for 2 days	SWIS/NWT Literacy Council committee held their first quarterly meeting of the 25-26 school year on October 22, which YK1 attended as a committee member Recruitment at job fair in Montreal October 8 and 9. YK1 needs to hire four teachers for upcoming parental leaves in French immersion alone this year Meetings between YCS and YK1 to plan applications for federal ImmersART funding for cultural activities in 7-12 French immersion classes. We applied

		<p>Cailey Mercredi worked with students in the ?Ori program to prepare fish</p> <p>NJM welcomed a full time language instructor to staff - Ms. Lena Moosenose. Lena will be teaching language 2 days per week, and sharing cultural teachings/ language integration the other 3 days.</p> <p>Cailey Mercredi will be working with students at ?Ori program to prepare harvested rabbits</p> <p>RILE met with ECE to discuss indigenous languages month. This year's theme will be #language works, an initiative to focus on language champions, as well as highlight individuals using indigenous Languages in their careers.</p> <p>Cailey Mercredi will be making moose stew with students at EI</p>	<p>Nov 3: All EAs attended professional development in the following areas: Safe Management Group's Crisis Intervention Training, Approaches for Purposeful Support in the Numeracy Classroom, Supporting Regulation through Sensory Strategies in the Classroom, Understanding & Supporting Behaviour, Vagus Nerve Reset & Breathwork for Regulation, Small-Group Q&A on Regulation & Behaviour Strategies & Q&A on Trauma-Informed & Somatic Practices.</p> <p>October 14: PST JK/K Cohort: Working group to support playbased learning in the jk/k classrooms.</p> <p>October 29: PST IEP Cohort Group. Developing a process for collecting evidence for assessment.</p>	<p>for and received this funding for activities last year.</p>
--	--	---	---	--



Safe and Caring Schools

Safe Schools and Emergency Response Plans

2025-2026

TABLE OF CONTENTS

PART A: SAFE SCHOOL PLAN	3
I. School Information.....	3
II. Safe and Caring School Philosophy	3
III. Safe and Caring School Committee	4
IV. Policies and Guidelines	5
V. Prevention, Intervention and Education Strategies	6
PART B: EMERGENCY RESPONSE PLAN	9
I. Emergency Response Plan	9
II. Individual/Personal Emergency Response Plan	9
III. Community Level Emergency Planning.....	10
PART C: REVIEW AND APPROVAL CHECKLIST.....	11
PART D: ECE	14
I. ECE Confirmation of Receipt	14
II. ECE Feedback	14
III. ECE Feedback Notification	17

PART A: SAFE SCHOOL PLAN

I. School Information

Each school must submit a Safe School Plan. This plan is to be completed in conjunction with the Safe Schools Regulations under the Education Act of the Northwest Territories.

School Name: <input type="text"/>	School Year: <input type="text"/>
Region: <input type="text"/>	Community: <input type="text"/>
Principal: <input type="text"/>	Superintendent: <input type="text"/>

Instructions for Superintendents and Principals	
<p>Phase 1 – Education Body Superintendents must:</p> <ol style="list-style-type: none"> Oversee all Safe School Plans for each school in the region Set the deadline for all principals to submit Safe School Plans Ensure all corresponding policies and guidelines are up-to-date and follow the <i>NWT Education Act, Territorial School Code of Conduct, and Safe Schools Regulations</i> Ensure the schools establish and maintain a Safe and Caring Schools Committee 	
<p>Phase 2 – Principals, with the Safe and Caring School Committee, must:</p> <ol style="list-style-type: none"> Review, revise and complete the Safe Schools Plan. Attach all corresponding education body policy/guidelines and School policy/guidelines Attach school Emergency Response Plan Submit the completed document to Superintendents for review and approval 	
<p>Phase 3 – Superintendents must:</p> <ol style="list-style-type: none"> Review and approve all Safe School Plans in the region Submit Safe School Plans to the Department of Education, Culture and Employment by October 31st (or next working day) Ensure schools are implementing their plans 	

II. Safe and Caring School Philosophy

What is your school-wide approach to maintaining a safe and caring school?

Safe and Caring School Philosophy
<input type="text"/>

School Philosophy Statement Review

Choose an item.	Reviewed. No change from previous year.
Choose an item.	Reviewed. Updated for new school year.

III. Safe and Caring School Committee

Safe School Regulations (2016) 2.(2) A Safe and Caring School Committee must include the following members: (a) the principal of the school; (2) a teacher representative from the school. 2.(3) A Safe and Caring School Committee may include any other members the school considers appropriate, including the following: (a) a parent representative whose child attend the school; (b) a member of the community other than a principal, teacher or parent of a student.

It is wise practice to have an ILE member and/or a GSA Advisor on the Safe and Caring School Committee to ensure diversity among membership. The Safe and Caring School Committee may overlap with the Occupational Health and Safety Committee as long as requirements of both Committees are met.

Position	Name	Actively Participated in Plan Development
Principal		Choose an item.
Teacher		Choose an item.
Choose One		Choose an item.
Choose One		Choose an item.
Choose One		Choose an item.
Choose One		Choose an item.
Choose One		Choose an item.

Safe and Caring School Committee	
Choose an item.	The Safe Schools Plan has been completed with collaboration from the Safe and Caring School Committee.
Choose an item.	The Safe and Caring School Committee collaborated with external agencies and/or service providers in the development and/or review of the Safe Schools Plan.

IV. Policies and Guidelines

Safe School Regulations (2016) 2.(4) A safe schools plan must include polices and guidelines (a) the reporting, by students, parents, guardians and other persons, of incidents of bullying; (b) the documentation, by the school and the education body, of incidents of bullying; and (c) a timely and appropriate response by the school and the education body to incidents of bullying.

District Education Authorities, Divisional Education Councils, the Tłı̨chǫ Community Services Agency, and Commission Scolaire Francophone Territories Du Nord-Ouest, as Education Bodies, may develop overarching policies for all schools within their region. Schools will develop policies which are specific to their school.

REPORTING, DOCUMENTING, AND RESPONDING TO INCIDENTS OF BULLYING

List all policies, guidelines, forms and reporting mechanisms with respect to the:

- (a) reporting, by students, parents, guardians, and other persons, of incidents of bullying;
- (b) documentation, by the school and the education body, of incidents of bullying; and,
- (c) response, by the school and the education body to incidents of bullying

Add rows as needed.

EDUCATION BODY POLICY/GUIDELINES	APPENDIX NO.
SCHOOL POLICY/GUIDELINES	APPENDIX NO.

Indicate if the following information is included in your education body and/or school bullying policies:

Choose an item.	Definition of bullying as per the <i>Education Act</i>
Choose an item.	Definition of cyber-bullying as per the <i>Education Act</i>
Choose an item.	Anonymous reporting mechanism for all members of the school community

Choose an item.	Bullying incident report template
-----------------	-----------------------------------

V. Prevention, Intervention and Education Strategies

Safe School Regulations (2016) 2.(5) A safe schools plan must include bullying prevention, intervention and education strategies that (a) integrate evidence-based healthy relationships programming into the school curriculum and daily classroom activities; (b) target the entire learning community, including students, parents, school staff and community members; (c) address specific issues identified by individual schools; (d) provide student with the skills and confidence to resolve conflict in a non-violent way; and (e) teach students safe intervention and proactive reporting skills.

Please read before completing the Prevention, Intervention and Education Strategies Section:

1) An evidence-based program is based on rigorous research that demonstrates the effectiveness of a program. Indicate if the listed bullying prevention, intervention and education strategy integrates evidence-based healthy relationship programming into the curriculum and daily classroom activities. Include the grade level for each program.

2) Indicate if the bullying prevention, intervention, and education strategy targets the entire learning community, including students, parents, school staff and community members.

3) Indicate if the listed bullying prevention, intervention and education strategy addresses a specific issue identified by your school. Describe the issue that is being addressed.

4) Indicate if the bullying prevention, intervention, and education strategy targets the entire learning community, including students, parents, school staff and community members.

Add strategy tables as needed.

STRATEGY #1:	
Strategy:	
Choose an item.	Integrates evidence-based healthy relationships programming into the school curriculum and daily classroom activities.
Grade Levels:	
Choose an item.	Targets the entire learning community, including students, parents, school staff and community members.
Choose an item.	Addresses specific issues identified by individual schools.
Issue Addressed:	

Choose an item.	Provides students with the skills and confidence to resolve conflict in a non-violent way.
Choose an item.	Teaches students safe intervention and proactive reporting skills.

STRATEGY #2:	
Strategy:	
Choose an item.	Integrates evidence-based healthy relationships programming into the school curriculum and daily classroom activities.
Grade Levels:	
Choose an item.	Targets the entire learning community, including students, parents, school staff and community members.
Choose an item.	Addresses specific issues identified by individual schools.
Issue Addressed:	
Choose an item.	Provides students with the skills and confidence to resolve conflict in a non-violent way.
Choose an item.	Teaches students safe intervention and proactive reporting skills.

STRATEGY #3:	
Strategy:	
Choose an item.	Integrates evidence-based healthy relationships programming into the school curriculum and daily classroom activities.
Grade Levels:	
Choose an item.	Targets the entire learning community, including students, parents, school staff and community members.
Choose an item.	Addresses specific issues identified by individual schools.
Issue Addressed:	
Choose an item.	Provides students with the skills and confidence to resolve conflict in a non-violent way.
Choose an item.	Teaches students safe intervention and proactive reporting skills.

STRATEGY #4:	
Strategy:	
Choose an item.	Integrates evidence-based healthy relationships programming into the school curriculum and daily classroom activities.
Grade Levels:	
Choose an item.	Targets the entire learning community, including students, parents, school staff and community members.
Choose an item.	Addresses specific issues identified by individual schools.
Issue Addressed:	
Choose an item.	Provides students with the skills and confidence to resolve conflict in a non-violent way.
Choose an item.	Teaches students safe intervention and proactive reporting skills.

STRATEGY #5:	
Strategy:	
Choose an item.	Integrates evidence-based healthy relationships programming into the school curriculum and daily classroom activities.
Grade Levels:	
Choose an item.	Targets the entire learning community, including students, parents, school staff and community members.
Choose an item.	Addresses specific issues identified by individual schools.
Issue Addressed:	
Choose an item.	Provides students with the skills and confidence to resolve conflict in a non-violent way.
Choose an item.	Teaches students safe intervention and proactive reporting skills.

PART B: EMERGENCY RESPONSE PLAN

Safe School Regulations (2016) 2.(6) A safe schools plan must include a requirement that each school develop an emergency response plan that addresses, but is not limited to, evacuation and lockdown procedures.

I. Emergency Response Plan

Attach a copy of the school's emergency response plan. Ensure the emergency response plan includes evacuation and lockdown procedures, including coordinated responses for these situations when they are initiated as part of a community-wide response.

EMERGENCY RESPONSE PLAN	
Choose an item.	I have included (attached) a copy of the School Emergency Response Plan.
Choose an item.	The Emergency Response Plan includes evacuation and lockdown procedures.

II. Individual/Personal Emergency Response Plan

Indicate all that apply. Add additional notes, if needed.

SPECIAL CONSIDERATIONS	
Individual/Personal emergency response plans have been created and filed for the following:	
Choose an item.	Students: [Redacted]
Choose an item.	Staff: [Redacted]
Choose an item.	Other: [Redacted]
Choose an item.	Not Applicable: [Redacted]
Notes:	

III. Community Level Emergency Planning

School administration is expected to meet annually with Local Emergency Management Organizations (LEMOs) and/or Regional Emergency Management Organizations (REMOs) to identity the role of the school in the Community Emergency Response Plan.

Community Emergency Response Plan		
School administration has met with LEMO/REMO and understands the role the school in case of a community level emergency.	Choose an item.	Date (yyyy/mm/dd):

PART C: REVIEW AND APPROVAL CHECKLIST

Complete the following sections in blue. This section is a check list of items included in the Safe Schools Plan as per the *Education Act* and *Safe and Caring Schools Regulations*.

	Principal Review	Superintendent Review
Safe and Caring School Philosophy		
The Plan includes a description of your school-wide Safe and Caring School Philosophy.	Choose an item.	Choose an item.
Principal Comments:		
Superintendent Comments:		
Safe and Caring School Committee		
The Plan identified the following committee members:		
• Principal (<i>Mandatory as per Safe Schools Regulations</i>)	Choose an item.	Choose an item.
• Teacher (<i>Mandatory as per Safe Schools Regulations</i>)	Choose an item.	Choose an item.
• Genders and Sexualities Alliance (GSA) Advisor	Choose an item.	Choose an item.
• Indigenous Language and Education (ILE) Team Member	Choose an item.	Choose an item.
• Other:	Choose an item.	Choose an item.
There is indication that the Safe and Caring School Committee completed the Safe Schools Plan collaboratively.	Choose an item.	Choose an item.
There is indication that the Safe and Caring School Committee collaborated with external agencies and service providers in the development and/or review of the Safe Schools Plan.	Choose an item.	Choose an item.
Principal Comments:		
Superintendent Comments:		
Policies and Guidelines – Bullying		
Includes a definition of bullying as per the <i>Education Act</i> .	Choose an item.	Choose an item.

Plan is aligned with Act, regulations, and education body policies and guidelines.	Choose an item.	Choose an item.
Plan includes a reporting mechanism for: <ul style="list-style-type: none"> • Students • Parents/Guardians • Others 	Choose an item.	Choose an item.
Plan includes an anonymous reporting mechanism for all members of the school community.	Choose an item.	Choose an item.
Plan includes how incidents of bullying will be documented by staff/principal.	Choose an item.	Choose an item.
A bullying incident report has been created, documented, filed, and included with the plan.	Choose an item.	Choose an item.
Relevant education body policies and guidelines are attached.	Choose an item.	Choose an item.
Procedures indicating how staff will respond to incidents of bullying are included.	Choose an item.	Choose an item.
Procedures indicating how the principal will respond to incidents of bullying reported by a student, staff member, parent/guardian or community member are included.	Choose an item.	Choose an item.
The Plan includes a range of responses to bullying depending on the unique characteristics of the situation and any mitigating factors.	Choose an item.	Choose an item.
Principal Comments:		
Superintendent Comments:		
Bullying Prevention, Intervention and Education Strategies		
The Plan identifies evidence-based healthy relationships programs that are being implemented.	Choose an item.	Choose an item.
The Plan identifies strategies being implemented that target the entire community including parents, students, school staff and community members.	Choose an item.	Choose an item.
The Plan identifies strategies being implemented that address school-specific issues.	Choose an item.	Choose an item.

The Plan identifies strategies being implemented that teach students safe intervention and proactive reporting skills and confidence needed to resolve conflict in a non-violent way.	Choose an item.	Choose an item.									
<p>Principal Comments:</p> <p>Superintendent Comments:</p>											
Emergency Response <table border="1"> <tr> <td>School emergency response plan has been included.</td> <td>Choose an item.</td> <td>Choose an item.</td> </tr> <tr> <td>Individual / Personal emergency plans have been completed, if applicable.</td> <td>Choose an item.</td> <td>Choose an item.</td> </tr> <tr> <td colspan="3"> <p>Principal Comments:</p> <p>Superintendent Comments:</p> </td> </tr> </table>			School emergency response plan has been included.	Choose an item.	Choose an item.	Individual / Personal emergency plans have been completed, if applicable.	Choose an item.	Choose an item.	<p>Principal Comments:</p> <p>Superintendent Comments:</p>		
School emergency response plan has been included.	Choose an item.	Choose an item.									
Individual / Personal emergency plans have been completed, if applicable.	Choose an item.	Choose an item.									
<p>Principal Comments:</p> <p>Superintendent Comments:</p>											

Principal and Superintendent Approval	
<p>This Safe Schools Plan has been reviewed and approved by the principal. The plan is ready for Superintendent Review.</p> <p><i>As Superintendent, by approving this Safe School Plan, I verify this plan meets the requirements of the NT Safe Schools Regulations and Education Act, Section 34.1</i></p>	<p>Date of approval (yyyy/mm/dd):</p> <input type="text"/>
<p>This plan has been reviewed and approved by the Superintendent / Education Body.</p>	<p>Date of approval (yyyy/mm/dd):</p> <input type="text"/>

PART D: ECE

I. ECE Confirmation of Receipt

ECE Received	
ECE confirms the Safe School Plan has been received.	Date (yyyy/mm/dd):

II. ECE Feedback

All plans will be reviewed to ensure they meet GNWT Safe School Regulations requirements. Schools will receive feedback from ECE on a rotational year cycle according to the following district grouping:

Group 1 – TCSA, YK1, YCS, DDEA, NDEA

Group 2 – BDEC, SSDEC

Group 3 – CSFTNO, DDEC, SDEC

Three-year feedback cycle	
School Year	Region / District
2020 - 2021	Group 2 - BDEC, SSDEC
2021 - 2022	Group 3 - CSFTNO, DDEC, SDEC
2022 - 2023	Group 1 - TCSA, YK1, YCS, DDEA, NDEA
2023 - 2024	Group 2 - BDEC, SSDEC
2024 - 2025	Group 3 - CSFTNO, DDEC, SDEC
2025 - 2026	Group 1 - TCSA, YK1, YCS, DDEA, NDEA
2026 - 2027	Group 2 - BDEC, SSDEC
2027 - 2028	Group 3 - CSFTNO, DDEC, SDEC
2028 - 2029	Group 1 - TCSA, YK1, YCS, DDEA, NDEA
2029 - 2030	Group 2 - BDEC, SSDEC
2030 - 2031	Group 3 - CSFTNO, DDEC, SDEC
2031 - 2032	Group 1 - TCSA, YK1, YCS, DDEA, NDEA

Feedback	
Choose an item.	Feedback not required this year.
Choose an item.	Feedback required this year.

Safe and Caring School Philosophy	
Comments:	
Safe and Caring School Committee	
The Plan identified the following committee members:	
• Principal	Choose an item.
• Teacher	Choose an item.
• Genders and Sexualities Alliance (GSA) Advisor	Choose an item.
• Indigenous Language and Education (ILE) Team Member	Choose an item.
• Other:	Choose an item.
There is indication that the Safe and Caring School Committee completed the plan collaboratively.	Choose an item.
There is indication that the Safe and Caring School Committee collaborated with external agencies and service providers.	Choose an item.
Comments:	
Policies and Guidelines – Bullying	
Includes a definition of bullying as per the <i>Education Act</i> .	Choose an item.
Plan is aligned with current legislation and education body policies and guidelines.	Choose an item.
Plan includes a reporting mechanism for:	
• Students	Choose an item.
• Parents/Guardians	Choose an item.
• Others:	Choose an item.
Plan includes an anonymous reporting mechanism for all members of the school community.	Choose an item.
Plan includes how incidents of bullying will be documented by staff/principal.	Choose an item.
A bullying incident report has been created, documented, filed, and included with the plan.	Choose an item.

Relevant education body policies and guidelines are attached.	Choose an item.
Procedures indicating how staff will respond to incidents of bullying are included.	Choose an item.
Procedures indicating how the principal will respond to incidents of bullying reported by a student, staff member, parent/guardian or community member are included.	Choose an item.
The Plan includes a range of responses to bullying depending on the unique characteristics of the situation and any mitigating factors.	Choose an item.
Comments:	
Bullying Prevention, Intervention and Education Strategies	
The Plan identifies evidence-based healthy relationships programs that are being implemented.	Choose an item.
The Plan identifies strategies being implemented that target the entire community including parents, students, school staff and community members.	Choose an item.
The Plan identifies strategies being implemented that address school-specific issues.	Choose an item.
The Plan identifies strategies being implemented that teach students safe intervention and proactive reporting skills and confidence needed to resolve conflict in a non-violent way.	Choose an item.
Comments:	
Emergency Response	
School emergency response plan has been included.	Choose an item.
Individual / Personal emergency plans have been completed and filed, if applicable.	Choose an item.
Comments:	

III. ECE Feedback Notification

Submit Feedback	
The Superintendent has been notified that feedback has been provided.	Date (yyyy/mm/dd): <input type="text"/>

Home Schooling Directive

1996

Table of Contents

Education Act and Regulations	2
Rationale for this Directive	2
Procedures:	
Support	3
Duties of Superintendent's Designate and Principal	4
Superintendent's Duties	5
District Education Authority's Decisions and the Right of Appeal	6
Registration and Funding	7
Reimbursement of Programs Costs	8
Part Time Students	9

Home Schooling Directive

Education Act and Regulations:

The new Education Act was passed in June of 1995, and came into force July 1, 1996. It recognizes home schooling as one of the ways in which parents may choose to access the education program for their children. The other choices a parent may make are a public school, or, where they exist, a public denominational school or a private school. The Home Schooling Regulations detail the responsibilities of parents, principals, designates of the Superintendent, the Superintendent, and the District Education Authority in relation to Home Schooling.

Rationale for this Directive:

As mentioned in the regulations, parents have the primary responsibility for the education of their children in a home schooling program. The purpose of the registration and monitoring of students by the principal or Superintendent's designate is twofold. First, it allows the provision of support to the home schooling program. Second, it ensures that the home schooled student has access to an education program, as required by section 5 of the *Education Act*.

It is not the responsibility of the principal or Superintendent's designate to ensure that the home schooling program meets curriculum standards, or to evaluate the way the home schooling program is carried out. The responsibility of the principal or Superintendent's designate is to ensure the student is making progress in the program, and support the home schooling program wherever possible, as agreed upon with the parent.

In addition to the information contained in the Home Schooling Regulations, this directive provides direction with regard to funding, and provision of support to home schoolers. District Education Authorities and Divisional Educational Councils may also wish to develop policies providing more detailed guidelines for home schooling support services and reimbursement of program costs.

Procedures:

Support

Support to a home schooling program will depend upon what support the parent requests. For example, it might involve access to the school facilities, use of materials or resources, or assistance with assessment. Such requests should be accommodated by the principal or Superintendent's designate to whatever extent is possible, given the needs of the other students in the school. For instance, access to school facilities such as the gymnasium, library, computer room and science labs might be accommodated after school hours.

Duties of Superintendent's Designate and Principal

The Home Schooling Regulations list various duties that a principal has toward a home schooling program. Some divisions may decide that they wish to have one person in the division designated to perform these duties with regard to home schooling programs in the division. Subsection 4(5) of the Home Schooling Regulations allows the Superintendent to designate a person other than the principal to perform all of the duties and powers of the principal listed in section 4 of the Regulations, with the exception of providing access to school facilities and support to parents providing home schooling. These duties still rest with the principal.

The monitoring, assessment and reporting duties can be undertaken by the designate or the principal. The regulations require the principal (or designate) to agree with the parent on a form of assessment that is consistent with the home schooling program the parent has chosen. So, for instance, the parent may wish to keep a portfolio of work completed by the student for the purpose of assessment. Alternatively, the parent may wish to present tests completed by the student. Again, the parent may wish some combination of these, or may wish to include some observation of the student during work by the principal or designate. Any form of assessment that will show the student's progress in the education program, and that is agreed upon by the principal or designate and the parent is acceptable.

If in the principal's opinion the student is not making adequate progress, or if at anytime the parent asks for assistance in altering the program, the principal or designate can make suggestions for change that would improve the program, or assist the student's progress.

If after making attempts to change the program and assist the home schooling parent, the principal or designate is still concerned that the student is not making reasonable progress in the home schooling program, the principal or designate should report these concerns to the Superintendent and ask for an investigation of the home schooling program.

Superintendent's Duties

The regulations state the Superintendent's duties, which include reviewing the reports and recommendations provided by a principal or Superintendent's designate. Where the principal or designate recommends termination of a home schooling program, the Superintendent will investigate the recommendation by interviewing the parents providing the program, and by reviewing the relevant material. The Superintendent will then recommend in writing to the District Education Authority, the principal (or designate) and the parent, whether the home schooling program should continue, continue with suggested changes, or be terminated.

District Education Authority's Decisions and the Right of Appeal

Once a Superintendent has made a recommendation to a District Education Authority regarding a home schooling program, the District Education Authority must make a decision whether the home schooling program should continue, continue with changes, or be terminated. If the home schooling program is terminated, the District Education Authority must ensure the student has access to the education program, most usually through attendance at school.

The parent of the home schooled student may appeal a decision of the District Education Authority to alter or terminate the home schooling program. The Education Appeal Regulations would apply to such an appeal.

Registration and Funding

As noted in the regulations, home schooled students are to be registered with a school in the district in which they are living. These students should be noted as home schooled students on a central school register, and attendance should not be kept for them. (Please note attendance for part time students identified below.) Principals, District Education Authorities, and Divisional Education Councils should include all home schooled students, identified as such, on all attendance information submitted to the Department. A home schooled student will be counted as .5 (50%) of a full time equivalent student (FTE) for the purposes of funding. One half of this amount (25% of an FTE) should be reserved to reimburse the parent's program costs.

Reimbursement of Program Costs

The Home Schooling Regulations state that a District Education Authority shall, in accordance with the directions of the Minister, provide funding to a parent for program costs related to the delivery of home schooling.

Parents should provide receipts to the District Education Authority for program costs, such as course costs, materials, curriculum costs, and so on. Items such as salary or capital expenditures (house renovations, computer hardware, etc.) are not considered program costs. The Divisional Education Council, at the direction of the District Education Authority, or the District Education Authority if they hold the funds, will reimburse the parent up to 25% of the full time equivalent amount that they receive for educating a student in their jurisdiction, for receipted program costs.

If they wish, the District Education Authority may make particular payment arrangements. For instance, they may want to reimburse the parents in two payments, one in the fall term and one in the spring. In this way, if the student returns to attending the school program part way through the year, some of the funding will still remain available to the school.

Part Time Students

If a home schooling parent wishes to have their child attend school part time, and if the principal is in agreement, the principal may allow the student to do so. The home schooled student has no entitlement to attend school part time, however, this is up to the principal to decide, considering the needs of all the students in the school.

In the case of students who attend school on a part time basis, the student should be noted on the central school register as a part time student if they attend more than 50% of the time at school. If the student attends 50% or less of the time at school, the student should be registered as a home schooled student. In either case, the student should also be registered with a particular class, and attendance should be kept for them for the portion of the day they are attending the school.

Home schooled students will be counted as .5 (50%) of a full time equivalent student if they are attending less than half time at the school, and part time students will be counted as a full time equivalent student if they are attending half time or more at the school. The percentage of time should be counted on the basis of the percentage of instructional hours the student is to attend per week.

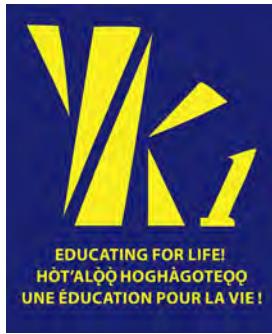
The District Education Authority can by policy decide how much (to a maximum of 25%) of the full time equivalent amount for students who attend some programs at the school will be available to reimburse the parent's program costs. The District Education Authority may wish to establish a policy that prorates the amount according to the amount of time the student is still receiving instruction at home.



BOARD REPORT

Title:	Assistant Superintendent of HR and Learning Report
Contact:	Landon Kowalzik, Assistant Superintendent
Date Submitted:	November 5, 2025
Mandate	<ul style="list-style-type: none"> • HR: To recruit, support and retain staff in order to provide students with the best possible opportunities and educating for life. • Learning: Providing students with the best possible opportunities and educating for life.
Background	<ul style="list-style-type: none"> • As of October 7, 2025, we have 140 active substitute teachers and new subs continue to be added on a weekly basis. • Update on enrollment, as of November 3, 2025 complete. See attachment. • We are currently looking to fill 2 teacher positions for YK1, 1 Assistant Principal Position for YK1, and 1 teacher position for K'alemi Dene School. • We are in the process of hiring Education Assistants through the Interim Support Assistant Initiative.
Looking forward:	<ul style="list-style-type: none"> • The Supervisor of Instruction-French Programming and the Principal of Ecole Itlo will be attending the Apply To Education K-12 Education Job Fair in Toronto on November 14, 2025 to help fill one current vacant French Immersion position and up to 2 more positions. • The Assistant Superintendent of Human Resources and Learning will be attending the University of Lethbridge's PSIII Launch day on December 5, 2025. • YK1 staff will be travelling in several universities in late January and early February as part of our annual teacher recruitment trip.

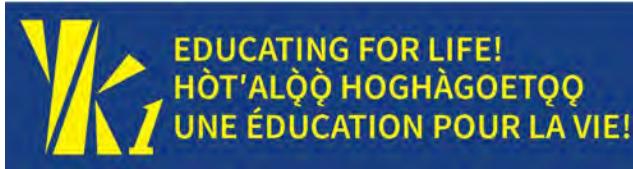
Recommendations	Accept as information
Attachments?	<u>X</u> Yes or <u> </u> No Enrolment report November 5, 2025



BOARD REPORT

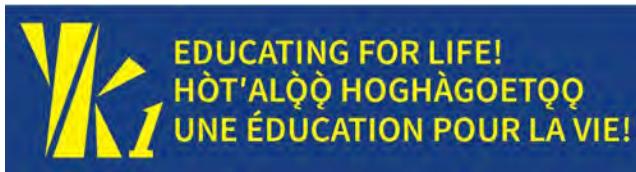
Title:	November 12, 2025, Secretary Treasurer Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	November 6, 2025
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● The regular operations of the finance division continue. We are beginning to get caught up in benefits and payroll with the new person completing some much-needed critical work. ● After reviewing past audit request for proposals (RFP), I am creating a new one. This has delayed the timeline by a couple of weeks. Once I have the new RFP completed, it will be uploaded to the GNWT and YK1 sites. ● The senior leadership continues to work with Arctic Response on the YK1 OHS program. The confined space assessment will be scheduled for early in the new year. Arctic Response will begin planning for the assessment, program and training requirements. Other OH&S training will be prioritized based on risk and implemented in the coming months.

Updates:	<ul style="list-style-type: none">● Public Sector Accounting Board New Framework: A working group of comptrollers and GNWT finance staff will begin the process of reviewing the new framework and how it is to be implemented. Monthly meetings are scheduled to begin November 14, 2025.● Bussing review: I am still waiting for some final information from Transdev. Monthly meetings are now scheduled for the end of July 2026 with their finance and operations staff. This group will discuss operations and financial issues.
Recommendations	Received as information.
Attachments?	___Yes or <input checked="" type="checkbox"/> No If yes, list attachments below



BOARD REPORT

Title:	Director of Operations Board Report
Contact:	Jordan Martin
Date Submitted:	November 5, 2025
Mandate:	<ul style="list-style-type: none"> ● Ensure fitness, health and cleanliness of district facilities ● Provide a safe learning environment for students and safe workplace for teaching staff
Updates:	<ul style="list-style-type: none"> ● Lead remediation in WMS and NJ ● New snow removal equipment
Looking forward	<ul style="list-style-type: none"> ● Snow removal work orders created in MMS system ● Discussion of fencing for all district properties
Recommendations:	Accept report as presented



Our new snow removal equipment is currently being assembled. We may have delivery of the sub compact tractor by the end of November and the diesel utility vehicle by early December. New snow tires purchased last year have been installed on the Bobcat. First impressions of the ride quality have been favorable.

Mildred Hall:

Maintenance staff have been repairing, blocking off and adding gates to the fencing around Mildred Hall. There are several children that run towards the open entrances. This could be very dangerous given how close we are to downtown traffic. Some new fence gates have been ordered and will be installed when they arrive.

We are awaiting updates from ECE on the roof repair project for the MPR room.

William McDonald:

The standard operating procedures (SOP's) for William McDonald school lead filters has been approved by the Office of the Chief Public Health Officer (OCPHO). We will prioritize complying with the last remaining parts of the SOP's and hopefully have the health order lifted by mid-month. Random day time water samples will be taken from all filtered water sources this month to track and confirm the filters remain effective.

Itlo:

Due to staff shortages the installation of the railing for the park stairs has been delayed. We hope to have them installed this month.

A temporary set of barricades has been set up to keep smaller children from running out of the playground.

NJ:

We have been having difficulties with the national supplier of the filter system that was chosen for lead removal. We are currently waiting to find another filter option that meet the defined specifications from the department of Infrastructure. As soon as an adequate alternative is found, we will move forward with ordering and installation.

RLN:

A temporary barricade will be put in place as a fence for the winter to keep smaller students from running into traffic areas.



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

November 12, 2025 – 12:10 PM

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

1. Call to Order
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.

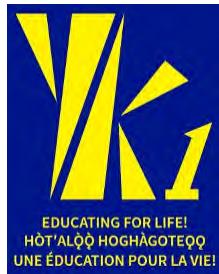
3. Adoption of Agenda
4. Approval of Minutes

4.1 October 14, 2025

5. Financial Administration Act and FAM regarding decision-making authority (Trustee Wasylciw)
6. Federal School Food Program (A.Supt. Kowalzik)
7. Report Cards (Trustee Wasylciw)
8. PowerSchool Breach (Trustee Wasylciw)
9. Date and Time of Next COW Meeting

December 8, 2025 12:10 PM	Committee of the Whole (COW) Meeting
---------------------------	--------------------------------------

10. Adjournment



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

**October 14, 2025 – 12:10 PM
In-person and online via Google Meet**

Trustees Present: Allan Shortt, Barbara Bell, Michelle Peters, Terry Brookes (online) and Tina Drew.

Regrets: David Wasylciw, Jason Snaggs

Administration

Present: Shirley Zouboules, Lisa Vass, Graham Arts, Landon Kowlazik, Annie Pat Thagard and Annie Lagomasino

Regrets: none

Meeting Chairperson: Trustee Shortt

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:11 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. Adoption of Agenda

Motion #: 01/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the October 14, 2025, Committee of the Whole (COW) Meeting agenda as amended.

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

(amendments: change title of of 7.3 to Akaitcho Hall Land and remove item 7.4)

4. Approval of Minutes

Motion #: 02/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the September 8, 2025, Committee of the Whole (COW) Meeting minutes, as presented.

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

5. Strategic Plan (Trustee Bell)

Documents related to the recent work on the Strategic Plan included in the agenda package are for review in preparation for the Board meeting. Once the Board documents related to the Strategic Priorities are approved, Administration will work with the consultant to develop measurable objectives. Trustees noted that truth & reconciliation is not expressly included in the document. Administration advised that the elements of

truth and reconciliation are included throughout the elements of the strategic plan. The original overarching strategic priorities are still valid. Measurables will be developed and brought to the Board for approval. The definition used for "capable person" that is used by Administration and the Department of Education, Culture and Employment was developed by Dr. Angela James. Trustees agreed that, once approved, the updated Strategic Plan should be valid until 2027. This would allow the new Board elected in the fall of 2026 to have a year to work toward a new plan to take effect in the 2027-2028 school year.

6. Handover Documents (Trustee Bell)

Some handover documents are still outstanding and will be added to the action items list.

7. Correspondence

Copies of correspondence were provided for review by trustees.

7.1. Urgent Call for Immediate Retrofit for École William McDonald Middle School

A response has been received. More discussion to follow at the Board meeting.

7.2. *Academic Year & School Attendance Regulations*

A response has not been received yet.

7.3. Akaitcho Hall Land

The YK1 response to the letter is due by October 17th. A trustee suggested that although YK1 does not have funds to build, maybe an agreement could be reached with an organization interested in building on the land to incorporate a daycare into whatever they build.

With regard to the presentation scheduled for the Board meeting, trustees would like to know how much of the land the Arts Centre group is interested in using.

8. Date and Time of Next COW Meeting

November 12, 2025 12:10 PM - Committee of the Whole (COW) Meeting

9. Adjournment

Motion #: 03/10-14/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the October 14, 2025, COW meeting.

Moved by: Trustee Wasylciw

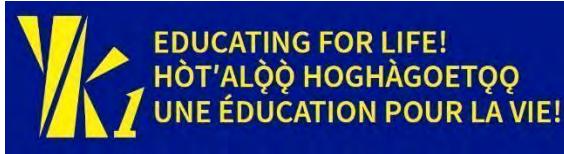
Seconded by: Trustee Peters

Carried

Meeting adjourned at 12:48 PM

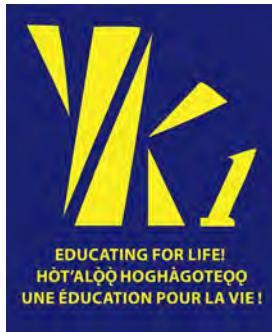
Trustee Shortt, Chairperson

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	National School Food Funding Update Report
Contact:	Landon Kowlazik, Assistant Superintendent HR & Learning
Date Submitted:	November 6, 2025
Mandate	<ul style="list-style-type: none"> • To provide the Board of Trustees with an update on how schools are using the Federal Food Funding to support students.
Background	<p>Beginning on April 1, 2025, Yellowknife Education District No. 1 has been receiving funding through the National School Food Program. During the initial months of funding, schools used the money to purchase food to support the food programs they already had in operation and to purchase utensils and other small kitchen equipment to allow for more efficient meal/snack production.</p> <p>For the 2025/26 school year, a considerable amount of the funding for each school continues to go towards the purchase of food to ensure that enough food is available for all students to access. In five of the six YK1 schools (all except for Ecole Itlo), funding is also being used to fund a part time employee to oversee the different food programs in each school. This has allowed for a consistent, and increased amount of food being made available for students. All six schools are able to provide breakfast, lunch and snacks for their students.</p>
Looking ahead	As we move forward with continued funding, at least two schools are investigating the possibility of upgrading their facilities to be able to expand their options for what they are able to provide students and to provide more hot lunch options.
Recommendations	Accept as information
Attachments?	Yes____ No <u>X</u> (list attachments)



BOARD REPORT

Title:	Policy 8 - Committees of the Board - Finance & Facilities Committee
Contact:	Terry Brookes - Committee Chair
Date Submitted:	5th November 2025
Mandate	<p>Policy 8 Committees of the Board</p> <ul style="list-style-type: none"> Monthly Report to the Board Meeting of the 12th November 2025
Background	<ul style="list-style-type: none"> The Finance & Facilities Committee met on Tuesday the 4th of November 2025. The Committee appointed Terry Brookes as Committee Chair. The Committee approved the Minutes from the previous meeting. The main discussion item was the draft Finance & Facilities Committee schedule for the upcoming fiscal year. Of particular note was the process for the YK1 2026/27 budget development.
Other Headings as appropriate.	n/a
Recommendations	Receive as information.
Attachments?	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below:</p> <ol style="list-style-type: none"> 2025-06-24 Committee Minutes 2025-11-4 Committee Minutes



Yellowknife Education District No. 1 Finance & Facilities Committee Meeting MINUTES

June 24, 2025 @ 12:10 PM
District Office Boardroom & Video Conference

Committee Members Present: Trustee Bell (online), Trustee Brookes, Trustee Drew, Trustee Peters (online), Trustee Shortt, Trustee Snaggs (online), and Trustee Wasylciw (online)

Regrets: none

Administration Present: Superintendent Shirley Zouboules, Secretary Treasurer Lisa Vass, Director of Operations Jordan Martin, Assistant Superintendent Graham Arts, Assistant Superintendent Landon Kowalzick, and Executive Assistant Pat Thagard

Guests present: none

Meeting Chairperson: Trustee Snaggs

Meeting Recorder: Pat Thagard

1. Meeting called to order at 12:17 PM. Seven (7) committee members present.

2. Land Acknowledgement

Chairperson Snaggs 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. Declaration of Conflict of Interest

none declared

4. Approval of Agenda

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

I move that the Finance and Facilities Committee accept the agenda for the June 24, 2025, Finance and Facilities Committee meeting, as presented.

Moved by: Trustee Peters Seconded by: Trustee Drew

Carried

5. Approval of Minutes

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

I move that the Finance and Facilities Committee accept the Finance and Facilities Committee meeting minutes of May 27, 2025, as circulated.

Moved by: Trustee Bell Seconded by: Trustee Drew

Carried

6. Financial Report at May 31, 2025

Secretary Vass reviewed the Report and core budget including:

- Invoicing from Transdev for bussing services have and continue to arrive very late and are higher than expected. This may result in bussing expenses being potentially \$160K over what was expected.
- Medical travel is also higher than expected.
- There is an overage in the IT budget due to many deficiencies in the budget.

Trustee Short joined the meeting.

- We are currently at a \$2.043 million deficit for 2024-2025

Trustees had the following questions and discussions:

- Are bussing invoices higher than in previous years?
Yes, however finance staff has been reviewing and comparing the invoices received to prior years. No anomalies have been noted. It was noted that inclusive schooling does not contribute to the increase.
- There was discussion around current bus pass rates. The District office has requested detailed information about bus rates. Trustees suggested mapping out exactly what the rates and processes are for bussing.
- At the current rate of increase in the deficit, the surplus will not last very long; it was suggested that savings need to be planned and practices will need to be changed.
- Trustees asked what IT costs are higher than in the past. The PowerSchool consultant was required to provide more services to customize reports in PowerSchool for YK1. Trustees suggested YK1 approach ECE with other school boards to get better bulk pricing and efficiencies for the NWT and to have the consultant's work covered in funding. Administration noted that customizations are one-off tasks that, once done, will not require further work.
- Trustees asked what the timelines are on the contract with Transdev. Administration to provide that information at the next Committee meeting. Trustees made Administration aware that the previous Superintendent modified the contract to allow for higher pay to bus drivers. Trustees would like to review the contract to see if any efficiencies can be found. Trustees noted that funding for bussing has not increased in some time and would like to see the three Yellowknife school boards advocate for an increase. Administration noted that there has been discussion about increasing fees and pointed out that the current economic climate is not conducive to asking families to pay more. Trustees asked if issues began when the bussing company began collecting fees. Trustees suggested that if the contract with Transdev ends next year that a Request For Proposal (RFP) be issued in late 2025.

7. Adjournment

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

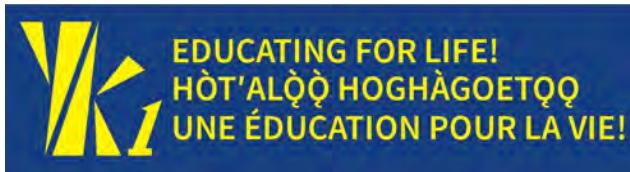
I move that this Finance and Facilities Committee meeting be adjourned.

Moved by: Trustee Wasylciw Seconded by: Trustee Shortt

Carried

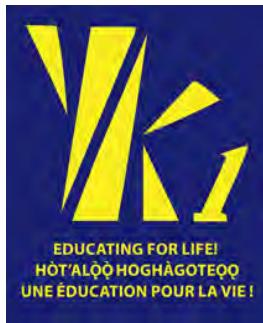
The meeting adjourned at 12:54 PM

Next Finance and Facilities Committee meeting date: to be determined



BOARD REPORT

Title	Public Engagement & Advocacy Committee
Contact	David Wasylciw, Committee Chair
Date Submitted	November 6, 2025
Mandate	Policy 8 – Committees of the Board
Background	Committee minutes are submitted to the board as an update on committee discussions and progress.
Summary	<p>In the Committee's initial meeting(s), Trustees developed a plan of action for the year and areas to focus on tackling.</p> <p>The largest priority for the committee is how to better engage the YK1 community and provide necessary information to students, parents and partners in education and advocacy. Students, Parents & Guardians are a key voice in the education system and maximizing that will be important as the organization moves forward.</p> <p>Finding new ways to engage parents/guardians is key with the change in Trustee/school assignments for PACs.</p>
Recommendations	Accept the report as information
Attachment?	Committee Meeting Minutes



YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
PUBLIC ENGAGEMENT & ADVOCACY COMMITTEE
MINUTES for November 1, 2025 – 12:10 PM
In-person and online via Google Meet

Trustees Present: David Wasylciw, Jason Snaggs and Michellet Peters

Regrets: none

Administration

Present: none

Meeting Chairperson: Trustee Wasylciw

Meeting Recorder: Trustee Wasylciw

Agenda:

1. Elect Chair	6. Awards
2. Meeting Schedule	7. Advocacy
3. Media	8. Priorities
4. Parent/Community Engagement	9. Next Meeting
5. Election Preparations	

Minutes:

1. Elect chair

- o Michelle moved David as Chair, Jason seconded, all in favour

2. Meeting Schedule

- o Week after board meeting, Monday lunch time
- o Secondary in-person Trustee meeting in off-hours

3. Media

- o Ask Pat to track YK1 related articles, consider "In the Media" section on the website
- o And weekly email to Trustees with previous week's media sent to trustees
- o Follow up on media training for Trustees?

4. Parent/Community Engagement

- o Community Survey
- o Annual Report
 - Take ToC and Outline to Board in December
 - If works after pilot, suggest adding to the workplan
 - Outsource Document Layout - get two sample layouts
- o PAC Chairs more often (recommend setting a minimum number, ie every two months)
- o Real Estate Agent/Community Meeting in Feb/March
- o Board General Meeting (based on Act) –Open House late January/early Feb, Night with the Board

5. Election Preparations

- o Press Release in spring
- o Get candidates interested
- o Organize open house sessions for interested people
- o Trustee Presence at Tradeshow to talk about elections
 - Prepare pamphlet or sheet

6. Awards

- o Sacred Feather
 - Nominations in Feb
 - Invite Doreen Cleary as an elder to help review applications

7. Advocacy

- o Utilize PAC Chairs
- o Data from Community Survey
- o Annual Report
- o Annual Minister-Board Meeting
 - Needs agenda and structure to ensure high-level governance

8. Priorities

- o Capital &
- o Staffing
- o Inclusive Schooling

9 Next Meeting

- o Monday Nov 17 th @ Noon
- Meeting adjourned at 2:35pm



BOARD REPORT

Title:	Labour Relations
Contact:	Landon Kowlazik, Assistant Superintendent HR & Learning
Date Submitted:	November 5, 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
Background	<p>YK1 values the positive relationship established with the Northwest Territories Teachers Association.</p> <p>The collective agreement with the NWT TA ended August 31, 2025 and a new agreement has been ratified as of November 3, 2025.</p> <p>This three year agreement will provide stability for both the NWT TA members and YK1.</p>
Looking ahead	
Recommendations	<p>Move to approve</p> <p>Move that the YK1 Board of Trustees approve the ratified agreement between YK1 and the NWT TA for a three year collective agreement.</p>
Attachments?	<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (list attachments)</p> <p>YK1-USW MOA</p>

.In Negotiations between
YELLOWKNIFE EDUCATION DISTRICT NO. 1
and
THE NORTHWEST TERRITORIES TEACHERS' ASSOCIATION

October 16, 2025

MEMORANDUM OF AGREEMENT

This document addresses all matters agreed for amendment by the parties in this round of bargaining. The parties agree to recommend this tentative settlement to their constituents for ratification.

Retroactive entitlements, September 1, 2025:

Salary – including EA grid roll-ups (Article 29), Allowances (Article 25), Health Spending Account (22.01), Lieu Days for School-Sponsored Activities (New 20.09), Moving Expenses (23.03)

Effective December 1, 2025:

Medical Transportation and Expenses (23.06)

Housekeeping

The NWT TA Housekeeping doc is acceptable to the Employer.

Other housekeeping type proposals are the NWT TA proposals in 5.02, 6.03, 6.05 and 16.05

Article 7 - still unresolved, a working group will refine language and clarify entitlement during the life of the new agreement.

'Board' to 'Employer' throughout.

1.04 ADD NEW Definition: "academic year" means the portion of the school year between the opening and closing dates of a school.

1.09—a) Spouse

(b) Unmarried dependent children under age 21.

(c) Unmarried children age 21 and over, but not yet attained age 25, and in full-time attendance at a University or similar institution of learning.

(d) Unmarried dependent children age 21 and over who are mentally or physically incapacitated.

~~In order to qualify as dependents, children must be considered dependents for income tax (whether or not the employee claims for them) and a resident of Canada.~~

~~For the purpose of Article 22, the definition of dependent shall be limited to the definitions set forth by the insurance carriers in the policies subscribed to by the~~

district.

“dependent” as used herein shall include:

- (a) The spouse/common law of an employee
- (b) Any child of the employee, including a child of whom the employee is a legal guardian, who:
 - (i) is attending school or is a student at some other institution, and is under 21 years, or
 - (ii) is under 21 years and dependent upon the employee for support, or
 - (iii) is 21 years or older and dependent upon the employee because of mental or physical illness.
- (c) Any other relative of the employee who is a member of the employee's household and is totally dependent upon the employee for support because of a mental or physical.

1.10 The term “employee” as used herein shall mean teachers, specialists, education assistants, Junior Kindergarten Teachers, and **vocational teachers** employed by the Board.

ADD: “Teacher” as used herein shall mean a person who holds a teaching certificate issued under the regulations and who is employed as a teacher to teach kindergarten or any of grades one to 12;

1.12 “Immediate Family” means father, step-father, mother, step-mother, sister, brother, **step-brother, step-sister**, spouse, child, step-child, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother in-law, sister-in-law, grandparents, grandchild, ~~aunt, uncle, niece, nephew~~ and a relative who acted as an employee's guardian for at least ten years prior to the employee reaching the age of majority and all relatives permanently residing with the employee.

1.13 add NEW definition:

“leave with pay and benefits” refers to a written authorization for an employee to be absent from work with salary and benefits for a definite period of time which has been approved in advance by the Superintendent or designate.

1.16 “school year” as used herein shall mean the period beginning on July 1 in one year ending on June 30 in the following year.

Add the definition “academic year” as used herein, which shall mean the portion of the calendar year between the opening and closing dates of a school. (see 1.04)

- 2.01 The Board recognizes the Association as the sole bargaining agent for all those employees classified as teachers, specialists, Junior Kindergarten Teachers, **vocational teachers**, and education assistants, specifically excluding throughout:
 - (a) Superintendent of Education
Assistant Superintendent of Education
- 2.04 In the event that the Employer fails to transmit the Membership Fee to the NWT TA by the prescribed deadline, **following the completion of five (5) business days** the Employer will be liable to pay the amount due along with a 4% interest fee compounded monthly until full payment is made.

4.01 – Term – September 1, 2025 through August 31, 2028

Article 29 – Salary Schedules and Grids

Sept. 1, 2025 – 4.0%

Sept. 1, 2026 – GNWT + 0.25%

Sept. 1, 2027 – GNWT + 0.25%

EA grids roll-ups – commencement at Step 4

- 4.06 Nothing in this Collective Agreement shall be retroactive unless specifically referred to as being retroactive.

Salary Adjustments and Admin Allowance Principal and Assistant Principal
Allowance Adjustments are retroactive to September 1, 2024 **2025**. The remaining cost implications of settlement **are** to take effect the first day of the month following ratification of this agreement unless otherwise stated in the agreement.

- 5.05 One **teaching** day at the beginning of the **academic** year will be dedicated to teachers' personal planning to help them get ready in their **workspace**. **own-rooms**.

The Employer accepts this NWT TA proposal on the mutual understanding that it reflects current practice. The Employer cannot accept this NWT TA proposal if the intent is to reduce the number of student contact days.

6.06 Each teacher claiming additional teacher education shall supply a Statement of Qualification to the Board on or before the 1st day of April of the teaching year and, if the reclassification results in an increase in salary, it shall be retroactive to the beginning of the **academic year** teaching year.

6.13 VOCATIONAL TEACHERS

Teachers in the following positions are granted Experience Increments for service directly related to the subject area in which the teacher is employed:

- (a) Industrial Arts—experience gained as a Journeyman in a trade directly related to the teaching assignment;
- (b) Home Economics—experience gained as a working home economist specializing in home management, food and nutrition, fashions or beauty culture.

(a) **Applied Design, Skills, and Technologies (ADST)** – experience gained as a Journeyman in a trade directly related to the teaching assignment;

(b) **ADST combines content and skills from:**

- Business Education
- Home Economics
- Culinary Arts
- Information and Communications Technology
- Engineering and Technology Education
- New and emerging fields

(c) **Vocational teachers will be placed on a Letter of Authority and obtain a Statement of Qualification by the NWTTQS to be placed on the salary grid.**

For every two years of experience as a journeyman in a trade, one years teaching experience will be granted. This provision will not allow a teacher to exceed the maximum on the grid for their teacher education. The teacher is responsible to provide proof of qualifications/experience.

6.14 EDUCATION ASSISTANTS

Each Education Assistant claiming additional education shall supply a Statement of Qualification to the Board on or before the 1st day of April of the teaching academic year and if the reclassification results in an increase in salary, it shall be retroactive to the beginning of the academic year.

An Education Assistant is responsible for supplying the Board with satisfactory confirmation of post-secondary education. This will decide placement on the EA

grid. EA1 or EA2.

6.15 NEW Education Assistants will be provided with onboarding by the District office at the beginning of each school year. The onboarding will take place on a paid workday.

7.11 Junior Kindergarten Teachers will be granted experience increments for previous experience as an early childhood educator and/or as an Education Assistant. The experience increment is one year of teaching experience for every two years of early childhood/pre-school/ Education Assistant experience to a maximum of five increments.

8.04 An employee hired on a term contract of less than one (1) year shall be eligible for the following provision on a pro rata basis:

(a) Article 18 - (Sick Leave)

(b) Pension Plan – Pension contributions will be paid in salary.

An employee hired on a term contract of less than ~~150~~**140** school days shall not be eligible for the following provisions:

(a) Article 22.01 – (Group Insurance)

(b) Article 23.08 7 – (Vacation Travel Allowance pro-rated)

(c) Pension Plan

8.05 An employee hired on a term contract of less than one (1) school year but more than ~~one hundred and fifty~~ **one hundred and forty (150) **140** school days shall be eligible for payment of the group insurance premiums by the employer as outlined in Article 22.01 on a pro-rata basis. Employee eligibility in the pension plan will be determined as per NEBS policy.**

9.04 Candidates considered for a job offer Candidates shall be considered in the following priority:

1. Indeterminate Employees

2. ~~Term Contract~~ Employees

3. Northern Graduates (~~attended for a minimum of one academic year and graduated with a NWT senior secondary diploma~~)

4. External Candidates

9.05 All positions shall be indeterminate unless they meet the criteria under 9.06.

9.06 A term employee shall receive indeterminate status after two years of

~~continuous service in the same location with satisfactory performance as long as a position still exists. A term employee shall receive indeterminate status after three years of continuous service with satisfactory performance as long as a position for which the teacher is qualified still exists.~~

Employees may be hired on a contract basis only to meet operational requirements, limited to:

- (a) **As principals, assistant principals;**
- (b) **Program support teachers, department heads, district co-ordinators;**
- (c) **As replacements for teachers on approved leave;**
- (d) **In relation to programs other than the regular school program, that are of a fixed duration;**
- (e) **Where a position is, or becomes, vacant after the start of the current school year.**

An employee on a contract shall receive indeterminate status after two years of continuous satisfactory service.

Term Contract employees must be evaluated each year.

11.2 A probationary teacher may be dismissed only after the following procedures have been carried out:

- (a) The teacher has received an unsatisfactory teaching report from the Superintendent prior to ~~December 1~~ **February 1**, clearly stating why the unsatisfactory report was issued;
- (b) time and assistance have been given to the teacher to rectify the problem;
- (c) should the teacher fail to rectify the problem, as indicated by a further unsatisfactory evaluation by the Superintendent, and should a decision be made to terminate employment, notice of such termination must be given prior to March 31.

14.01 b) All requests for leave of absence to be taken in the next school year must be submitted in writing no later than 90 days prior to the end of the school year, except in situations of an unforeseen or emergency nature, in which case the employee's request shall be made as soon as the employee becomes aware of the situation which prompts the request for leave. **Extensions or additional years of leave may be approved at the discretion of the Superintendent or designate.**

15.07 Except where personal health problems or relocation of spouse away from

Yellowknife prohibit return to work, failure of the employee to return to duty for six (6) months, or in the case of a High School teacher for a full semester, upon the expiry of such approved leave, will render the employee responsible for reimbursing the Board for any maternity leave, **parental leave** allowance paid and any additional allowances and benefits paid. Reimbursement to the Board of any maternity **and parental** leave allowance paid and any additional allowances and benefits paid shall also be required of **Term contract** employees who are unable to return to duty because they do not have a contract.

16.06 An employee on parental leave must give the Board at least sixty (60) days' notice of their intended return to work or sixty (60) days' notice from the day designated as the last day of the academic year. If notice is not received, the employee's employment will be deemed to be terminated.

Except where personal health problems or relocation of spouse away from Yellowknife prohibit return to work, failure of the employee to return to duty for six (6) months, or in the case of a High School teacher employee for a full semester, upon the expiry of such approved leave, will render the employee responsible for reimbursing the Board for any parental leave allowance paid and any additional allowances and benefits paid. Reimbursement to the Board of any parental leave allowance paid and any additional allowances and benefits paid shall also be required of Term Contract employees who are unable to return to duty because they do not have a contract.

17.01 Leave necessitated by the critical illness of or death of immediate family, shall be granted with the requirements, to allow the immediate or other relative who is a member of the employee's household or person deemed to assume one of these roles, shall be granted with salary and benefits by the board as follows.

- (a) Up to and including seven (7) days for critical illness;
- (b) Up to and including seven (7) days for death.

17.03 Leave up to and including seven (7) days necessitated by death **of immediate family, grandparent, grandchild, brother-in-law, or sister-in-law, step brother, step-sister** shall be granted by the Board. Leave granted under this subsection shall be with salary and benefits.

Leave of one (1) day necessitated by death of an aunt, uncle, niece, or nephew shall be granted by the Board. Leave granted under this subsection shall be with salary and benefits

17.04 - EMERGENCY CARE LEAVE

a) In the case of illness to a dependent the immediate family of an employee when medical or dental service is required and the presence of the employee is required, the employee shall be granted leave with salary and benefits up to and including four (4) days per year. **For illness** a certificate from a qualified medical or dental practitioner may be required.

An additional five (5) days per year may be used from sick leave entitlements, in accordance with the requirements of this clause, to allow the immediate or emergency care of a dependent to provide time for the employee to make alternate care arrangements.

b) Travel interruption outside of the employee's control;

c) Household or domestic emergency;

19.03 A maximum of ~~four (4)~~ **five (5)** employees shall be granted leave of absence with salary and benefits to represent the Association during formal negotiations with the Board for a succeeding Collective Agreement. Whenever possible one of these employees should be an Educational Assistant.

20.2 A maximum of four (4) discretionary days may be taken, provided that adequate notice has been given to the principal and a suitable substitute can be arranged. Each employee taking ~~one of the first three~~ discretionary days shall be charged a fee equal to fifty percent (50%) of the cost of the substitute pay rate, unless they are used for purposes described in Article 20.03, in which case no fees apply. ~~Each employee taking a fourth discretionary day shall be charged a fee equal to the cost of the substitute pay rate. It is recognized that participation in professional development is an operational requirement and professional duty. Discretionary Leave may only be used on STIP days pending operational requirements with the written approval of the Superintendent. Once approved the leave cannot be retracted by the Employer.~~

20.06 Where operational requirements permit, in the opinion of the Board Employer, leave with salary will be granted for a period of up to and including three (3) days to attend the graduation of the employee's ~~immediate family spouse, child, parent, brother, sister or grandchild of an employee's spouse~~ when the ceremony takes place

outside of Yellowknife. The employee shall be charged a fee equal to the current substitute pay for each of the additional days that may be approved by the Board Superintendent. A full day will be available if the graduation is in Yellowknife.

20.08 (NEW) Domestic Family Violence Leave.

~~The Employer shall grant Family Violence Leave to eligible employees pursuant to the requirements/entitlements of section 30.02 on the NWT Employment Standards Act.~~

The Employer shall grant Family Violence Leave to eligible employees pursuant to the requirements/entitlements of Section 30.02 on the *Employment Standards Act, SNWT 2007, c 13*, as amended.

21.07 NEW ARTICLE: Education Assistant Training

Education Assistant training will be facilitated by district office during times when teachers are involved in parent-student-teacher interviews and planning and assessment days.

22.01 Health Benefits

Health Spending Account – The Board will make available a Health Spending Account of \$800 ~~\$1000~~ per year which complies with the Regulations of the Canada Revenue Agency

23.03 On commencement of employment with the Board, for non-residents of the Yellowknife area, the employee shall be eligible to receive reimbursements for luggage and household goods transportation upon production of receipts for a one-way trip from the place of residence to Yellowknife to a maximum of **seven ten (\$10,000) thousand dollars per household.**

“Household” limit applies to families with one or two incoming YK1 employees.

- (a) **Employees not remaining with the Board for two (2) years shall be required to repay 50% of this benefit on a pro-rated basis unless the original contract of employment was for a period of less than two (2) years or the employee's employment is terminated by the Board prior to completion of two (2) years.**
- (b) **Employees whose original contract was for less than two (2) years who do not complete their contract, shall be required to repay this benefit on a pro-rated basis. These repayments will be pro-rated based on months left outstanding on their contract.**

23.06 MEDICAL TRANSPORTATION AND EXPENSES

The employee and the employee's dependents shall be eligible to receive reasonable and necessary airfare and hotel accommodation for a maximum of seven (7) nights days for medical or dental treatment - maximum of ~~two hundred twenty-five dollars (\$225.00)~~ **three hundred and twenty-five (\$325.00)** per night day for all expenses related to accommodation, meals and local ground transportation - provided:

- a) The treatment is not available in Yellowknife.
- b) The treatment is accessed at the closest available destination.
- c) Payment is supported by a certificate from a qualified medical or dental practitioner stating
 - i. that the treatment was non-elective,
 - ii. that it was necessary for the health of the employee or employee's dependent, and
 - iii. the required length of stay.
- d) The leave is pre-approved by the Superintendent.
- e) District airfare booking codes are used or NWTAA booking codes if less expensive.

ARTICLE 25 – ALLOWANCES

25.01, 25.05 Admin Allowances

Increase by same percentages as the salary grid.

25.05, 25.07, 25.08, 25.09

25.05 Add PSTs and increases by same percentages as salary grid.

25.12 – Increase by same salary percentage as salary grid.

Allowances follow past practice of being paid retroactively. This will be information included in the MoA but not as new contract language.

Article 20.09 - NEW – School-Sponsored Service, Lieu Days

Employees who **voluntarily** contribute to school-sponsored services outside of the regular instructional hours and **beyond the duties expected in the context of professional responsibilities for which the employee does not receive compensation** shall be recognized for this service at a rate of 30 hours of such service to a maximum of **three (3) days** in lieu, per year. **Each day in lieu is accrued from thirty (30) hours of such service. Eligibility is subject to prior written approval by administration, and only applies to pre-approved activities that directly support school programs or student well-being. Time in lieu must be used within the twelve months in which it was earned and has no residual value.** This term is retroactive to September 1, 2025.

LOU– Indigenous Language Allowance

The parties will form an ad hoc committee to address this matter during the life of the coming agreement.

Article 30 *The Employer accepts the Safe Working Environment proposal of the Association.*

RESPONSIBILITIES FOR SAFE WORKING ENVIRONMENT (we will look at correct numbering)

1 The Employer will make all reasonable provisions for the occupational safety and health of employees.

The parties will consult with a view to adopting and effectively carrying out reasonable procedures and techniques intended to prevent or reduce the risk of employment injury.

Employees will carry out all reasonable provisions made for their health and safety by the Employer.

2 No employee is required to report for duty at a school when the students, as a result of health or safety hazards, have been dismissed from the school. Such days, when the school is closed, will be deemed as sessional days.

3 (a) The parties agree that every employee has a right to freedom from harassment in the workplace because of race, ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability.

3 (b) All reported incidents of harassment shall be thoroughly investigated as quickly and as confidentially as possible, in accordance with applicable policies and procedures. The parties agree that the Employer has the right and obligation to impose remedial measures and/or disciplinary measures as and when required to ensure that the provisions of this article are observed and adhered to. The parties further agree that the Employer shall take reasonable steps to ensure that the harassment stops. The Employer further agrees that victims of harassment shall be protected where possible from repercussions that may result from a complaint.

3 (3) Harassment includes any conduct, gesture or contact that is likely to cause offense or humiliation. It also includes perception, on reasonable grounds, of placing a condition of a sexual nature on employment or on any opportunity for training or promotion.

4 (1) The Employer and the Association recognize that every employee has a right to freedom from assault in the workplace. Assault means physical assault, verbal assault or threatened assault.

4(2) When an employee has suffered an assault, the Principal, with support from the Employer, will immediately investigate the situation in accordance with the steps outlined in the Education Act, Safety Act and any other relevant jurisdictional policies and regulations.

4 (3) The Principal will keep the school's Designated Representative informed of on-going developments for each situation under investigation.

~~NEW Article – Academic Year – The academic year will have a minimum of 190 days and a maximum of 192 days if a new statutory holiday is proclaimed it will reduce the minimum and maximum academic year by one (1) day.~~

The Employer does not accept this proposal. A working group will consider this matter during the life of the new agreement.

LOU – Job Security

The Employer will provide rehiring priority to EAs notified of the end of their contracts. This priority will be maintained for the 2025-26 academic year.

LOU – OH&S Committee

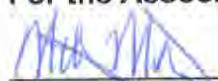
The following sentence will be added to the current LoU and the references to the Act and Regulations in the existing LoU will be corrected. Application of the honorarium entitlements will be the subject of working group discussions. As of October 16, 2025, this LoU is under review by the Employer and the Association and may be subject to change or amendment.

The parties will comply with the terms of the NWT Safety Act and its Occupational Health and Safety regulations.

Existing LOUs remain except for amendments to the Health and Safety Program Funding.

Discussion Internal Class Coverage moving forward. To be addressed by a joint working group during the life of the new agreement.

For the Association


Ruth Muller
Sara McCord

For the Employer


Mark P. Scott
June Vaas

Upcoming Events:
November & December 2025
November 2025
**Hindu Heritage Month,
Lebanese Heritage Month,
Movember**

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
					Halloween	
2	3	4	5	6	7	8
Daylight Saving Time Ends	Agenda items due at 12 noon		Board Reports due at 3 PM Veterans' Week Begins			Indigenous Veterans Day 
9	10	11	12	13	14	15
		Remembrance Day 	Board COW Regular Board Meeting	World Kindness Day		
16	17	18	19	20	21	22
	Ed. Leaders Meeting		Challenge Cup NJM & RLN PAC Meeting	Hanukkah National Child Day Transgender Day of Remembrance	Board Newsletter item due	Holodomor Memorial Day
23	24	25	26	27	28	29
Nov 30th		Finance & Facilities Committee Meeting Board Education Info Session	Policy & Governance Committee Meeting			

Upcoming Events:
November & December 2025

December 2025						
Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3	4	5	6
	Cyber Monday		Intern'l Day of Persons with Disabilities MHS Winter Concert SJF Concert 7 PM	MHS Winter Concert (older students)		National Day of Remembrance and Action on Violence Against Women
7	8	9	10	11	12	13
Nat'l Letter Writing Day			Human Rights Day NJM Winter Concert 6:30 PM NJM Winter Concert rehearsal 1:30 PM	NJM Winter Concert 6:30 PM RLN Winter Concert 6:30 PM		
14	15	16	17	18	19	20
Hanukkah begins at nightfall	Itlo Winter Concert 6:30 PM	NJM PAC meeting	Nat'l Maple Syrup Day		Nat'l Ugly Sweater Day	Winter Break Begins
21	22	23	24	25	26	27
Yule begins Winter Solstice	Hanukkah ends at nightfall			Christmas Day	Kwanza begins Boxing Day	
28	29	30	31	1	2	3
Nat'l Call a Friend Day			New Year's Eve	Happy 2026!  Kwanza ends		Winter Break ends Sunday, January 4th