

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

January 13, 2026 – 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
2. Land Acknowledgement

*Yellowknife Education District No. 1 acknowledges that we are located in Chief Drygeese territory. From time immemorial, it has been the traditional land of the Yellowknives Dene First Nation. We respect the histories, languages, and cultures of all other Indigenous Peoples, including the North Slave Métis, and all First Nations, Métis, and Inuit whose presence continues to enrich our vibrant community.*

3. Chairperson's Opening Remarks
4. Declaration of Conflict of Interest
5. Adoption of Agenda
6. Delegations & Presentations
  - 6.1 Elections NWT, Stephen Dunbar, Chief Electoral Officer
7. Review and Approval of Minutes
  - 7.1 October 31, 2025 - Special Board Meeting Minutes
  - 7.2 December 9, 2025 - Regular Board Meeting Minutes

8. Business Arising from the Minutes
  - 8.1.0 Action Items
    - 8.1.1 Draft Letter Bill 32 – An Act to Amend the Public Service Act, No. (Chairperson Bell)

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

- 10.1 Deferred Agenda Items - from December 9, 2025 Board Meeting

- 10.1.1 Committees

- 10.1.1.1 Finance Committee, Chairperson: Trustee Brookes
- 10.1.1.2 Facilities Committee, Chairperson: TBD
- 10.1.1.3 NWTTA Teacher-Board Committee, Chairperson: TBD
- 10.1.1.4 Policy & Governance Committee, Chairperson: Trustee Drew
- 10.1.1.5 Public Engagement & Advocacy Committee, Chairperson: Trustee Wasylciw
- 10.1.1.6 USW Board Advisory Committee, Chairperson: TBD

10.1.2. Ad Hoc Committee Reports

10.1.2.1. Negotiations Committee - NWTTA, Chairperson: Trustee Peters

10.1.2.2. Negotiations Committee - USW, Chairperson: Trustee Shortt

11. New Business

11.1 Letter - Consultation on Amendments to *Education Staff Regulations* - Bill 81 (Chairperson Bell)

11.2 2026-2027 Auditor (Secretary Treasurer Vass)

11.3 2026-2027 Draft Calendar (Assistant Superintendent Arts)

11.4 Approval of International Travel SJF 2027 (Superintendent Zouboules)

12. Reports

12.1 Chairperson’s Report

12.2 Trustee Reports

12.3 Canadian School Board Association Report (Trustee Brookes)

12.4 Superintendent’s Report (Superintendent Zouboules)

12.4.1 Assistant Superintendent of Curriculum & Learning Report (Graham Arts)

12.4.2 Assistant Superintendent of HR & Learning Report (Landon Kowalzik)

12.4.3 Secretary Treasurer Report (Lisa Vass)

12.4.3.1 Director of Operations Report (Jordan Martin)

13. Standing Committee Reports

13.1 Audit Committee, Chairperson: Trustee Peters

13.2 Committee of the Whole Committee, Chairperson: Trustee Shortt

13.2 Finance Committee, Chairperson: Trustee Brookes

13.3 Facilities Committee, Chairperson: TBD

13.4 NWTTA Teacher-Board Committee, Chairperson: TBD

13.5 Policy & Governance Committee, Chairperson: Trustee Drew

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 - NWTTA, Chairperson: Trustee Peters

14.2 Negotiations Committee - USW, Chairperson: Trustee Shortt

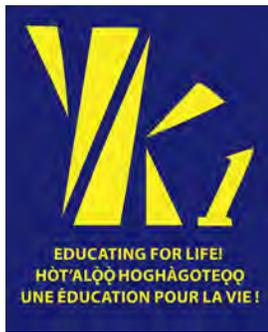
15. Announcements – events calendar attached

16. Date and Time of Next Meetings

February 9, 2026	12:10 PM	Committee of the Whole Meeting
February 10, 2026	6:30 PM	Board - Executive Session (in camera)
February 10, 2026	7:00 PM	Regular Board Meeting
February 24, 2026	6:00 PM	Board Education Information Session

17. Chairperson’s Closing Remarks

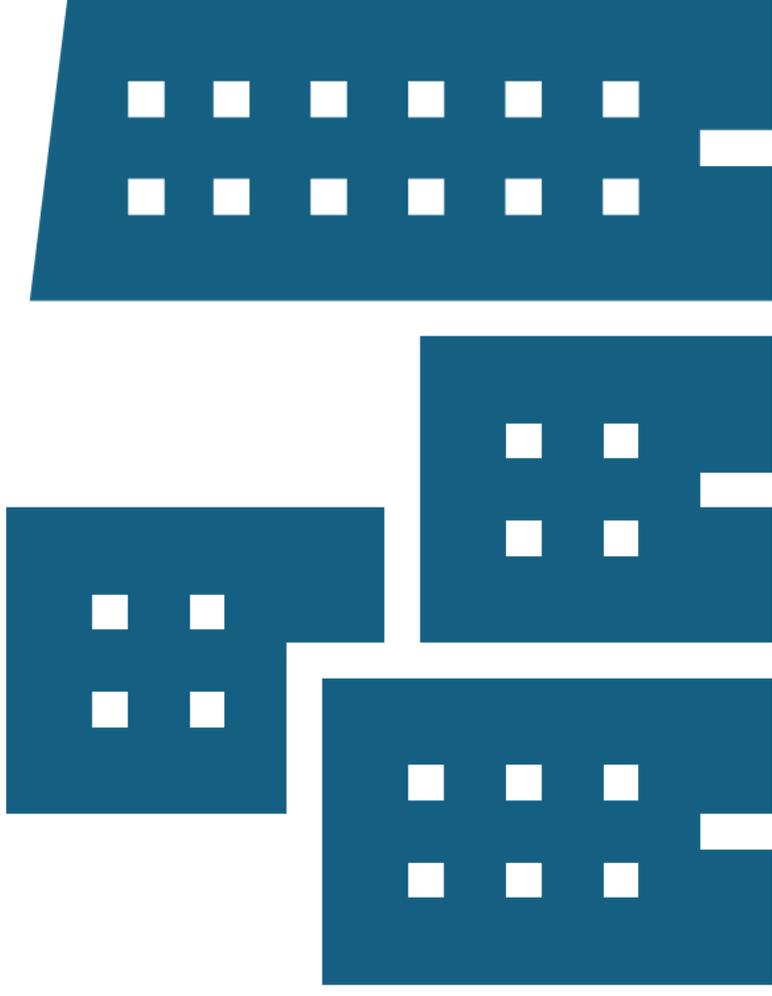
18. Adjournment



# BOARD REPORT

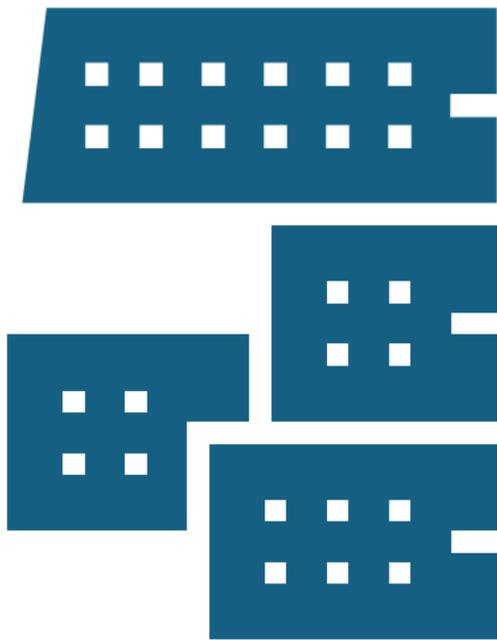
<b>Title:</b>	Presentations and Delegations: Elections NWT
<b>Contact:</b>	Shirley Zouboules/Lisa Vass
<b>Date Submitted:</b>	January 7, 2026
<b>Mandate</b>	<p>Board Policy 5 (2.1)</p> <p>Yellowknife Education District No. 1 (YK1), a District Education Authority (DEA) under the Education Act, was formally established on October 1, 1939, under Section 33 of the School Ordinance, NWT. The Board's ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of governing By-Laws.</p>
<b>Background</b>	<p>Stephen Dunbar, Chief Electoral Officer, Elections NWT, will present on the possibility of YK1, and other Yellowknife school boards, working together for the 2026 School Board Trustee elections.</p>
<b>Recommendations</b>	Accept as presented
<b>Attachments?</b>	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <p>Elections NWT and Yellowknife School Boards working together presentation</p>

# Elections NWT's role in supporting Local Authorities Elections

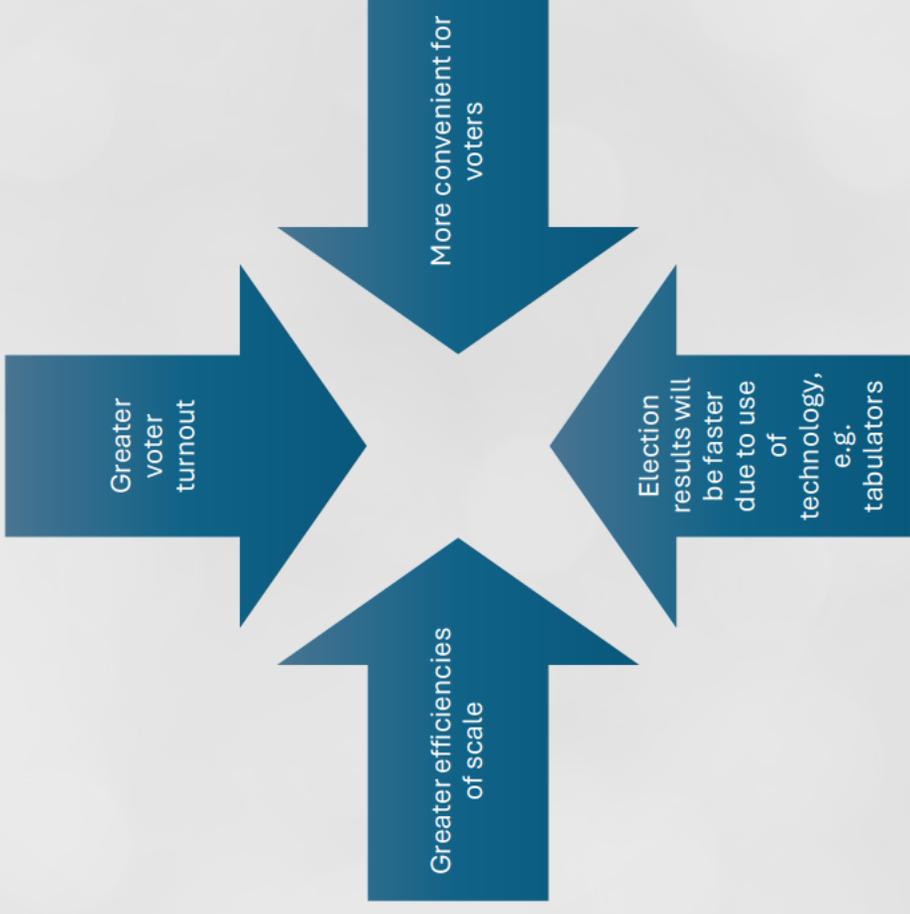


# Responsibilities

- The school boards retain overall legislated authority for the conduct of the election.
- Elections NWT can provide support, including a voters list, election supplies, and training materials
- The school boards are responsible for covering the costs of the election.
- All parties will maintain confidentiality of personal information of electors.
- All parties will need to sign an agreement to work together.



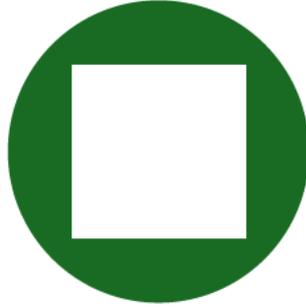
# Benefits of a joint Election with the city of Yellowknife



# To be considered:



COST SHARING  
NEGOTIATIONS WITH THE  
CITY OF YELLOWKNIFE



RENTAL FEES FOR  
TECHNOLOGY

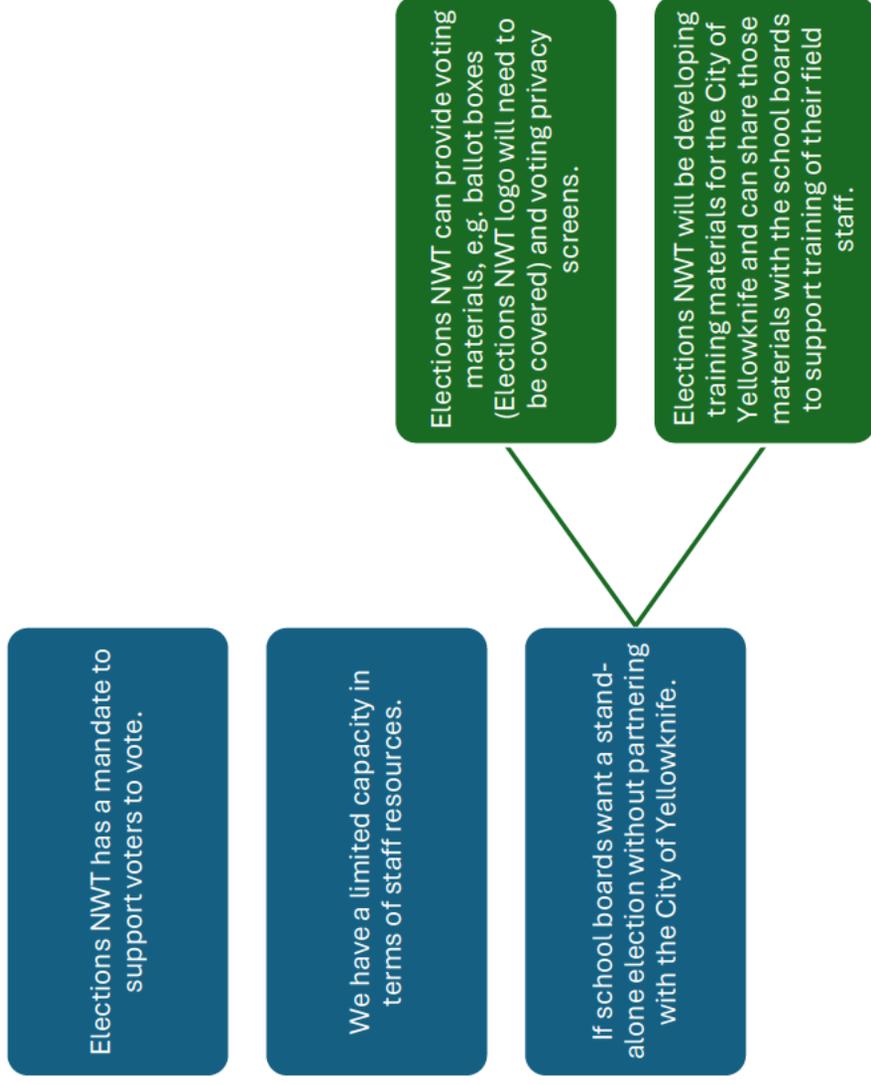


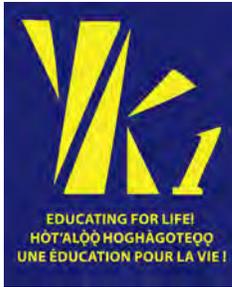
MORE POLLING LOCATIONS



MORE STAFF REQUIRED

# School boards: Stand-alone Election





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 Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.

3. Chairperson's Opening Remarks

Trustee Bell thanked everyone for attending the meeting.

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

Trustees thanked the negotiator, Colin Fetter of Brownlee LLP, YK1 Administration and members of the Negotiations Committee for their expeditious work during negotiations.

The primary changes were noted as: the addition of the Wellness Mentor positions and Speech Language Pathologist positions, and aligning the USW Collective Agreement with the NWTTA 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 amendment, including the interim support assistance funding and additional expenses, resulting in additional expenditures of approximately \$739,000.

- Trustees discussed upcoming budget adjustments. The USW-related costs can be added into a future amendment, and the Rick Hansen amount could be deferred to the next fiscal year. Safety-related amounts address gaps in YK1's Occupational Health & Safety program. ECE confirmed the Interim Support Assistance agreement will continue through the 2025–2026 school year, and there is flexibility to shift amounts within the amendments. This may also be an appropriate time to use portions of the surplus, as YK1 has been encouraged to do so.

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

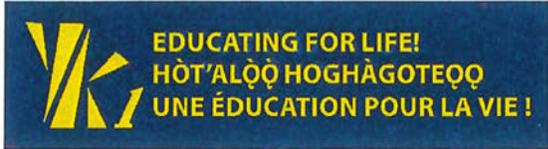
*I move that the Yellowknife Education District No. 1 Board of Trustees approve the total budget expenditure of \$5,920,614 plus an additional \$58,000 for the USW contract expenses to be funded by a combination of Government of the Northwest Territories, ECE funding and the YK1 operating fund surplus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

Moved by: Trustee Drew    Seconded by: Trustee Snaggs

Carried

- Concerns were raised about the long-term impact of this year's ECE funding, the lack of





**YELLOWKNIFE EDUCATION DISTRICT NO. 1  
SPECIAL BOARD MEETING WAIVER**

**Reason for Meeting:**

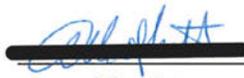
- 1. Educational Assistants – Interim Support Initiative
- 2. Budget Amendment
- 3. Labour Relations

Special Meetings of the Board may be requested at any time by the Chairperson, or by written agreement of at least four Trustees. Each Trustee must be notified of a Special Meeting in writing by registered mail at least six clear days before the date of the Meeting. The requirement to inform Trustees of Special Meetings by registered mail may be waived if all Trustees have provided a signed and written acknowledgment of the meeting.

Due to emergent nature of the business item, I agree to waive the requirements for six days notice via registered mail of the **Special Board Meeting to be held on:**

October 31, 2025 from 12:05 – 12:55 PM

Barbara Bell, Board Chair - signature:   
Barbara Bell (Oct 23, 2025 13:15:31 MDT)  
 Date: Oct 23, 2025

Allan Shortt, Board Vice-Chair - signature:   
 Dated: OCT 23 2025

Jason Snaggs, Trustee - signature:   
Jason Snaggs (Oct 24, 2025 10:35:03 MDT)  
 Date: Oct 23, 2025

Michelle Peters, Trustee - signature:   
Michelle Peters (Oct 24, 2025 14:50:14 MDT)  
 Dated: Oct 23, 2025

Terry Brookes, Trustee - signature:   
 Date: October 23, 2025

Tina Drew, Trustee - signature:   
 Date: Oct 23 2025

David Wasylciw, Trustee - signature:   
David Wasylciw (Oct 31, 2025 09:41:13 PDT)  
 Dated: Oct 23, 2025



3. Chairperson's Opening Remarks

Chairperson Bell welcomed everyone and then thanked everyone for their hard work and advocacy throughout the year, and expressed gratitude for working with the team.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

**Motion #: 03/12-09/25-26**

*I move that the YK1 Board of Trustees adopt the December 9, 2025, Regular Board Meeting agenda, as presented.*

Moved by: Trustee Shortt    Seconded by: Trustee Drew

**Motion #: 04/12-09/25-26**

*I move that the YK1 Board of Trustees amend motion 03/12-09/25-26, by adding - 11.4 Consultation on Mail-in Ballots for Yellowknife Education Body Elections to New Business.*

Moved by: Trustee Shortt    Seconded by: Trustee Drew

**Carried**

**Motion #: 03/12-09/25-26 (amended)**

*I move that the YK1 Board of Trustees adopt the December 9, 2025, Regular Board Meeting agenda, as amended.*

Moved by: Trustee Shortt    Seconded by: Trustee Drew

**Carried**

6. Delegations & Presentations

6.1. North Slave Metis Alliance

The presentation is included in the agenda package.

The Board will keep working on their land acknowledgment. The NSMA will send materials to YK1's Superintendent as they become available.

7. Review and Approval of Minutes

7.1. October 14, 2025 - Regular Board Meeting

**Motion #: 05/12-09/25-26**

*I move that the YK1 Board of Trustees approve the October 14, 2025, Regular Board Meeting minutes as presented.*

Moved by: Trustee Drew                      Seconded by: Trustee Peters

**Carried**

7.2. October 31, 2025 - Special Board Meeting Minutes

**Motion #: 06/12-09/25-26**

*I move that the YK1 Board of Trustees defer the October 31, 2025, Special Board Meeting Minutes to the January 2026 Regular Board Meeting.*

Moved by: Trustee Drew                      Seconded by: Trustee Snaggs

**Carried**

7.3. November 12, 2025 Regular Board Meeting Minutes

**Motion #: 07/12-09/25-26 (amended)**

*I move that the YK1 Board of Trustees approve the November 12, 2025, 2025 Board Meeting Minutes, as amended.*

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

(friendly amendment: correct spelling of Trustee Wasylciw's name in motion 10/11-12/25-26)

8. Business Arising from the Minutes

8.1. Action Items

**Motion #: 08/12-09/25-26**

*I move that the YK1 Board of Trustees direct the Chair and Superintendent to hold an education information session in January at a school of their choice and invite parents to attend.*

Moved by: Trustee Drew                      Seconded by: No seconder                      **Motion did not proceed**

Administration has polled the schools about holding sessions. Clear parameters for the education sessions need to be developed.

**Motion #: 09/12-09/25-26**

*I move that the YK1 Board of Trustees directs the Chair and Superintendent to hold Education Session Board Meetings at locations of their choosing, with preference to YK1 schools that can support remote access.*

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

The Policy & Governance Committee will work on adding a way for members of the public to ask questions at the Education Information Sessions to the Board By-Laws.

**Motion #: 10/12-09/25-26**

*I move that the YK1 Board of Trustees adopt a process whereby new Action Items may only be added when the majority of the Board approves them through a formal motion.*

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

**Motion #: 11/12-09/25-26**

*I move that the YK1 Board of Trustees approve the updated action item list updated as discussed.*

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

8.1.1. Letter - Restoring Nursing Supports in Schools for Better Health Outcomes (Trustee Bell)

Trustees suggested minor edits. The letter will be sent this week.

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 Technology in Classrooms (Trustee Wasylciw)

Meeting recessed for 5 minutes

10. Unfinished Business

None noted.

11. New Business

11.1. Bill 32, An Act to Amend the *Public Service Act*, No. 2- (Trustee Wasylciw)

Trustees discussed how Bill 32 proposes moving certain public bodies, including the education districts, out of legislative schedules and into regulations. This change would make it easier for the Minister to change the list of excluded bodies without Cabinet oversight. If the district were removed from the exclusion of the *Public Service Act*, it could jeopardize existing contracts with excluded staff.

**Motion #: 12/12-09/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees direct the chair to make a written and the Board to make verbal submission regarding Bill 32.*

Moved by: Trustee Drew Seconded by: Trustee Snaggs

**Motion Withdrawn**

**Motion #: 13/12-09/25-26**

*I move that the YK1 Board of Trustees direct the Chair to make both written and verbal submissions to the Standing Committee at the upcoming public hearings on behalf of YK1, requesting that MLAs restore the existing definition of public service, and include the same, or equivalent, Schedules A & B in the new bill.*

Moved by: Trustee Wasylciw Seconded by: Trustee Drew

**Carried**

11.2. NWTSA Meetings Report (Superintendent Zouboules)

Administration updated the board on the inclusive school review. The report on the review is expected to be distributed in January.

Administration also noted that the GNWT plans to provide standardized cell phone policy guidelines across the territories.

11.3. Education Leaders Follow Up (Trustee Bell)

**Motion #: 14/12-09/25-26**

*I move that the YK1 Board of Trustees approve the Terms of Reference and the Communication Collaboration and Information Sharing Agreement, as presented.*

Moved by: Trustee Drew Seconded by: Trustee Shortt

**Carried**

Trustees noted historical issues. The provision allowing board members to discuss meeting content with superintendents and other board members, which was a change the boards previously fought hard to achieve, was a welcome change.

11.4 Mail-in ballots

Trustees discussed their support for the use of mail-in ballots as a way to improve voter participation. Conversations between Yellowknife Catholic Schools, YK1 and Elections NWT about administering the 2026 election are ongoing. Also discussed was that if the ability to use mail-in ballots is extended to school board elections, the cost of providing this form of voting will have to be considered in the 2026-2027 budget.

12. Reports

12.1. Chairperson's Report (Trustee Bell)

The report is included in the agenda package.

There were no questions.

12.2. Trustee Reports

12.2.1. Trustee Brookes

The report is included in the agenda package.

There were no questions.

12.3 Canadian School Board Association Report (Trustee Brookes)

Some articles from the CSBA were received and shared with trustees.

The CSBA invited YK1 to send a speaker. Trustees discussed sending someone to talk about YK1's Indigenous Language and Culture program. Concern was raised that a tight budget may not allow us to send someone.

There will be a CSBA meeting in early February.

12.4 Superintendents Report (Shirley Zouboules)

Report included in the agenda package.

Discussion and questions resulted in the following information:

- The Department of Education, Culture and Employment (ECE) requested a RILE review, which was quickly completed.
- Cultural awareness workshops were/will be held on December 1st and December 19th which staff are invited to take part.
- 2026 will be the last year for writing Alberta government diploma exams, with the grade 12 community having mixed reactions to this change.

12.4.1 Assistant Superintendent of Curriculum & Learning Report (Graham Arts)

Report included in the agenda package. Discussion and questions resulted in the following information:

- Data is still being collected for school improvement plans at some schools. Getting schools to create two to three tightly focused goals has been

challenging. Working on the clarity of goals is ongoing. The next report is due to be out in May.

- There was no update about funding for students who live on the Ingraham Trail but attend school in Yellowknife.
- Administration noted correspondence from homeschooler families about the allocated amount and highlighted that ECE was unable to provide a definitive formula for how the historical homeschool grant amount was calculated, as the formula varies by region and student cluster. Concerns were raised about the cost to absorb the current 75 homeschooled students back into the system, which would increase the in-school student FTE by about 37.5 and result in more funding from ECE. More detailed information will follow at a later date.
- The YK1 Board will continue to advocate and follow up with the Minister of Health and Social Services to discuss public health involvement in schools to support students.
- The lack of numeracy in the school goals was noted. Administration indicated that some schools have listed broader goals, which may include numeracy.
- Information about homeschool funding was provided. Historical funding provided for homeschool students was reviewed. It was noted that ECE is not able to provide a formula that is used to determine homeschool funding.
- YK1 has committed to providing \$4,000 per homeschooled student this year. Historical funding amounts cannot be determined mathematically as a result of a lack of information from ECE.
- Administration suggests the Board consider getting a legal opinion.
- Trustees suggested moving this topic to a COW for further discussion but decided to make the following motion as well.

**Motion #: 15/12-09/25-26**

The YK1 Board of Trustees direct the Superintendent to seek a legal opinion regarding the NWT's 1996 Home School Directive to clarify:

- The District's obligations and responsibilities under the Directive;
- The degree of flexibility the Directive grants the District to determine the annual funding allocated to children whose families choose to home school them.

Moved by: Trustee Wasylciw Seconded by: Trustee Shortt

**Carried**

**Motion #: 16/12-09/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees extend the meeting to complete the items on the agenda.*

Moved by: Trustee Wasylciw Seconded by: Trustee Shortt

The motion did not receive unanimous consent

**Motion Failed**

**Motion #: 17/12-09/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees extend the meeting by 15 minutes to complete the items on the agenda.*

Moved by: Trustee Wasylciw Seconded by: Trustee Shortt

The motion did not receive unanimous consent

**Motion Failed**

The motions were not carried unanimously; therefore, the meeting will end at 10 PM.

12.4.2 Assistant Superintendent of Human Resources & Learning Report  
(Landon Kowlazik)

The report is included in the agenda package.

Funding information was received today and will be available for the COW in January.

12.4.3 Secretary Treasurer Report (Lisa Vass)

The report is included in the agenda package.

Trustees were asked to email any questions they may have to Superintendent Zouboules.

12.4.4 Director of Operations Report (Jordan Martin)

The report is included in the agenda package.

While waiting for testing at École Sir John Franklin High School (SJF), the school will use alternative water sources for drinking and food preparation.

There have been changes to the process. Not everything needs to be filtered. The focus will now be on sources of drinking and cooking water.

As a result of recent break-ins, entry sound alarms are being considered.

13. Standing Committee Reports

Committee chairpersons asked to advise Board Chairperson Bell of their meeting dates.

13.1. Audit Committee

The committee has not met yet.

13.2. Committee of the Whole (COW)

The report is included in the agenda package.

13.3. Finance Committee

The report is included in the agenda package and draft minutes have been circulated to trustees.

**Motion #: 18/12-09/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees set a preliminary direction for a balanced budget to Administration in their initial development of the 2026-27 District Budget, and for Administration to come back to the Board with options to achieve this goal.*

Moved by: Trustee Brookes Seconded by: Trustee Shortt

**Motion died\***

\*At 10 PM the meeting ended before the motion could be voted on.

The remaining agenda items (items 13.3 to 18) were deferred for a future meeting.

- 13.4. NWTTA Teacher-Board Committee
- 13.5. Policy & Governance Committee
- 13.6. Public Engagement & Advocacy Committee
- 13.7. USW Board Advisory Committee
- 14. Ad Hoc Committees
  - 14.1. Negotiations Committee - NWTTA
  - 14.2. Negotiations Committee - USW
- 15. Announcements - events calendar attached
- 16. Date and Time of Next Meeting

January 12, 2026	12:10 PM	Committee of the Whole Meeting
January 13, 2026	6:30 PM	Executive Session (In camera)
January 13, 2026	7:00 PM	Regular Board Meeting
January 20, 2026	6:00 PM	Board Education Information Session

- 17. Chairperson’s Closing Remarks
- 18. Adjournment

The meeting adjourned at 10:02 PM per a lack of unanimous consent on motions to extend the meeting.

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Chairperson Bell

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Secretary Treasurer Vass

## Technology in Classrooms

David Wasylciw, Trustee

December 9, 2025

Continuing with my pattern of making Trustee Statements at each meeting, today I want to speak about a challenge facing education systems across the country and around the world — the role of technology in our classrooms.

Technology has always been present in education. For example, even for me the landscape has changed dramatically - many years ago, I took typing and early computer programming courses in computer labs, and before that, we gathered around a single school computer to play games like Oregon Trail or Where in the World is Carmen Sandiego? But things have changed since then. Even in the last two decades, we've gone from conversations about basic "office skills" to whether every student should have their own Chromebooks or how to incorporate YouTube into lessons, and now to grappling with the implications of artificial intelligence.

For years, we've been told that schools and governments are constantly trying to "keep up" with students, that young people are light-years ahead of the curriculum. I'm not convinced that's true anymore. Sure, in some areas technology is pervasive and students do lots more, but in other areas of basic skills they don't. What is true is that the pace of technological change has far outstripped our understanding of what is developmentally appropriate and educationally effective.

Today, I want to highlight three areas of concern.

### 1. Excessive Screen Time

Pediatricians have warned for years about the impacts of too much screen time. The recommendation remains two hours per day of recreational screen use for 5 - 17 year olds, excluding homework. But these guidelines need to be looked at in the era of constant digital access - with smartphones in pockets and tablets readily available at home and at school.

By embedding more and more screens into the school day (combined with outside of school screens), we risk overwhelming students. This digital overload can contribute to challenges with attention, sleep, and physical activity. Technology has benefits, but too much of it - especially without clear limits - can undermine healthy development. Schools aren't a silo in a child's development, they need to be integrated with the rest of their lives.

## 2. Erosion of the Basics

In our effort to innovate, we may be unintentionally skipping past foundations. Across the country, teachers report declining reading stamina, weaker handwriting, reduced numeracy, and increasing difficulty with focus and retention.

Not every learning task benefits from a device. Foundational skills - sustained reading, writing, problem-solving, team work, and hands-on practice - are developed through repetition, and real-world engagement. Technology can certainly support these skills, but it cannot replace them. We need to ensure that innovation does not come at the expense of the basics.

## 3. Unfunded Technology Expectations

To add a level of complexity, school districts, certainly ours, and many others across Canada are not funded for technology. There is no dedicated funding stream for purchasing devices, maintaining networks, improving Wi-Fi, providing cybersecurity, management systems and support. Even here at YK1 we fund IT significantly beyond what the territory provides because it's a necessity.

Yet school boards are increasingly expected to provide more devices and more access. For districts like ours, every dollar spent on technology is a dollar not spent on staffing, programming, or student supports. Each new Chromebook cart is a significant expense, reflecting increasing expectations for technology usage. We are investing in technology without either a mandate or the resources to do it properly.

## Social Media & AI

Social media & artificial intelligence are reshaping student dynamics and education faster than policies can keep up. Countries are taking action on social media – just this week Australia banned all people under 16 from social media. A well-intentioned ban, that no one is certain of how to enforce.

The growth of AI amplifies all three concerns: increasing pressure for more device time, raising new questions about assessment and integrity, and creating expectations that teachers and students adapt at a pace the system cannot sustain. Governments, Trustees and School Staff have been wrestling with the reality of AI since it's become too pervasive. All of these things create pressure and drive discussions for change.

Too often, students don't know the why – why they are learning a particular way, that repetition may seem boring, but it's effective. However, to ensure this material is learned, we'll have to return to old systems of evaluation, in class assignments and essays, presentations – things that demonstrate knowledge rather than showing it separately.

Technology will continue to play a significant role in education, and it certainly has its place. But its use must be intentional, developmentally appropriate, and grounded in evidence - not driven by trends or external pressures.

What we need now is societal conversation about technology and youth and schools. We need clear, research-informed guidance for educators and families. Here in the North, we need funding and support from the Government of the Northwest Territories that aligns expectations of the community.

Our students deserve an approach to technology that enhances learning rather than overwhelming them. They deserve clarity, consistency, and a system that puts their development first. It is time to rethink how we integrate technology in classrooms to ensure the decisions we make today truly support learners of tomorrow.

**BOARD of TRUSTEES - Action Items - 2025-2026**

Status	No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Current Update
In Progress	4	2024-08-20 Board Meeting	Provide an update on the creation of an asset registry	Administration	February 2026	Delayed - working on budget
In Progress	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	Trustee Wasyliw to speak to this
In Progress	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	Jordan Martin to speak to this
In Progress	32	2025-05-20 Board Education Session	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/Board	Spring 2026	On target for Spring 2026
In progress	37	2025-10-14 Board Meeting	Provide a report comparing current substitute teacher costs to existing salary funding allocations. The report should outline the actual costs of substitutes, identify how these costs have changed over time, and show how they relate to other salary categories within the district.	Administration	January 2026	Report to be provided at January meeting

**BOARD of TRUSTEES - Action Items - 2025-2026**

In progress	38	2025-10-14 Board Meeting	Administration to review the current Joint Use Agreement that we have with the City of Yellowknife. Admin will determine whether YK1 will continue with the existing agreement or explore alternative options. A recommendation to be brought forward to the Board following the review.	Administration	Winter 2025-2026	On target for winter 2026
In progress	39	2025-10-14 Board Meeting	On June 13, 2025, the board passed a motion that required the outgoing Chair, Vice Chair and Committee Chairs and CSBA Representative complete a Committee Handoff Document prior to the Organizational Meeting, and that all completed documents be stored in the internal Board DRIVE, accessible to trustees and relevant staff. All of the above are to be emails to the Chair and Administration by the December Board Meeting.	Trustees	December 2025	Committees that have submitted their Handoff documents: Negotiations Committee, Audit Committee, NWTTA Negotiations Committee, Public Engagement & Advocacy Committee
In progress	42	2025-11-12 Board Meeting	Report on work with YCS & Home Base to pursue "Home Base Tier 4 Stabilization Education Partnership"	Administration	Spring 2026	Update will be provided at January meeting
In progress	44	2025-11-12 Board Meeting	Provide funding information for Immersive Art	Administration	February 2026 Ed. Info Session	On target for February
In progress	45	2025-11-12 Board Meeting	Provide a report on the approach for the condition-based assessments, what will be done, timing, how it will be done and by whom, as well as on the minor capital for SJF and RLN projects to ensure they are done before the end of the fiscal year, noting the SJF boiler project is a multi-year project.	Administration	Spring 2026	Meeting scheduled for mid January, with ECE/INF

<b>BOARD of TRUSTEES - Action Items - 2025-2026</b>					
In progress	46	2025-12-09	Board Chair directed to make a written and the Board to make verbal submission regarding Bill 32.	Board Chair	January 2026 Update will be provided at January meeting
In progress	47	2025-12-09	Superintendent directed to seek a legal opinion regarding the NWT's 1996 Home School Directive to clarify: The District's obligations and responsibilities under the Directive; The degree of flexibility the Directive grants the District to determine the annual funding allocated to children whose families choose to home school them.	Superintendent	January 2026 Update will be provided at January meeting

<b>BOARD of TRUSTEES - Action Items - 2025-2026</b>				
<b>Recently Completed Action Items (see tabs below for all completed items)</b>				
<b>No.</b>	<b>Meeting Date</b>	<b>Meeting</b>	<b>Action Item</b>	
			<b>Assigned to</b>	
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
34	2025-09-09	Board	Trustees asked if there is still an issue with getting Public Health into schools. Administration indicated Public Health does not have the capacity to visit schools. (Nursing program)	Administration
36	2025-09-26	Board	Provide a report outlining how schools are addressing the lack of student success in numeracy, as noted in the Annual Report. The report should summarize current strategies, interventions, and plans in place (or in development) to improve math outcomes across the district.	Administration
40	2025-09-26	Board	Administration to look into Schools that have the necessary equipment host Education Session Board Meetings.	Administration
41	2025-11-12	Board	Reassemble the Facilities Committee	Board
43	2025-11-12	Board	Board Chair to advocate to the GNWT to fund Jordan's Principle	Board Chair

## BOARD of TRUSTEES - Action Items - 2025-2026

### Action Items REFERRED to COMMITTEE - 2024-2025

Status	No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Current Update
In Progress	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 2026	
In Progress	V	2025-05-13 Board Meeting	Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments of Trustees.	Policy & Governance Committee	Fall 2025	
In Progress	VI	2025-11-12 Board Meeting	Review 2025-2026 Board work plan and provide feedback at the December Board meeting	All Committees	December 2025	
In progress	VII	2025-11-12 Finance Committee	Administration to bring forward an updated list of position counts outlining where funding sources for the positions comes from for each. (Motion #08/11-12/25-26 - amended)	Administration	TBD	
In Progress	VIII	2025-12-09 Board Meeting	Work on incorporating a way for members of the public to ask questions at the Education Information Sessions to the Board By-Laws.	Policy & Governance Committee	Winter 2025	



**Yellowknife Education District No. 1**  
**Commission scolaire publique n°1 de Yellowknife**

**Phone/Tél** (867) 766-5050  
**Fax/Télec** (867) 873-5051  
**Email/Courriel** info@yk1.nt.ca

DRAFT

Standing Committee on NAME OF COMMITTEE  
Legislative Assembly of the Northwest Territories  
PO Box 1320  
Yellowknife, NT X1A 2L9

Re: Bill 32 – An Act to Amend the Public Service Act, No. 2

Dear Committee Members,

I am writing on behalf of the Board of Trustees of the Yellowknife Education District No. 1 (YK1) to provide our comments and concerns regarding Bill 32, An Act to Amend the Public Service Act, No. 2, currently before the Legislative Assembly.

The existing Public Service Act establishes the Northwest Territories public service and defines the labour relations framework and basic terms and conditions of employment for staff. Under the current Act, YK1 is referenced in both Schedule A and Schedule B. Taken together, these provisions clearly establish that staff employed by YK1 for the purposes of delivering education programs are excluded from the GNWT public service. This clarity has provided stability and certainty for YK1's governance, operations, and labour relations for many years.

Bill 32 proposes a significant change by removing Schedules A and B from the legislation and instead defining the "public service" as positions within GNWT departments and "prescribed public bodies" to be set out in regulation. While we understand the intent to create greater administrative flexibility, this shift raises concerns for YK1.

Moving the determination of which public bodies and employees are included or

excluded in the public service from legislation to regulation introduces uncertainty. Unlike legislation, which requires review and approval by the Legislative Assembly, regulations may be amended by the responsible Minister without the same level of legislative scrutiny. For YK1, any change—real or perceived—to our long-standing exclusion from the GNWT public service could create significant labour relations risks and operational challenges, including uncertainty for staff and collective bargaining relationships.

Education authorities require stability and predictability in employment frameworks to effectively deliver programs to students and communities. The existing legislative schedules have provided that certainty. Their removal, without equivalent protections embedded in legislation, creates concern for our Board.

Accordingly, the YK1 Board of Trustees respectfully requests that the Standing Committee recommend amendments to Bill 32 to restore the existing definition of “public service” and to include the same, or equivalent, Schedules A and B within the Act. This would preserve legislative clarity and ensure continued stability for education authorities and their employees.

Thank you for the opportunity to provide these comments. I would welcome the opportunity to appear before the Committee to speak to these concerns and to answer any questions you may have.

Sincerely,

Barbara Bell  
Chair, Board of Trustees  
Yellowknife Education District No. 1

cc. Shirley Zouboules, YK1 Superintendent/CEO



# BOARD REPORT

<b>Title:</b>	Finance and Facilities Committee
<b>Contact:</b>	Terry Brookes – Committee Chair
<b>Date Submitted:</b>	3 <sup>rd</sup> December 2025
<b>Mandate</b>	<ul style="list-style-type: none"> <li>• Policy 8 Standing Committees</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• The Finance and Facilities Committee had two meetings in the month of November. Committee Minutes for November 4<sup>th</sup> and November 25<sup>th</sup> are waiting approval at the next Finance Committee meeting.</li> </ul>
<b>Recommendations</b>	Accept as information
<b>Attachments?</b>	<input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, list attachments below



# BOARD REPORT

<b>Title:</b>	2026-27 Budget Development Direction
<b>Contact:</b>	Terry Brookes – Chair of Finance & Facilities Committee
<b>Date Submitted:</b>	5 <sup>th</sup> December 2025
<b>Mandate</b>	<ul style="list-style-type: none"> <li>• Policy 2 – Role of the Board             <ul style="list-style-type: none"> <li>• Approval of the Annual District Budget</li> </ul> </li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• The Board has a mandate to develop and approve the annual fiscal budget.</li> <li>• The Board is fiscally responsible to monitor the expenditure of public funding.</li> <li>• There will be little, if no, surplus funding carrying over from the District's 2025-2026 fiscal year.</li> <li>• The NWT economy is in a vulnerable economic environment.</li> <li>• The GNWT is in a tight/deficit fiscal situation.</li> <li>• The District needs to start the initial development for the 2026-27 budget by taking a careful and cautious approach to stay within our fiscal limits.</li> </ul>
<b>Recommendations</b>	<p>Motion:</p> <p>I moved that the Yellowknife Education District #1 Board of Trustees direct Administration to prepare a balanced budget in their initial development of the 2026-27 District Budget, and for Administration to come back to the Board with options to achieve this goal.</p>
<b>Attachments?</b>	<u>  </u> X No



## BOARD REPORT

<b>Title:</b>	Policy & Governance Report
<b>Contact:</b>	Tina Drew, Trustee, Chair of Policy and Governance Committee
<b>Date Submitted:</b>	Dec 2, 2025
<b>Mandate:</b>	<ul style="list-style-type: none"> <li>• Policy 8: Committees of the Board</li> </ul>
<b>Background:</b>	
<b>Report</b>	<p>Meeting was held on Thursday November 20<sup>th</sup>.</p> <ul style="list-style-type: none"> <li>• Policy 4 presented, feedback from Committee due on December 5<sup>th</sup>.</li> <li>• Policy 3 tabled at October Meeting, for final approval December 9<sup>th</sup> meeting.</li> <li>• Policy 6 to be tabled. With new item added as 10.0 The Chairperson shall organize a review of the Strategic Plan annually and a renewal of the Strategic Plan every 4 years.</li> <li>• Policy 7, 9, 11, 12, all reviewed by previous policy committee and no changes required. Submit to board for final approval.</li> <li>• Policy 13 – reviewed by previous committee and recommended no change, asking for all trustees to review same. For Final approval at January meeting.</li> <li>• Trustee Brooks working on Policy 16, and Policy 8 for next meeting</li> </ul>

	<ul style="list-style-type: none"> <li>• Trustee Snags working on 2 new policies with Assisstant Superintended Arts, Risk Management Policy and IT/IM Policy</li> <li>• Trustee Drew to review Policy 21 Duty to report, Policy 26 and Policy 27. As well as Policy 4.</li> </ul> <p>Next meeting will be on December 18<sup>th</sup> at lunch.</p>
<b>Recommendations</b>	<p>To approve the policies brought forward by the Committee. To provide feedback on Policy 13 to the committee prior to the December 18<sup>th</sup> meeting.</p>
<b>Proposed Motion</b> (if applicable)	<p>I move that the Board of Trustees approve the amended Policy 3 as presented to the board. This policy has been shared with the PAC chairs and has been highlighted on YK1 website for feedback. No Feedback was received.</p> <p>I move that the Board of Trustees approve Policy 7 as presented to the board. No changes recommended to this policy.</p> <p>I move that the Board of Trustees approve Policy 9 as present to the Board. No changes recommended to this Policy.</p> <p>I move that the Board of Trustees approve Policy 11 as presented to the board. No changes recommended to this policy.</p> <p>I move that the Board of Trustees approve Policy 12 as present to the Board. No changes recommended to this Policy.</p> <p>I move that the Board of Trustees accept Policy 6 for first reading, with the recommended changes from the committee.</p>
<b>Attachment?</b>	<p>Yes__x_ No___ Policy 3, Policy 6, Policy 7, Policy 9, Policy 11, Policy 12, Policy 13.</p>



### Policy 7: Role of the Board Vice- Chairperson

**Purpose:**

In accordance with Board by-laws (Policy 5), the Board of Trustees will select a vice-chairperson at the annual organizational meeting.

**Specific Responsibilities:**

1. In the absence of the chairperson, the vice-chairperson shall act on their behalf and have all the powers, duties and responsibilities outlined in Policy 6. The vice-chairperson will ensure they are prepared to do so.
2. The vice-chairperson shall assist the chairperson in ensuring that the Board operates in accordance with its policies and in providing leadership to the Board.
3. Organizes the annual Board retreat.
4. Organize the annual assessments of the Board and its Superintendent.
5. The vice-chairperson shall carry out other duties as assigned by the chairperson.

**References/Related Documents:**

- Education Act
- Administrative Procedures

Revision History			
Revision	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	May 2008 September 2013 June 2017	2022-2026 Board
4	Reviewed. No changes required	TBD	2024/2025 by Pol & Gov Cttee
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### Policy 9: Board Delegation of Authority

#### Purpose:

The Board has the right to delegate certain of its powers and responsibilities to others, but the Board retains ultimate responsibility.

#### Specifically

##### 1. In relationship to the budget the Superintendent is:

- 1.1 Authorized to expend, or to approve the expenditure of funds, for intended purposes within the budget allocations.
- 1.2 Required to provide the Finance Committee with regular variance reports.

##### 2. In relationship to policy, the Superintendent is:

- 2.1 Delegated the responsibility to take action where a Board policy does not exist.
- 2.2 Required to advise the Board of the action taken and the circumstances that make such an action necessary.
- 2.3 Responsible for communicating policies within the District.
- 2.4 To monitor the effectiveness of Board policies on an ongoing basis.

##### 3. In relationship to media, the following shall apply:

- 3.1 The Superintendent, or designate, is authorized to speak to matters affecting the operations of the District.

#### References/Related Documents:

- Education Act
- Administrative Procedures

Revision History			
Revision	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	May 2008 June 2011 March 2017	2022-2026 Board
4	Reviewed. No changes required	TBD	reviewed by 2024/2025 Pol & Gov Cttee



## Policy 11: Recruitment, Selection and Recognition of Personnel

### Purpose:

The recruitment and selection of District personnel is a shared responsibility between the Board and the Superintendent. Strong leadership and administration at the District and school levels are essential to the effective and efficient operation of the school system.

### Specifically

1. All openings for vacant positions will be communicated internally, and may be advertised externally. All senior administrator positions will be publicly advertised.
2. All positions in the District will have job descriptions.
3. The Board has the sole authority to recruit and select an individual for the position of Superintendent.
4. The following process will be followed for the Assistant Superintendent and Director of Corporate Services positions:
  - 4.1. The Superintendent shall be responsible for the creation of a short list of candidates for these positions.
  - 4.2. The interview team shall include, at minimum, the Superintendent and representatives from the Board.
  - 4.3. The successful candidate must be supported by a clear majority of the interview team. The Superintendent must support the candidate selected.
  - 4.4. Each person occupying one of the positions shall have a written contract of employment. The Superintendent is delegated full authority to determine contract renewals.
5. The Superintendent is delegated full authority to recruit and select staff for all central office positions, including maintenance and technology staff.
6. The following process will be followed for new appointments to Principals positions (not including transfers):
  - 6.1. The Superintendent shall be responsible for the creation of a short list of candidates for those positions.
  - 6.2. The Superintendent shall form an interview team which will include at least one Trustee.
  - 6.3. The successful candidate must be supported by a clear majority of the interview team. The Superintendent must support the candidate selected.
7. The Superintendent is delegated the full authority to recruit and select staff for all other school-based positions, including vice-principals.

Note: The Superintendent is delegated the authority to make all decisions regarding the term and/or continuing appointments of principals and vice-principals.



**Policy 11: Recruitment, Selection and Recognition of Personnel**

In the event of an unexpected or short-term vacancy, the Superintendent may appoint an “Acting Principal” without going through a formal selection process. The position, if still vacant, would be advertised prior to the commencement of the subsequent school year.

The Superintendent may transfer personnel, including principals, between schools without going through an advertising and competition process.

All offers of employment shall be conditional on the successful candidate providing a criminal record check that includes vulnerable sector screening that is acceptable to the Superintendent. Additionally, the Superintendent may require documentation certifying that the candidate is medically fit for the position. All offers of employment shall be in writing.

All individuals involved in recruitment and selection of personnel shall abstain from participation in proceedings where there is a conflict of interest.

**Recognition**

The Board recognizes that the success of the District is a result of the contributions made by its employees.

Employees will be recognized for their cumulative years of service in five-year increments as outlined in Administrative Procedure 407. The Board’s annual budget will include a line item specifically for employee recognition.

**References/Related Documents:**

- Education Act
- Administrative Procedures

Revision History			
Revision	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	May 2008 April 2015 June 2017	2022-2026 Board
4	Reviewed. No changes required.	TBD	Reviewed by 2024/2025 Pol & Gov Cttee



### Policy 12: Hearings on Teacher Matters

**Purpose:**

The relationships between teachers and the Board are defined in a number of documents, including:

1. *Education Act*
2. *Yellowknife Education District No. 1 and Yellowknife District No.1 Education Authority Regulations*
3. *Education Staff Regulations*
4. Collective Agreement reached between the Board and the Northwest Territories Teachers' Association
5. Board Policy Handbook
6. District Administrative Procedures Manual

In the event that an issue arises, it shall be dealt with in a manner prescribed in the appropriate document.

**References/Related Documents:**

- Education Act
- Administrative Procedures

Revision History			
Revision	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	May 2008 June 2011 June 2017	2022-2026 Board
4	Reviewed. No changes required	TBD	Reviewed by 2024/2025 Pol & Gov Cttee



## Policy 13: Teaching Staff Reductions

### Purpose:

The ability of the Board to retain the number of teachers employed within the District is dependent upon a number of factors. A change in any one of the following factors may affect the Board's ability to maintain the existing staffing levels:

1. Student enrolments.
2. Financial support.
3. Program requirements.
4. Facilities.

If any changes in these factors warrant a reduction in the number of teaching staff, the reduction shall be determined after considering the best interests of the students, parents and community.

The *Education Act*, Section 54(4), does empower the Board to terminate contracts of employment in those cases where the total number of teachers required by the District is decreased.

### Specifically

Where the Collective Agreement between the Board and the Northwest Territories Teachers' Association is silent on Teaching Staff Reductions, the superintendent will proceed as follows:

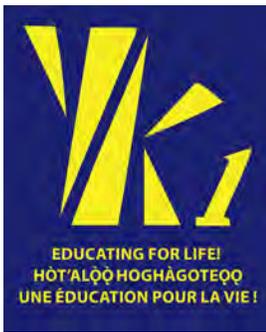
1. Offer voluntary:
  1. Resignations.
  2. Retirements
  3. Leaves of absence.
  4. Changes in employment status, such as full time to part time.
  5. Transfers and reassignment.
2. Should voluntary attrition not result in achieving the required reductions, the superintendent will proceed with the termination of teachers by taking into consideration criteria such as:
  - Seniority.
  - Appropriateness of academic and experience qualifications of the teacher to the needs and programs of the District.
3. Once the Superintendent has determined which teaching staff will be terminated, the Superintendent shall inform the teacher in writing as per the Education Act.
4. The Board is not required to assign a teacher whose contract of employment has been terminated to any vacation positions.

### References/Related Documents:

- Education Act
- Administrative Procedures



<b>Revision History</b>			
<b>Revision</b>	<b>Revision Description</b>	<b>Approved Date</b>	<b>Review Date</b>
1-3	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	May 2008 June 2011 June 2017	2022-2026 Board
4			



# BOARD REPORT

<b>Title:</b>	Letter - Consultation on Proposed Amendments to the Education Staff Regulations (Bill 81)
<b>Contact:</b>	Barbara Bell
<b>Meeting Date:</b>	January 13, 2026
<b>Mandate</b>	To review and provide feedback on proposed regulatory amendments that affect educator certification, evaluation, and professional standards under the Education Act.
<b>Background</b>	On December 22, 2025, I received correspondence from the Office of Minister Cleveland seeking feedback on proposed amendments to the Education Staff Regulations. These amendments are required to support implementation of Bill 81, <i>An Act to Amend the Education Act, No. 2</i> , in advance of the 2026–2027 school year.
<b>Recommendations</b>	That the board review the letter and provide feedback to the Chair by January 17th, 2026.
<b>Attachments</b>	Letter - Consultation on Amendments to Education Staff Regulations



December 22, 2025

CHAIRPERSON, COMMISSION SCOLAIRE FRANCOPHONE, TERRITOIRES DU NORD-OUEST  
ACTING CHAIRPERSON, TŁİCHQ COMMUNITY SERVICES AGENCY  
CHAIRPERSONS, DIVISIONAL EDUCATION COUNCILS  
CHAIRPERSONS, YELLOWKNIFE DISTRICT EDUCATION AUTHORITIES  
CHAIRPERSON, NDILQ DISTRICT EDUCATION AUTHORITY  
CHAIRPERSON, DETTAH DISTRICT EDUCATION AUTHORITY  
PRESIDENT, NORTHWEST TERRITORIES TEACHER'S ASSOCIATION

### **Consultation on Amendments to Education Staff Regulations**

As part of modernization of the *Education Act* (the "Act"), the Department of Education, Culture and Employment (ECE) introduced amendments focused on making operational improvements to the education system through Bill 81 in the 19th Assembly. ECE is now looking to bring Bill 81 into force in time for the 2026-2027 school year.

ECE began public, partner and stakeholder engagement on modernization of the *Education Act* in the spring of 2021 and Bill 81, *An Act to Amend the Education Act, No. 2*, received assent on October 6, 2023. Bill 81 will come into force through an Order by the Commissioner of the Northwest Territories following the development and amendment of several regulations associated with the Act.

The changes to Bill 81 involved extensive engagement with education bodies and relevant stakeholders and I appreciate all the work that has been done. To date, ECE has engaged on the *Student Records Regulations*, which are now ready to be brought into force along with Bill 81. Remaining pieces include the *Academic Year and Attendance Regulations*, which were recently shared for feedback and are still in development, as well as some specific regulatory amendments required to bring sections of Bill 81 into force, including regulations regarding use of mail-in ballots and a process for obtaining parental consent for modification to the education program, which will be shared for feedback imminently. In addition to these, ECE will be advancing proposed amendments to the *Education Staff Regulations*, which I am writing today to seek your feedback on.

.../2

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These amendments directly flow from previous engagement with education bodies that took place during the development of Bill 81 as well as work to collaboratively implement the new *Educator Growth and Development Framework* and *Northwest Territories Competency-based Educator Standards*, which education bodies have been piloting for the last two school years. The proposed amendments to the *Education Staff Regulations* will provide the Minister with the authority to permit the sharing of information related to teacher certificate suspensions and cancellations with other jurisdictions. Additionally, ECE is looking to update the authorities of the Registrar and to prescribe the usage of the *Educator Growth and Development Framework* and *Northwest Territories Competency-based Educator Standards* within the regulations. Previously, this evaluation framework was outlined in a Ministerial Directive, which will be rescinded once the regulations are amended.

Results of this consultation will inform drafting of the regulations. A draft of the regulations will be shared once your feedback has been considered. The proposed amendments to the regulations are as follows:

Enhance info sharing between NWT Registrar and certification bodies

Bill 81 amended the Act to state:

52.1. (1) Where a procedure, protocol or code of rules or standards respecting the inter-jurisdictional sharing of information relating to the suspension or cancellation of teaching certificates is established by any association, person or body of persons and is available in printed form, the Minister may adopt the procedure, protocol or code by regulation, and upon adoption the procedure, protocol or code is in force in the Northwest Territories either in whole or in part or with such variations as may be specified in the regulation.

(2) The Registrar may share information relating to the suspension or cancellation of teaching certificates with a teacher-certification body in a province or territory under a procedure, protocol or code of rules or standards adopted under subsection (1).

ECE wishes to update the regulations to remove any barriers to compliance with the *Interjurisdictional Protocol on Procedures relating to the Suspension or Cancellation of Teaching Certificates* adopted by members of the Council of Ministers of Education, Canada (CMEC).

-3-

These regulations will:

- Permit the Registrar to disclose information for the purposes of sharing with another teaching certification body, consistent with the new provisions under the Act.
- Require the Superintendent to inform the Registrar in cases not just where there is a termination but also where a suspension or resignation occurs resulting from conduct that may relate to the suitability of a person to hold a teaching certificate.
- Require the Registrar to notify every other provincial/territorial regulatory body for the teaching profession of every cancellation, revocation, suspension, or relinquishment of a teaching certificate for, and any action for cause taken against, a person who holds or previously held a certificate.
- The regulations will specify that notifications by the Registrar to other jurisdictions will include the full name, including any previous names, the date of birth, the type of certificate or certificates held, the registration/certificate number, and a general description of the conduct that led to the action against the certificate.

### Criminal Record Updates

Existing regulations require teachers to provide a Criminal Record Check and Vulnerable Sector Check when applying for a teaching certificate for the first time. Given that educators are in a position of trust, it is recommended that this also be a requirement with renewal or recertification.

### Standardize Educator Growth and Development Framework and Educator Standards

ECE will draft new provisions requiring teachers to be evaluated in accordance with the *Educator Growth and Development Framework* and *Northwest Territories Competency-based Educator Standards*. As a result of these regulations, the Framework and Standards currently being piloted will be finalized and adopted by reference.

The decision to rescind the Ministerial Directive and replace it with regulations is intended to more accurately reflect provisions within the Act, which state that:

- 69.(3) In addition to the duties of a teacher and the duties set out in subsection (2), a principal and an acting principal shall
- (a) evaluate school staff **in accordance with the regulations**; [emphasis added]

.../4

-4-

Replacing Aboriginal with Indigenous

ECE is looking to replace “Aboriginal” with “Indigenous” where it appears throughout regulations and change Aboriginal Language Teaching Certificate to Indigenous Language Teaching Certificate.

Your feedback is an important part of this process. Please provide comments on the proposed Regulation amendments to me by January 20, 2026. ECE officials will also be communicating directly with Superintendents to discuss the proposed amendments.

Please do not hesitate to contact me should you require anything further to complete your review. I look forward to getting your input on these proposed changes and appreciate your partnership in helping to bring Bill 81 into force.

Sincerely,

A handwritten signature in cursive script that reads "Caitlin Cleveland".

Caitlin Cleveland  
Minister  
Education, Culture and Employment

c. Distribution List

Distribution List:

Jamie Fulford  
Deputy Minister  
Education, Culture and Employment

Shannon Barnett-Aikman  
Assistant Deputy Minister, Education and Early Childhood  
Education, Culture and Employment

Superintendents  
Divisional Education Councils/Yellowknife District Education Authorities

Kevin Armstrong  
Chief Executive Officer  
Tłchq Community Services Agency

Linsey Hope  
Director of Education  
Tłchq Community Services Agency

François Rouleau  
Directeur Générale  
Commission scolaire francophone des Territoires du Nord-Ouest



# BOARD REPORT

<b>Title:</b>	January 13, 2026 YK1 Appointment of Auditor for 2025-2026 Year
<b>Contact:</b>	Lisa Vass, Secretary Treasurer
<b>Date Submitted:</b>	January 7, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>● Cultivate a culture of holistic wellness</li> <li>● Honour and celebrate Indigenous Language and Culture for all learners</li> <li>● Ensure inclusive, equitable and authentic learning experiences</li> <li>● Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<p>Section 130 of the <i>Education Act</i> requires that every education body shall, in accordance with the regulations and subsection 31(2) of the <i>Financial Administration Act</i>, appoint an auditor.</p> <p>Section 31(1) of the <i>Financial Administration Act (FAA)</i> requires that the accounts of a public agency must be audited annually. The Yellowknife Education District No. 1 falls under Section (2) of the <i>FAA</i> which requires that the auditor for a public agency specified in Schedule A must be approved by the Minister responsible.</p> <p>Due to significant competing priorities and capacity constraints within the Finance/Administration department earlier this year, the development of the Request For Proposal (RFP) was delayed. Rather than rushing a substandard RFP process, administration recommends a one-year appointment to meet immediate audit requirements, allowing for a comprehensive and competitive RFP process to be launched in May 2026.</p>

**Updates:**

The primary duty of Yellowknife Education District No. 1 (YK1) is to meet statutory reporting deadlines established by the Department of Education Culture and Employment. We are legally required to have an auditor in place to sign off on financial statements. To ensure YK1 remains compliant with the Section 130 of the *Education Act*, an auditor must be appointed immediately to commence interim audit work. A one-year appointment mitigates the risk of non-compliance and ensures financial statements are filed by statutory deadlines.

Rushing an RFP now is risky. It would lead to poor scopes of work, fewer bidders, and potentially higher costs for the next 3–5 years. An RFP for external audit services requires a minimum 6–8 week window to attract quality bids and undergo a rigorous evaluation. Attempting to compress this timeline now risks a failed procurement process or selecting a vendor without adequate due diligence. A one-year extension allows the Board to conduct a proper, competitive RFP process in the upcoming fiscal year without duress.

YK1 needs to be in alignment with the upcoming audit cycle. Normally the appointment would be completed at the November board meeting. With the audit firms needing to allocate resources and schedule field work months in advance, delaying the appointment further to wait for an RFP result risks the unavailability of qualified audit staff during our required reporting window.

Here is a summary of the audit costs.

2022 - \$44,000

2023 - \$56,000

2024 - \$58,000

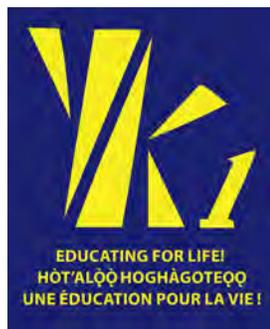
2025 – \$68,000\*\*

2026 – Estimate – \$63,000

\*\*2025 – Additional fee of \$8,000 to review Asset Retirement

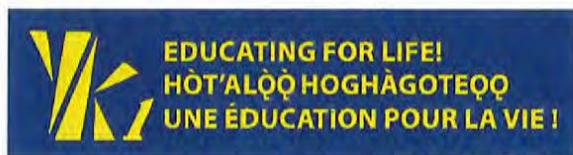
Obligation amounts provided by the GNWT. Audit Standards are quite rigorous for this standard and requires extra work. This should not be required in 2026.

<b>Looking forward</b>	<p>The Secretary Treasurer is currently rewriting the Request For Proposal to be in compliance with the GNWT procurement requirements. Drafting a compliant Request for Proposal (RFP) for external audit services requires strict adherence to a complex intersection of regulatory, legal, and operational standards to avoid legal challenges or operational failure. The process must navigate the precise calculations of the GNWT Business Incentive Policy (BIP) and meet public tendering thresholds mandated by trade agreements like the NWPTA; errors in either area can result in the award being contested by unsuccessful bidders. Furthermore, the Scope of Work and evaluation criteria must be meticulously crafted to demand Public Sector Accounting Standards (PSAS) expertise and strict auditor independence, ensuring YK1 does not inadvertently select a generalist firm unqualified to manage the specific financial complexities of an education body.</p> <p>In May of 2026, this Request for Proposal (RFP) will be issued for audit services for the fiscal years ending 2027, 2028 and 2029. An optional two years will be included in the RFP for 2030 and 2031. The Audit Committee will review and recommend the appointment of auditor for the next three-year term.</p>
<b>Recommendations</b>	That the Yellowknife Education District No. 1 Board of Trustees approve the appointment Crowe Mackay as the Auditor for the fiscal year ending June 30, 2026.
<b>Attachments?</b>	___ Yes or <u>X</u> No If yes, list attachments below



# BOARD REPORT

<b>Title:</b>	Request for out-of-country travel SJET
<b>Contact:</b>	Shirley Zouboules
<b>Date Submitted:</b>	January 13, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>• Cultivate a culture of holistic wellness</li> <li>• Honour and celebrate Indigenous Language and Culture for all learners</li> <li>• Ensure inclusive, equitable and authentic learning experiences</li> <li>• Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<p>Sir John Franklin is requesting Board approval for a student trip to Greece and Croatia in March of 2027.</p> <p>As is the GNWT expectation, once approved by the YK1 Board of Trustees, the necessary paperwork will be submitted to the Minister of Education's office for approval.</p> <p>These opportunities for student travel are important in helping students broaden their world view and learn through travel.</p>
<b>Looking ahead</b>	Students and staff are looking forward to an amazing learning opportunity. We invite the students to present to the Board of Trustees after their travels.
<b>Recommendations</b>	I recommend the Board of Trustees approve this out-of-country travel in order for the request to be submitted to the Minister's Office for approval.
<b>Attachments</b>	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below SJET 2027 Travel Package



## PRE-TRIP RISK ASSESSMENT & APPROVAL INFORMATION

A YK1 Pre-trip Approval form and the trip-appropriate GNWT Field Trip Form **MUST** be completed for **ALL** field trips during which students will be leaving school grounds.

Forms must be completed by the YK1 staff initiating the trip request.

Anyone driving students must have a current, clean Driver Abstract and Criminal Record/Vulnerable Sector Check for the school year and on file at the school they are driving for **before** the date of the field trip.

### APPROVAL LEVEL and FIELD TRIP FORM SUBMISSION DEADLINE REQUIREMENTS:

Trip Type	Approval Level Signature Required By:	Completed Form Approved
<b>Local Day Trip*</b> - ground transportation (car, bus, walking, biking) within City limits	Principal	1 week before trip
<b>YK Region Day Trip</b> - ground or air transportation and longer than a regular school day or on a non-school day	Principal <u>and</u> Superintendent	2 weeks before trip
<b>Overnight</b> (outside of Yellowknife but within Canada)	Principal <u>and</u> Superintendent	2 weeks before trip
<b>International - PART 1:</b> Trip Approval in Principle (trips outside of Canada)	Principal, Superintendent <u>and</u> Approval in Principle by the Board of Trustees	6 months before trip
<b>International - PART 2:</b> Final Approval (trips outside of Canada)	Board of Trustees (Formal Board Motion giving Approval)	6 weeks before trip (must include all permission forms)

\***Local Day Trip:** is a trip taking place within a student's regular school day hours AND within City limits or is at an Indigenous Culture Camp in the Yellowknife region. These trips are covered in the Annual Field Trip Consent Form completed by each student's parent/guardian at the start of each school year and **do not require additional parent consent**. However, parents must be made aware of the details for **all** field trips that will take place off school grounds.

### PAPERWORK REQUIRED (forms required marked with a ✓ )

FORMS 	TRIP TYPE			
	In City Day Trip	YK Region Day Trip	Overnight	International
YK1 Annual Field Trip Consent Form	✓			
Field Trip Specific Consent Form		✓	✓	✓
YK1 Pre-Trip Approval	✓	✓	✓	✓

<b>GNWT Student Excursion Form</b>	✓	✓	✓	✓
<b>Participant List</b>	✓	✓	✓	✓
<b>Draft of Information letter/email to be sent to parents</b>	✓	✓	✓	✓
<b>Completed International Field Trip Consent Forms</b>				✓

**ERP = Emergency Response Plan (?)**

**SWIMMING/OPEN WATER**

Note: Any trips involving swimming and/or open water must have a Registered Lifeguard on duty to a maximum of 1:10 lifeguard/students ratio for students age 7+.

For students up to 6 years of age, the lifeguard/students ratio is 1:5.

Documentation of the water activity and proof of lifeguard **certification** must be provided prior to approval of the trip (attach a copy to the field trip form).

**DRIVERS** (per Administrative Procedures # 491 and #565)

The safety of students while being transported in private vehicles on curricular or extracurricular activities is a high priority for the District.

The Principal must give prior approval to a teacher, parent, other employees of the Board, or another adult to use their private vehicle to transport students for school-related activities.

Drivers must: complete the necessary driver forms, be the owner of the vehicle to be used, have a current/valid driver's license, have current vehicle insurance with **\$1 Million liability coverage**, and have a clean Driver's Abstract a clean criminal record check on file at the school.

**RISK ASSESSMENT**

Assessing potential for risks is important from an insurance standpoint and allows staff to determine if the risk can be mitigated or if a different activity should be done.

For each major planned activity within the field trip, the potential risks must be assessed. The chart on the next page outlines what each term in the Field Trip form means.

<b>RISK ASSESSMENT CONSIDERATIONS:</b>	
The information below should be provided for each potential hazard	
<b>Hazards:</b>	<b>List potential hazards</b> (Injury or death due to...)
<b>Risk:</b> (likelihood of the hazard occurring)	<input type="checkbox"/> LOW – unlikely <input type="checkbox"/> MEDIUM – possible, but not expected <input type="checkbox"/> HIGH – likely
<b>Frequency:</b> (estimated frequency of the hazard occurring)	<input type="checkbox"/> Never <input type="checkbox"/> Frequently <input type="checkbox"/> Rarely <input type="checkbox"/> Almost Always <input type="checkbox"/> Occasionally
<b>List those at risk</b>	students, supervisors, others
<b>Control/Mitigation Measures:</b>	What will be done to reduce or eliminate the risk

**Consider the following when assessing the risk:**

<ul style="list-style-type: none"> <li>Type of activity</li> </ul>	<ul style="list-style-type: none"> <li>Travel advisories</li> </ul>	<ul style="list-style-type: none"> <li>Pre-trip training for students</li> </ul>	<ul style="list-style-type: none"> <li>Transportation</li> </ul>
<ul style="list-style-type: none"> <li>Accommodation (date, type, location)</li> </ul>	<ul style="list-style-type: none"> <li>Parent information, communication</li> </ul>	<ul style="list-style-type: none"> <li>Immunizations requirements</li> </ul>	<ul style="list-style-type: none"> <li>Threats of terrorism, political and civil instability</li> </ul>
<ul style="list-style-type: none"> <li>Chaperone to student ratio appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>Passport requirements</li> </ul>	<ul style="list-style-type: none"> <li>Familiarity with surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Experience of chaperones</li> </ul>
<ul style="list-style-type: none"> <li>Age appropriateness of the activity</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour patterns of students (consider maturity level)</li> </ul>	<ul style="list-style-type: none"> <li>Fitness level and experience of the students</li> </ul>	<ul style="list-style-type: none"> <li>Specific medical insurance and travel insurance requirements</li> </ul>
<ul style="list-style-type: none"> <li>Flight schedule changes or possible cancellations</li> </ul>	<ul style="list-style-type: none"> <li>Political implications affecting safety of students and chaperones</li> </ul>	<ul style="list-style-type: none"> <li>Location of the activity (mountains, outdoor water, out of the country)</li> </ul>	<ul style="list-style-type: none"> <li>Qualification of certification of instructors, staff, volunteers (First Aid, Safety, other)</li> </ul>

**PARENT INFORMATION/COMMUNICATION**

Communication to parents and students about all field trips is critical and mandatory. Parents need to know all the potential risks and hazards in order to give "informed consent" on the consent form, and must be made aware when their child will be off school grounds.

Information to be communicated to parents should include:

- Notification of the trip
- Purpose and Objective of the trip
- Date and location of the trip
- Itinerary
- Description of the risks
- Out of country insurance (if required)
- Estimated cost of trip
- Specialized equipment or clothing required
- Fitness or skill required
- Supervision of students
- Emergency contact information (phone tree)
- Student rules and codes of conduct
- Disciplinary action

**WAIVER/INFORMED CONSENT**

Permission must be in writing in all cases, as indicated in the "Paperwork Required" table. If written permission is not given, the student must not be allowed to go on the field trip.

Original consent forms must be provided prior to final approval of any field trip.

### PROCEDURE COMPLIANCE CHECKLIST

All relevant procedures **must** be reviewed and followed. (Update?)

<b>Administrative Procedure Number</b>	<b>Title</b>
<b>260</b>	Student Travel
<b>261</b>	Field Trips
<b>262</b>	Safety Requirements for Water Related Field Trips
<b>263</b>	Extra-Curricular Activities
<b>490</b>	Volunteers
<b>491</b>	Volunteer Drivers
<b>551</b>	Transportation of Students in Private Vehicles

 <p><b>EDUCATING FOR LIFE!</b>  <b>HÒT'ALQÒ HOGHÀGOTEQÒ</b>  <b>UNE ÉDUCATION POUR LA VIE!</b></p>	<h2>PRE-TRIP APPROVAL FORM</h2> <p><b>MUST</b> be completed for <b>ALL</b> field trips off school grounds by the <b>YK1 staff</b> initiating the trip approval request</p> <p>Please type in spaces provided – if required fields will increase in size</p>
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**FORM MUST BE COMPLETED ELECTRONICALLY – FIELDS WILL EXPAND AS REQUIRED**

**Do not provide student contact or medical information with this form.**

**Ensure all the items on the following checklist are completed:**

- CC Principal and FAA\* on all Parent trip communications
- Coverage for supervision duties arranged
- A printed list of the names of everyone taking part for each class – names only under the headings Students/Staff/Others, and a total number of participants per class
- Emergency Contacts, Student Medical Info., Student Medication & related info & School Emergency Phone Tree ready to take on trip (to take on trip only – **do not attach to GNWT form**)
- Specialty Teachers Notified of student absence
- Are all chaperones aware of students with medical requirements
- Copy of ERP on hand
- Field Trip Form approved and submitted to FAA

\*FAA = Finance and Administrative Assistant (school office)

The field trip is **APPROVED** when authorized by the signatures below (see information page for approval level required). ALL field trips also require the appropriate GNWT *Approved Student Excursions* form to be completed and attached to this document.

Title	Name	Signature	Date
Teacher	<b>Robin Kooymans</b>		<b>December 8, 2025</b>
School Principal	<b>Dean MacInnis</b>		<b>December 8, 2025</b>
Superintendent	<b>Shirley Zouboules</b>		
Board Motion			

<b>School Name:</b>	<b>Ecole Sir John Franklin High School</b>
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<b>Trip Destination:</b>	<b>Europe: Spain - Greece - Croatia</b>
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<b>Trip START Date:</b>	<b>March 2027</b>	<b>Time:</b>	
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<b>Trip END Date:</b>	<b>March 2027</b>	<b>Time:</b>	
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<b>Trip Purpose:</b>	<b>Cultural Learning - Experiential Learning That Enhances Curriculum</b>
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## EDUCATIONAL ASSESSMENT/LEARNING OUTCOMES

(Provide details about why you are going on this trip as it relates to curricular/learning outcomes?)

- **Traveling internationally exposes students to new cultures, languages, and perspectives. This helps them build global awareness, empathy, and cultural understanding—skills that are increasingly important in a diverse and interconnected world.**
- **International trips allow students to see real-world connections to what they learn in class—history, geography, politics, science, art, and more. Visiting historical sites, museums, or environmental landscapes turns abstract concepts into meaningful, memorable experiences.**
- **Students gain confidence by navigating new environments, managing themselves away from home, and working collaboratively with peers. These experiences build resilience, adaptability, problem-solving, and leadership skills that support their growth into responsible young adults.**

## TEACHER PLANNED PRE-TRIP ACTIVITIES

(What are you doing to prepare students for this authentic learning experience?)

- **Student meetings to gather trip interest**
- **Student-Parent meeting to review trip expectations prior to committing to the trip**
- **Once students have committed and have been selected for the trip monthly meetings will take place during lunch break**
- **Student-Parent-Chaperone meeting three months prior to departure will review all required paperwork, packing tips, and final itinerary review**

## TEACHER PLANNED POST-TRIP ACTIVITIES

(What follow-up activities will you do with students to capture the authentic learning experience and assess educational outcomes?) ie. reading, and writing activities, projects, etc.

- **Debrief meeting with all chaperones and SJF admin about the overall trip**
- **Feedback collected from participating students about the trip**
- **Feedback and comments collected from parents about the process of their child participating in SJET**

## STUDENT PARTICIPATION AND QUALIFICATIONS

Expected: 24 (total number) of students participating in the field trip.

Outline criteria used for student selection to participate:

- **Each student was chosen because they have shown themselves to be a role models—whether in the classroom, on the field, or presenting SJF in our community**
- **They have earned the trust and respect of their peers.**
- **They understand the expectations of representing our group with integrity and excellence**

### ITINERARY PLANNING AND REVIEW

In the space below the following information must be provided:

1. The trip dates and times - this ensures District Office, school leadership and parents will know when to expect the participants to depart and return;
2. A day-by-day plan of what is taking planned will help to demonstrate proper planning and identify any areas which may require some further consideration; and
3. All planned sites, activities and accommodations, including address and contact phone numbers must be provided.

- **See attached example of the itinerary for Spain.**

### SUPERVISION/VOLUNTEERS

List the names, qualifications and experience of each of the supervisors and volunteers as well as the specific duties and responsibilities of each individual.

**YK1 Teachers and Other Staff: 4 chaperones**

- **[Redacted names] are longstanding SJF staff members and chaperoned trips before with our students.**
- **See attached expectations for chaperones.**

**Volunteers/Parents/Others:**

**None**

### STUDENT PARTICIPATION AND QUALIFICATIONS

A total of 24 (number) students are expected to take part in this field trip. If multiple classes are taking part this would be the total number of all the students taking part.

Student selection criteria used to determine student participation:

- **Follows the student code of conduct (see attached)**
- **Maintaining a strong academic standing in all courses – supported by all teachers**
- **Regular attendance in school -80% of all classes**
- **Attendance to group meetings**
- **Positive group involvement**
- **Must follow the group member expectations:**
  - **Demonstrated leadership skills**
  - **Consistent positive attitude in school**

**A trip participant list must be attached to the Pre-Trip Approval Form.** In order to be in compliance with privacy legislation and insurance requirements the list **must only** include the following information: class name, total number of students in the class that are expected to participate in the trip, and the first and last name of those students.

**If more than one class is participating, include** a separate participant list for each class with the information indicated above.

**COSTS AND SOURCES OF FUNDING FOR THE TRIP**

**Anticipated Expenses**

<b>Expense Description</b>	<b>Amount</b>
Transportation costs (i.e. airfare, automobile, fuel, bus charter, etc.)	139,200 (\$5800 per person)
Meals	
Registration Fees	
Accommodations	
<b>Other (describe) - Substitute Costs</b>	
Other (describe)	
<b>EXPENSES TOTAL</b>	<b>139,200\$</b>

**Proposed Sources of Funding (Income)**

<b>Income Description</b>	<b>Amount</b>
School's "School Generated Funds" Budget	\$2000
Participants' personal contribution	139,200
Fundraising	
<b>Other (describe) - Personal PD Funds</b>	
Other (describe)	
<b>INCOME TOTAL</b>	<b>141,200\$</b>

**RISK ASSESSMENT – must be completed**

<b>Hazard</b> (please select or add as appropriate)	<b>Severity</b> (potential of harm)	<b>Frequency</b> (likelihood of hazard happening)	<b>Overall Risk Rating</b> (consider Severity and Frequency)	<b>Describe Risk Mitigation and/or Removal Measures</b>	<b>Examples of Risk Mitigation and/or Removal</b>
Allergies/Medical Emergencies	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. awareness of student allergies, carry medical kits
Slips, trips, falls	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Rare <input checked="" type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. ensure proper footwear, identify uneven terrain
Weather conditions (Extreme cold/heat)	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. check forecast, bring appropriate clothing
Lost students	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. implement buddy system, assign groups, frequent attendance
Wildlife encounters	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. educate students, stay in groups
Insects, poisonous plants, etc	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. educate students, carry medical kits

Hazard (please select or add as appropriate)	Severity (potential of harm)	Frequency (likelihood of hazard happening)	Overall Risk Rating (consider Severity and Frequency)	Describe Risk Mitigation and/or Removal Measures	Examples of Risk Mitigation and/or Removal
Transportation issues	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Rare <input checked="" type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. seat belts used, confirm driver credentials
Inadequate supervision	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. maintain proper student-teacher ratios
Access to water (drowning risk)	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. limit access to water or assign lifeguard
Special accommodations for specific students	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. obtain info from parents, make necessary arrangements prior to trip
Return after school hours	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		eg. inform parents and pre-plan collection, have parent/guardian contact information
(teacher identified hazard)	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input checked="" type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		
(teacher identified hazard)	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely	<input type="checkbox"/> Low <input type="checkbox"/> Moderate <input type="checkbox"/> High		

## SAFETY PLAN

*What plans are in place to ensure the safety of the students and chaperones? (eg. first aid kits with, cell phone available, emergency orientation)*

- **Each chaperone has a list of all participating students**
- **Each chaperone has all medical information of students**
- **Students will be supervised at all times**
- **The supervisor and students will be together during all parts of the program**
- **The program schedule is very full, thus very limited down time**
- **Supervisor will have their cell phone on them at all times**
- **The supervisor will brief the students of the site each day of the program**

## EMERGENCY PLAN

The Emergency Plan needs to be well planned and documented and should include the following:

- Emergency Phone Numbers
- Medical information on students
- Cell phone or satellite phone that will work in the area
- Know who has first aid training and what level they have

- **Supervisor will have their cell phone on them at all times**
- **Supervisor will have the travel and medical documents with them at all times**
- **A chaperone on the trip has their updated first-aid CPR training**

## SITE FAMILIARIZATION

*What, if any, is your familiarity with the destination of this trip?*

- **The trip supervisor/chaperone is very familiar with the daily itinerary**
- **Chaperones will connect each day to review the plans with our tour guide**

# Sponsored/Approved Student Excursions - Out of Country

The following report must be sent to Risk Management & Insurance, Department of Finance, via mail (Box 1320, Yellowknife, NT X1A 2L9) or fax (867) 920-6133 or e-mail to (risk\_fin@gov.nt.ca) For any serious injuries, please report by telephone immediately

**Travel Accident Insurance for out of country travel is provided by GNWT Risk Management & Insurance. INCOMPLETE FORMS WILL BE RETURNED**

**GENERAL INFORMATION**

School Name: *Ecole Sir John Franklin High School* School Board: *Yellowknife Ed. District #1*

Excursion Date (M/D/Y): *March 2027* Destination: *Europe: Spain - Greece - Croatia* Reason for excursion - include itinerary: *Cultural learning*

**MODE(S) OF TRANSPORTATION (SELECT ALL THAT APPLY)**

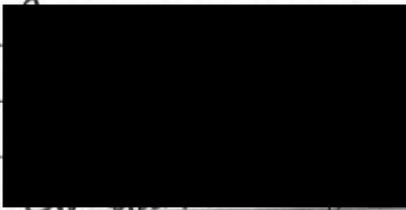
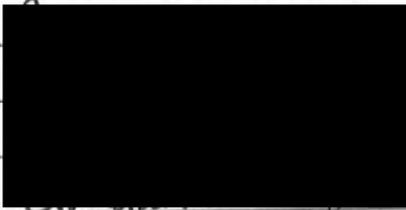
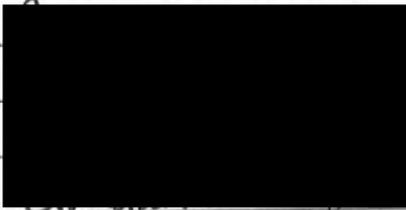
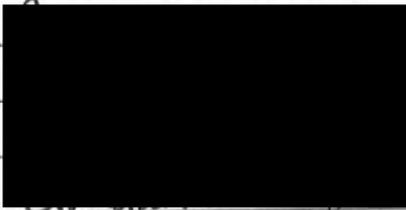
Automobile  Snowmobile  Watercraft  Aircraft  Train  Sled  ATV  Bus  Other *air*

**DOES THE OWNER(S) OF THE VEHICLE(S)/MACHINE(S) HAVE VALID LIABILITY INSURANCE?**

If the vehicle(s) / Machine(s) are a GNWT asset, please include the Asset and License Plate Number.  
All Privately owned vehicles used to transport students must carry a minimum of \$1,000,000 (one-million dollars) liability insurance.

GNWT Asset	Owner(s) of Vehicle(s) / Machine(s)	Year	Model/Make	License Plate No. / Asset No.	Insurance Policy No. & Insurer
<input type="checkbox"/> Yes <input type="checkbox"/> No					
<input type="checkbox"/> Yes <input type="checkbox"/> No					
<input type="checkbox"/> Yes <input type="checkbox"/> No					
<input type="checkbox"/> Yes <input type="checkbox"/> No					

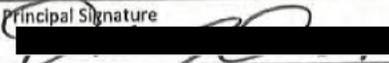
**SUPERVISOR(S) / CHAPERONE(S)**

First and Last Name	Date of Birth (M/D/Y)	Employed by School Council	Supervisor or Chaperone
	<i>04/28/87</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Supervisor <input type="checkbox"/> Chaperone
	<i>07/05/93</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Supervisor <input type="checkbox"/> Chaperone
	<i>12/05/80</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Supervisor <input type="checkbox"/> Chaperone
	<i>06/16/92</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Supervisor <input type="checkbox"/> Chaperone
		<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Supervisor <input type="checkbox"/> Chaperone

**LIST OF ATTENDING STUDENTS (IF MORE SPACE IS NEEDED, PLEASE ATTACH A SEPERATE LIST)**

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24

**SIGNATURE**

Date: *Dec 8/2025* Principal Signature:   
Date: Superintendent Signature (if required):

## **SJF International Travel Expectations**

### **Chaperone Expectations of Student Travelers:**

1. Listen to all chaperone instructions
2. Never go anywhere alone (stay with the group or tell the chaperones where you are going, when you will return, and who your buddies are)
3. Be on time and reliable
4. Obey the nightly curfew
5. Obey the laws and respect the traditions of the places we visit
6. No cell phones during mealtimes; no earbuds or headphones during tours, meals, or group activities. Chaperones will ask students to put their phones away if they are creating a distraction during an organized tour.
7. Students are responsible for their own belongings (including carrying your own suitcase)
8. Carry your phone charger at all times
9. No dangerous behaviours
10. No drugs or alcohol
11. No tattoos or piercings
12. You are representing SJF at all times during this trip – carry yourself accordingly

### **Student Eligibility**

1. Maintaining a good academic standing in all courses – supported by all teachers
2. Regular attendance in school - 75% of all classes
3. Attendance to all group meetings
4. Completion of a travel project
5. Must follow the chaperone expectations
6. Have a valid passport in your possession when you pay the deposit for the trip that will STILL be valid for our travel

### **Chaperone Responsibilities & Expectations**

#### **Responsible for your group of students:**

Daily head counts & nightly bed checks

Carry passports/documents

Daily, periodic prompts for hydration, sunscreen, insect repellent, etc.

Daily confirmation of required medication (as needed)

Accompany through all airport security & immigration

Stay back at hotel with student in case of illness

#### **Responsibility to larger group:**

General vigilance and security

Support person in times of emotional distress

Take part in all group activities

Work as a team throughout the trip

YELLOWKNIFE EDUCATION DISTRICT No. 1

# ÉCOLE SIR JOHN FRANKLIN HIGH SCHOOL

4701 52 Avenue, Yellowknife, NT, X1A 2R8  
Phone: (867) 669-0773, Fax: (867) 873-3630  
Attendance Line: (867) 873-7339  
[www.sjf.yk1.nt.ca](http://www.sjf.yk1.nt.ca)

## ESJFHS Extracurricular Activities

Ecole Sir John Franklin High School prides itself on the diverse opportunities offered to its students. Extracurricular clubs and activities are a big part of the high school life at SJF. All students are open to joining any organized event, club, or activity as long as they follow the school and group expectations. Please see below the norms to be followed in order to participate in extracurricular activities at SJF.

### The 4A's

1. Academics
2. Attendance
3. Attitude
4. Ability

### Eligibility:

1. Maintaining a good academic standing in all courses – supported by all teachers
2. Regular attendance in school - 75% of all classes
3. Attendance to group meetings/practices
4. Positive group involvement in projects and/or initiatives
5. Must follow the group member expectations

\*In order for students to be eligible for awards and participation in extracurricular activities, students must have a full-time schedule.

- Grade 9: 100% course load (5 full periods each semester)
- Grade 10: 100% course load (5 full periods each semester)
- Grade 11: 80% course load (4 full periods each semester)
- Grade 12: 60% course load (3 full periods each semester)

HOME OF THE **FALCONS!**



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## ESJFHS Code of Conduct

### Student Code of Conduct

The École Sir John Franklin High School community—including staff, students, and parents—shares the responsibility of ensuring a safe, respectful, and positive climate for learning.

Our Code of Conduct provides a framework of expectations designed to support success, wellbeing, and respectful relationships. All members of our school community are expected to uphold the core values of respect for self, respect for others, respect for learning, and respect for the environment.

### Scope of the Code of Conduct

The Code of Conduct applies to all students:

- During school hours and on school property.
- While participating in any school-related activity, whether on or off campus.
- While traveling to or from school or school activities.
- In any circumstance where student conduct negatively impacts the school climate, operations, or learning environment.

### Expectations at SJF

At École Sir John Franklin, we demonstrate **respect and responsibility** by:

- **Being present and on time** – arriving prepared and ready to learn.

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HOME OF THE **FALCONS!**



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- **Wearing appropriate attire** – choosing clothing suitable for a learning environment.
- **Respecting our place** – caring for school property, community spaces, and the environment.
- **Being digitally responsible** – using technology safely, ethically, and appropriately.
- **Engaging in positive social interactions** – treating others with kindness, inclusivity, and respect.

## Responding to Misconduct

When behavior does not align with the Code of Conduct, the school will respond in ways that are:

- **Fair and consistent** – balancing accountability with opportunities for growth.
- **Restorative when possible** – focusing on repairing harm and rebuilding trust.
- **Supportive** – helping students learn from mistakes and make positive choices.

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HOME OF THE **FALCONS!**



# EVOLVE TOURS



## QUOTE

### Southern Spain Adventure

Prepared for:

Sir John Franklin | Travis Stewart

Proposal Date: September 11, 2024

Valid until: October 11, 2024



## EMPOWERING STUDENTS THROUGH TRAVEL SINCE 2006

Embark on an unforgettable 11-day educational adventure through Spain, departing from Yellowknife. This immersive journey will guide you through the vibrant streets of Madrid, the historic treasures of Córdoba, the rich cultural heritage of Seville, and the breathtaking landscapes of Granada. Highlights include iconic landmarks like the Alhambra Palace and Seville Cathedral, as well as a hands-on exploration of the natural wonders of Doñana National Park. With centrally located accommodations, private coach transportation, and expert local guides, students will gain a deeper appreciation of Spain's diverse culture, history, and geography.

Proposed Dates



Spring 2026

## Activities & Attractions

- **Explore Plaza Mayor and San Miguel Market in Madrid.**
- **Visit Prado Museum in Madrid.**
- **Visit Reina Sofia Museum in Madrid (see Picasso's *Guernica*).**
- **Day trip to Toledo** – Guided walking tour of Toledo, including the Alcázar of Toledo and El Greco's House.
- **Visit Mezquita-Catedral in Córdoba.**
- **Explore Córdoba's Jewish Quarter and Roman Bridge.**
- **Visit Alcázar de los Reyes Cristianos in Córdoba.**
- **Visit Medina Azahara archaeological site in Córdoba.**
- **Visit Seville Cathedral and Giralda Tower.**
- **Explore Santa Cruz neighborhood and Plaza de España in Seville.**
- **Guided tour of Alcázar of Seville.**
- **Cooking class in Seville** – Learn to prepare traditional Andalusian dishes.
- **Flamenco show in Seville** – Experience an authentic flamenco performance.
- **Visit the Setas de Sevilla for panoramic views.**
- **Explore the Triana neighborhood in Seville.**
- **Visit the Alhambra and Generalife Gardens in Granada.**
- **Tour the Albaicín neighborhood in Granada.**
- **Visit Royal Chapel and Granada Cathedral.**
- **Explore Sacromonte and its cave houses in Granada.**
- **Jeep tour of Doñana National Park** – Explore wetlands, dunes, and observe wildlife.

## Trip Details

### Accommodations

- **Nightly accommodations at centrally located, student-friendly hotels (3-star minimum).**
- **Triple accommodation for students** – 3 students per room.
- **Single accommodation for chaperones** – each chaperone in their own room.
- **Madrid:** 3 nights
- **Córdoba:** 2 nights
- **Seville:** 3 nights
- **Granada:** 2 nights

### Transportation

- **Flight #1:** Group economy airfare from Yellowknife Airport to Madrid, Spain, via connections.
- **Flight #2:** Group economy airfare from Madrid, Spain, to Yellowknife Airport, via connections.
- **Private coach bus:** Transportation for excursions and transfers, including to/from Doñana National Park.
- **Other transportation as needed**, including local transfers and city walking tours.

### Exclusives

- Creative trip programming and leadership activities
- Optional Videography and Photography

### Meals

- Daily breakfasts and dinners included while in Spain
  - Local tasty meals, sufficient to fulfill all appetites
- Lunches and snacks to be purchased on own

### Additional Personnel

- 1 Evolve Tour Director for duration of tour
- Local guides as needed at various activities/attractions

### Insurance

- \$150 – Student Youth All Inclusive Manulife Travel Insurance: Medical, baggage, cancellation and trip interruption coverage.

## Package Price is based on

Students 30

Chaperones 4

Price per student

- o Prices subject to availability and change until contract signed
- o Total Package price may vary if number of paying customers changes
- o Does not include airline baggage fees if applicable
- o Tips for drivers and guides are appreciated
- o This quote expires Jan 15 2025
- o Happy with what you see? Sign a 2-year contract with Evolve and pay the same rate for two years. Ask us for more information. \*Based on same group size

**TICO #: 50017336**

## Itinerary

### Day 1:

#### Departure from Yellowknife

**Morning/Afternoon:** Depart Yellowknife with connecting flights to Madrid.

**Evening:** Arrival in Madrid, check-in, dinner, and rest.

## Day 2:

### Arrival in Madrid

**8:00 AM:** Breakfast at the hotel.

**9:00 AM:** Guided walking tour of Madrid's major sites, including Plaza Mayor and Royal Palace.

**12:00 PM:** Visit the Prado Museum to see famous artworks.

**2:00 PM:** Lunch at San Miguel Market.

**3:30 PM:** Explore Gran Via and Puerta del Sol.

**6:00 PM:** Evening stroll in El Retiro Park.

**7:30 PM:** Dinner at a local restaurant.

**9:00 PM:** Free time or optional evening activity.

## Day 3:

### Madrid

**8:00 AM:** Breakfast.

**9:00 AM:** Visit the Reina Sofia Museum to see Picasso's *Guernica*.

**11:30 AM:** Visit Mercado de San Miguel for lunch.

**2:00 PM:** Optional cultural activity or free time for shopping or exploration.

**6:00 PM:** Group dinner.

**8:00 PM:** Evening stroll through Madrid's neighborhoods or free time.

## Day 4:

### Travel to Cordoba

**7:00 AM:** Breakfast and check-out.

**8:30 AM:** Travel to Córdoba (1.5-hour journey).

**10:00 AM:** Arrival in Córdoba, check-in, and lunch.

**12:00 PM:** Guided tour of the Mezquita-Catedral.

**2:30 PM:** Explore the Jewish Quarter and Roman Bridge.

**6:00 PM:** Free time to relax or explore the city on your own.

**7:30 PM:** Group dinner in Córdoba.

**9:00 PM:** Evening at leisure or optional walk through the historic center.

## Day 5:

### Córdoba Day 2

**8:00 AM:** Breakfast.

**9:00 AM:** Visit the Alcázar de los Reyes Cristianos.

**11:00 AM:** Free time to explore Córdoba or participate in a local cultural activity.

**1:00 PM:** Lunch at a local restaurant.

**3:00 PM:** Visit the Medina Azahara archaeological site.

**6:00 PM:** Free time or optional visit to local artisan shops.

**7:30 PM:** Group dinner in Córdoba.

**9:00 PM:** Evening at leisure.

## Day 6:

### Travel to Seville

**7:00 AM:** Breakfast and check-out.

**9:00 AM:** Travel to Seville

**10:30 AM:** Arrival in Seville, check-in, and lunch.

**11:30 AM:** Visit Seville Cathedral and Giralda Tower – Explore the largest Gothic cathedral in the world and enjoy panoramic views from the Giralda.

**1:00 PM:** Walk through the Santa Cruz neighborhood – Discover Seville's historic Jewish Quarter.

**2:30 PM:** Explore Plaza de España and Maria Luisa Park.

**5:00 PM: Cooking class in Seville** – Learn to prepare traditional Andalusian dishes.

**8:00 PM:** Group dinner featuring the dishes prepared during the cooking class.

**9:30 PM:** Free time to explore the city center or relax at the hotel.

## Day 7:

### Seville Highlights

**8:00 AM:** Breakfast.

**9:30 AM:** Guided tour of the Alcázar of Seville – Visit the stunning Moorish palace and its gardens.

**11:30 AM:** Free time to explore Seville's local markets or visit the Setas de Sevilla for panoramic views of the city.

**1:00 PM:** Lunch at a local restaurant.

**2:30 PM:** Explore Seville's historic districts or visit the Triana neighborhood – Walk across the Guadalquivir River to explore this traditional neighborhood famous for its ceramics and flamenco culture.

**4:00 PM: Flamenco show in Seville** – Experience an authentic flamenco performance.

**6:00 PM:** Dinner at a local restaurant.

**8:00 PM:** Evening at leisure – Optional activities include a night walk along the Guadalquivir River or enjoying the vibrant nightlife.

## Day 8:

### Travel to Granada

**7:00 AM:** Breakfast and check-out.

**8:30 AM:** Travel to Granada

**11:30 AM:** Arrival in Granada, check-in, and lunch.

**1:00 PM:** Visit the Alhambra and Generalife Gardens – Explore the stunning palaces and gardens of this UNESCO World Heritage Site.

**4:00 PM:** Tour the Albaicín neighborhood – Wander through the narrow streets of this historic district, known for its Moorish architecture and stunning views.

**6:30 PM:** Group dinner at a traditional restaurant.

**8:00 PM:** Free time to explore Granada at night.

## Day 9:

### Granada Day 2

**8:00 AM:** Breakfast.

**9:00 AM:** Visit the Royal Chapel and Granada Cathedral.

**12:00 PM:** Lunch at a local restaurant.

**2:00 PM:** Explore Sacromonte and its cave houses – Learn about the unique cave dwellings and their history.

**4:30 PM:** Free time to relax or explore the local area further.

**7:00 PM:** Group dinner in Granada.

**8:30 PM:** Evening at leisure.

## Day 10:

### Travel to Doñana

**7:00 AM:** Breakfast and early check-out.

**8:30 AM:** Depart for Doñana National Park (2.5-hour drive).

**11:00 AM: Jeep tour of Doñana National Park** – Explore the wetlands, dunes, and forests, and observe wildlife such as migratory birds.

**1:30 PM:** Lunch in the park.

**3:00 PM:** Guided nature walk through the park.

**5:30 PM:** Depart for Seville.

**7:30 PM:** Arrival in Seville, check-in, and group dinner.

## Day 11:

### Return to Madrid

**8:00 AM:** Breakfast.

**9:00 AM:** Depart for Madrid.

**1:00 PM:** Lunch upon arrival in Madrid.

**3:00 PM:** Free afternoon in Madrid for final explorations or shopping.

**6:00 PM:** Group farewell dinner.

## Day 12:

### Departure

**Morning:** Check out and transfer to the airport.

**Afternoon/Evening:** Flights back to Yellowknife.

**Sir John  
Franklin**

 **Spring  
2027**

 **Greece and  
Croatia**

 **Starting  
\$6340**



**Package Price**  

Students 24 \$6340

Chaperones 3

**Price Details**

- Prices subject to availability and change until contract signed
- Total Package price may vary if number of paying customers changes
- Does not include airline baggage fees if applicable
- Tips for drivers and guides are appreciated
- This quote expires Jan 31 2026

**Activities & Attractions** 

**Athens:**

- Syntagma Square: Watch the Changing of the Guard.
- Acropolis and Parthenon: Explore the ancient citadel and its significant monuments.
- Jewish Museum of Greece: Learn about the history and culture of Jews in Greece.
- Plaka: Wander through the old historical neighborhood of Athens.
- Greek Cooking Class: Participate in a hands-on cooking class to learn traditional Greek recipes.
- Greek Cultural Show: Enjoy an evening of Greek music, dance, and folklore.

**Delphi:**

- Archaeological site of Delphi: Explore the site considered the center of the world in ancient Greek religion.

**Nafplio:**

- Nafplio: Explore Nafplio, including the Palamidi Fortress.

**Split:**

- Guided tour of Split's Old Town: Discover the historical and architectural wonders of Split, including Diocletian's Palace.
- Riva Harbor: Enjoy the picturesque waterfront promenade.
- Krka National Park and Šibenik:
- Hike in Krka National Park: Explore the park, famous for its waterfalls and natural beauty.
- Walking tour of Šibenik: Discover this charming coastal town.

**Dubrovnik:**

- Guided walking tour of Dubrovnik's Old Town: Explore the historic heart of Dubrovnik, including its ancient city walls.
- Mount Srđ: Hike to the summit for stunning views of Dubrovnik and the Adriatic Sea.
- Dubrovnik Cathedral and Orlando's Column: See these significant historical sites.
- Fort Lovrijenac: One of Dubrovnik's most recognizable landmarks, located atop a 37-meter-high rock.
- Rector's Palace: A Gothic-style structure built in the 14th century.
- Franciscan Monastery and Museum: Discover its impressive collection.
- Stradun (Placa) and Pile Gate: Visit these iconic historical and architectural landmarks.
- Gundulic Market: Experience the local open-air market.
- War Photo Limited: Visit the photo exhibition focused on war journalism.
- Sponza Palace: A 16th-century palace that houses the Dubrovnik Archives.

# Trip Details



## Accommodations

10 nights' accommodations in centrally located hotels

Triple-Quad Accommodation for students

Single Accommodation for Chaperones

- **Night 2, 3:** Athens (centrally located hotel).
- **Night 4:** Dubrovnik (centrally located)
- **Night 5, 6:** Split (centrally located hotel after traveling through Mostar).
- **Night 7:** Near Dubrovnik (closer to Dubrovnik Airport after returning from Split).
- **Night 8:** Nafplio (hotel en route to Delphi).
- **Night 9:** Athens (centrally located hotel before departure).
- **Night 10:** Overnight Hotel in Toronto or Montreal

## Meals

- Daily breakfasts included throughout the program
- Daily dinners included in Greece & Croatia
- Lunches and snacks purchased on own unless otherwise noted

## Transportation

- **Flight #1:** Return Economy airfare from Yellowknife to Athens
- **Flight #2:** Return Economy airfare from Athens to Split
- Mix of private coach bus transportation, walking and public transit as needed

## Additional Personnel

1 Evolve Tours Director for duration of tour

Additional local guides as needed

## Exclusives

Creative trip programming and leadership activities  
Optional Videography and Photography  
Forever Green by Evolve Tours- Carbon Offset this whole trip (ask for details)

## Insurance

- Travel Insurance included: cancellation, interruption, medical, lost baggage.

## DAY 1 – DEPART FOR GREECE

Depart Canada and begin the journey to Greece with connections en route.

## DAY 2 – WELCOME TO ATHENS

### Morning

Arrive in Athens and transfer by private coach to the hotel. Settle into rooms and get a first look at the city's mix of ancient and modern architecture.

### Afternoon

Begin exploring the heart of Athens with a visit to Syntagma Square to watch the Changing of the Guard, followed by a guided walk into the Plaka district. This is Athens' oldest neighborhood, filled with winding pedestrian streets, small artisan shops, and historic cafés.

### Evening

Enjoy a welcome dinner at a local taverna featuring traditional Greek dishes. Learn about local dining customs and hospitality before returning to the hotel to rest.

## DAY 3 – ATHENS

### Morning

Visit the Acropolis on a guided tour, taking in the Parthenon and other ancient temples while learning how these structures shaped Western art, politics, and philosophy. Continue with a visit to the Jewish Museum of Greece, which highlights the longstanding and often overlooked history of Greece's Jewish communities.

### Afternoon

Return to Plaka for additional time to explore its vibrant squares and historic streets. Students may have opportunities to see local artisans, street musicians, and unique architecture from different eras.

### Evening

Participate in a Greek cooking class where students prepare classic regional dishes. Enjoy the meal together, then attend an energetic Greek cultural performance featuring storytelling, dance, and music before returning to the hotel.

## DAY 4 – ATHENS TO DUBROVNIK

### Morning

Check out and travel to the airport for the flight to Croatia. Upon arrival in Dubrovnik, meet local guides and transfer to the hotel. Enjoy views of the Adriatic coastline as the group settles in.

### Afternoon

Join a guided walk through Dubrovnik's UNESCO-listed Old Town, exploring marble streets, preserved medieval walls, and stories of the city's strategic importance. Visit War Photo Limited to learn about the Balkan conflicts through compelling photojournalism.

### Evening

Enjoy dinner at a local restaurant featuring Croatian coastal cuisine. Return to the hotel for relaxation and reflection about the day's cultural contrasts.

## DAY 5- MOSTAR TO SPLIT

### Morning

Travel to Mostar, crossing into Bosnia and Herzegovina. Learn about the mix of Ottoman, Mediterranean, and Central European influences that shaped the region. Join a guided tour across the iconic Stari Most, one of the country's most photographed landmarks.

### Afternoon

Wander through the Old Bazaar, where traditional crafts, copperwork, and textiles are showcased. Visit the Koski Mehmed Pasha Mosque, climbing to a scenic viewpoint overlooking the Neretva River. Continue the journey to the Croatian coast and arrive in Split.

### Evening

Enjoy dinner in the Old Town of Split before checking into the hotel. Students can take a short evening walk to experience the lively waterfront atmosphere.

## DAY 6 – KRKA AND ŠIBENIK

### Morning

Travel to Krka National Park and explore one of Croatia's most impressive natural landscapes. Enjoy a hike along wooden boardwalks surrounded by turquoise pools, lush vegetation, and a series of cascading waterfalls. Learn about the park's unique ecology and conservation efforts.

### Afternoon

Continue to Šibenik, a historic fortified town on the Dalmatian Coast. Enjoy lunch and a guided walk through its stone alleyways, cathedrals, and medieval squares. Return to Split while enjoying views of coastal villages and island-dotted horizons.

### Evening

Dinner at a local restaurant and time to relax after a full day of sightseeing.

## DAY 7 – SPLIT

### Morning

Discover the UNESCO-listed Diocletian's Palace and Split's Old Town with a local guide. Explore ancient courtyards, underground chambers, and living neighborhoods built directly into the palace structure.

### Afternoon

Visit the Riva waterfront promenade and enjoy additional time exploring Split's cultural and historical highlights. Students may have opportunities to observe local life, visit small museums, or enjoy views of the Adriatic Sea.

### Evening

Enjoy dinner in Split before travelling toward the Dubrovnik region for an overnight stay, preparing for the next day's departure to Greece.

## DAY 8 – DUBROVNIK TO GREECE

### Morning

Check out and transfer to Dubrovnik Airport for the flight to Athens.

**Afternoon**

Arrive in Greece and travel to the coastal town of Nafplio. Explore its charming narrow streets, lively town squares, and Venetian-era architecture. If time allows, visit Palamidi Fortress, offering panoramic views over the Argolic Gulf.

**Evening**

Enjoy dinner in Nafplio and continue traveling Athens.

**DAY 9 – RETURN TO CANADA****Morning**

Check out and transfer to the airport for the flight to Toronto.

**Afternoon**

Arrive in Canada and complete entry formalities.

**Evening**

Overnight in Toronto before connecting home.

**DAY 10 – RETURN HOME****Morning**

Depart Toronto on a domestic flight to Yellowknife.

**Afternoon**

Arrive home and conclude the trip.

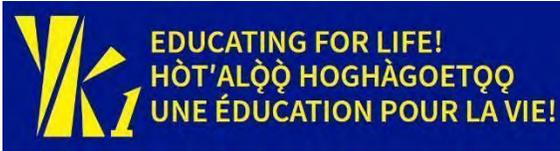
**SJET 2027**

Travel Company:	Evolve Tours:
Destination:	Greece and Croatia
Possible dates:	March 12 to 26th, 2027 (we should know March Break 2027 dates in February)
Group size:	24 students & 4 supervisors
Cost per student:	\$6100

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**Budget Breakdown:**

Actually cost per student:	\$6340
Total trip cost:	\$158,500 (24 students, 1 extra chaperone) (3 chaperones are free)
Student Contributions:	146,400
SJET Trust Account:	\$4000
School Special Events:	\$2500
Youth Contribution Fund	\$2000
Fundraising	\$3600
<b>Total</b>	<b>\$158,500</b>



# BOARD REPORT

<b>Title:</b>	Chairs report
<b>Contact:</b>	Barbara Bell
<b>Meeting:</b>	January 2025
<ul style="list-style-type: none"> <li>● Chair and Superintendent weekly meetings                             <ul style="list-style-type: none"> <li>○ Regular standing meetings to review ongoing board priorities, upcoming agenda items, operational updates, and any emerging issues requiring alignment between governance and administration.</li> </ul> </li> <li>● Dec 11, 2025 - NJ Winter Show</li> <li>● Dec 12, 2025                             <ul style="list-style-type: none"> <li>○ Received confirmation that Minister Semmler received our letter: Restoring Nursing Supports in Schools for Better Health Outcomes</li> </ul> </li> <li>● Dec 12, 2025 Draft letter to Minister Cleveland and sent to Trustees for review - Bill 32 – An Act to Amend the Public Service Act, No. 2</li> <li>● Dec 15, 2025 - Holiday Lunch at Mildred Hall</li> <li>● Dec 18, 2025 - Christmas Caroling with NJ</li> <li>● Dec 18, 2025 - Reached out to Taylor Pagotto - MLA Testart's office - to start hammering out dates for the YK1 - MLA meeting.</li> <li>● Dec 19, 2025 - Breakfast at WMS</li> <li>● Jan 4, 2026 - Homepage approval</li> <li>● Jan 7, 2026 - PAC Chairs meeting</li> <li>● Jan 8, 2024 - Meeting with the Superintendent to review Action Items</li> <li>● Received feedback - Amendments to the Academic Year and School Attendance Regulations</li> <li>● Ongoing - Working with Christopher Smeaton and YCS Chair to confirm next steps and details for the Board/Superintendent evaluation processes.</li> </ul>	
Attached - Jan 7, 2026 PAC Chairs Meeting – Discussion Items	

January 7, 2026

## PAC Chairs Meeting – Discussion Items

### School Use & Operations

- Use of school facilities, including the old school in front of Mildred Hall
- Snow removal (special thanks for Jordan’s team)
- New gates installed on Franklin Avenue (thank you again Jordan’s team)
- Interest in holding PAC and Board meetings directly in schools

### Calendars, Communications & Visibility

- Improving use of Google Calendar and calendar settings when setting up meetings
- Adding school and PAC events to the Cabin Radio community calendar
- Using press releases for select school events (e.g., *Musume Exquisite* – Grade 1–2 class)
- Sharing more positive school news stories publicly

### Donations & Fundraising

- Parents want clearer information on how and where donations can be made
- Discussion about whether donations can be made directly to schools
- Interest in online donation options through the Board website or other platforms

### Engagement & Platforms

- Continued discussion about improving engagement through:
  - YK1 website updates
  - YK1 App
  - Facebook
  - Google / Facebook tools
  - Twitter (X)

### Education Leaders’ Meeting

The Board participated in an Education Leaders’ meeting with other DEAs and DECs.

Common themes included:

- Shared workforce pressures (education assistants, substitutes, student supports)
- Ongoing collaboration with ECE
- A collective focus on student well-being and inclusive schooling

### Nurses in Schools

The Board sent a letter to the Minister expressing strong support for the Nurses in Schools program, highlighting:

- Increasing complexity of student health needs
- Positive impacts on student well-being, attendance, and learning
- The need for stable and predictable funding

### Interim Support Assistant Initiative & Use of Surplus

- In October, the Board accepted Interim Support Assistant Initiative funding

- Rather than returning surplus funds, resources were directed to immediate school and student needs, including:
  - Additional EA and student support capacity
  - School-based supports responding to complex needs
  - Targeted operational pressures
- The focus was on direct classroom impact while remaining fiscally responsible

### **Communication & Transparency**

Upcoming improvements to the YK1 newsletter will include:

- Direct link to Board meeting packages
- Direct link to policies open for public comment
- Easier access for families to follow Board work

### **Student Voice**

- Planning is underway to schedule Student Council meetings in the coming months
- This will strengthen student voice and engagement at the governance level

### **Community & Relationship-Building**

In December, the Chair:

- Attended school and community lunches and Christmas events
- Participated in school-based activities and caroling
- Connected with:
  - Taylor regarding an upcoming YK1–MLA meeting
  - Chris Smeaton to support upcoming Board and Superintendent evaluations

### **Trustee Recruitment – Looking Ahead**

- School board elections are coming up in October
- Recruitment is on the Board’s radar
- Community members interested in serving as trustees are encouraged to reach out

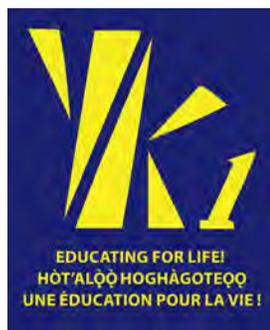
### **Follow-up from last PAC Chairs Meeting**

At the last PAC Chairs meeting, PAC Chairs were asked to consider:

*How can the Board better connect with parents in a way that feels meaningful and helpful?*

We didn’t receive feedback from PAC however, since then:

- Board meetings can now be held in schools, with a virtual option available
- The Board is working through how parents can ask questions directly at meetings
- For now, parents may submit questions by email to the Chair following meetings
- This approach will continue to evolve, and parent feedback remains important



# BOARD REPORT

<b>Title:</b>	Superintendent Board Report
<b>Contact:</b>	Shirley Zouboules
<b>Date Submitted:</b>	January 13, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>● Cultivate a culture of holistic wellness</li> <li>● Honour and celebrate Indigenous Language and Culture for all learners</li> <li>● Ensure inclusive, equitable and authentic learning experiences</li> <li>● Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<p>Welcome 2026!</p> <p>Last month, schools enjoyed many fun events and celebrations prior to the Winter Break. Along with celebrating all of the hard work put into singing, band, dance and theatrics, students and staff gave back to the community in many ways.</p> <p>January heralds the start of new projects in a new year. Supervisory Training for all school administration teams, as well as District Staff, took place January 5 &amp; 6th and 7 &amp; 8th. The two day training was provided by Arctic Response and is in keeping with the Districts commitment to Occupational Health and Safety.</p> <p>Strategic Planning Developing Desired States</p> <p>Our team met with Ms. Penner to plan for at least three sessions with school and DBO leadership before the end of this year, to map out what measures and data can be collected as part of the process. We have tentatively booked her for three sessions where we will confirm a timeline, set out the desired states for each theme within the Strategic Priorities and develop the measures and evidence to be gathered for said priorities and goals.</p> <p>Tier 4 Stabilization Education Partnership</p> <p>Yellowknife Catholic Schools, YK1 and HomeBase/Foster Family Coalition have formed a partnership to initiate a new program in support of students. Some of our youth experience housing challenges, involvement with the justice system and addiction challenges. These youth want to continue their education in spite of many challenges. Through a joint partnership, with ECE, this program, based out of HomeBase, would support students in accessing education programming while being supported with housing, counselling and community services.</p> <p>ECE has generously approved funding to allow for two full time teachers, one per District to support students in education programming. The goal is to provide access to programming while youth, generally highschool, become stabilized in the other areas of their life. The focus for educational programming will be literacy and numeracy. Students will be supported in such areas as applying for work, getting a</p>

	<p>driver's licence and so on..</p> <p>This one year pilot will have built in reporting and review expectations. Student success will be part of this reporting. Additional information will be sent from the Minister of Education's office, including a public announcement, which we will mirror.</p> <p>PAC Chair meeting</p> <p>The PAC Chairs met with Board Chair Bell and Superintendent Zouboules January 7th.</p> <p>On the agenda were updates for</p>
<p><b>Looking ahead</b></p>	<ul style="list-style-type: none"> <li>- Finalizing the 2025-26 school calendars</li> <li>- Preparing for the budget cycle</li> <li>- NWT Superintendents Association meeting</li> <li>- Board Education Session on student data</li> </ul>
<p><b>Recommendations</b></p>	<p>Accept as information</p>
<p><b>Attachments</b></p>	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <p>Tier 4 Stabilization Education Partnership proposal</p>



**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 reintegrate 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.

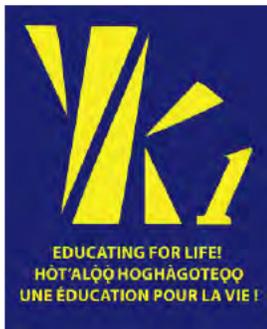
### High-level Budget Items (suggested)

- **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/coordinator + clinical supports; estimated operational budget range to be developed). We can produce a detailed budget once you confirm target capacity and FTE assumptions.

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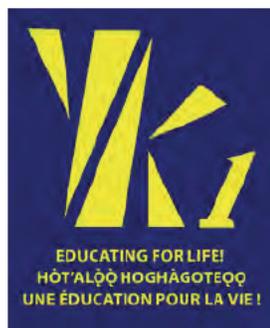
# BOARD REPORT

<b>Title:</b>	Monthly Board Report
<b>Contact:</b>	Graham Arts, Assistant Superintendent
<b>Date Submitted:</b>	January 7, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>• Cultivate a culture of holistic wellness</li> <li>• Honour and celebrate Indigenous Language and Culture for all learners</li> <li>• Ensure inclusive, equitable and authentic learning experiences</li> <li>• Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• Because of the Winter Break and the number of instructional days since the last report to Trustees, there is no Ed Services report for this month</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>• During December's meeting, trustees requested a summary of the extent to which numeracy is explicitly represented in School Improvement Plans. The intention is for trustees to receive a verbal summary of direct and implicit mentions in the plans, but also how schools continue to address Numeracy as dimension of students' learning.</li> <li>• Phone Project – District office has been completely converted over to the new phone system. WMS was completed by December 31<sup>st</sup>. NJ is now underway as of the start of the calendar year. Once the work at NJ is complete, the next schools to be converted will be RLN followed by MHS. The project is on schedule and on budget with an anticipated completion date of March 31<sup>st</sup>. Thanks to Martin for his ongoing work and coordination with Northwest Tel.</li> </ul>
<b>Recommendations</b>	Accept for information

**Attachments?**

Yes

Monthly Education Services And Assistant Superintendent Repor for December, 2025



# BOARD REPORT

<b>Title:</b>	Monthly Report – Assistant Superintendent – Curriculum & Learning
<b>Contact:</b>	Graham Arts, Assistant Superintendent
<b>Date Submitted:</b>	December 5, 2025
<b>Mandate</b>	<ul style="list-style-type: none"> <li>● Cultivate a culture of holistic wellness</li> <li>● Honour and celebrate Indigenous Language and Culture for all learners</li> <li>● Ensure inclusive, equitable and authentic learning experiences</li> <li>● Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>● This report summarizes the monthly activities for the Education Services department, and discusses various additional projects and initiatives with the intention to keep Trustees informed and up-to-date.</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>● Phone Project – Work has resumed on the installation of the new phone system for the district office, with work scheduled to finish the week of December 8<sup>th</sup> to 12<sup>th</sup>, with work scheduled to begin at William McDonald the first week back in January, 2026.</li> <li>● School Improvement plans for all schools are attached to this report. <ul style="list-style-type: none"> <li>○ Schools continue to refine the data that they are using to inform their progress on each goal and establish next steps.</li> <li>○ Each school will review their progress on the plan with reference to their data in late April to early May, 2026. The intention is to begin the development of their plans for 2026-2027 at that time.</li> </ul> </li> <li>● Additional information was sent to Homeschool families on November 28<sup>th</sup> in an effort to provide the details they request regarding the calculation of the amount of the mandatory funding they receive under the 1996 Home School Directive. Families continue to express their concern about the lack of information regarding funding details, and we continue to work with ECE to seek the precision we need to provide them with the best possible answers. The attached email provides context for discussion during the December meeting of the Board of Trustees.</li> </ul>

	<ul style="list-style-type: none"> <li>• A summary of the historical access to on-site health services for students at Sir John Franklin is attached to this report.</li> </ul>
<b>Recommendations</b>	Accept for information
<b>Attachments?</b>	<input checked="" type="checkbox"/> Yes Monthly Education Services Report School Improvement Plans for all YK1 Schools Copy of email to Homeschool Families Dated November 28 <sup>th</sup> , 2025 (redacted) Historical summary of on-site health services for students at Sir John Franklin

Assistant Superintendent for Curriculum and Learning Report				
	<p><b>Wellness</b></p> <p>Cultivate a culture of holistic wellness</p> <p>1.1 Recognize the importance of relationships in learning</p> <p>1.2 Foster and promote personal wellness</p> <p>1.3 Create healthy, safe and caring learning environments</p>	<p><b>Indigenous Language &amp; Education</b></p> <p>Honour and celebrate Indigenous Language and Culture for all learners</p> <p>2.1 Create a welcoming environment for all learners</p> <p>2.2 Integrate an Indigenous approach to education</p> <p>2.3 Strengthen Indigenous Language Instruction</p>	<p><b>Learning</b></p> <p>Ensure inclusive, equitable and authentic learning experiences</p> <p>3.1 Engage learners through meaningful and innovative teaching and learning practices</p> <p>3.2 Strive for excellence</p> <p>3.3 Celebrate diversity of all learners</p>	<p><b>Community</b></p> <p>Foster critical understanding of local, national and global issues</p> <p>4.1 Inspire critical thinking through innovation and pursue sustainable practices</p> <p>4.2 Embrace diversity and encourage empathy to promote global citizenship</p> <p>4.3 Model and encourage ethical leadership and engage in opportunities for service learning</p>
<p><b>Education Services Updates</b></p>	<p>Nov. 3rd EA PD offered personal wellness sessions for EAs including beadwork, Vagus Nerve Reset, and Breathwork for Regulation</p>	<p>-2 staff from EI and 2 staff from NJM met with D. Shelley Stagg Peterson to prepare their "Now Play" presentations. 4 YK1 staff have been selected by Amanda Peterson, Director of Education - Sioux Lookout) to present their projects at the Kekekenawakayo Conference 2026 in Winnipeg in February.</p> <p>-Cailey Mercredi worked in the ?Ori program at NJM teaching students how to prepare harvested rabbits</p> <p>-EI, NJM and RLN all hosted drummers to acknowledge and celebrate "Rock your Mocs"</p>	<p>November 21st - 4 Core French educators from different schools in the district participated in a virtual PD from the Canada Association of Second Languages Teachers Conference.</p> <p>End of Oct/Beginning of Nov - Students in grades 6-8 French Immersion completed the District Reading Assessment in French</p> <p>Teacher evaluations - ongoing</p> <p>WMS French immersion students participated in a Mesopotamian cultural cooking day on Nov 17, with help from a</p>	<p>EdTalent job fair in Toronto November 14: YK1 attended seeking to fill upcoming maternity leaves in French immersion. One strong teacher was hired and will begin at École Itlo on January 5.</p> <p>Meeting with the teacher certification department of ECPE on November 20 to discuss NWT certification eligibility for internationally educated teachers.</p> <p>Meeting with ECE French coordinator to discuss 2026-2027 French program contribution agreement</p>

		<p>-students in the language class at SJF attended BDene Adventures where they learned how to set snares, prepare harvested rabbits, make a fire and cook bannock on a stick.</p> <p>-Cailey Mercredi worked with students in the Goh program at EI to prepare harvested birds!</p> <p>-Cailey Mercredi worked with students in the ?Ori program to experience traditional cooking by making moose stew and bannock</p> <p>-Staff at RLN participated in ILE PD with ECE titles Whole School approach to language and culture”</p> <p>-Donovan Bocher worked in the ORI program at NJM to prepare a harvested lynx with students.</p> <p>-Darrel Chocolate worked with students at RLN (6 classes) to paint beautiful landscapes over the course of 1 day.</p>	<p>local community member to bring to life some of the world cultures they have been learning about in class.</p> <p>Nov 3 EA PD- All EA participated in a full day training including the following sessions: Supporting Learners Approaches for Purposeful Support in the Numeracy Classroom-Kim Lee; Supporting Regulation through Sensory Strategies in the Classroom-Kerri Eagan; Understanding and Supporting Behaviour &amp; Small Group Q&amp;A on Regulation Strategies-Robyn Combre; Trauma Informed Practice and Somatic Practices-Monique Thomas</p> <p>November 3-7- Robyn Combre (Behaviour Specialist) visited all schools and made recommendations.</p> <p>Nov 4 &amp; 5-Wellness Mentor Training with ECE. Sessions included: Meeting Students Where They Are: OARS Skills; Advancing Trauma-Informed Practice; Trauma-Informed Care; Goal Planning.</p> <p>November 14- KTEA Assessment Training with Merrill Dean-Practicing administration of the assessments &amp; analysis.</p>	<p>Santa Claus parade - SJF staff and students prepared the YK1 float and spread some holiday cheer</p>
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			<p>November 13- JK/K Cohort Learning Group: Reviewed best practices within schools, further use of EDI data and reviewed other school readiness assessments.</p> <p>RISCs met with individual schools to support students and staff, including viewing processes and procedures.</p> <p>RISCs met with Wellness mentors to review processes and procedures.</p>	
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## School Improvement Plan – William McDonald School

Improvement Area	Strat. Priority.	Goals	Strategies	Data /Evidence
<p>Inclusive, equitable and authentic teaching, learning and assessment practice</p>	<p>Learning</p>	<p>1. Literacy in the Middle Years - Cross disciplinary, literacy focus for struggling readers</p> <p>2. Curriculum, Assessment &amp; Feedback - In house expertise and learning supported through Collaborative STIP, PLCs and Staff Meeting learning sessions</p>	<p>Analysis of assessments to guide instruction</p> <p>Using district assessment data for school wide initiatives/planning /goal</p> <p>Creating common PLC goals /common growth goals</p> <p>Targeted reading strategies for struggling readers</p> <p>Develop literacy plan with support of literacy consultant</p> <p>Continue school focus on competency based assessment practices through afterschool learning sessions facilitated by SBST</p>	<p>District Assessments (DWW, PBRA, Northern Lights Assessments, FSAs)</p> <p>Staff growth plans that show areas of need/growth for the year</p>
<p>Building community and strengthening educator practice and planning in Indigenous ways of being, knowing, doing, understanding, becoming</p>	<p>Indigenous Language and Education</p>	<p>1. School Wide Inquiry - Caribou</p>	<p>Whole school professional learning supported by ECE</p> <p>Planning using Being, Knowing, Doing, Understanding, Becoming template to base lessons in ILE and Dene Kede</p> <p>Building community and welcoming environment for all learners (staff, students, WMS community) by collaboration rooted in Caribou</p> <p>PLC Group focus for meaningful planning of ILE</p> <p>Language learning re: school wide inquiry</p>	<p>School reflection (ILE Handbook)</p> <p>Staff &amp; student engagement</p> <p>Student learning (curriculum &amp; language)</p>
<p>Create a culture of holistic wellness</p>	<p>Wellness</p>	<p>1. Create healthy, safe and caring learning environments in supporting</p>	<p>Class-wide restorative circles/sharing circles with support of PST/Wellness</p>	<p>MDI analysis overtime to see trends and areas of</p>



## School Improvement Plan – Range Lake North

Improvement Area	Strat. Priority.	Goals	Strategies	Data/Evidence
<p>Guided by Consistency, Connection, and Compassion, our Wellness Committee works to create a school community where everyone feels safe, supported, and seen.</p>	<p>Wellness</p>	<p>1.1 Consistency: have clear expectations to build trust</p> <p>1.2 Connectoin: build strong relationships to increase sense of belonging</p> <p>1.3 Compassion: ensure compassion and empathy are the foundation of our caring school culture</p>	<ul style="list-style-type: none"> <li>- All classes have daily sche ule</li> <li>- Some students have p rsona daily schedules</li> <li>- Same morning routine to ensure co sistency</li> <li>- Sta f having pen and caring commu ication ith students</li> <li>- Wellnes cart on Fridays</li> <li>- W ekly we ss winner</li> <li>- P rs nal notes to boost staff morale</li> <li>- Walki g group</li> <li>- Staff games during Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Staff survey</li> </ul>
<p>We believe in creating meaningful, engaging, and inclusive experiences that prepare students to become capable, confident, and compassionate students.</p>	<p>Learning</p>	<p>2.1 To increase student success an achievement in reading</p> <p>2.2 Engage learners thro gh m aningful and innovative teaching and earning p actices</p> <p>2.3 Celebrate the di ersity f all learning</p>	<ul style="list-style-type: none"> <li>- Literacy night, January 22, 2026</li> <li>- Lesson Study Book Share; shared lesson study each term</li> <li>- Focus on student work being showcased</li> <li>- Conferencing with students</li> <li>- Use of tracking sheets</li> <li>- Current IEPs and SSPs</li> </ul>	<ul style="list-style-type: none"> <li>- MDI and EDI</li> <li>- DWW</li> <li>- F&amp;P</li> <li>- NLA</li> </ul>
<p>Create the environment and opportunities to indigenous education and strengthen language for students to strive in being and becoming a capable person through building stronger connections between family, culture, languages, and land</p>	<p>Indigenous</p>	<p>3.1 Cr ate a w lcoming environment for all learners</p> <p>3.2 egrate n Indigenous approach to educati n</p> <p>3.3 Strengthen Indigenous Language inst ction</p>	<ul style="list-style-type: none"> <li>- Tufting club</li> <li>- Language class</li> <li>- Beading club</li> <li>- Rock Your Mocs</li> <li>- On the land learning</li> <li>- Language Blitz in New Year</li> <li>- Language BINGO</li> <li>- Morning Check-in in Wiildeh</li> <li>- Work with Elder Madeline and focus student work on Dene Laws</li> </ul>	<ul style="list-style-type: none"> <li>- Student participation rates and feedback</li> </ul>
<p>To promote healthy and positive relationships in our school. To ensu e students and staff and families fee excited and proud to be Rangers.</p>	<p>Community</p>	<p>4.1 Students will learn to demonstrate respect and cooperation with peers and staff</p> <p>4.2 Students will participate in activities to strengthen relationships and support school-wide wellbeing</p>	<ul style="list-style-type: none"> <li>- Big Buddies</li> <li>- Halloween Dance</li> <li>- Pep Rally</li> <li>- Holiday Feast</li> <li>- Rangers stickers and tattoos</li> <li>- Sporting events</li> <li>- PAC and PAC events</li> <li>- Family Fun Night</li> <li>- Ranger of the Week</li> <li>- Ranger Round-up</li> </ul>	<p><b>Page 104 of 144</b></p> <ul style="list-style-type: none"> <li>- Student participation rates and feedback</li> </ul>

## School Improvement Plan – École [tfr'q]

Improvement Area	Strat. Priority.	Goals	Strategies	Data/Evidence
Literacy	Learning	Teachers will employ updated reading pedagogy with their students that reflect an evidenced-based approach to literacy instruction.	<p>Revisit and extend 2024 professional learning on oral language development, providing ongoing, evidence-based PD for all staff (including staff- and consultant-led sessions such as with Kim Lockhart).</p> <ul style="list-style-type: none"> <li>- Implement a school-wide MTSS framework that uses Acadience (K–5, Year 1) and other assessment data to monitor progress and guide instruction.</li> <li>- Engage families in supporting literacy development at home by sharing practical, easy-to-use strategies.</li> </ul>	<p>Quantitative Data from a variety of sources: screening assessment (e.g. Acadience assessments), diagnostic assessments (e.g. CORE Phonics Survey RRST, ECLAIR, CBM), and progress monitoring tools (e.g. Acadience, CBM)</p> <p>Qualitative Teacher and student interviews, student self-assessments, anecdotal teacher observations, PLC collaboration notes</p>
Wellness	Wellness	<p>Teachers will actively teach pro-social and self-regulation strategies to their students.</p> <p>Teachers will employ a variety of strategies to build relationship with students that will strengthen the learning in the classroom.</p>	<p>PST support provided in classrooms to build peer relationships.</p> <p>Tiered behaviour plans for when teachers refer students to the office</p> <p>School-wide PBIS system aligned with monthly Dene Lessons.</p> <p>Explicit instruction of the three PBIS pillars—Respect, Responsibility, and Safety—using provided lesson plans.</p> <p>Active PBIS committee including PST, administration, and teachers.</p> <p>Professional development on de-escalation strategies (Dec. 1).</p> <p>Ongoing training for staff in trauma-informed and restorative practices, SEL, co-regulation, and de-escalation.</p>	<p>Quantitative Behaviour tracking tools (e.g. classroom/home communication logs, behaviour tracking Google Form), student and staff rating scales, checklists</p> <p>Qualitative Teacher and student interviews, staff surveys</p>

## School Improvement Plan – Sir John Franklin

Improvement Area	Strat. Priority.	Goals	Strategies	Data/Evidence
Reporting and Assessment Practices	Strategic Goal: Learning: Competencies Reporting	<ul style="list-style-type: none"> <li>- Improve the quality of our daily feedback to students,</li> <li>- our reporting on report cards</li> <li>- using the competence and proficiency scale language when providing this feedback</li> </ul>	<p>Professional development department meetings to review comments, as well as shared marking/collaborative grading and working with on ultan from BC</p> <p>Create resource to support teachers in using selected vocabulary.</p> <p>This will probably take the form of posters and signs with QR codes.</p> <p>Professional lessons for staff PD sessions (possibly short reviews at staff meetings)</p>	<p>Report Card review four times a year, students understanding proficiencies and competencies</p>
Whole Language - School Wide Approach - Williwide Yahti	Strategic Goal: ILE: Use of Williwideh language throughout the school community	<p>To make Indigenous students and community members feel welcome and that Indigenous languages and cultures are valued at Sir John. We need to focus on Williwideh Yahti since it is the local Indigenous Language and we have the capacity to promote it. To give teachers a handful of basic phrases they can use at school that will be familiar to all staff and students (keep teachers can always learn more). To remind and encourage our Williwideh Yahti students to promote the language outside of our language classroom. To provide leadership opportunities for our language students</p>	<p>Land acknowledgement and message to start of all assemblies, school gatherings, etc. Teacher use / Support of language in classroom and hallways.</p> <p>Language component of staff gatherings/PD to keep in in the forefront</p> <p>Announcement routine: students on announcements</p>	

## School Improvement Plan – N.J. Macpherson

Improvement Area	Strat. Priority.	Goals	Strategies	Data/Evidence
Cultivate a culture of holistic wellness	Wellness	Encouraging staff and students to consistently consider their own health and wellness by creating more opportunities for connection and relationship building.	<ul style="list-style-type: none"> <li>- Focus on a mix of reading, writing, and speaking activities like daily read-alouds, using magnetic letters playing word games, and creating a reading routine.</li> <li>- Educating students how and why we take care of ourselves and each other.</li> <li>- Teacher buddy check-ins.</li> <li>- Big buddy-little buddy time</li> <li>- Gymnastics program each class attends approximately 2 times a year - School Club</li> <li>- Rainbow, Beading, Sewing, Harry Potter Club</li> <li>- Cheer Squad, Drama, Art, various sports, including soccer and golf, golf.</li> <li>- Walking and dance club during lunch or recess lunch times throughout the winter</li> </ul>	<p>Rainbow club meetings to welcome and accept differences.</p> <p>PAC sponsored social events like dances (Halloween dance had approximately 400 people)</p> <p>EDI indicates improvement in overall wellness</p>
Increase the number of students reading at grade level by 10%	Learning	<p>Increase the number of students reading at grade level by 10% - Engage learners through meaningful and innovative teaching and learning practices</p> <p>Celebrate the diversity of all learners</p>	<ul style="list-style-type: none"> <li>- Intensive mini-group reading/ comprehension interventions by all classroom teachers on a weekly basis.</li> <li>- Implementation of the new revised curriculum, inquiry-based education</li> <li>- Offer each member ownership over their own PLT times PLT can look different between teams</li> <li>- Incorporate research-based, innovative classroom activities diversify learning.</li> <li>- Increase support for diversity and celebrate diversity</li> </ul>	<ul style="list-style-type: none"> <li>- Improvements in FSA data (this will be a better indicator after 3 years of results. DWW and school writing data, Fountas and Pinnell reading and comprehension tracking, and school and district math assessments. Growth plans co-created with PSTs during professional learning time.</li> <li>- School wide Inquiry learning WONDER WALL staff put up any time they choose at any time (at least 3 per year)</li> <li>- Professional development opportunities provided by the district, individual PD and NWTTA Education Conference.</li> </ul>
Indigenous Language and Education.	Honoring and celebrate Indigenous	Create a welcoming environment for all learners, Integrate an Indigenous	-To reach out and build relationships within our NJ community (and beyond) in order to foster more opportunities for authentic learning experiences for all	<ul style="list-style-type: none"> <li>- Data collected from assessments indicates strong growth for our students</li> <li>- Effective classroom evaluation tools developed by ECE and used during walkthroughs and evaluations</li> <li>- Relevant in-service opportunities provided to the staff.</li> <li>- Parents and community members in our classes sharing traditional skills throughout the year.</li> </ul>

	Language and Culture for all learners	approach to education, Strengthen Indigenous Language instruction	<p>throughout the entire school year. Example: using parents, community members to share stories, knowledge, experiences, and resources with our NJ family</p> <ul style="list-style-type: none"> <li>-Integrating, celebrating and promoting Indigenous language into our daily routines within our school and individual classrooms; holding everyone accountable</li> <li>-Creating connections with community knowledge keepers</li> <li>-Supporting, integrating and creating indigenous language learning</li> <li>- Dene Language class twice per week plus Dene Language support in classes throughout the week.</li> </ul>	<ul style="list-style-type: none"> <li>-Celebrating and promoting Dene authors and local authors</li> <li>-Staff take part in additional activities during a SIP day archery, fe building, museum making, traditional cooking, beading and dream catchers.</li> <li>-Monthly Dene law focus and celebrations</li> <li>-Traditional skills sessions and demonstrations at NJM and a community showcase during the evenings of the camp.</li> <li>-Time blocked in schedules for classroom language learning</li> <li>- Inviting Elders, community knowledge holders</li> <li>- Staff-run learning sessions like beading</li> <li>- District-run staff sessions like painting and mitten making</li> </ul>
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## School Improvement Plan – Mildred Hall

Improvement Area	Strat. Priority.	Goals	Strategies	Data/Evidence
Student safety	Learning	Ensure a safe learning environment for all students and staff	Review safe and caring schools plan with school team, encourage school team members to report and document safety concerns quickly and proactively	Changes to supervision schedule deployment to ensure further student safety at WSCC claims
Educator confidence	Learning and Wellness	Ensure that educators feel successful and confident in their work	Promote the philosophy that teachers are required to plan for and supervise all learners in their classrooms, ensure that teachers have access to context-specific professional learning related to topics such as S Determination Theory, Culturally Responsive pedagogy.	Increase in strengths-based thinking around student learning and capability, increase in collaborative learning experiences that do not rely on work sheets, videos, or non-align tech programs, but rather align with inquiry-based, spiralized learning experiences. Changes to procedures related to how students are "put" on any kind of learning plan, and a decrease in the number of students on learning plans, as wider use of UDL strategies occur.
School reputation	Community and Indigenous	Increase community awareness of school programming and repair the stigma that MHS is considered an "inner city", primarily "at risk" school.	Increase use of social media platforms to promote the positive things happening at Mildred Hall School, promote culturally responsive pedagogy at practice increase the meaningful and intentional use of Dene Kede and Indigenous language	Revival of MHS Instagram page, increased engagement on school Facebook page, increased cultural learning experiences for students, new jerseys and school logoed tent for sports events, continued collaboration with community stakeholders for community events and the school garden
Use of instructional minutes	Learning and Community	Ensure adherence to the expected per-subject instructional minute requirements per subject and instructional alignment with the NWT Adapted Curriculum	Remove practices such as "soft start", DPA for middle school, viewing of movies and tv show during the school day, and work with professional teaching staff to assist them in understanding the purpose of instructional time and the importance of aligning this time with curricula	Student attendance increase to start the day. Intentional schedule planning to ensure that instructional minutes are met and also that teachers have ample planning time with colleagues and program support teachers.

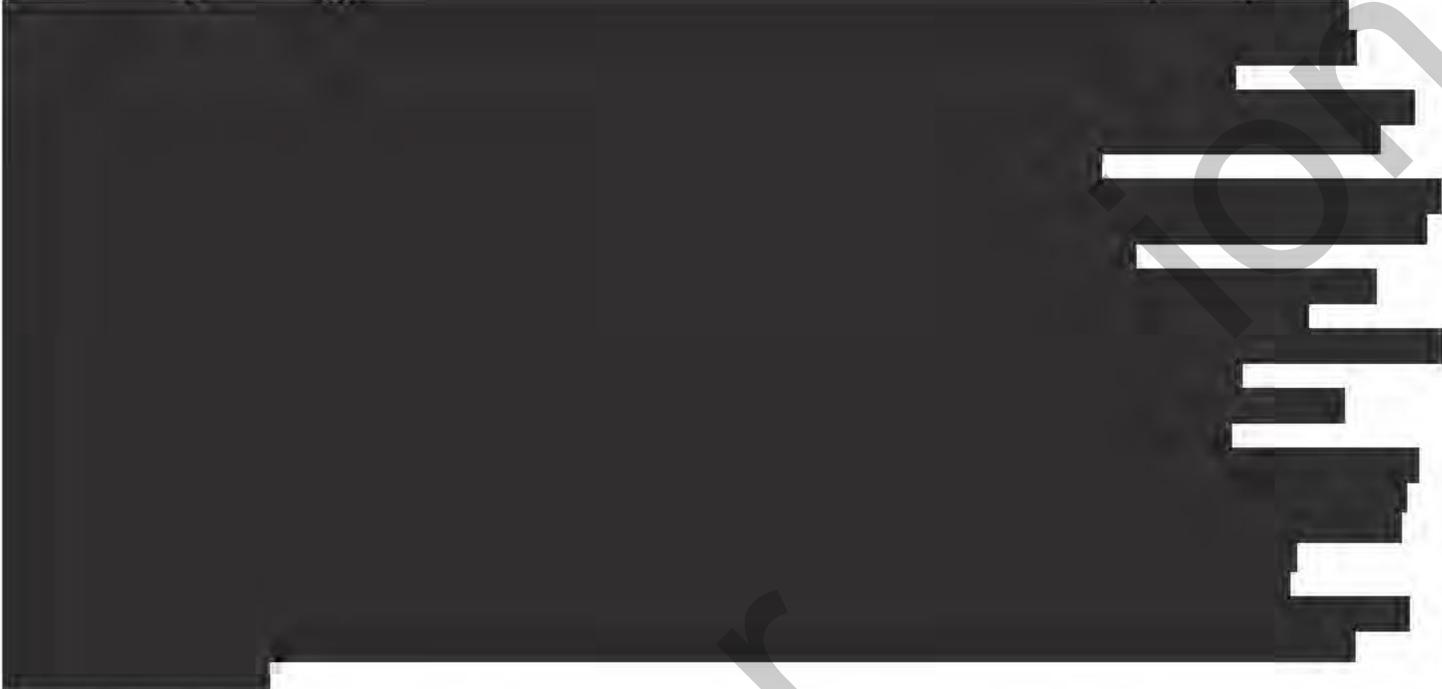


Graham Arts <graham.arts@yk1.nt.ca>

## Further Information - School Budgets and Homeschool Funding

Graham Arts <graham.arts@yk1.nt.ca>

Fri, Nov 28, 2025 at 3:04 PM



Dear Homeschooling Families,

After my last email to you earlier this month, we received a few additional questions regarding the homeschool funding, along with more generalized funding transferred to the school district by the GNWT and the City of Yellowknife.

I expect that many families are already aware of the wording of the 1996 Home Schooling Directive. A copy of the wording for the directive is included on the YK1 Website. However, for the sake of completeness, I am including a link to where you can download a .pdf scan of the original document. It is located at: [https://www.ece.gov.nt.ca/sites/ece/files/resources/ministerial\\_home\\_schooling.pdf](https://www.ece.gov.nt.ca/sites/ece/files/resources/ministerial_home_schooling.pdf).

A number of families have asked for details regarding the budget amounts used by YK1 to calculate the mandated funding amount for homeschooling. I am also attaching copies of the district's Budget for 2025/2026 and our Audited Financial Statements for 2024/2025. My hope is that providing this information will provide you with any precision you are seeking about the district's finances, and how homeschooling is supported through them.

I have also received questions regarding the calculation or formula used to determine the amount of the mandated funding available to families. For the 2024/2025, the amount budgeted by the school district was \$100,000. My understanding is that this amount was established at some point in the past, and it has been used annually to plan for homeschool expenditures. The total amount of the payouts for claims related to the mandated funding for 2024/2025 was \$253,038.92 (a growth of over \$120,000 from the payouts for 2023/2024). The amount initially budgeted for 2025/2026 in the district's plan was \$100,000. At a special meeting held at the end of October of this year, trustees passed a motion allocating an additional \$200,000 to ensure that we could commit to a homeschool funding amount of \$4,000 per child for the 2025/2026 school year.

There are two additional considerations that factor into the budget and any funding allocations resulting from it. First, the school district receives its funding based on the previous year's enrollment. Therefore, the funding for 2025/2026 is based on the September 30, 2024 official enrollment count. Funding always lags one year behind the actual enrollment we have within the school district, including the number of homeschoolers. Second, the district is required to pass its budget in the June of the previous school year. In this year's case, the budget was passed in June, 2025 (at the end of last school year). Homeschoolers have up to September 30th to register, posing an added challenge to projecting how much funding needs to be set aside to provide the funding mandated in the Directive.

We continue to work with ECE in order to gain clarity into the per-pupil funding details for YK1, and to understand the regional variations in per pupil amounts. Our goal is to get the precision we need in the information we receive from ECE so that we verify the Directive's funding requirements for 2026/2027. This will be part of our overall effort to ensure that we are in compliance with all aspects of the Directive. This examination is being undertaken in the context of YK1's anticipated funding challenges for 2026/2027.

I hope this helps in understanding the current context of the funding for homeschool, but also the district as a whole.

Graham

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Graham Arts

Assistant Superintendent I Surintendant adjoint

Yellowknife Education District No. 1 | Administration scolaire de district n°1 de Yellowknife

Tel: (867) 766-5050 | Fax: (867) 873-5051

Website: [www.yk1.nt.ca](http://www.yk1.nt.ca)

District Office | Bureau central

5402 50 Avenue | PO Box 788

Yellowknife, NT

X1A 2N6

**I respectfully acknowledge that I live and work on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation. / Avec respect, nous reconnaissons que notre école se trouve sur le territoire du chef Drygeese, dans la région d' Akaitcho, le territoire traditionnel de la Première Nation des Dénés Yellowknives.**

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## 2 attachments

 **11.2.ii 2025-2026 Operating Budget.pdf**  
713K

 **2025 Audited Financial Statements Final Signature Redacted.pdf**  
6688K

## Report for YK1 Board of Trustees

### Summary of Health Services Formerly Available at Sir John Franklin

December 5, 2025

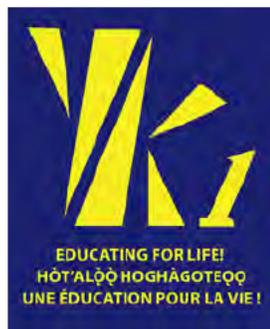
Prepared by: Graham Arts, Assistant Superintendent for Curriculum and Learning

#### Background

The YK1 Board of Trustees has asked for a summary of the health services that were formerly available to the students at Sir John Franklin. The information below summarizes the history of these services as explained by the administration of the school.

#### Points of Note

- At the start of the 2024-2025 School Year, the school's administration was informed by Public Health that regularly-scheduled on-site health services for students would no longer be possible due to staffing shortfalls within the department.
- Since then, the only services provided by Public Health on-site are occasional vaccination clinics that are normally organized for graduating students to access prior to finishing school. The intention behind these clinics is to allow students to catch up on vaccinations while it is still reasonably easy for them to access the service. Mature minors provide their own consent. In cases where students aren't mature minors, parental permission is sought.
- Prior to the 2024-2025 School Year, Public Health offered the following for students:
  - On-site office hours provided by a Public Health nurse for ½ day per week.
  - Access to the nursing services was usually on a drop-in basis, and the service was well used by students.
  - Outside of those times, materials were available to students on a variety of public and personal health matters in the same area where the nurse's office was located.
- Some of the posters and pamphlets with information for students remain available to them currently.
- At the start of the 2024-2025 School Year on-site CYC services were ended. Students could continue to access CYCs at the off-site offices, and some students continue to do so.
- CYCs are permitted to meet students at the school, however the school's administration reports that this accommodation is used rarely, if ever.
- The school's administration reports their belief that the move to CYCs off-site has placed additional barriers to students accessing Mental Health services.
- School Counsellors and School-Based Mental Health and Wellness workers have capacity to refer students to CYCs, and will do so as appropriate.
- The school and YK1 stand ready to work with Public Health and NTHSSA to increase student access to health services generally.



# BOARD REPORT

<b>Title:</b>	2026-2027 DRAFT School Calendar
<b>Contact:</b>	Graham Arts, Assistant Superintendent
<b>Date Submitted:</b>	January 7, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>• Cultivate a culture of holistic wellness</li> <li>• Honour and celebrate Indigenous Language and Culture for all learners</li> <li>• Ensure inclusive, equitable and authentic learning experiences</li> <li>• Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• Annually, the Board of Trustees must approve the proposed calendar for the subsequent school year by motion during a public meeting.</li> <li>• Prior to passing the proposed calendar, the School District's Senior Leadership ensures opportunities for input from employees, families and the community.</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>• The draft of the 2026-2027 Academic Year calendar is attached for the information of Trustees. There is one calendar for the JK-8 schools, and one for Sir John Franklin (for Grades 9-12).</li> <li>• The electronic versions for the distribution prior to the meeting are in 8 ½ x 11 format. Copies will be available for Trustees in 11 x 17 for the public meeting.</li> <li>• The attached calendars are first draft and subject to additional verifications and changes arising from consultations.</li> <li>• Senior Leadership will arrange for a public sharing of the draft calendar, and also task school principals to share it with their local parent communities and their staff.</li> <li>• A summary of the feedback received will be presented to Trustees at the February 10<sup>th</sup> meeting for their consideration.</li> </ul>

	<ul style="list-style-type: none"> <li>• One point of information for Trustees to consider is that for the past few years, there has been a ½ day civic holiday declared by the City of Yellowknife in the Spring. We generally don't have any indication about this in advance and are often required to make an amendment to the calendar to recognize this. Our Collective Agreement with USW requires this holiday to be granted to their members. Past practice has been to grant the day to all employees.</li> </ul>
<b>Recommendations</b>	Accept for information
<b>Attachments?</b>	<input checked="" type="checkbox"/> Yes DRAFT 2026-2027 Calendar for Consultation (JK-8) DRAFT 2026-2027 Calendar for Consultation (9-12) DRAFT Summary Listing of Non-Instructional Days (JK-8) DRAFT Summary Listing of Non-Instructional Days (9-12)



# Yellowknife Education District No. 1

## 2026-2027 SCHOOL CALENDAR

### Junior Kindergarten – Grade 8

#### Important Dates at a Glance

- School Offices Open: Thursday, August 13, 2026
- First Day of Classes: Thursday, August 27, 2026
- Parent/Student/Teacher Conferences: November 24 & 25, 2026
- Winter Break: Monday December 21, 2026, to Friday January 1, 2027
- Parent/Student/Teacher Conferences: March 9 & 10, 2027
- Spring Break: Monday, March 15, 2027 to Friday May 25, 2027
- Last Day of Classes: Thursday, June 23, 2027
- Last Day for Teachers and Assistants: Thursday, June 4, 2027
- School Offices Close: Thursday, July 1, 2027

Total Student Days: 176

Total Staff Days: 192

#### Statutory and Schedule School Holidays

Labour Day ..... Mon, Sept. 7, 2026  
 Truth and Reconciliation Day Wed, Sept 30, 2026  
 Thanksgiving ..... Mon, Oct 12, 2026  
 Remembrance Day ..... Nov 11, 2026  
 First Day of Winter Break ..... Mon, Dec 21, 2026  
 Last Day of Winter Break ..... Fri Jan 1, 2027  
 First Day of Spring Break ..... Mon Mar 15, 2027  
 Last Day of Spring Break ..... Fri Mar 26 2027  
 Easter Monday ..... , Mar  
 Victoria Day ..... Mon, May 24, 2027  
 National Indigenous Peoples Day  
 ..... Mon, June 21, 2027

#### Professional Development Days\*

Mon Aug 2, 2026 ..... STIP  
 Tue Aug 25, 2026 ..... Culture  
 Wed Aug 26, 2026 ..... STIP  
 Fri Oct 9, 2026 ..... STIP  
 Fri Oct 23, 2026 ..... PD  
 Mon Nov 2, 2026 ..... STIP  
 Nov 27, 2026 ..... P/S/T  
 Fri Jan 22, 2027 ..... PD  
 Fri Feb 5, 2027 ..... STIP  
 Mon Feb 15, 2027 ..... STIP  
 Fri Mar 12, 2027 ..... P/S/T  
 Tue Mar 30, 2027 ..... STIP  
 Fri Apr 23, 2027 ..... STIP  
 Fri May 14, 2027 ..... Culture  
 Mon, Jun 7, 2027 ..... STIP  
 Thu, Jun 24, 2027 ..... STIP

Instructional Days per Month		
Aug: 3	Sep:	Oct: 19
Nov: 18	Dec:	Jan: 19
Feb: 18	Mar:	Apr: 21
May: 19	Jun: 5	

\* Professional Development Days include:

- Strengthening Teacher Instructional Practices (STIP)
- Professional Development (PD)
- Time in lieu of evening Parent/Student/Teacher Conferences (P/S/T)
- Cultural Orientation Days (Culture)

**SCHOOL YEAR CALENDAR - 2026/27**

DEA: Yellowknife Education District No. 1

School(s):

Sr. John Franklin

**Semester/Term Dates**

T1:	
T2:	
T3:	
T4:	

**Marks Submission Dates**

Monday, November 2, 2026
Tuesday, January 26, 2027
Friday, Apr 9, 2027
Thursday, June 24, 2027

**Report Card Dates**

Monday, November 9, 2026
Monday, February 1, 2027
Tuesday, Apr 13, 2027
Friday, June 25, 2027


Total School Days (Teacher Work Days) 178.0

Total School Days by Category (Academic Year)

0	11	178	4	5	2	0	2	1	16	0	19	15
Statutory Ho days (SH)	Student (sessions) days (ID)	STP Co-aboration (CO) + Early D smssa (Equ v 1 Day)	STP ind y d uas Duties (SI)	Admin (AD)	Inservice (IS)	Cultura Orientation (CO)	Professona Deve opment (PD)	Breaks (spring/winter/c v) (BR)	MLWP Days (MW)	* 60 minute early d smssa		

	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F					
JULY																														
AUGUST	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
SEPTEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
OCTOBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
JUNE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

**Instructional Minutes/Day**

Instructional M	6
Instru nutes PM	7-12
Total In nst Minutes/Regular school Day	17
	0
	340

Please note any grade levels with differing instructional minutes/day  
Eg) JK students attend part-time (195 mins/day)

# Yellowknife Education District No. 1

## 2026-2027 SCHOOL CALENDAR

### Grades 9 through 12

#### Important Dates at a Glance

- School Offices Open: Thursday, August 13, 2026
- Student Services Open: Thursday, August 20, 2026
- First Day of Classes: Thursday, August 27, 2026
- Winter Break: Monday December 21, 2026, to Friday January 1, 2027
- **January Assessments: January 18 to January 25, 2027 (under review)**
- Spring Break: Monday, March 15, 2027 to Friday March 25, 2027
- **June Assessments: June 14 to June 23, 2027 (under review)**
- Last Day for Students: Wednesday, June 22, 2027
- Last Day for Teachers and Assistants: Thursday, June 2027
- School Offices Closed: Thursday, July 1, 2027

Total Student Days: 178

Total Staff Days: 192

#### Statutory and Schedule School Holidays

Labour Day .....	Mon, Sept. 7, 2026
Truth and Reconciliation Day Wed	Sept 30, 2026
Thanksgiving .....	Oct 12, 2026
Remembrance Day .....	Wed, Nov 11, 2026
First Day of Winter Break .....	Mon, Dec 21, 2026
Last Day of Winter Break .....	Fri Jan 1, 2027
First Day of Spring Break .....	Mon Mar 15, 2027
Last Day of Spring Break .....	Mar 25, 2027
Easter Monday .....	Mon, Mar 29, 2027
Victoria Day .....	Mon, May 24, 2027
National Indigenous Peoples Day .....	Mon, June 21, 2027

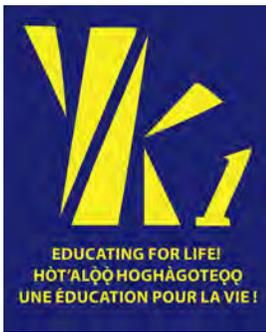
#### Professional Development Days\*

Mon Aug 24, 2026 .....	STIP
Tue Aug 25, 2026 .....	Culture
Wed Aug 26, 2026 .....	STIP
Fri Oct 23, 2026 .....	PD
Mon Nov 2, 2026 .....	STIP
Nov 27, 2026 .....	P/S/T
Tue Jan 26, 2027 .....	STIP
Wed Jan 27, 2027 .....	STIP
Fri Feb 5, 2027 .....	STIP
Fri Mar 12, 2027 .....	P/S/T
Fri Apr 9, 2027 .....	STIP
Fri Apr 23, 2027 .....	STIP
Fri May 14, 2027 .....	Culture
Mon, Jun 7, 2027 .....	STIP
Wed Jun 23, 2027 .....	STIP
Thu, Jun 24, 2027 .....	STIP

Instructional Days per Month		
Aug: 3	Sep: 18	Oct: 20
Nov: 18	Dec: 11	Jan: 18
Feb: 10	Mar: 11	Apr: 20
May: 15	June: 15	

\* Professional Development Days include:

- Strengthening Teacher Instructional Practices (STIP)
- Professional Development (PD)
- Time in lieu of evening Parent/Student/Teacher Conferences (P/S/T)
- Cultural Orientation Days (Culture)



# BOARD REPORT

<b>Title:</b>	Assistant Superintendent of HR and Learning Report
<b>Contact:</b>	Landon Kowalzik, Assistant Superintendent
<b>Date Submitted:</b>	January 9, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>• HR: To recruit, support and retain staff in order to provide students with the best possible opportunities and educating for life.</li> <li>• Learning: Providing students with the best possible opportunities and educating for life.</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>• As of January 9, we have 138 active substitute teachers and new subs continue to be added on a weekly basis.</li> <li>• Update on enrollment, as of January 9, 2026 complete. See attachment.</li> <li>• Update on official enrollment based on September 30, 2025 complete. See attachment.</li> <li>• As of January 9, 2026, we have hired 24 Education Assistants with more expected in the days and weeks ahead.</li> <li>• The Assistant Superintendent of Human Resources and Learning attended the University of Lethbridge's PSIII Launch day on December 5, 2025.</li> </ul>
<b>Looking forward:</b>	<ul style="list-style-type: none"> <li>• The YK1 annual recruitment trip is set with stops at four universities scheduled for January and early February where we will have the opportunity to engage with soon to be teachers from 9 different universities.</li> </ul>
<b>Recommendations</b>	Accept as information
<b>Attachments?</b>	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No Enrolment report January 9, 2026 <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No Official enrollment report

**Yellowknife Education District No. 1  
Enrolment Report as of: January 9, 2026**

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals		
															Jan-26	Jan-25	Change
Mildred Hall	28	19	25	33	28	25	30	32	25	36					281	270	11
Ecole Itlo (Fr)	69	46	65	44	57	45	40								366	342	24
William McDonald (All)								132	96	102					330	324	6
N.J. Macpherson	45	41	47	47	47	42	64								333	355	-22
Range Lake North (All)	19	22	18	30	20	29	22	13	18	11					202	218	-16
Ecole Sir John Franklin											154	254	147	120	675	660	15
<b>Totals</b>	<b>161</b>	<b>128</b>	<b>155</b>	<b>154</b>	<b>152</b>	<b>141</b>	<b>156</b>	<b>177</b>	<b>139</b>	<b>149</b>	<b>154</b>	<b>254</b>	<b>147</b>	<b>120</b>	<b>2187</b>	<b>2169</b>	<b>18</b>

**Yellowknife Education District No. 1  
Monthly Enrolment Tracking**

School	FTE Totals											
	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26		
Mildred Hall	301.00	286	283	284	281							
Ecole Itlo	366.00	368	366	367	366							
William McDonald	329.00	327	328	328	330							
N.J. Macpherson	334.00	331	332	333	333							
Range Lake North	206.00	209	209	208	202							
Ecole Sir John Franklin	679.00	686	691	679	675							
<b>Totals</b>	<b>2215.00</b>	<b>2207.00</b>	<b>2209</b>	<b>2199</b>	<b>2187</b>							

**Yellowknife Education District No. 1**  
**Official FTE as of December 8, 2025:**

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals		
															2025	2024	Change
Mildred Hall	28.5	16.5	24	34	29	25	29.5	32.5	26	34.5					279.5	260	19.5
Ecole Itlo (French)	68.5	44	63.5	44.5	56	46	41								363.5	335	28.5
William McDonald (All)								129	93.5	102.5					325	314	11
N.J. Macpherson	44	39.5	45	45.5	46.5	41.5	60								322	354.5	-32.5
Range Lake North (All)	18.5	21.5	18	29	21	28.5	23	12.5	16	11					199	204.5	-5.5
Ecole Sir John Franklin											152	253	150	111.25	666.25	637.5	28.75
<b>Totals</b>	<b>159.5</b>	<b>121.5</b>	<b>150.5</b>	<b>153</b>	<b>152.5</b>	<b>141</b>	<b>153.5</b>	<b>174</b>	<b>135.5</b>	<b>148</b>	<b>152</b>	<b>253</b>	<b>150</b>	<b>111.25</b>	<b>2155.25</b>	<b>2105.5</b>	<b>49.75</b>

**Yellowknife Education District No. 1**  
**Monthly Enrolment Tracking (note this is not official FTE)**

School	FTE Totals											
	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26		
Mildred Hall	287.00	277	273	272								
Ecole Itlo	337.00	339	339	339								
William McDonald	286.00	324	323	324								
N.J. Macpherson	364.00	364	362	361								
Range Lake North	206.00	216	218	220								
Ecole Sir John Franklin	696.00	659	660	661								
<b>Totals</b>	<b>2176.00</b>	<b>2179.00</b>	<b>2175</b>	<b>2177</b>								



# BOARD REPORT

<b>Title:</b>	January 13, 2026, Secretary Treasurer Report
<b>Contact:</b>	Lisa Vass, Secretary Treasurer
<b>Date Submitted:</b>	January 8, 2026
<b>Mandate</b>	<ul style="list-style-type: none"> <li>● Cultivate a culture of holistic wellness</li> <li>● Honour and celebrate Indigenous Language and Culture for all learners</li> <li>● Ensure inclusive, equitable and authentic learning experiences</li> <li>● Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>● The December Secretary Treasurer report is attached to the January report. Below are new items or updates.</li> <li>● Occupational Health &amp; Safety Update: <ul style="list-style-type: none"> <li>• Arctic Response will undertake the Confined Space Assessments beginning January 12. The assessment will take approximately 3 weeks. Once the assessment is done, Arctic Response will develop the confined space program protocols for YK1 and train the maintenance staff.</li> <li>• Supervisor Training – Arctic Response delivered two sessions one on January 5-6 and the second on 7-8, 2026 for all school administration staff. A third session will be scheduled for any supervisors who were unable to attend the training.</li> </ul> </li> <li>● Bussing: I returned from vacation to discover that the 2024-25 credit information remains outstanding. I followed up on January 5, 2026 to express my disappointment and request confirmation date. Transdev indicated that January 22 would be when I</li> </ul>

	<p>receive the information. As part of the budget process, I will be analyzing the information I do have and sharing that at the Finance Committee meeting for budget.</p> <ul style="list-style-type: none"> <li>● 2026 BOT Election Process: The Secretary Treasurers from YK1 and YCS met with the city election staff on November 18 to discuss working together for the October 2026 election cycle. The YCS Board confirmed they are interested in pursuing a partnership with the city. The estimated total cost of the 2022 election was \$53,558 which was split 50/50 with YCS. The YK1 portion was \$26,779.</li> </ul>
<p><b>Recommendations</b></p>	<p>Received as information.</p>
<p><b>Attachments?</b></p>	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <ul style="list-style-type: none"> <li>• Board Report – Secretary Treasurer – December 9, 2025 Board of Trustees' Report</li> <li>•</li> </ul>



# BOARD REPORT

<b>Title:</b>	December 9, 2025, Secretary Treasurer Report
<b>Contact:</b>	Lisa Vass, Secretary Treasurer
<b>Date Submitted:</b>	December 3, 2025
<b>Mandate</b>	<ul style="list-style-type: none"> <li>● Cultivate a culture of holistic wellness</li> <li>● Honour and celebrate Indigenous Language and Culture for all learners</li> <li>● Ensure inclusive, equitable and authentic learning experiences</li> <li>● Foster critical understanding of local, national and global issues</li> </ul>
<b>Background</b>	<ul style="list-style-type: none"> <li>● The payroll officer position is now vacant, so recruiting has begun with interviews scheduled for early January. With two new employees in payroll, finance will once again be training a new employee which will cause a shift in work and priorities.</li> <li>● School Site Visits:             <ul style="list-style-type: none"> <li>• Finance visited four schools over the last week including: NJM, SJF, ITL'O and WMS. Finance reviewed their SUB, operating and maintenance and grant budgets for the year. The remaining two schools will be scheduled for visits mid-January.</li> </ul> </li> <li>● Occupational Health &amp; Safety Update:             <ul style="list-style-type: none"> <li>• Arctic Response will undertake the Confined Space Assessments during the first three weeks of January 2026.</li> <li>• Supervisor Training – Arctic Response will deliver two sessions scheduled for January 5-6 and 7-8, 2026 for all school administration staff. This should bring most of the</li> </ul> </li> </ul>

	<p>school leadership into compliance with the WSCC requirements.</p> <ul style="list-style-type: none"> <li>• Board of Trustees Honourarium – The Board’s bi-annual honourariums were paid on November 28, 2025. The Board annual honorarium rates are adjusted annually per Board Policy 5: Board By-Laws. The increase is based on the Yellowknife Price Index for the period of September 1, 2024 – September 1, 2025 with the rate being 1.9%. The summary is attached.</li> <li>• Bussing: I met with the Transdev staff at the end of November to discuss operations and financial issues. I am still waiting for final credit information for the 2024-25 fiscal year. They are supposed to have it to me by December 5. I will review the information when I return in early January.</li> </ul>
<b>Updates:</b>	
<b>Recommendations</b>	Received as information.
<b>Attachments?</b>	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <ul style="list-style-type: none"> <li>• Board of Trustees’ Honourarium 2025-26</li> </ul>

## **Trustee Honorariums**

November 19, 2025

Please note that the board annual honorarium rates have been increased as per Board Policy 5: Board By-Laws. The change as per the Yellowknife Price Index (CPI) for September 1, 2024 to September 1, 2025 is 1.9% which resulted in the following changes:

	<b><u>September 2024</u></b>	<b><u>September 2025</u></b>
Chairperson	\$ 15,041.48	\$ 15,327.27
Vice-Chairperson	\$ 12,785.25	\$ 13,028.17
Trustee	\$ 11,281.11	\$ 11,495.45

The 2025 Trustee Honorariums are in effect from September 1, 2025 to August 31, 2026. They will be adjusted to the change in Yellowknife Consumer Price Index in September 2026.

Honorariums are paid twice per year, June 30 and December 31 (December 2025 payment to be made on November 28, 2025).



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## Consumer Price Index September 2025

Information released today by Statistics Canada indicates the Yellowknife All-Items Consumer Price Index in September rose by 1.9% compared to one year ago. By comparison, annual prices increased by 2.4% for Canada, 1.7% for Edmonton, 2.9% for Whitehorse, and 0.7% for Iqaluit.

**Table 1: All-Items Consumer Price Index (2002 = 100)**

	25-Sep	25-Aug	24-Sep	% Change from		12-Month Average		
				25-Aug	24-Sep	24-Oct	23-Oct	%
						25-Sep	24-Sep	Change
<b>Yellowknife</b>	<b>162.4</b>	<b>163.1</b>	<b>159.4</b>	<b>-0.4</b>	<b>1.9</b>	<b>162.5</b>	<b>159.1</b>	<b>2.1</b>
Canada	164.9	164.8	161.1	0.1	2.4	163.3	160.1	2.0
Edmonton	170.6	170.9	167.8	-0.2	1.7	169.8	166.2	2.2
Whitehorse	164.4	165.2	159.7	-0.5	2.9	162.3	157.8	2.9
Iqaluit	145.2	145.6	144.2	-0.3	0.7	144.8	143.6	0.8

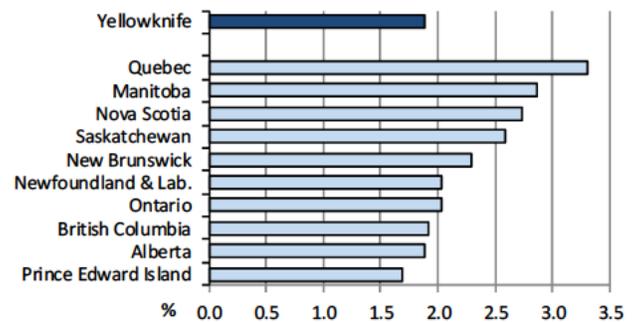
Consumer prices increased for all provinces in September 2025 compared to a year ago. Prince Edward Island had the lowest increase (1.7%) while Quebec had the highest (3.3%).

In Yellowknife, consumer prices rose in six of the eight major components compared to one year ago including food (3.3%), shelter (3.6%), and health & personal care (3.8%).

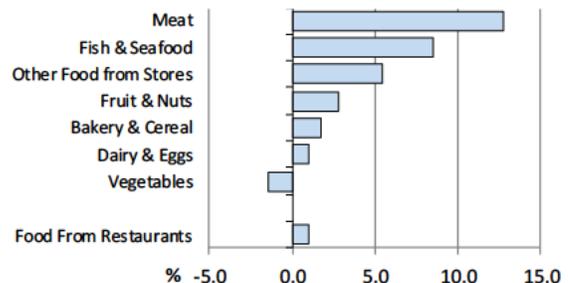
Prices for many grocery items rose year-over-year between September 2024 and September 2025. Almost all categories of food saw price increases to varying degrees, except for vegetables. Meat prices increased by 12.8%, while fish and seafood rose by 8.5%. In contrast, vegetable prices fell by 1.4%.

Looking at energy and its components, both gasoline and fuel oil & other fuels decreased by 10.3% and 8.1%, respectively. In contrast, electricity increased by 3.5% over the last 12 months.

**Percentage Change in Prices - All Items  
September 2024 to September 2025**



**Percentage Change in Food by Subcomponent  
Yellowknife, September 2024 to September 2025**



**TABLE 2: CONSUMER PRICE INDEX, SEPTEMBER 2025**  
**SELECTED INDEXES, YELLOWKNIFE (2002 = 100)**

	25-Sep	25-Aug	24-Sep	% Change from	
				25-Aug	24-Sep
All Items	162.4	163.1	159.4	-0.4	1.9
Food	188.4	187.1	182.3	0.7	3.3
Food from Stores	188.3	186.6	180.6	0.9	4.3
Food from Restaurants	187.9	187.9	186.0	-	1.0
Shelter	198.9	198.5	192.0	0.2	3.6
Water, Fuel & Electricity	256.0	256.1	259.8	-	-1.5
Household Operations & Furnishings	109.5	109.2	106.8	0.3	2.5
Household Operations	103.1	103.3	101.7	-0.2	1.4
Household Furnishings	118.4	117.0	112.6	1.2	5.2
Clothing & Footwear	108.4	111.9	113.9	-3.1	-4.8
Clothing	95.8	98.8	101.4	-3.0	-5.5
Footwear	97.4	101.9	94.4	-4.4	3.2
Clothing Accessories & Jewellery	174.0	178.8	195.7	-2.7	-11.1
Clothing Material, Notions & Services	209.4	209.4	211.9	-	-1.2
Transportation	160.5	165.9	163.8	-3.3	-2.0
Private Transportation	164.2	164.0	164.1	0.1	0.1
Public Transportation	150.6	171.9	163.4	-12.4	-7.8
Health & Personal Care	144.3	142.4	139.0	1.3	3.8
Health Care	143.4	140.7	137.8	1.9	4.1
Personal Care	144.8	143.9	139.6	0.6	3.7
Recreation, Education & Reading	118.9	120.0	118.6	-0.9	0.3
Recreation	113.4	115.3	113.5	-1.6	-0.1
Education & Reading	151.5	147.5	149.1	2.7	1.6
Alcoholic Beverages & Tobacco Products	206.9	206.4	202.7	0.2	2.1
Alcoholic Beverages	160.9	160.9	157.1	-	2.4
Tobacco Products & Smokers' Supplies	333.6	331.8	326.4	0.5	2.2
ENERGY AND ITS COMPONENTS:					
Energy	229.3	229.3	242.7	-	-5.5
Electricity	236.7	236.7	228.6	-	3.5
Fuel Oil and Other Fuels	309.6	309.6	336.8	-	-8.1
Natural Gas	..	..	..	..	..
Gasoline	167.1	166.7	186.2	0.2	-10.3
Fuel, Parts and Supplies for Rect'l Vehicles	..	..	..	..	..

## Notes:

1. Source: Statistics Canada, Table 18-10-0004-01 Consumer Price Index, monthly, not seasonally adjusted.
2. CPI values for Yellowknife and Whitehorse include estimates of price changes for owned accommodation based on the price of rental accommodation. As a result, the all-items indexes published for these centres are not strictly comparable to those for Canada and Edmonton.

Next release of CPI: November 17, 2025.



## Policy 5: Board By-Laws

### **Purpose:**

These by-laws have been prepared and adopted by the Board in accordance with the *Education Act* and the regulations made pursuant to it. The purpose of these by-laws is to establish procedures that must be followed by the Board in conducting the business of the District.

### **Selection of Chairperson and Vice-Chairperson**

1. The selection of the Chairperson and Vice-Chairperson shall take place at the annual organizational meeting of the Board. In an election year, the organization meeting of the Board will be held immediately prior to the regularly scheduled meeting in November, and in a non-election year will be scheduled in August, within two weeks of the first day of school.
2. The Superintendent shall advise each Trustee of the date, time and place of the organizational meeting.
3. Should the organizational meeting follow the District Education Authority election, the Superintendent shall immediately, after calling the meeting to order:
  - 3.1. Proceed to read the returns of election to the Board as certified by the returning officer;
  - 3.2. Certify that all Members meet the eligibility criteria to take office and have signed the oath of office and have received a copy of the Declaration of Elected Office; and
  - 3.3. Proceed to have the Trustees elect a Chairperson and Vice-Chairperson to serve at the pleasure of the Board. Either can be relieved by a two-thirds majority vote of Trustees.
4. Should the organizational meeting not follow the District Education Authority election, the Superintendent shall call the organizational meeting to order and proceed to have the Trustees elect a Chairperson and Vice-Chairperson to serve at the pleasure of the Board.
5. The Organizational Meeting shall have an agenda established as follows:
  1. Call to Order
  2. Land Acknowledgement
  3. Superintendent's Opening Remarks
  4. Declaration of Conflicts of Interest
  5. Review and Approval of the Chairperson and Vice Chairperson Election Process
  6. Election of Chairperson
  7. Election of Vice Chairperson
  8. Other Organizational Items (as required)
  9. Adjournment
6. The Superintendent shall appoint two scrutineers, who are not Trustees, for the election of both the Chairperson and Vice-Chairperson.
7. The Superintendent shall call for nominations for the office of Chairperson.



## Policy 5: Board By-Laws

8. Any Trustee may nominate themselves or any other Trustee for the office of Chairperson (or Vice Chairperson) and a seconder is not required. Any Trustee may participate in the election of the Chairperson (or Vice Chairperson) in person, electronically, or in writing.
9. A Trustee does not have to be present to be nominated for the office of Chairperson or Vice-Chairperson, providing that they have indicated in writing to the Superintendent their willingness to accept nomination.
10. Nominations shall remain open for one minute following the last nomination.
11. The Superintendent shall then declare nominations closed and ask each nominee in reverse order if they accept nomination.
12. A vote by secret ballot shall be conducted in the election of the Chairperson and the Vice-Chairperson.
13. The scrutineers shall collect, count the ballots, and provide written results to the Superintendent.
14. The Trustee receiving a clear majority, greater than 50% of all the votes cast shall be declared elected.
15. Should no Trustee receive a clear majority of the votes cast, the Superintendent shall announce the name of the Trustee receiving the least number of votes whose name shall then be dropped from the ballot. In the event there is a tie for the least number of votes, the Trustees shall vote again. In the event that a tie remains for the bottom position, the Trustees will vote in order to determine which Trustee will remain on the ballot.
16. Balloting shall continue until one Trustee receives a clear majority of votes.
17. The Trustee receiving a clear majority of votes shall be declared as Chairperson and shall immediately take over the chair.
18. The Chairperson shall then proceed to have the Trustees elect the Vice-Chairperson following the same procedure that was used to elect the Chairperson.
19. The Chairperson shall call for a motion to destroy all cast ballots following the completion of the elections.
20. If the position of Chairperson or Vice-Chairperson becomes vacant, the Trustees shall elect a replacement using the same voting procedures as outlined above.
21. Other Organizational Items may be determined at the Organizational meeting as required such as: conflict of interest and disclosure forms, a schedule for regular board or other predetermined meetings, standing committee appointments, Trustee Parent Advisory Council appointments, etc.

### Rules of Order



**Policy 5: Board By-Laws**

1. The Chairperson shall preside at all Board meetings.
2. In the absence of the Chairperson, the Vice-Chairperson shall preside. In the absence of both the Chairperson and Vice-Chairperson, the Trustees present shall select a Trustee to serve as chairperson for the meeting, or until such time as either the Chairperson or Vice-Chairperson arrive.
3. If there is no quorum present at the expiration of one-half hour from the announced start time of the meeting, the Board shall stand adjourned, and the Director of Corporate Services shall enter into the record the names of the Trustees present.
4. Motions shall normally be put in writing and seconded before the Chairperson calls for debate and a vote.
5. Before speaking, every Trustee shall address the Chairperson and, when recognized, speak to the question under debate avoiding all discourteous language and reference to personalities.
6. When two or more members speak at once, the Chairperson shall name the Trustee that is to speak first.
7. No Trustee while speaking shall be interrupted by another, except upon a point of order, or for the purpose of explanation. The Trustee who interrupts shall confine all remarks to the point of order or explanation.
8. If any Trustee violates these rules of order, the Chairperson shall, and any Member can, call them to order. In such a case the Trustee shall immediately be silent, but afterwards be permitted to explain; and the chairperson, if appealed to, shall decide the case, without debate.
9. No Trustee shall speak to any issue more than twice, or for more than three minutes each time speaking without prior permission of the Chairperson. Trustees shall be permitted to clarify something or to reply to a specific question not previously answered. The Chairperson shall not permit any repetitive commentary.
10. A Trustee may request that the motion under discussion be read at any time during the debate, but not to interrupt a Trustee that is speaking.
11. No Trustee shall speak to a motion after the Chairperson has called for the vote.
12. A notice of motion may be given at any meeting. It shall be recorded in the minutes, but shall not be debated or voted on until the motion is properly moved and seconded.
13. When a motion is being debated no other motion is allowed unless it is to:
  - 13.1 Adjourn;
  - 13.2 Table;



## Policy 5: Board By-Laws

13.3 Call the Question;

13.4 Refer;

13.5 Amend;

13.6 Postpone; or

13.7 Recess.

14. Every Trustee present shall vote on every motion except where a Trustee declares a conflict of interest.

15. The Chairperson shall declare the results of all votes as either carried or defeated. A Trustee may request that their vote be recorded into the minutes.

16. In the case of a tie vote, the motion shall be declared defeated.

17. The following motions will be voted on without debate:

17.1. To Adjourn;

17.2. To Table; or

17.3. To Call the Question.

18. If an issue arises that is not addressed by these rules of order, *Robert's Rules of Order will apply.*

### Meetings Through Electronic Means

Normally a Trustee, or a staff member required at a meeting, is expected to be present at meetings. However, where circumstances warrant, they may participate at a Board Meeting or Committee Meeting by using electronic means. A member of the public (if requested) may also participate at a Board Meeting or Committee Meeting by using electronic means. In addition, due to circumstances the Chairperson may determine that a meeting be held entirely by electronic means.

In these situations, the following conditions will apply:

- Trustees, or staff members, participating in a meeting held by electronic means are deemed to be present at the meeting. and will be recorded in the meeting minutes as being connected remotely. A member of the public observing the meeting will be recorded in the meeting minutes as being connected remotely.
- Trustees participating electronically can participate in meeting discussions and vote on motions.
- Trustees wishing to participate electronically must provide the Superintendent, prior to the meeting, a telephone number from which contact can be made during the meeting.
- Trustees participating electronically shall inform the Chairperson of their departure from a meeting; temporarily or permanently.
- If a Trustee participating electronically has a conflict of interest on a matter under discussion, the Trustee shall advise the Chairperson, and disconnect from the



## Policy 5: Board By-Laws

- meeting. The Superintendent shall call the Trustee and reconnect the Trustee back into the meeting when the item under discussion has been dealt with.
- The electronic means must enable all the meeting's participants to communicate with each other, and if possible, enable all participants to view each other.
  - The electronic means must enable the public to listen to the meeting, and if possible, enable the public to view the meeting and participants.
  - Reasonable steps must be taken to notify the public of locations and/or means by which members of the public may attend electronically to observe a meeting.
  - Where required the Superintendent or designate will be responsible for the organization of the electronic communications with the meeting participants.
  - The Chairperson shall conduct voting on a motion verbally by asking first for those in favour, and then for those opposed.
  - A Trustee must ensure the means and location used to participate in the meeting electronically will allow moving in-camera and will meet all requirements of an in-camera session.

### Order of Business

1. Annually the Board at a regular meeting the following shall be appointed:
  - 1.1. A general solicitor (typically at the June Board meeting), and
  - 1.2. An auditor (typically at the November Board meeting).
2. The Board shall hold a regular meeting every month of the school year at a date, time to be determined by the Board. Each regular meeting agenda will confirm the date and time of the next regular meeting. Regular meetings will take place at the Yellowknife Education District No. 1 Board room unless otherwise announced.
3. The Chairperson, in consultation with the Superintendent, shall establish the agenda for regular Board meetings.
4. Trustees may place items on the agenda by contacting the Chairperson two weeks prior to the meeting.
5. The agenda, together with supporting materials, will be circulated to Trustees, the Superintendent and school principals at least four calendar days in advance of the meeting.
6. The agenda, together with supporting materials, will be made available to the public at least four days in advance of the meeting.
7. Amendments to the agenda may be made after the meeting is called to order provided there is two thirds majority vote in favour by the Trustees in attendance and are made prior to the adoption of the agenda.
8. The Superintendent shall provide the order of business in the general form of a prepared agenda as follows: (Actual agendas shall list all respective Administration, Board, Committees, Parent Advisory Committee, etc. Reports.)
  1. Call to Order



**Policy 5: Board By-Laws**

2. Land Acknowledgement
3. Chairperson's Opening Remarks
4. Declaration of Conflict of Interest
5. Adoption of Agenda
6. Delegations & Presentations
7. Review and Approval of the Minutes
8. Business Arising from the Minutes
9. Trustees' Statements
10. Unfinished Business
11. New Business
12. Reports
13. Announcements
14. Date and Time of Next Meeting
15. Chairperson's Closing Remarks
16. Adjournment

9. Delegations and/or individuals wishing to make a presentation to the Board shall:
  - 9.1. Provide to the Chairperson or Superintendent a written summary of information to be presented at least five days prior to the meeting at which they wish to appear.
  - 9.2. In special circumstances, and with the consent of the majority of Trustees present, the requirement for five days' notice may be waived.
  - 9.3. Be restricted to providing comments about those matters that are within the jurisdiction and responsibility of the Board.

There will be a maximum of three presentations permitted at a single meeting, each limited to ten minutes. These restrictions can be waived at the discretion of the Chairperson.

The Board, in a public meeting, will not hear personal complaints or comments directed toward any person employed by the District.

No motions relating to any request of the delegation shall be dealt with until the next meeting of the Board.

10. Minutes are the legal record of all action taken at regular and special Board meetings. The meeting minutes and all attachments (and any required translations) are kept on file (electronic and hardcopy) in the District office. In the event that there is a discrepancy later discovered between the English and the translated version, the English version shall be the official version. The minutes shall contain:
  - 10.1. A full description of the meeting including date, location, times of opening and adjournment;
  - 10.2. A list of all Trustees and administration in attendance;
  - 10.3. A complete and accurate record of all motions, specifying the movers and seconders, and whether or not the motion was carried or defeated;



## Policy 5: Board By-Laws

- 10.4. Names of Trustees who either request their vote be recorded or declare a conflict of interest;
- 10.5. Points of order or appeals and their outcomes;
- 10.6. All appointments to committees; and
- 10.7. The signature of the Chairperson and the Director of Corporate Services after they have been approved by Board motion.

Meeting approved agendas and minutes will be posted on the District's website as soon as available for public viewing.

The Director of Corporate Services shall ensure that a backup electronic and hardcopy of all minutes is kept in a secure and separate location.

11. Trustees wishing to make a public statement on a matter not included on the agenda may do so as long as the item is political in nature. Trustees are responsible for their personal opinions expressed in these statements. Statements must be in written form and will be included in the minutes of the meeting. The written copy must be filed with the Director of Corporate Services prior to the meeting so that copies may be distributed to other Trustees.

The minutes will reflect that a statement was made, the title and the name of the individual making the statement. The agenda for the Board Meeting will include the following statements under item 9, Trustee statements:

“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.”

12. Board Meetings shall end by 10:00 pm unless extended by unanimous consent of the Members present.

1. Observers

- 1.1. Meetings of the Board are open to the public who are welcome to attend and observe from the designated public seating area, or attend and observe via electronic means.
- 1.2. Observers are not permitted to address the Board unless invited by the Chairperson to provide information with respect to a specific item on the agenda.
- 1.3. Cameras and recording devices may be restricted at the discretion of the Chairperson.

### Special Meetings

1. Special Meetings of the Board may be requested at any time by the Chairperson, or by written agreement of at least four Trustees.



## Policy 5: Board By-Laws

Each Trustee must be notified of a Special Meeting in writing by registered mail at least six clear days before the date of the Meeting. The requirement to inform Trustees of Special Meetings by registered mail may be waived if all Trustees have provided a signed and written acknowledgement of the Meeting. Proof of registered mailings or signed acknowledgements of the Meeting will be included in the record of the Special Meeting.

The notice of Special Meeting shall state the date, time and location of the Special Meeting and the nature of the business to be conducted. No other business shall be dealt with at a Special Meeting other than that stated in the notice.

A public notice shall be advertised as soon as possible indicating the date, time, location, and relevant details of the Special Meeting.

### Meetings Closed to the Public (In-Camera)

Section 95 of the *Education Act* requires that all Board decisions are to be made in open public meetings. However, the Board can hold a meeting, or part of a meeting in private, if two-thirds of the Trustees present decide that it is in the public interest to do so. When a meeting is held in private, the Board cannot make any motions other than to revert to a public meeting.

The Chairperson, or any Trustee, can request that the Board meet in private at any time during a meeting if deemed necessary, and can also determine who may be in attendance, subject to a two-thirds majority.

In-Camera Meetings are held to discuss confidential matters which may include:

1. Individual staff or student issues,
2. Collective bargaining or salary negotiations,
3. Legal issues, or
4. Acquisition/disposal of land

Members in attendance shall not disclose the details of any discussion that occurred at an In-Camera Meeting.

At the next Regular Meeting, the Chairperson shall include in their report an acknowledgement that an In-Camera Meeting has taken place, and the subject matter discussed.

### Trustee Compensation

Each Trustee shall receive an annual honorarium.

Effective January 1<sup>st</sup>, 2021, the following amounts are the approved annual honorarium:

Trustees	9,808.00 per annum
Vice Chair	11,116.00 per annum



**Policy 5: Board By-Laws**

Chair 13,078.00 per annum

These amounts will be adjusted annually according to the Yellowknife Consumer Price Index.

**Trustee Resignation**

Trustee resignations must be in writing and presented to the Director of Corporate Service or announced at a Regular meeting as a Trustee Statement.

Section 93 of *The Education Act* grants the Board the power to decide whether to replace a vacant Trustee position. If the Board chooses to fill a vacant Trustee position, the following process will be followed:

1. Appointment the individual who had the next greatest number of votes in the most recent District Education Authority election.
2. If that individual refuses to accept the position or is unable to serve, then the position shall be offered to the other candidates in the order of the votes received.

If there are no candidates available to fill the position the Board may either hold an election or appoint an eligible candidate.

**References/Related Documents:**

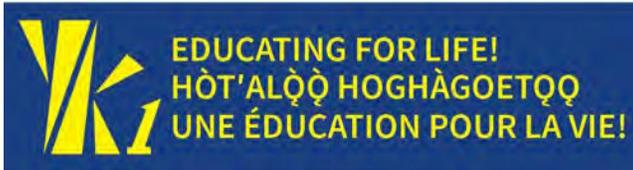
- Education Act
- Administrative Procedures

<b>Revision History</b>			
<b>Revision</b>	<b>Revision Description</b>	<b>Approved Date</b>	<b>Review Date</b>
1-2	Adopted and revised before the revision table was included. Going forward a summary for the changes will be included	June 2021	N/A
3	In section 'Selection of Chairperson and Vice Chairperson' the following was update: Added Organizational meeting agenda; any trustee may nominate themselves for Chairperson and Vice Chairperson	October 2022	2022-2026 Board
4	Removed requirement for the board to appoint a general solicitor.	February 2023	
5	Moved Board organizational meeting to August in non-election years.	May 2023	



# BOARD REPORT

<b>Title:</b>	<b>Director of Operations Board Report</b>
<b>Contact:</b>	Jordan Martin
<b>Date Submitted:</b>	November 5, 2025
<b>Mandate:</b>	<ul style="list-style-type: none"> <li>• Ensure fitness, health and cleanliness of district facilities</li> <li>• Provide a safe learning environment for students and safe workplace for teaching staff</li> </ul>
<b>Updates:</b>	<ul style="list-style-type: none"> <li>• Lead remediation in WMS, NJ and MHS</li> <li>• New snow removal equipment</li> <li>•</li> <li>•</li> </ul>
<b>Looking forward</b>	<ul style="list-style-type: none"> <li>• Sir John Franklin preventative installation of water filters</li> <li>• Mildred Hall water filters</li> </ul>
<b>Recommendations:</b>	Accept report as presented



Over the break lots of built-up snow was cleared from the parking lots of Sir John and Mildred Hall. The new snow removal equipment is 100% assembled and staff have received training. As soon as we receive the VIN numbers and bills of sale, we will have them registered and put into service.

**Mildred Hall:**

The heat coil in the supply air fan of the MPR room froze and broke. Other than the coil, there was little damage done. The boiler water was weak in glycol concentration. We added pure glycol to the system to boost the pressure and glycol concentration.

The person who was responsible for breaking into the school several times from late August to December was apprehended by the RCMP. Since then, there have been no break in attempts.

Work on filter installation for lead removal is still on track for the end of January.

**William McDonald:**

Filters on all the fountains have been changed over the break. New test results should be completed before the board meeting. As soon as results are returned the water fountains will be returned to service.

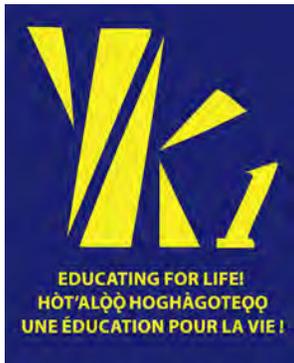
**NJ:**

The filters have been installed on all the classroom taps. The fountains will be retrofitted with filters in the next week or two. We are waiting on direction from the OCPHO for what level of testing they will require us to perform to have the Public Health Order lifted.

An accessible door opener was installed on the main entrance exterior door of the school.

**SJF:**

Over the December break the sewer line from the back of the school froze under the bridgeway. It was not discovered until Student's and staff returned. It caused an odd leakage in one of the French rooms under the sheet flooring. We will pull back the effected area and see if the issue becomes clearer before we patch the floor.



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

January 12, 2026 – 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 December 8, 2025

5. Homeschooling (Asst. Supt. Arts)
6. Date and Time of Next Committee of the Whole Meeting

February 10, 2026 12:10 PM	Committee of the Whole Meeting
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7. Adjournment



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

**December 8 – 12:10 PM  
In-person and online via Google Meet**

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

Regrets: none

Administration

Present: Shirley Zouboules, Landon Kowalzik, Graham Arts, Jordan Martin, Pat Thagard and Annie Lagomasino

Regrets: Lisa Vass

Meeting Chairperson: Trustee Shortt

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:16 PM

2. Land Acknowledgement

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

3. Adoption of Agenda

**Motion #: 01/12-08/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees adopt the December 8, 2025, Committee of the Whole Meeting agenda, as amended.*

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

(amendment: removal of item 5 from the agenda)

4. Approval of Minutes

**Motion #: 02/12-08/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees approve the November 12, 2025, Committee of the Whole Meeting minutes as presented.*

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

5. Yellowknives Dene First Nation Council Meeting Follow-up (Trustee Bell)

Ongoing collaboration efforts continue between Superintendent Zouboules and YKDFN CEO Matthew Spence, of the Yellowknife Dene First Nation (YKDFN) on meaningful ways to work together, possibly including an ad hoc committee or including elders.

6. Board Workplan (Trustee Bell)

A mid-year review of the workplan is being undertaken. Committees are asked to review to ensure they are on target.

7. Budget Planning (Trustee Brookes)

Trustee Brookes introduced an item that he will be bringing forward on behalf of the Finance Committee at the Regular Board Meeting. This item will include recommending that administration work on a balanced budget, noting that they have already started planning. Discussion included questions about how surpluses are treated under current funding arrangements, and whether this creates a practical need to plan toward a budget that is close to balanced. There was also discussion about the value of including a contingency fund—potentially in the range of \$200,000—to support flexibility for unexpected needs such as staffing in September. The group noted that a budget falling within approximately \$200,000 of balance has generally been viewed as effectively balanced in past practice.

Additional discussion covered the timeline for requesting a property tax increase from the City, with the deadline noted as late April. Overall, the conversation remained at a high level, with the understanding that detailed budget considerations and any recommendations will come forward in dedicated meetings in the new year.

8. Date and Time of Next COW Meeting

January 12, 2026, at 12:10 PM

9. Adjournment

**Motion #: 03/12-08/25-26**

*I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the December 8, 2025, COW Meeting.*

Moved by: Trustee Peters

Seconded by: Trustee Bell **Carried**

Meeting adjourned at 12:36 PM

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Chairperson Shortt

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Lisa Vass, Secretary Treasurer



**Upcoming Events:**  
 January & February 2026

<b>January 2026</b>				<b>Tamil Heritage Month</b>		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
				<b>Happy 2026!</b>  Kwanza ends	Nat'l. Science Fiction Day	
4	5	6	7	8	9	10
Nat'l Ribbon Skirt Day			<b>PAC Chairs Meeting noon</b>  <b>NJM PAC Meeting 7 PM</b>  Orthodox Christmas			
11	12	13	14	15	16	17
	<b>COW 12:10 PM</b>	<b>Board Meeting 6:30 PM</b>		<b>Policy &amp; Gov. Committee Meeting 12:10 PM</b>		
18	19	20	21	22	23	24
Nat'l. Thesaurus Day	<b>PE &amp; A Committee Meeting 12:10 PM</b>	<b>Board Education Session 6 PM</b>			Nat'l. Handwriting Day	World Day for African and Afrodescendant Culture
25	26	27	28	29	30	31
		<b>Finance Committee Meeting 12:10 PM</b>  Int'l. Holocaust Remembrance Day	<b>Rescheduled Policy &amp; Gov. Committee Meeting 12:10 PM</b>	National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia		

PE & A = Public Engagement & Advocacy



**Upcoming Events:**  
 January & February 2026

<b>February 2026</b>				<b>Black History Month</b>		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Tentative – Community Engagement Luncheon  Groundhog Day		Rosa Parks Day			
8	9	10	11	12	13	14
	<b>COW Meeting 12:10 PM</b>	<b>Board Meeting 7 PM</b>				Valentine’s Day
15	16	17	18	19	20	21
National Canada  Flag Day	<b>PE &amp; A Committee Meeting 12:10 PM</b>	Lunar New Year		<b>Policy &amp; Gov. Committee Meeting 12:10 PM</b>		International Mother Language Day
22	23	24	25	26	27	28
		<b>Finance Committee Meeting 12:10 PM</b>  <b>Board Education Session 6 PM</b>	<b>PINK</b> Shirt Day  <b>Policy &amp; Gov. Committee Meeting 12:10 PM</b>			