



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

May 12, 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 - 6:30 PM (in camera until 7:00 PM)
2. Land Acknowledgement

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

3. Chairperson's Opening Remarks
4. Declaration of Conflict of Interest
5. Adoption of Agenda
6. Delegations & Presentations
 - 6.1 Presenter/Topic Antje Rilk: School Clowning
7. Review and Approval of Minutes
 - 7.1 April 14, 2026 Regular Board Meeting Minutes
8. Business Arising from the Minutes
9. Trustee Statements

Per Bylaws: Trustee Statements are individual opinions and are not intended to represent the views of the Board. Statements must be submitted in advance of the meeting so that they can be included in the agenda package.

Trustee statements are not debatable and there will be no opportunity for rebuttal or questions

10. Unfinished Business
11. New Business
 - 11.1. FAM letter (Chairperson Bell)
 - 11.2. DRAFT 2026-2027 Operating Plan (Assist.Supt Arts)
12. Reports
 - 12.1 Chairperson's Report (Chairperson Bell)
 - 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 (Assist. Supt. Arts)
 - 12.4.2 Assistant Superintendent of HR & Learning Report (Assist. Supt. Kowalzik)
 - 12.4.3 Secretary Treasurer Report (Secretary Treasurer Vass)
 - 12.4.3.1 Director of Operations Report (Director Martin)

13. Standing Committee Reports

- 13.1 Audit Committee, Chairperson: Trustee Peters
- 13.2 Committee of the Whole Committee, Chairperson: Trustee Shortt
- 13.3 Finance Committee, Chairperson: Trustee Brookes
- 13.4 Facilities Committee, Chairperson: TBD
- 13.5 NWTTA Teacher-Board Committee, Chairperson: TBD
- 13.6 Policy & Governance Committee, Chairperson: Trustee Drew
- 13.7 Public Engagement & Advocacy Committee, Chairperson: Trustee Wasylciw
- 13.8 USW Board Advisory Committee, Chairperson: TBD
- 13.9 Action Items

14. Announcements – events calendar attached

15. Date and Time of Next Meetings

May 23 & 24, 2026 23rd - 1:00-5:00 PM 24th - 9:00 AM -12:00 PM	Board Retreat
June 8, 2026 12:10 PM	Committee of the Whole (COW) Meeting
June 9, 2026 6:30 PM	Executive Session (In-camera)
June 9, 2026 7:00 PM	Regular Board Meeting

16. Chairperson’s Closing Remarks

17. Adjournment



BOARD REPORT

Title:	Delegations and Presentations
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	April 7, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<p>YK1 welcomes the opportunity to hear from the community. At this meeting we will hear from</p> <p>Antje Rilk: School Clowning</p>
Looking ahead	
Recommendations	Accept as information
Attachments	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <p>Hand out</p> <p>Presentation</p>

SCHOOL CLOWNING

The Art of Creating Connection and Safety Through the Power of Humour and Play



Antje Rilk

Qualified School Clown, True!moments gUG - November 2025

Relevant Work Experience:

- Substitute Teacher and Educational Assistant at YK1 - since November 2020
- Summer Camp Counselor, Boreal Forest Program (Kate Gamble) - 2023, 2024
- Swim Instructor and Lifeguard, City of Yellowknife - since April 2024
- Program Assistant, Chickadee NEST - since April 2026



To make children and young people feel lighter, safer, and more connected – through humor, empathy, and a genuine, heartfelt presence.

<https://www.truemoments-clowns.com/true-moments/english/>

WHAT IS SCHOOL CLOWNING

- Thoughtful, emotionally attuned, and respectful improvisation.
- Blending humour, curiosity, and empathy to deeply connect with students.
- A bridge between students and teachers, between fear and courage, between isolation and connection.
- Based on safety, trust, choice, empowerment, and collaboration.
- Emotional, social, and academic support to students and school staff.

WHY SCHOOL CLOWNING

- Urgent need for additional supports due to mental health crisis amongst children and youth, teacher burnout due to classroom complexities.
- Informal, easily accessible, available to any student.
- Regular and reliable presence.
- Circumvents linguistic, cultural, and cognitive barriers.
- Free of judgement and expectations.
- Supports the student(s) in the moment, so that they are able to continue their day in a more relaxed state or seek further help.

BENEFITS OF SCHOOL CLOWNING

- Letting go of physical and mental tension; reaching the social engagement state of the nervous system, where receiving information, learning, and appropriate behaviour is possible.
- Contributes to a climate of empathy, joy, and belonging; increased enjoyment of attending school, i.e. decreased absenteeism.
- Develops emotional resilience, social and creative skills in students.

COST OF SCHOOL CLOWNING

- \$400 per 8hr day, \$250 per 4hr day
- 1 weekly school visit (per school)
- Min. 24 weeks - \$9,600 / \$6,000
- Entire 2026/27 school year (40 weeks) - \$16,000 / \$10,000

CONTACT

- rilkantje@gmail.com
- (867) 446-3012

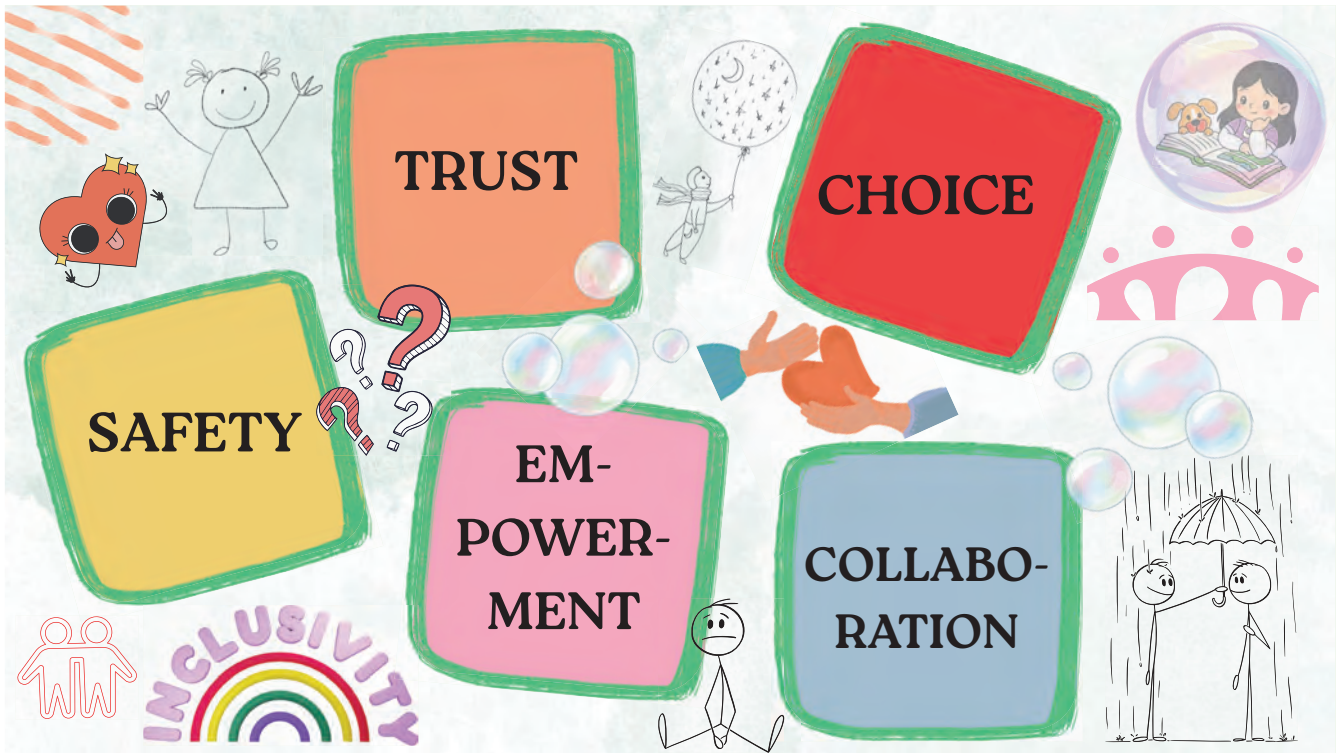
“A small moment of connection can completely change the emotional course of a school day. And that change ripples through everything.”

SCHOOL CLOWNING

The Art of Creating
Connection and Safety Through
the Power of Humour and Play

Antje Rilk





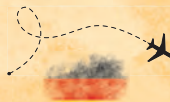
VISION:

To make children and young people feel lighter, safer, and more connected – through humor, empathy, and a genuine, heartfelt presence.



Every child deserves to experience moments of joy, emotional relief, and unconditional acceptance – especially in environments where stress, pressure, and high expectations can feel overwhelming and isolating.

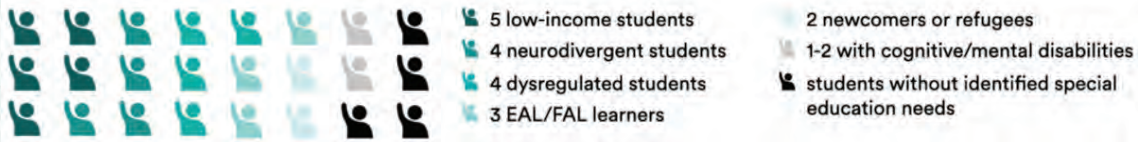
true!mōments®



CTF STUDY HAS SHOWN:

Classroom Complexity Is Driving Teachers to the Breaking Point.

The average, K-6, 22-student classroom might break down as illustrated:

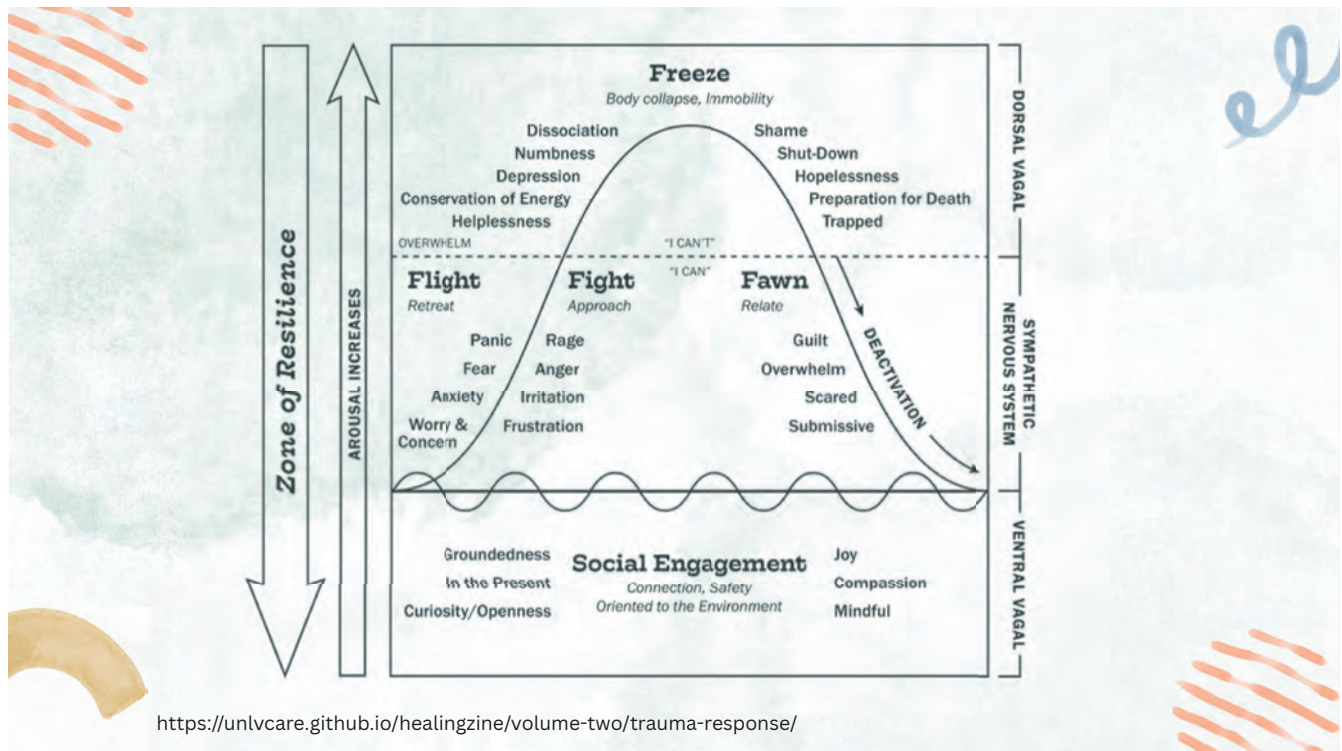


1 in 10 educators across all grades indicate that almost all their students (91–100%) would benefit from additional supports, but do not currently have them.

Canadian Teachers' Federation. Parachute Pan-Canadian Educator Survey Series. Fall 2025. (February 5, 2026) <https://www.ctf-fce.ca/class-size-isnt-the-whole-story/>

- ✔ Learning disabilities
- ✔ Language barriers
- ✔ Autism Spectrum Disorder
- ✔ Puberty
- ✔ Arguments, bullying, exclusion
- ✔ Conflicts between students and teachers
- ✔ School anxiety/school phobia/school refusal
- ✔ Xenophobia and racism
- ✔ Refugee experiences
- ✔ Injuries, accidents
- ✔ Trauma
- ✔ Self-harming behavior
- ✔ Suicidal thoughts
- ✔ Serious illness/death/grief counseling
- ✔ Domestic violence, emotional abuse





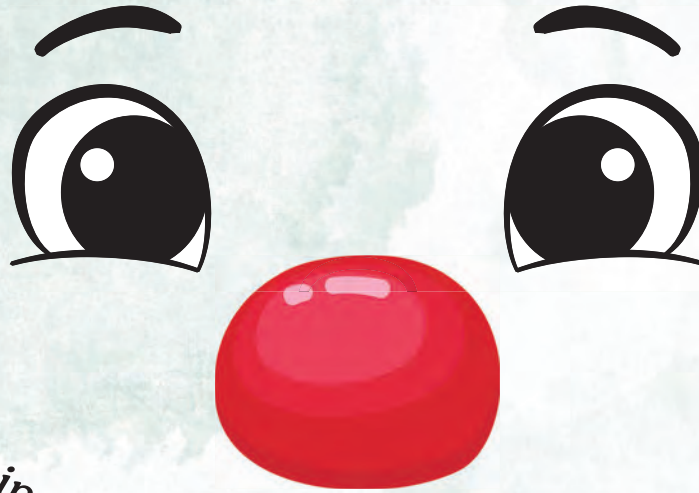
HEALTH EFFECTS OF LAUGHTER

Humour has a multitude of physical and mental health benefits.

Laughter can, amongst much else:

- 😊 Alleviate stress by decreasing stress hormones and increasing feel-good hormones
- 😊 Help to reverse the body's stress response
- 😊 Reduce the symptoms of depression and anxiety
- 😊 Boost self-esteem
- 😊 Improve social skills
- 😊 Help reduce the intensity of mental health conditions
- 😊 Decrease blood pressure
- 😊 Aid muscle relaxation, assist with pain relief, and stimulate circulation.

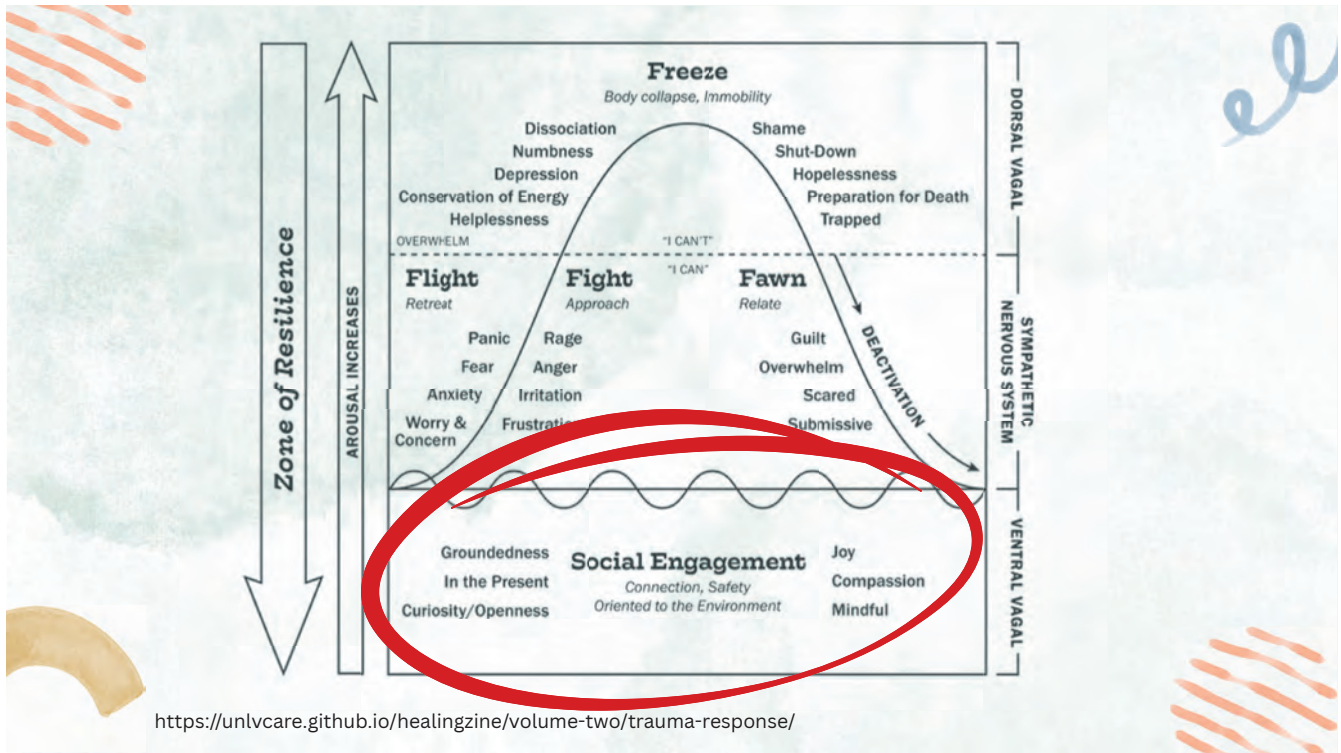
Mayo Foundation for Medical Education and Research. (2024, April 17). The health benefits of humor. Mayo Clinic. <https://mcpress.mayoclinic.org/healthy-aging/the-health-benefits-of-humor/>



Helping to let go of physical and mental tension

AT SCHOOL, CLOWNING IS:

- ✿ Always intentional
- ✿ About being in the present moment
- ✿ Informal and appealing
- ✿ Easily accessible and available to all
- ✿ Giving permission to play, laugh, and feel joy
- ✿ Able to unleash the power of humour and play!



A SCHOOL CLOWN'S DAY

- ❁ Regular & Reliable Presence
- ❁ Emotional Scouting & Connection
- ❁ Collaborating with school support workers
- ❁ Connecting with teachers and staff
- ❁ Observing the mood and responding in real-time to emotional dynamics
- ❁ Adapting presence to what's needed

"The clown sees me. For real."



THE IMPACT IT HAS

2025 True!moments evaluation results:

- 😊 69 questionnaires were received and evaluated
- 😊 89% confirmed that the clown increased the enjoyment of attending school
- 😊 82% confirmed that the clown created a positive, relaxed atmosphere in everyday school life
- 😊 76% of respondents rated the impact of the clowns at the highest level (4 or 5 on a scale 1-5).
- 😊 67% confirmed that the clown reduced stress and anxiety
- 😊 64% confirmed that the clown promoted the students' social skills

True!moments annual report 2025

“A small moment of connection can completely change the emotional course of a school day. And that change ripples through everything.”



COST 2026/2027



	Full Day	Half Day
Hrs/day	8	4
Cost/day	\$ 400	\$ 250
24 weeks	\$ 9,600	\$ 6,000
40 weeks	\$ 16,000	\$ 10,000





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

April 14, 2026 – 6:30 PM
In-person and online via Google Meet
(in camera 6:30 - 7:00 PM)

Note: Everyone present attended this meeting online.

- Trustees Present: Barbara Bell, Michelle Peters, Terry Brookes, and Tina Drew
- Regrets: Allan Shortt, David Wasylciw and Jason Snaggs
- Administration Present: Shirley Zouboules, Lisa Vass, Landon Kowalzik, Jordan Martin and Pat Thagard
- Regrets: Graham Arts
- Guests present: none
- Meeting Chairperson: Trustee Barbara Bell
- Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 6:30 PM.
Four (4) Trustees were present. Quorum was met.

Motion #: 01/04-14/25-26

I move that the Yellowknife Education District No. 1 (YK1) Board of Trustees move into in-camera at 6:32 PM.

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

Motion #: 02/04-14/25-26

I move that the YK1 Board of Trustees move out of in camera at 6:58 PM.

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

The Board meeting was called back to order at 7:01 PM

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

Chairperson Bell welcomed everyone and thanked Trustee Shortt, Superintendent Zouboules, Assistant Superintendent Kowalzik, and Regional Inclusive Schooling Coordinator Lori Bailey for their YK1 presentation to the Standing Committee. She also thanked those who contributed in any way to data collection and providing responses. And, the presenter originally scheduled for this evening’s meeting will present at the May Board meeting.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

Motion #: 03/04-14/25-26

I move that the YK1 Board of Trustees adopt the April 14, 2026, Regular Board Meeting agenda, as presented.

Moved by: Trustee Terry Seconded by: Trustee Peters

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

I move that the YK1 Board of Trustees amend the April 14, 2026, Regular Board Meeting agenda, by moving the Policy & Governance Committee Report & associated policy approval to item 10.1; and add an item 11.6 titled Ratepayers Meeting.

Moved by: Trustee Terry Seconded by: Trustee Drew

Carried

Main motion **03/04-14/25-26** **Carried**

Trustee Brookes asked that the Board Meeting minutes reflect something that occurred during the in camera session. Trustee Drew called a **Point of Order**, stating that proceedings during the in camera portion of a Board meeting should not be discussed outside of the in camera session.

Chairperson Bell upheld the Point of Order.

6. Delegations & Presentations - deferred to May Board meeting

7. Review and Approval of Minutes

7.1. March 10, 2026 Regular Board Meeting Minutes

Motion #: 05/04-14/25-26

I move that the YK1 Board of Trustees approve the March 10, 2026, Regular Board Meeting minutes, as presented.

Moved by: Trustee Brookes Seconded by: Trustee Peters

Carried

8. Business Arising from the Minutes

None

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 No trustee statements were received by the Secretary Treasurer for this meeting.

10. Unfinished Business

10.1. Policy & Governance Committee Report

Motion #: 06/04-14/25-26

I move that the YK1 Board of Trustees approve Policy 13 - Staff Reductions, as presented, which was tabled at the Feb 10, 2026 Board Meeting.

Moved by: Trustee Drew Seconded by: Trustee Brookes

Carried

Motion #: 07/04-14/25-26

I move that the YK1 Board of Trustees approve Policy 8 - Committees of the Board, as presented.

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

Discussion included:

- The need for the removal of the sections of the policy related to PAC speaking notes and reference to the Communication Officer. Committee Chairperson Drew asked that the policy be approved with the removal of the items noted above being made and then brought forward for approval at a later date. Approval as is, would allow the Facilities Committee to meet now that their terms of reference have been separated out from the former Finance & Facilities Committee terms of reference.
- Secretary Treasurer Vass noted that she and Director of Operations Martin are working on facilities due to budget considerations and will advise the Board of facilities priorities at a later date.
- The Committee will remove reference to PAC speaking points and change the reference to a Communication Officer in the policy, then bring the policy forward again for approval.

Motion #: 08/04-14/25-26

I move that the YK1 Board of Trustees amend motion # 7/04-14/25-26 to read "...approve Policy 8 - Committees of the Board, with the removal of the requirement to develop Trustee PAC speaking points after Board meetings and changing any mention of "Communication Officer" to a broader term.

Moved by: Trustee Drew Seconded by: Trustee Brookes

Trustee Drew **withdrew** the amending motion **Withdrawn**
(Main motion #: 7/04-14/25-26 - Carried - see above)

Motion #: 09/04-14/25-26

I move that the YK1 Board of Trustees reinstate Policy 21 - Duty to Report, as presented, with no changes.

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

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

I move that the YK1 Board of Trustees approve Policy 26 - Naming and Renaming of School Buildings & School Areas, as presented, with no changes.

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

Motion #: 11/04-14/25-26

I move that the YK1 Board of Trustees approve Policy 27 - Student Engagement with the Board, as presented, which was tabled at the February 10, 2026 Board meeting.

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

Motion #: 12/04-14/25-26

I move that the YK1 Board of Trustees table Policy 29 - Visual Identity, for Trustee review and feedback by May 3, 2026.

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

Motion #: 13/04-14/25-26

I move that the YK1 Board of Trustees table Policy 30 - Information Technology, for Trustee review and feedback no later than May 3rd.

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

Trustee asked to provide feedback on the content and whether this policy should be a standalone policy or if it should be included in *Policy 10 - Role of the Superintendent*.

11. New Business

11.1 Strengthening Trustee Oversight (Trustee Bell)

Chairperson Bell noted that there is no clear process for the use of trustee professional development funds. The discussion resulted in the following motion.

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

I move that the YK1 Board of Trustees bring this subject to the Policy & Governance Committee for review, in consultation with the Secretary Treasurer and bring their suggested process to the May Board meeting for further discussion.

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

11.2 Upcoming Engagement - Yellowknife MLAs (Trustee Bell)

Trustees suggested including information celebrating positive things that have or are happening within YK1 at the Yellowknife MLA meeting. Discussion about topics for the upcoming meeting resulted in the following motion.

Motion #: 15/04-14/25-26

I move that the YK1 Board of Trustees accept the recommendations as agreed for the upcoming Yellowknife MLAs meeting and Education Leaders meeting, including: the funding formula, surplus and inclusive schooling as 1 item, Jordan's Principle as a second item and timely responses to information requests as the third item.

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

Trustees suggested the creation of a list of items that YK1 has been awaiting a response from the GNWT for the MLAs. Trustees also suggested encouraging the GNWT to be vocal about the legality of the Federal government's changes to Jordan's Principle funding. Administration noted that another NWT DEA has filed a lawsuit against the Federal Government. Speaking notes will be shared with trustees.

11.3 Yellowknife Tradeshow (Trustee Bell)

The Public Engagement & Advocacy Committee suggests that trustee discussions focus on the upcoming election. There was some discussion about whether or not to have an election advocacy table. Trustee Brookes' daughter will attend the Trade Show to make balloon animals for YK1. Trustees noted that it is incumbent on trustees to make potential trustees aware of the upcoming election and encouraged trustees to attend the Trade Show to spread the word about the upcoming election. Trustees suggested that YK1 staff direct people interested in running for the election to talk to trustees. A schedule will be shared for trustees to sign up for the Trade Show.

11.4 Trustee Handover Documents (Chairperson Bell)

Trustees suggested that the handover documents should be submitted sometime in early fall.

Motion #: 16/04-14/25-26

I move that the YK1 Board of Trustees remove the item about handover documents from the current Action item list.

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

Administration noted that the timeline will be tight if this is left to the end of the current Board term. Trustees suggested the last handover document be left closer to the end of the term so that the information provided is as up to date as possible.

It was noted that the Public Engagement & Advocacy Committee is responsible for the creation of the trustee orientation binder; therefore, this item should be added to their next agenda.

Recess from 8:31 to 8:36 PM

11.5 Trustee Finances (Trustee Brookes)

Trustee Brookes gave a notice of motion regarding an internal audit. Trustees indicated that internal audit rules must be put in place before an internal audit can be done.

Chairperson Bell moved the meeting to the next agenda item per the YK1 Board By-Laws.

11.6 Ratepayers Meeting (Trustee Brookes)

Trustee Brookes brought forward a discussion about a date for the Ratepayers meeting. He also suggested having a more aggressive advertising campaign.

Motion #: 17/04-14/25-26

I move that the YK1 Board of Trustees go in camera at 8:49

Moved by: Trustee Drew Seconded by: Trustee Peters. **Carried**

Motion #: 18/04-14/25-26

I move that the YK1 Board of Trustees move out of in camera at 9:05 PM

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

Trustees suggested inviting PAC Chairs to attend the Ratepayers meeting.

Historically, the Ratepayers meeting has usually been held in early May. Tax rate information from the city was delayed. Information will be presented to trustees at the May 1st Finance Committee meeting. The Ratepayer meeting was tentatively scheduled for the week of May 11th.

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. No reports were submitted.

12.3 Canadian School Board Association Report (Trustee Brookes)

The report is in the package.

Trustee Brookes noted: Health and wellness is a very big topic for school boards across the country. Feedback received regarding Jordan's Principle funding letter has been sent to the CSBA.

Motion #: 19/04-14/25-26

I move that the Chair of the YK1 Board of Trustees be directed to write a letter to the Chair of the Canadian School Boards Association (CSBA), Allan Campbell, following the next Education Leaders meeting. This letter shall outline the points to be included in the forthcoming CSBA letter regarding Jordan's Principle.

Moved by: Trustee Drew

Seconded by: Trustee Brookes

Carried

12.4 Superintendents Report (Shirley Zouboules)

The report is included in the package.

Responses to questions:

- Work on the strategic plan is ongoing,
- Joint Occupational Health and Safety (JOHS) training is scheduled for next week
- a follow-up session will be done on restorative practices at the end of April,
- The narrative portion of the food funding report will be shared with the Board.

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

The report is included in the agenda package.

Responses to questions:

- In British Columbia (BC), the graduation assessment is a literacy and numeracy assessment to ensure students have the necessary skills to be successful after they graduate.
- Students at Mildred Hall School (MHS) had a great time with the National Ballet program sessions held at their school.
- The Operating Plan template was received from the Department of Education, Culture and Employment (ECE) last week. Schools have started working on their reports. and,
- School Improvement Plans continue to be worked on. A report will be presented in the fall.

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

The report is included in the agenda package.

The CASA program at Ît'ò may be one factor in the high junior kindergarten registration at École Ît'ò, along with the community getting to know about the new school.

12.4.3 Secretary Treasurer Report (Lisa Vass)

The report is included in the agenda package.

Additional information and responses to questions:

- JOHS training will be ongoing over the next few months,
- We are waiting to hear from the City Clerk regarding the upcoming election,
- Current legislation may prohibit school boards from using tabulators,
- The interim audit was scheduled for 5 days, but was wrapped up in 3.5 days,
- A letter to the Government of the NWT (GNWT) regarding YK1 procurement practices has been left to the GNWT to reply; YK1 does have a procurement process which we follow.
- Administration was commended for their work to bring YK1 into compliance with OHS legislation; trustees suggested the Policy & Governance Committee report on OHS each month, and
- The Secretary Treasurer will highlight any variances of note at the next Finance Committee meeting.

Motion #: 20/04-14/25-26

I move that the YK1 Board of Trustees include, as of May 2026, actions taken toward Workers' Safety and Compensation Commission regulations and Occupational Health and Safety Act compliance in future Policy & Governance Committee agendas.

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

Motion #: 21/04-14/25-26

I move that the YK1 Board of Trustees extend the meeting by 15 minutes.

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

12.4.4 Director of Operations Report (Jordan Martin)

The report is included in the agenda package.

No questions.

13. Standing Committee Reports

13.1 Audit Committee (Chairperson: Trustee Peters)

The committee has not met since the meeting on February 12th.

An interim progress meeting will be scheduled for sometime in May.

13.2 Committee of the Whole (COW) (Chairperson: Trustee Shortt)

The agenda for yesterday's meeting and the March meeting minutes are included in the agenda package.

No questions.

13.3 Finance Committee (Chairperson: Trustee Brookes)

The minutes for the March 13th and 31st meetings are in the package. The next meeting is scheduled for April 28th.

A variety of projects are being worked on to use the surplus. The projects were reviewed. The current plan is to have the projects underway in the summer. The projects include an accessibility study.

- 13.4 Facilities Committee (Chairperson: TBD)
The Committee has not met.
- 13.5 NWTTA Teach-Board Committee (Chairperson: Trustee TBD)
There is no update at this time. The next meeting will be held in May.
- 13.6 Policy & Governance Committee, Chairperson: Trustee Drew
Moved to item 10.1
- 13.7 Public Engagement & Advocacy Committee (Chairperson: Trustee Wasylciw)
Due to calendar conflicts, the Committee did not meet in March. The next meeting will be held next week.

Trustee Drew to provide samples and information about Canadian North pins for Administration to follow up on.
- 13.8 USW Board Advisory Committee, Chairperson: Trustee TBD
The Committee has not met.
- 13.9 Action Items
Action Item lists included in the agenda package.
Trustees asked Chairperson Bell to resend the info for item VII.

Motion #: 22/04-14/25-26

I move that the YK1 Board of Trustees accept the updates to the action items as discussed.

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

Trustees asked that the Committee action items be reviewed at future Board meetings. Trustees feel there is value in YK1 having a small asset registry for management and budgeting purposes moving forward.

- 14. Announcements - events calendar attached
There were no questions or additions to the calendars.

15. Date and Time of Next Meeting

May 11, 2026	12:10 PM	Committee of the Whole Meeting
May 12, 2026	6:30 PM	Executive Session (In camera)
May 12, 2026	7:00 PM	Regular Board Meeting

16. Chairperson’s Closing Remarks

Chairperson Bell thanked everyone for attending. She looks forward to seeing everyone at the upcoming YK1 Long Term Service Awards.

17. Adjournment

Motion #: 23/04-14/25-26

I move that the YK1 Board of Trustees, April 14, 2026, Board meeting be adjourned.

Moved by: Trustee Drew

Seconded by: Trustee Peters

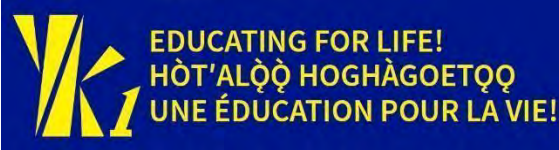
Carried

The meeting adjourned at 10:15 PM

Chairperson Bell

Secretary Treasurer Vass

DRAFT



BOARD REPORT

Title:	GNWT Financial Administration Manual
Contact:	Barbara Bell, Chair YK1 Board of Trustees
Date Submitted:	May 7, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	Through a series of correspondence between Ministers Cleveland and Wawzonek and YK1 regarding the role the FAM plays in YK1 governance, as an independent Education Body, an additional DRAFT response has been prepared, with feedback from the Board of Trustees.
Recommendations Motion:	I move that the Yellowknife Education District No. 1 Board of Trustees approve the draft FAM letter and authorize the Chair to send the letter to the GNWT Minister of Finance.
Attachments?	Yes__x__ No____ (list attachments) YK1-FAM Follow-up Letter



October 01, 2025

Barbara Bell
Chairperson
Yellowknife Education District No. 1
PO BOX 788
YELLOWKNIFE, NT X1A 2N6
barbara.bell@yk1.nt.ca

Dear Chair Bell:

Request for Review and Update of Financial Regulations and Policies for Outside Boards

Thank you to Yellowknife Education District No. 1 (YK1) for your letter of August 19, 2025, requesting a review and update of financial regulations and policies applicable to your education district.

The *Financial Administration Act* (FAA) is the legislation that governs the use of all public funds, including where funding has been received from third parties. This is particularly important to ensure that all funds received by an entity are administered within a consistent and accountable framework.

The Financial Administration Manual (FAM) provides advice, interpretation support, and guidance on the FAA. The FAM is principle based, meaning that entities are responsible for evaluating the intent of the various FAM directives and determining how best to implement them within the parameters established by the Financial Management Board. Ministers are ultimately responsible for the safeguarding of public funds for the portfolio they are assigned, and our structure is meant to ensure that governance and accountability exist even when they may create perceived inefficiencies within an entity.

I will address each of your specific concerns with the FAM individually.

Approval processes over international travel

The authority for this type of travel, regardless of the entity or department, is the Minister responsible for that budget. International travel should be very rare, and it is usually at a cost much higher than domestic travel. If YK1 is looking for broader delegation or sub-delegation, this would need to be approved by the Financial Management Board (FMB). I would encourage the Board to discuss this further with the Department of Education, Culture and Employment (ECE) to determine if a delegation request is feasible. A request to the FMB for this type of delegation would include details such as past spending, why future spending should be delegated, justification for ongoing international travel and what controls are in place to manage it prudently.

.../2

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Authority over small capital expenditures

While the specific nature of YK1's concern regarding small capital expenditures was not clearly outlined in your letter, I understand that YK1 has a pre-established capital reserve. This provides a degree of flexibility for planning and funding capital investments, provided they are aligned with an approved capital investment plan.

Under the Surplus Retention and Deficit Recovery Policy, capital reserves may be retained with Ministerial approval of an annual capital investment plan. In practice, this requirement is met through the inclusion of YK1's capital budget in its annual operating plan.

In accordance with the FAA, capital expenditures—regardless of size—must be included in an approved capital budget. This ensures that capital spending is appropriately planned and accountable.

It's also important to note that surplus funds retained under the Surplus Retention and Deficit Recovery Policy cannot be used for capital expenditures or transferred into a capital reserve without approval of the Financial Management Board. These funds are intended for one-time operating expenditures and must be used within the fiscal year following the surplus.

If YK1 has specific concerns about how this process is applied or interpreted, we encourage further discussion with ECE to clarify whether the issue is procedural, policy-based, or related to delegation. We are committed to working collaboratively to ensure that financial policies support both operational effectiveness and public accountability.

Rules governing surplus retention and procurement

The procurement policies of the GNWT are designed to align with the legislative and regulatory framework governing our contracting activities. These policies and procedures reflect both public sector best practice and the unique characteristics of the Northwest Territories' economy.

Our procurement policies ensure compliance with the applicable legislation, regulations, treaty obligations, and trade agreements, while upholding the following six key principles:

- Honor treaty commitments and support meaningful implementation of treaties;
- Provide for government procurement that balances the commitment to ensure open, fair and transparent procurement processes that are competitive, deliver value for money and provide direct benefits to NWT residents and NWT businesses, while adhering to treaty obligations and trade agreements;
- Enhance opportunities for all NWT Indigenous businesses, including ensuring equitable access to government procurement opportunities by all NWT Indigenous businesses through fair and transparent practices;
- Generate opportunities and maximize employment and capacity development to provide immediate and long-term benefits for NWT residents and NWT businesses;

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- Make it easier to do business with the GNWT, by ensuring that procurement tools and policies are clearly articulated and easily accessible, and that business intelligence is shared in an appropriate and impartial manner; and
- Balance risks appropriately between all parties by allowing for open discussions and innovative approaches to responsibly address risk exposure for businesses and the GNWT.

Procurement is a crucial function, and its efficiency and effectiveness are essential to the success of government operations. We are committed to continuously improving policies and processes to better support the objectives of the GNWT, while also serving the interests of NWT residents and businesses. As such, we welcome any constructive feedback and are keen to gain a clearer understanding of your specific concerns or suggestions.

The current Surplus Retention and Deficit Recovery Policy is designed to provide flexibility to education authorities while ensuring that public funds—regardless of source—are used effectively and equitably across the education system. While YK1 receives a portion of its funding from local property taxes, this is already accounted for within the school funding framework through a corresponding reduction in GNWT contributions. As such, the total funding envelope remains consistent with that of other education bodies, and the expectation for financial accountability remains the same.

The policy allows education bodies to retain a reasonable surplus—up to 7% of annual audited revenues or \$250,000, whichever is greater—to support operational stability. Surpluses beyond this threshold must be reinvested into educational programming through approved one-time operating expenditures. This approach ensures that resources are not disproportionately accumulated and are instead redirected to meet evolving needs across the system.

Other areas where jurisdictional overlap leads to confusion or unnecessary administrative burden

When multiple levels of government are involved, there is inevitably overlap and we are open to feedback on specific matters so that we can review and streamline where appropriate. The underlying objective of safeguarding government assets and complying with legislative frameworks do often compete with the need to streamline; however, the objectives of good governance must always be at the forefront of our collective efforts.

If you wish to provide more specific details on your aforementioned points, I would suggest that these be initially brought forward to ECE for further discussion. I would be happy at that time to work with the Minister of ECE on reviewing any proposed recommendations.

Sincerely,



Caroline Wawzonek
Minister of Finance

- c. Honourable Caitlin Cleveland, Minister, Education, Culture and Employment
Shirley Zouboules, Superintendent of Yellowknife Education District No. 1



BOARD REPORT

Title:	Operating Plan 2026-2027 – First Draft for ECE Review
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	May 7, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Highlights	<ul style="list-style-type: none"> • The district must annually complete an operating plan for each school year. • In its final form, the Operating Plan must be passed by a formal motion of the Board of Trustees by June 30th of each year, for the following school year. • On May 4th, the first draft of the YK1 Operating Plan was sent to ECE for its review, and we are awaiting their feedback. • There are elements of the plan for which we still needed data by ECE's submission deadline, and there are some gaps in this draft. This is normal and occurs each year given the timelines for budget, and how they impact on certain elements of the Operating Plan. • The first draft submitted to ECE is attached to this report for Trustees' information.
Recommendations	Accept for information
Proposed Motion (if applicable)	N/A
Attachments?	YK1 DRAFT Operating Plan for 2026/2027

Education Accountability Framework

Yellowknife Education

District No.1

Operating Plan

For the 2026-27 School Year



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Operating Plan - Executive Summary

The Yellowknife Education District No.1's Operating Plan for the 2026-2027 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No.1's priorities for the upcoming school year.

The following table summarizes the planned goals and targets for the upcoming school year:

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2026-2027 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalize and Inclusive Education; and Key Competencies.

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

The three pillars that align the aforementioned are:

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

The following chart highlights planned goals and foci for 2026-2027. All professional development will align with the identified pillars.

YK1 2026-2027 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness NWT Renewed Curriculum Key Competencies
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
YK1 Goals and Targets		
Using EDI results at the school and district level to plan for student wellness and success	Continued implementation of "Our Languages"	Using MDI results at the school and district level to plan for student wellness and success
Implementation of YK1 Learning Plan	Continued development of authentic learning experiences in ILE classes Continued expansion of ILE classes throughout the district	ECE supported school-based programs <ul style="list-style-type: none"> • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S./L.E.A.D.S.

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

Annual Report - Executive Summary

The Yellowknife Education District No.1's Annual Report for the 2026-2027 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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



1. Administration and School Services

Administration and Schools Services reflects the overall operations of education bodies and schools, including high level overviews of the education body's:

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

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A. Governance Structure

A.1 Governance of Education Bodies (Regional)

In the following table detail key aspects of the education body governance structure and processes at the regional level, including election dates, membership, and terms of office:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the students it serves.

Accountability, strategic thinking, financial responsibility, and commitment are among the strengths of this dedicated group.

District Education Authority Trustees

Chairperson:	Barbara Bell
Vice Chairperson:	Allan Shortt
Trustees:	Terry Brookes Tina Drew Michelle Peters Jason Snaggs David Wasylciw

Administration

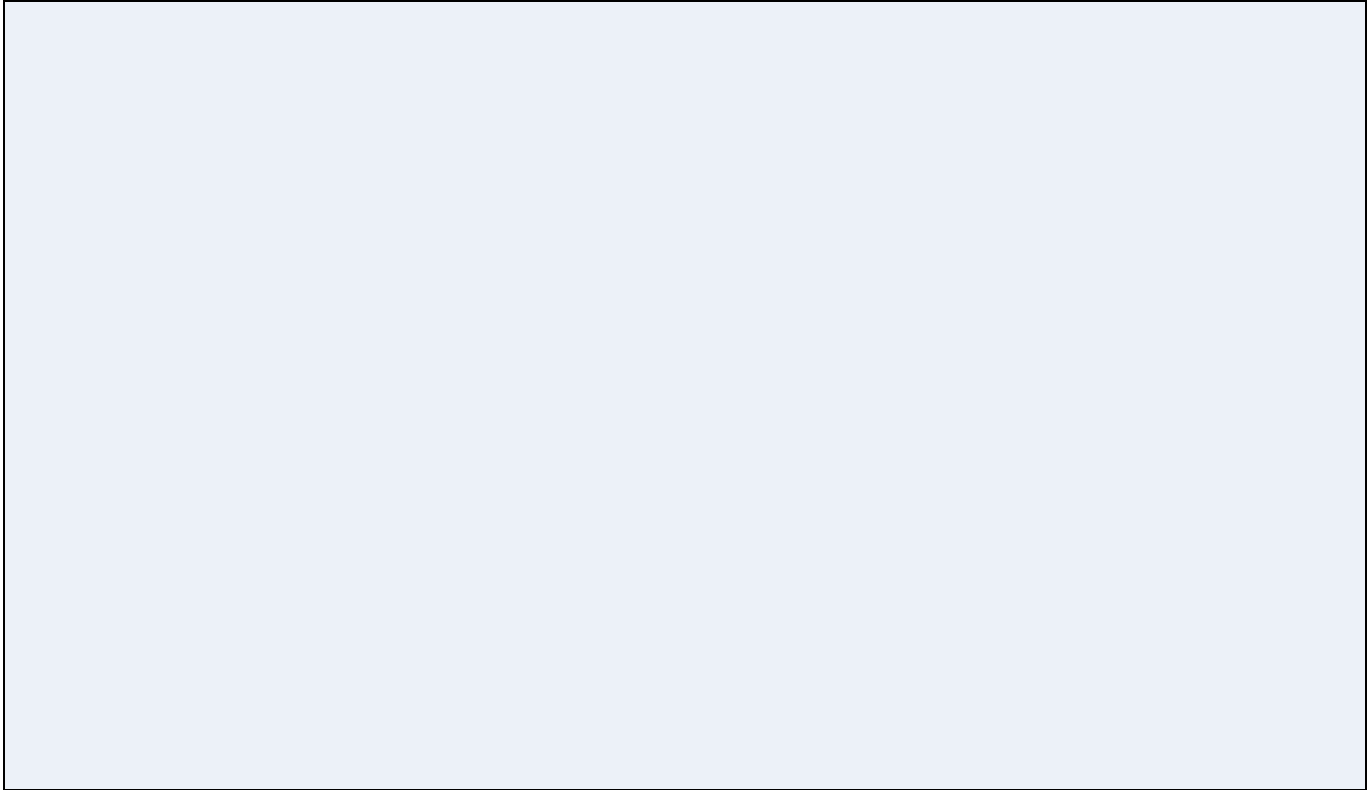
Superintendent of Education:	Shirley Zouboules
Assistant Superintendent:	Landon Kowalzik
Assistant Superintendent:	Graham Arts
Secretary Treasurer:	Lisa Vass

During their tenure, Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee meetings, public gatherings and community events. YK1 Trustees are elected for a term of four years. At the end of their terms, Trustees must stand for re-election should they wish to continue in their role.

Yellowknife Education District No. 1 Trustees play a vital role in the continued success of the District. These individuals lead with diligence and sound judgment, always with the best interests of students at heart. YK1 policy-makers guide the next generation into the future and do their part to contribute to a strong community and a well-functioning society.

A.2 Governance Structure of Education Bodies (Local)

In the following table detail key aspects of each District Education Authority (DEA) in the region, including election dates, membership, and terms of office:

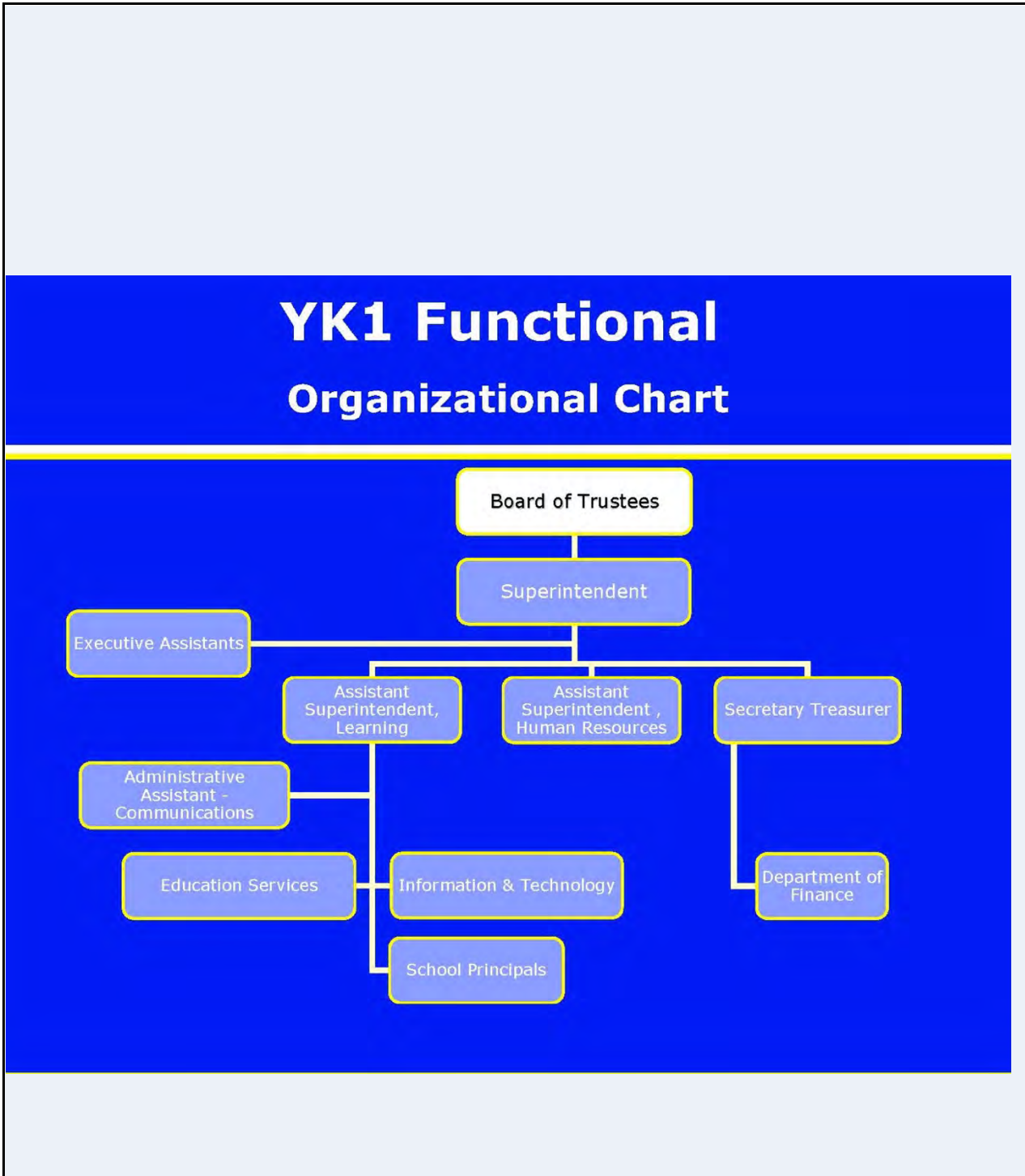


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B. Functional Organization

B.1 Functional Organizational Chart

The following table/Chart details the functional organization of the education body:



B.2 Functional Organizational Responsibilities

- a. Outline which (regional or local) body is responsible for performing or exercising shared duties or powers where responsibilities outlined under sections 117, 118, and 119 of the *Education Act* have been assigned to **both** DEAs and the DEC within community/region-specific regulations.

Select DEA, DEC, Both, or N/A if neither of your education bodies have been given power under the regulations. If “Both” or “N/A” are selected, see B.2. b.

Responsibility	DEA	DEC	Both	N/A
<i>Duties of education body: 117.(1) Subject to subsections 81(3), (5), (6) and 102(3), an education body shall, for the area within its jurisdiction,</i>				
<i>(a) provide education to all students in accordance with this Act and the regulations;</i>	X			
<i>(b) ensure the enforcement of the registration of a child under section 12 and accept the registration of a child under paragraph 12(1)(c);</i>	X			
<i>(c) administer and manage the educational affairs of the education body in accordance with this Act and the regulations;</i>	X			
<i>(d) consider any comments and recommendations, with regard to a school, that are provided by the students, student representatives, parents and school staff who have an interest in that school;</i>	X			
<i>(e) at the beginning of each academic year, invite each principal to have a student representative from each school attend and participate in the public meetings of the education body and establish guidelines for the participation of student representatives in those meetings;</i>	X			
<i>(f) enter into agreements with health, justice, social services and other community agencies for the provision of support services to students in addition to those provided under subsection 7(2) where, in the opinion of the education body, the services are necessary for the effective delivery of the education program and individual education plans;</i>	X			
<i>(g) provide support services in accordance with the directions of the Minister under subsection 7(2);</i>	X			
<i>(h) provide students with text books and other learning materials and, where in the opinion of the education body it is necessary, fix prices for those books and materials;</i>	X			
<i>(i) provide library, audio-visual and other resource materials;</i>	X			
<i>(j) subject to sections 38 to 43, attempt to settle all disputes relating to the education program and individual education plans that arise between a student or his or her parent and education staff;</i>	X			

<i>(k) with the advice of education staff, parents and community elders, develop and deliver culture based school programs in accordance with the requirements of the curriculum;</i>	X			
<i>(l) provide direction to and supervise the Superintendent in the recruitment, hiring, employment, discipline and dismissal of education staff and school staff in accordance with this Act, the regulations and the Public Service Act;</i>	X			
<i>(m) subject to the regulations, employ a Superintendent;</i>	X			
<i>(n) set out powers and duties of the Superintendent, in addition to those set out in this Act;</i>	X			
<i>(o) hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;</i>	X			
<i>(p) monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools;</i>	X			
<i>(q) evaluate school program plans and provide direction with respect to those plans;</i>	X			
<i>(r) in accordance with the regulations, evaluate and provide support to home schooling programs;</i>	X			
<i>(s) in accordance with the regulations, establish and advise the Minister of the hours for the academic year for schools, the opening and closing dates for schools and dates for vacations and for the observance of holidays for schools;</i>	X			
<i>(t) prepare and submit to the Minister the reports and evaluations required by this Act and the regulations;</i>	X			
<i>(u) follow the directions of the Minister;</i>	X			
<i>(v) where in the Territories the right of parents under section 23 of the Canadian Charter of Rights and Freedoms to have their children receive instruction in French applies, in accordance with the regulations, (i) establish comités de parents francophones, (ii) establish conseils francophones, and scolaires (iii) delegate to the conseils scolaires francophones the powers and duties that are necessary for the delivery of French language instruction and the management of French language instruction in the education district; and</i>				N/A
<i>(w) provide accommodation to senior secondary students in accordance with section 10.</i>	X			
Further Duties 117(2) In addition to the duties set out in subsection (1) and subject to subsections 81(3), (5), (6) and 102(3), an education body shall, for the area within its jurisdiction,				
<i>(a) provide equipment and facilities for school programs for physical education, athletics and recreation;</i>	X			
<i>(b) at the direction of the Minister, enter into agreements that provide for the maximum possible use of education facilities for purposes outside the education program;</i>	X			

<i>(c) inform the governing body of the community within the education district of plans for the use and development of education facilities;</i>	X			
<i>(d) have custody and safekeeping of all the education facilities that are used for the education program and maintain the education facilities in good condition;</i>	X			
<i>(e) obtain a corporate seal;</i>	X			
<i>(f) employ and bond a financial officer or officers as it considers necessary;</i>	X			
<i>(g) receive the moneys that are provided by grant or contribution by the Minister for the use of the education body for the delivery of the education program;</i>	X			
<i>(h) make expenditures to meet the requirements of the education program and this Act and supervise and be accountable for all expenditures;</i>	X			
<i>(i) keep a full and accurate record of its proceedings and financial transactions and affairs;</i>	X			
<i>(j) maintain insurance as directed by the Minister;</i>	X			
<i>(k) subject to subsection 136(5), prepare for the approval of the Minister, in accordance with the planning and accountability framework defined in subsection 1(1) of the Financial Administration Act and the regulations under that Act, an annual estimate of revenue and expenditures for the operation and maintenance of the education program in the area within its jurisdiction for the next school year;</i>	X			
<i>(l) subject to subsection 136(5), prepare, for the approval of the Minister and in accordance with the planning and accountability framework defined in subsection 1(1) of the Financial Administration Act, and the regulations under that Act, an annual estimate of revenue and expenditures for all capital items for the education program in the area within its jurisdiction for the next school year; and</i>	X			
<i>(m) prepare, for the approval of the Minister and in accordance with the regulations, an operational plan for the education program in the area within its jurisdiction.</i>	X			
<i>Powers of education body 118. (1) Subject to subsections 81(4), 81(5) and 102(4), an education body may, for the area within its jurisdiction,</i>				
<i>(a) develop and produce learning resources and materials to support the delivery of culture based school programs and other local programs;</i>	X			
<i>(a.1) advise the Minister regarding the issuance of honorary teaching certificates to elders;</i>	X			
<i>(b) authorize, supervise and evaluate the use of distance learning programs in the provision of the education program;</i>	X			
<i>(c) charge fees for goods and services that it provides but that are not required for the instruction of the education program;</i>	X			

<i>(d) provide transportation to students to enable them to have access to the education program and, where in the opinion of the education body it is necessary, fix fees to be charged for that transportation;</i>	X			
<i>(e) operate student residences and home boarding programs for students to enable them to have access to the education program and, where in the opinion of the education body it is necessary, fix fees to be charged for that residence or program;</i>	X			
<i>(f) establish committees of the education body and assign powers and duties to those committees;</i>	X			
<i>(g) establish committees, including parents' advisory committees, whose members are not members of the education body, to advise the education body respecting education issues;</i>	X			
<i>(h) provide interpreter and translator services to assist in the conduct of the business of the education body;</i>	X			
<i>(i) pay an honorarium and expenses to each of its members in accordance with the regulations;</i>	X			
<i>(j) acquire personal property by gift, devise, lease, purchase or otherwise, and sell, lease or otherwise dispose of any of its personal property;</i>	X			
<i>(k) in addition to the school program, develop and deliver early childhood development, adult education, cultural, religious or other programs to enhance learning and charge fees for the programs;</i>	X			
<i>(k.1) hire and employ teachers or persons who are not teachers for the instruction of local programs;</i>	X			
<i>(l) establish and charge tuition fees in respect of students in accordance with this Act;</i>	X			
<i>(m) collect or maintain information that affects decisions made about the education of a student and maintain a record of the decisions; and</i>	X			
<i>(n) allow persons who do not reside in the area within its jurisdiction or whose parent does not reside in the Territories to register with a school under subsection 14(1) or section 15.</i>	X			
Further powers 118(2) In addition to the powers set out in subsection (1) and subject to subsections 81(4), 81(5) and 102(4), an education body may, for the area within its jurisdiction,				
<i>(a) enter into agreements with Aurora College to support the development and delivery of a teacher education program;</i>	X			
<i>(b) enter into agreements with other education bodies to deliver the education program including the payment of tuition in the circumstances set out in subsection 14(2);</i>	X			
<i>(b.1) enter into agreements regarding aboriginal schools;</i>	X			
<i>(c) with the approval of the student, or where that student is a minor, the student's parent, enter into an agreement with another education body to enable the student to attend school in an education district other than the one in which the student</i>	X			

<i>resides where (i) the student has reached an education level beyond that offered in the education district in which the student resides, or (ii) the educational needs of the student would be better served at another school;</i>				
<i>(d) employ outside the public service, school staff, other than teachers, whom the education body considers necessary for the effective operation of the education program or for individual education plans;</i>	X			
<i>(e) enter into agreements with other education bodies for the transfer of teachers;</i>	X			
<i>(f) provide for the payment of a pension to a person employed outside the public service under paragraph (2)(d), on that person's retirement on account of age or disability;</i>	X			
<i>(g) allow an employee to take a leave of absence for educational purposes;</i>	X			
<i>(h) arrange and pay for the bonding of one or more financial officers;</i>	X			
<i>(i) join and pay the fees of educational associations; and</i>	X			
<i>(j) enter into contracts for the provision of services to support the school program or individual education plans.</i>	X			
Additional powers of education body 119. (1) Subject to subsections 81(7) and 102(5), an education body may, for the area within its jurisdiction,				
<i>(a) maintain and insure buildings and property used for the delivery of the education program;</i>	X			
<i>(b) acquire lands and buildings, construct additional buildings and replace existing buildings where required;</i>	X			
<i>(c) receive annually from the taxing authority for the district the sum of money collected from property taxes for education purposes;</i>	X			
<i>(d) borrow money on a short term basis according to the terms of this Act;</i>	X			
<i>(e) make a resolution to borrow money for projects according to the terms of this Act;</i>	X			
<i>(f) make a bylaw to borrow money on the security of a mortgage or debenture according to the terms of this Act; and</i>	X			
<i>(g) employ teachers outside the public service.</i>	X			

b. If "Both" was selected, note how this is being exercised. If N/A was selected, note the context.

YK1 does not offer programming to children with a right to education in French under Section 23 of the Charter, as those services in Yellowknife are offered by *le Conseil Scolaire Francophone des Territoires du Nord-Ouest*.

C. School Profiles

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

Total Number of Schools in District	6	Total Anticipated Student Head Count	2155
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School Name	Community	Grades Offered	Programming Highlights
École It'q (It'q)	Yellowknife	JK-5	École It'q offers: <ul style="list-style-type: none"> • French Immersion programming • Wìlììdeh language classes for all students.

			<ul style="list-style-type: none"> • English programming (grade 3-5). • Special programming includes student council, school athletics, traditional games competition, clubs such as rainbow club, cards & games clubs, art club and improv. club, intramurals during indoor recesses. • Dene Kede facilitator once every 2 weeks. • The gardening program (April-May). • After School care(YWCA) Grades JK-5. • Indigenous language and culture is integrated into classroom sessions. • Whole school indigenous activities: classes cycle through knowledge keepers or elders Ex: rabbit, fish, muskox, caribou, drum dancing, traditional games and painting. • Indigenous Culture Camps throughout the year. • School wide activity: Zhah Day; incorporating French and Indigenous cultures. School Dances, pancake breakfast, BBQ,
<p>Mildred Hall School (Mildred Hall)</p>	<p>Yellowknife</p>	<p>JK-8</p>	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> • English programming • Wilñideh Yati language classes for grades JK-8 • Drumming, Hand Games, Traditional Games for all students, and a Middle School-Specific Traditional Games Day • District ILE camps as well as school-based camps, and an annual MHS Camp Week integrating Indigenous Language and Key Cultural Experiences • Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 6 • Many extracurricular activities such as: • Team Sports (volleyball, badminton, basketball, soccer, track and field) • Other Interest-Based Clubs (Dungeons and Dragons, Bracelet Club, Arts and Crafts Club, Crochet Club) • Arctic Rose Foundation Messy Book Club

			<ul style="list-style-type: none"> • GSA - Skittles Club meets in two groups grades 3-5 and 6-8 • Choir and Band Program • Alternative Sports/clubs such as fat biking, cross-country skiing, snowshoeing, and traditional games • Daily universal access breakfast, snack, and hot lunch program • School-community garden with community partners where students grow vegetables used in the foods program • Restorative practices • Monthly school-wide Dene Kede themes and Dene Laws
N.J. Macpherson School (NJ Macpherson)	Yellowknife	JK-5	
Range Lake North School (Range Lake)	Yellowknife	JK-8	<p>Range Lake North (RLN) offers:</p> <ul style="list-style-type: none"> • English programming JK-8 • Post-Intensive French in Grade 8 and Core French in Grades 1 to 8. • Student Options Program for grades 6-8, where students are able to choose from a variety of 6-week long sessions including tech, sports, outdoor pursuits, music, martial arts, yoga etc. • Indigenous Language and Culture, integrated into classroom sessions • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama. • Advanced technology and robotics programs in a Makerspace environment • Extracurricular sports program encompassing many activities such as hiking, skiing, biking, snowshoeing, mountain biking, and skateboarding. • Sustainable living projects: outdoor gardens and observatory beehive. • Pizza nights, family dances, family BBQs, and family literacy night • Tech nights for middle school students. • An active and involved Parent Advisory Committee that organizes a large annual fundraising event, “Family Fun Night”, with proceeds supporting RLN student activities.
École Sir John Franklin High	Yellowknife	9-12	École Sir John Franklin High School (ESJFHS) offers:

<p>School (Sir John)</p>			<ul style="list-style-type: none"> • Programming from Grades 9 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 9 to 12 • Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts • Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics • Indigenous culture programming and camps including Wíílídeh language instruction • Successful athletic programs and courses including intramural and extra-curricular sports and clubs are offered during the day and afterschool • Support and resources for students struggling in school, socially, or at home. • National and international travel opportunities for students include volunteering and cultural experience • Night School classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite • Alternate programming (Route 51) available during the day (9am - 3:45pm) off site. Graduating required courses are offered on modular based format
<p>École William McDonald School (William McDonald)</p>	<p>Yellowknife</p>	<p>6-8</p>	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> • Programming for Grades 6,7 and 8 in both English and French Immersion • Other French options including: • Intensive French - Grade 6, • Post-Intensive French - Grade 7 and 8 • Core French – Grades 6 - 8 • Wíílídeh language classes (grade 6 classes) • For 2025-2027, Exploratory programming was changed to Applied Designs which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies, Community Awareness and Outdoor Education • Sports Academy Program which includes hockey, futsal, gymnastics, dance, and athletics. This year, new partnership with Yellowknife Gymnastics Club and Bella Dance to open programming beyond traditional team sports.

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D. Policy Development

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

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

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

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

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

Required Policies and By-Laws for DEC's and DEAs						
Type of Policy or Bylaw	DEC	DEA	DEA	DEA	DEA	DEA
Code of Conduct	September, 2022	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>
School Attendance	August, 2017					
Safe Schools	April 2014 June 2014 September 2022					
Transportation of Students	August 2017					
Conduct of Business	October 2022					
Records Management	August 2017 (As per Directive)					
Student Assessment	August 2017 (based on SAER directive 2010)					
Inclusive	February 2018					

Schooling	(As per Directive)					
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT handbook)					
Camera Use in Schools	August 2017 (YK1 Administrative Procedures)					
Recommended By-Laws for DEC and DEAs						
Type of Bylaw	DEC	DEA	DEA	DEA	DEA	DEA
Honorarium	January 2021 (Board Bylaws)	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>	<i>effective date, NA or X</i>
Annual Report	August 2017 (follow Ed. Act)					
Borrowing Money	1996 Education Act					

2. Territorial Schools

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

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

A. Education Body Strategic Planning

NWT education bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with:

1. The Priorities established by the 20th Legislative Assembly
2. The 2023-2027 Mandate Commitments of the Government of the Northwest Territories (GNWT)
3. The shared priorities agreed upon by education leaders and the Department of ECE, as outlined below:
 - Student achievement in Literacy and Numeracy
 - Language and Culture
 - Student & Educator Wellness
 - Personalized and Inclusive Education
 - Key Competencies

Applicable GNWT Mandate Commitments (2023-2027) have been included in relevant sections of the Education Accountability Framework when planning for and reporting on progress towards regional goals, programs and priorities.

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

Regional priorities and goals.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: <ul style="list-style-type: none"> • Learning • Indigenous Language and Culture • Wellness, Community, and Key Competencies
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Education staff will continue to participate in professional learning focusing on the three identified pillars.	100%		
YK1 schools will continue to participate in district led PD focusing on numeracy and literacy - with a priority placed on Grades 4 through 12 as they continue to implement the NWT Adapted Curriculum	100%		
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective	100%		

<p>efficacy can be realized. “The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)</p>			
<p>Areas of Strength for the region</p>			
<p>Areas for Development for the region</p>			
<p>Additional Comments for the region</p>			

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B. School Improvement Planning & School Reviews

The *Education Act* provides for the development and evaluation of school plans appropriate for the North and the community in which the school operates. Education bodies are required to:

- Hold a public meeting annually to consult with parents, community elders and other members of the community regarding the goals and plans for the school program for the next school year;
- Monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools; and
- Evaluate school program plans and provide direction with respect to those plans.

At the direction of the education authority and superintendent, the principal collaborates with school staff to undertake:

- School planning processes that include the development of a school plan, operational planning and classroom planning;
- Ongoing consultation and liaison with students, parents and other community members;
- School self-assessment that results in studying and analyzing learning outcome standards and the effectiveness of school processes in maximizing learning outcomes: and
- Completing and publishing an annual report and plan that describes educational outcomes and actions to improve school performance.

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

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary:</p> <ol style="list-style-type: none"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies <p>In addition, site-based data informs school plans, to ensure student and school community needs are considered.</p> <p>Formal school reviews follow the district’s administrative procedures and are cyclical. All six district schools were reviewed in the previous two school years, and two schools will undergo a formal review during the 2026-2027 school year</p> <p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data and the goals of their school. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School goals are shared with Trustees, the District Leadership and PACs.</p>
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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C. Staff Evaluations

As per section 78(2)(k) of the *Education Act*, Superintendents are required to ensure, to the best of their abilities, that all evaluations of school staff, including principals, are consistent with territorial, education division, and education district standards.

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

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

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

D. Regional Training and In-Service

Education bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers’ Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.) To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2026-2027 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

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

<p>Regional approach to the completion of Training and In-Service, including reference to plans for the identified NWT Curriculum Renewal training day(s).</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2026-2027.</p> <p>Consultants will provide PD in the following areas:</p> <ul style="list-style-type: none"> • Learning/Indigenous Language and Culture while ensuring embedded support for moving to competency-based teaching and learning • Math Residencies (EN/FR) • Literacy Residencies (Grades 3-8) • JK-K Collaborative Study Group • JK-4 NOW Play Project (Northern Oral Language and Writing Through Play) • Neurolinguistic approach with outside consultant (FR/Wilhidah) • Inclusive Pedagogies in Secondary <p>Two ILE district days are planned to meet the ILE directive.</p> <p>School specific STIP times are planned to align with the identified pillars and school improvement goals. For the duration of the trialing and implementation of the renewed NWT curriculum this will be a focus.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

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E. Literacy Coordinators

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

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

Please ensure that Literacy Coordinators funded through 3rd party funding sources (e.g. Jordan’s Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support literacy and numeracy programming in NWT schools.

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

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

F. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students. *Please note that National School Food Program reporting is separate and will be completed through your education body’s Contribution Agreement.*

The following tables detail the regional approach taken for the upcoming school year, along with noted areas of strength and areas for development.

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

School Name	Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i>	Average number of children / youths served daily	Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i>	Non-GNWT Funding Received <i>(\$ Amount / Source)</i>

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

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G. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction. The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, and the grades in which the SL is taught.

School Name	Language of SL (Sahtu Dene Kədə, Dene Sųhne, Dene Zhatie, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chų)	Type of SL program (core, immersion, intensive, post-intensive)	Grades of SL program (per program type)	Was the SL program offered as planned? (Y/N)	If No, why not?
It'ų	French	Immersion	JK-5		
	<i>Wilı̨deh</i>	Core	JK-5		
Mildred Hall	French	Core	1-8		
	French	French Camps, using the neuro-linguistic model	3-8		
	<i>Wilı̨deh Yati</i>	Core Model	JK-8		
N.J. Macpherson	French	Core	1-5		
	French	Pre-Intensive French camps	5		
	<i>Wilı̨deh</i>	Core	JK-5		
Range Lake	French	Post-Intensive	8		
	French	Pre-Intensive French Camps	5		
	French	Core	1-8		
Sir John	French	Immersion	9-12		
	French	Post-Intensive French	9-12		
	French	Core	9-12		
	<i>Wilı̨deh</i>	Core	9-12		

William McDonald	French	Immersion	6-8		
	French	Intensive French	6		
	French	Post-Intensive French	7-8		
	French	Core	6-8		
	<i>Wìlìideh</i>	Core	6		

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

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H. Student Success Initiative

The Student Success Initiative (SSI) aims to improve student learning and outcomes. Student Success Initiatives should demonstrate a connection to the education body strategic plan. Funds are restricted and must be used for educator professional development that supports the proposed initiative.

The following tables detail the SSI project proposal summary, budget and regional performance indicators and targets (**please include in the table below**), along with the achieved results, the explanation for any difference between targets and results, a summary of implementation, noted areas of strength and areas for development.

Name of SSI Project	Competency Based Teaching and Learning
SSI Project Proposal Summary including purpose, key objectives and activities.	<p>This project is meant to support professional growth in inclusive, competency based literacy and numeracy instruction. Key objectives include strengthening teacher pedagogical content knowledge and supporting professional learning communities in which school teams collect authentic evidence of student learning to inform responsive instruction.</p> <p>Opportunities for learning will include working with with literacy and numeracy consultants in order to support objectives outlined in school improvement plans, collaborative time for JK/K teachers to support play based pedagogy and curriculum renewal, and collaborative inquiry focused on competency based assessment.</p>

SSI Professional Development Expenses

Budget Categories for SSI Funding (PD Expenses)	Budget	Actual
Facilitator Contract(s)	12,000	
Facilitator Expenses (travel, per diem, accommodation, etc.)	5000	
Teacher Release Time (Sub Costs)	14000	
Teacher Travel (transportation, per diem, accommodation)		
Workshop Expenses	1500	
Other (please specify)	1500	
Total Budget	34,000	

SSI Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
% of teaching staff from across the region who	75%		

participate in SSI PD activities.			
Number of PD opportunities provided (in hours)	70		
Please include any additional performance indicators			
Summary of Implementation (include dates and topics of PD opportunities)			
Areas of Strength			
Areas for Development			
Additional Comments			

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I. Healthy Initiatives Funding

The Healthy Choices Initiative, also referred to as the Active Afterschool Program, supports projects that promote wellness among school-aged children and youth through afterschool physical activity programs and the provision of healthy snacks.

The Youth Contributions Program supports initiatives that promote positive lifestyles and enhance the overall well-being of youth. The following tables detail the regional approach taken for the upcoming school year, along with noted areas of strength and areas for development. Also detailed is the total amount of allocated, budgeted and actual funding spent per school for the Healthy Choices Initiative (Active Afterschool & Healthy Snacks) and Youth Contributions Program, along with project highlights.

Regional approach to the Healthy Choices Initiatives and Youth Contribution Program.	
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

Healthy Choices Initiative – Base (Active Afterschool and Healthy Snacks)

This is restricted funding and any deferred funds at end of year need to be used for this initiative in following year.

School Name	Allocated (\$)	Budgeted (\$)	Actual (\$)	Explanation for difference	Types of Projects/Initiatives
Itl'q					
Mildred Hall					
NJ Macpherson					
Range Lake					
Sir John					
William McDonald					

This is restricted funding and any deferred funds at end of year need to be used for this initiative in following year.

School Name	Allocated (\$)	Budgeted (\$)	Actual (\$)	Explanation for difference	Types of Projects/Initiatives
Itl'q					
Mildred Hall					
NJ Macpherson					
Range Lake					
Sir John					
William McDonald					

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J. Alternative High School Funding

The following tables detail the total number of programs in the district, the number of students enrolled in each program, descriptions of students’ academic growth and noted areas of strength and areas for development within the program. Also detailed is the total amount of allocated, budgeted and actual funding spent per school for the Alternative High School program. Programs which have not satisfactorily reported on student growth and financial expenditures will be reviewed to determine viability and continued funding. Funding is not guaranteed each year.

At least one school in region receives Alternative High School funding.	Yes/ No	If yes, fill in boxes below.
		If no, go to next item.

Program Description

Program/School Name	Facility Used	Number of Students enrolled	Description of student academic growth.

Areas of Strength for program 1 in region Ex. <ul style="list-style-type: none"> • other supports utilized for students • transition description 	
Areas for Development for the program	
Additional Comments for the program	

Areas of Strength for program 2 (if applicable) in region (other supports utilized for students)	
Areas for Development for the program	

Additional Comments for the program	
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Program/ School Name	Allocated (\$)	Budgeted (\$)	Actual (\$)	Explanation for difference	3rd Party Funding (\$) / Source

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3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Please ensure that Regional Inclusive Schooling Coordinators funded through 3rd party funding sources (e.g. Jordan’s Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.0	1.0			

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

B. Program Support Teachers

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

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

Please ensure that Program Support Teachers funded through 3rd party funding sources (e.g. Jordan’s Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
It'q	15.59	16.00	We budget for 16 PSTs; however, the majority of our PSTs are at the top of the salary grid. Therefore, we must source approximately \$570,000 from IS/District/Taxpayers' funding to cover the salary gap. We also use these funds to cover the .41 salary to round up to 16 PSTs from the 15.59, as a .5 PST is not effective.			
Mildred Hall						
NJ Macpherson						
Range Lake						
Sir John						
William McDonald						We are also looking at funding sources for an additional PST at SJF to cover the gap between needs/GNWT formula cap of 1.00 position for

			each 119 FTE, up to a maximum of 3.25			
TOTAL	15.59	16.00				

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C. Support Assistants

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

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

Please ensure that Support Assistants funded through third party funding sources (e.g. Jordan’s Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
It'q	32.77	39.00	The majority of our EAs are at the top of the salary grid. Therefore, we must source approximately \$1,108,600 from IS/District/Tax payers funding to cover the salary gap.		
Mildred Hall					
NJ Macpherson					
Range Lake					
Sir John					
William McDonald			We are using these funding sources for an additional 6.23 EAs to cover the gap between student need/gnwt funding formula of 1.00 position for every 64.25 JK-12 FTE per community. YK1 data shows that 84 students require 1:1 support for safety/communication/medical/intimate care. Our budget for EAs will only support 39 of those students, so we are looking at other funding sources to provide additional EAs for the remaining 45 students who require a		

			1:1 EA to safely attend our schools.		
TOTAL	32.77	39.00			

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D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$89,331	\$89,331			

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Restorative Practices	All	YK1 Staff	Throughout the year		
Inclusive Curriculum Delivery	PSTs, Teachers, Admin where possible	Shelley Moore, RISCs, PSTs	Throughout the year		
Education Program Planning with the new curriculum	PSTs	Shelley Moore, RISCs, ECE,	Fall/Winter		
ICB IEP	RISCs, PSTs, Teachers	RISCs	Fall		
Supporting Dysregulation	PSTs, Teachers, EAs, Admin where possible	RISCs, Contractor (Robyn Combres, Monique Thomas, Others TBD)	Throughout the Year		

Implementing Inclusive Practices	RISCs, Shelley Moore, Others TBD	Shelley Moore, Others TBD, RISCs, PSTs	Fall/Winter		
Implementing Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Admin where possible	Shelley Moore, RISCs, PSTs	Winter		

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

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)

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

E. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total (\$)	Explanation for Difference (if applicable)

F. Healing and Counselling

Healing and Counselling refer to strategies and supports designed to address behavioural, social, emotional, and healing issues, including those related to the legacy of residential schooling.

The following table details the amount of allocated, and funding spent on Healing and Counselling throughout the region.

Regional Allocation <i>(\$)</i>	Actual <i>(\$)</i>	Purpose <i>(materials, positions, contracts, etc.)</i>



G. School-Based Mental Health and Wellness (SBMHW)

Mandate Commitment - Access to health care

To strengthen preventative measures, public awareness and improve access to trauma-informed, culturally appropriate health care, ECE and education bodies will:

- Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention services to JK-12 students.

The SBMHW Program is part of a shared effort between Education Bodies and Health and Social Services Authorities to provide a comprehensive range of mental health and wellness services for children, youth, and families. Education Bodies are responsible for following the program’s policies, guidelines, and framework to implement strategies that promote positive mental health behaviours and facilitate early identification and intervention through emotional support and skill-building activities within the school environment.

The SBMHW Program must aim to ensure that all students have access to mental health promotion and prevention within the school environment. The program seeks to eliminate barriers and offer students options for accessing these essential services by providing mental health and wellness programming in comfortable settings. This approach focuses on enhancing students’ mental health and wellness, promoting a proactive attitude toward mental well-being and helping to prevent potential issues before they arise.

The following table details the total amount of allocated, budgeted and actual funding spent on SBMHW providers, programs and services, and the explanation for any variance.

Allocated (\$)	Budgeted (\$)	Explanation for Difference <i>(if applicable)</i>	Actual (\$)	Explanation for Difference <i>(if applicable)</i>
\$731,352	749,670.72	YK1 has 1 team lead and 5 Wellness Mentors. We plan to hire one more Wellness Mentor so all 6 YK1 schools have SBMHW support. As salaries increase annually, but GNWT funding in this category does not, we will need to source \$18,318.73 to cover the 6 salaries for the 2025-2026 school year.		

SBMHW Providers

SBMHW providers provide direct support to students for mental health and wellness. Titles and positions may differ between regions, communities, and schools but all fall under the category of providing culturally relevant services that builds student capacity for positive mental health, life skills to prevent escalation of mental health problems, developing wellness plans with students and accessing higher levels of mental health services if and when needed.

The following table details the number of budgeted and actual SBMHW providers by school to support programs and services in place, and the explanation for any variance between each.

Please ensure that SBMHW providers funded through third party funding sources (e.g. Jordan’s Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial

accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	Budgeted (PY)	Explanation for Difference (GNWT, Third Party, etc.)	Actual (PY)	Explanation for Difference (if applicable)
It'q	1			
Mildred Hall	1			
Nj Macpherson	1			
Range Lake	1			
Sir John	1			
William McDonald	1			
TOTAL	6			

SBMHW Programs and Services

Education Bodies are responsible for the distribution of funding to each school within their regions to ensure all students have access to mental health and wellness programs and services. These are any services or programs that is fit within Level 1 or 2 of the joint child and youth mental health model for Junior Kindergarten to Grade 12 students in their schools.

- Level 1: Mental Health and Wellness Promotion (School-based Services)
- Level 2: Mental Health Prevention and Early Intervention (School-based Services)
- Level 3: Clinical Counselling (Health-based Services)
- Level 4: Acute and Specialized Care (Health-based Services)

For further direction and a more fulsome understanding of what applies under the SBMHW program, please refer to the policy, guidelines, and framework.

The following table details the planned and actual SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

Community/ School	Programs and Services (i.e. programs, resources, training)	Programs and Services (i.e. programs, resources, training)	Successes / Challenges
All YK1 Schools	4th/R/Healthy Relationships Program Plus		
	Restorative Circles		
	SEL strategy/skill building small groups		
	Sharing Circles		

	Beading Circles		
	Stress and Anxiety Presentations		
	1:1 Strategy/skill building		
	School community projects		
	Test support		
TOTAL			

DRAFT

H. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year). The following tables detail the region’s approach to ensure that student supports are aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<p>Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared by the RISC and discussed with the PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (administrators, PSTs, teachers, EAs, RISCs) work collaboratively with families to ensure thoughtful and intentional supports align with students’ SSP/IEP goals and are implemented. Student support plans are reviewed prior to reporting periods and adjusted as needed. Continued CB IEP renewal and Educational Program Planning professional development will ensure alignment with the new curriculum, and a strength-based approach to goal setting is prioritized with students and families. YK1 recognizes that professional development of teachers and support staff plays an integral part in IEP renewal success.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region.</p>	

I. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development.

The following table details the region’s approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies for the upcoming school year, along with noted areas of strength and areas for development.

Regional approach to ensure that principals create conditions to support teachers in the use of flexible instructional strategies .	YK1 is committed to ongoing work with ECE, our own staff, and outside facilitators who are experts in inclusive instructional strategies that are flexible, responsive, and provide equitable support and access for the needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences and programming aligned with the new curriculum competencies.
Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

J. School-based Support Team

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

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

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.</p>	<p>In the 2026-2027 school year, all schools will continue to utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools. The continuation of the second RISC will ensure RISC support equitably continues to improve capacity in all schools in SBST implementation and effectiveness.</p>
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<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region</p>	

K. Review of SSPs and IEPs

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

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

Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.	Schools follow processes outlined in the Directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTS and RISCs problem-solve individual cases. In the 2026-2027 school year, a focus will be to align Educational Program development, planning, and implementation of the with the new curriculum.
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Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

L. PST Activities

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

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

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

<p>Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.</p>	<p>The RISC will continue to support school PSTs and school administrators to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines. In the beginning of the 2026-2027 school year, refreshers will be held for admin and PST on the role and allocation of PST time targets.</p>
<p>Areas of Strength for the region</p>	
<p>Areas for Development for the region</p>	
<p>Additional Comments for the region.</p>	

M. Magnet Facilities

At least one magnet facility in region.	Yes/ No	If yes, fill in boxes below.
		If no, go to next item.

[Specific facility] provide services to students with very challenging needs. This facility is deemed a 'magnet facilities' and has been identified as requiring additional supports. The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3	3	The Magnet Facility staff in YK1 are at the top of the salary grid. Therefore, we must hire less than the number indicated ECE provides funding for to cover the salary gap.		
Support Assistants	1	1			
TOTAL	4	4			

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

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$726,474	\$736,874.05	The Magnet Facility staff in YK1 are at the top of the salary grid. Therefore, we must hire fewer than the number indicated by ECE to fund the salary gap.		

4. Indigenous Languages and Education

As set out in the Education Act, the NWT education system recognizes the relationship between languages, culture and learning, and that school programs must be based on the cultures of the NWT.

The *Northwest Territories Junior Kindergarten – Grade 12 Indigenous Languages and Education Policy (ILE Policy)* is in place to support the Department of ECE and education bodies in welcoming all students within learning environments that centre, respect, and promote Indigenous worldviews, cultures, and languages of the community in which the school is located.

The *ILE Policy* is supported annually by restricted funding that is allocated to education bodies to provide quality Indigenous language instruction and relevant culture-based school programs for students as part of the education program for the education district. The funding provided to education bodies for Indigenous languages and education must be for the sole purpose of supporting students and teaching in accordance with the *ILE Policy*.

A. Regional Indigenous Language and Education Coordinators

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

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

Please ensure that Regional Indigenous Language and Education Coordinators funded through third party funding sources (e.g. Jordan’s Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference Column*, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

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

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school’s ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE Action Plans and revise as needed to ensure growth of Indigenous language and education in their schools. The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the team was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
<i>Example: ILESHS</i>	<ul style="list-style-type: none"> • Principal • PST • ILI • Janitor • Cultural Support Worker • Homeroom teachers from grade 7, 9 and 11 	<i>Once a month</i>	<i>N/A</i>
It’o	K & grade 1 teachers Member of the school leadership team	Monthly	
Mildred Hall	PST, EA, Teachers, Admin Team, ILE Teacher, ILE EA	Variable as needed for the education team, with regular inclusion as discussion items during monthly staff meetings	
NJ Macpherson			
Range Lake	Sustainable Living Team: <ul style="list-style-type: none"> • 2-Teachers • 3-5 EA’s • Member of the school’s leadership team • Multiple teachers and EAs from ILE committee 	Monthly	
Sir John	Assistant Principals Teacher, EA, ILI, PST	Monthly	
William McDonald	Principal, PSTs, Teachers	Monthly	

C. Indigenous Language Instructors

Mandate Commitment - Economy

To strengthen the economic foundation of the NWT, the GNWT will support the development of the private sector and community capacity, encourage a diversity of economic activity across sectors, and reduce the cost of doing business in the NWT, ECE and education bodies will:

- Support recruitment and retention of Indigenous Language Instructors.

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

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

Please ensure that Indigenous Language Instructors funded through third party funding sources (e.g. Jordan's Principle, Inuit Children First Initiative, partnerships with Indigenous Governments, etc.) are included in the *Actual (PY)* column, and accounted for in the *Explanation for Difference* Column, where applicable. While these positions need not be reported to the GNWT for financial accountabilities, it is important they be referenced as part of the complement of human resources allocated to support inclusive schooling programming in NWT schools.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
It'q	6.59	.6			
Mildred Hall		2			
N.J. Macpherson		.4			
Range Lake		.5			
Sir John		1.4			
William Mc		1.0			
TOTAL	6.59	6.4	Several YK1 language instructors are certified teachers. For this reason we are funded slightly less than their allocated salaries.		

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

Some regions have indicated difficulty in filling ILI positions. The following table details the recruitment and retention planning for ILI instruction in the region. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

<p>Accommodations made to maintain Indigenous language instruction in the region, if any?</p>	<p><i>Example: Three Indigenous Language Instructors have been hired on a letter of authority</i> We are exploring options with the NWTTA to adjust the ILI salary grid for non-certified Indigenous Language Instructors. Flexible arrangements are in place for some school Elders and language instructors, including reduced FTE and later morning start times. Some Elders are also paired with classroom teachers to reduce planning and reporting requirements.</p>
<p>Plans to recruit and retain language teachers, if any?</p>	<p><i>Example: The region has plans to work with ECE to implement the Indigenous Language Instructor Employment Plan (ILIEP) in our region.</i> We continue to build relationships with community members and language instructors to encourage language speakers to join our team, and are actively working to identify and recruit individuals interested in the ILIEP.</p>
<p>The # of anticipated New ILIs and which schools they are in.</p>	<p>1 new ILI will be designated for It'q</p>
<p>Challenges and/or barriers faced in the region</p>	<p><i>Example: Limited language speakers</i> Challenges include recruiting and retaining Willideh and Tłıchǫ speakers in the district. Housing availability has been a significant barrier, with some candidates declining positions due to lack of housing. In addition, the current salary grid is not seen as competitive or reflective of desired compensation.</p>

D. Indigenous Education

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

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

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
<i>Example: ILESHS</i>	<i>\$40,000</i>	<i>\$30,000</i>	<i>\$10,000 will be used for sub costs/travel to support language professional development for ILLs</i>	<i>\$30,000</i>	<i>N/A</i>	<i>N/A</i>

It'q	\$178,874	\$34,697.32	Allocated based on enrollment			
Mildred Hall		\$29,683.36	Allocated based on enrollment			
N.J. Macpherson		\$32,220.18	Allocated based on enrollment			
Range Lake		\$24,878.31	Allocated based on enrollment			
Sir John		\$47,768.46	Allocated based on enrollment			
William Mc		\$33,397.37	Allocated based on enrollment			
District Office		\$11,555	Funds allocated to District office to support Indigenizing education at the district level			
TOTAL	\$174,874	\$214,200	Additional funds allocated from a portion of city taxes, are allocated to support ILE programming			

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

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How are these positions funded?	If no to either of these positions, why not?
<i>Example: ILESHS</i>	<i>No</i>	<i>Yes</i>	<i>Jordan's Principle</i>	<i>Elders are hired on short term basis using ILE Funding</i>
Itl'q	No	Yes	MACA-Youth Corps Grant (1 day per week)	
Mildred Hall	No	No		Elders are hired on short term basis using ILE Funding
NJ Macpherson	No	Yes	MACA-Youth Corps Grant (1 day per week)	
Range Lake	No	No		Elders are hired on short term basis using ILE Funding
Sir John	No	No		Elders are hired on short term basis using ILE Funding
William McDonald	No	Yes	MACA-Youth Corps Grant (1 day per week)	

E. Strengthening Training for Northern Educators

Strengthening training for Northern educators in Indigenous language and education is essential in order to provide educators with the background and context from which they can learn more about the community in which they live and work. This provides the foundation for educators to contribute to the ongoing development of positive relationships with students, parents, and the community at large.

Education bodies must allocate resources for educator training to ensure the Indigenous worldviews, cultures and languages of the community in which they live and work is supported. **All school staff are required to participate in two days of mandatory cultural orientation.**

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

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
<i>Example: ILESHS</i>	<i>Trail Break</i>	<i>100</i>	<i>90</i>	<i>Program Support Teacher and Vice Principal had mandatory Territorial wide training with a division of ECE</i>
Itl'q	<p>The first day of ILE Professional Development will be coordinated at the district level with Carolyn Roberts -Afternoon includes providing cultural experiences and the integration of language as a whole school approach.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p> <p>In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on</p>	100		

	PD alongside their students, participating in key cultural experiences.			
Mildred Hall	<p>The first day of ILE Professional Development will be coordinated at the district level with Carolyn Roberts -Afternoon includes providing cultural experiences and the integration of language as a whole school approach.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p> <p>In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on PD alongside their students, participating in key cultural experiences.</p>	100		
NJ Macpherson	<p>The first day of ILE Professional Development will be coordinated at the district level with Carolyn Roberts -Afternoon includes providing cultural experiences and the integration</p>	100		

	<p>of language as a whole school approach.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p> <p>In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on PD alongside their students, participating in key cultural experiences.</p>			
Range Lake	<p>The first day of ILE Professional Development will be coordinated at the district level with Carolyn Roberts -Afternoon includes providing cultural experiences and the integration of language as a whole school approach.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p>	100		

	<p>In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on PD alongside their students, participating in key cultural experiences.</p>			
<p>Sir John</p>	<p>The first day of ILE Professional Development will be coordinated at the district level with Carolyn Roberts -Afternoon includes providing cultural experiences and the integration of language as a whole school approach.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p> <p>In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on PD alongside their students, participating in key cultural experiences.</p>	<p>100</p>		
<p>William McDonald</p>	<p>The first day of ILE Professional Development will be coordinated at the</p>	<p>100</p>		

	<p>district level with Carolyn Roberts</p> <p>-Afternoon includes providing cultural experiences and the integration of language as a whole school approach.</p> <p>The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.</p> <p>In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on PD alongside their students, participating in key cultural experiences.</p>			
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All school staff play a role in supporting language reclamation and language revitalization efforts. **Employing a whole school approach to Indigenous language use** bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

F. Offering Key Cultural Experiences

Key cultural experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year. The following table details the **land-based key cultural experiences** using funding from the community support or Indigenous education categories.

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

School	Name of Land Based Key Cultural Experience <i>(list two wise practices from each school)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
<i>Example: ILESHS</i>	<i>Fish Camp</i>	<i>60 students (Northern Studies 10, and two grade 7 classes)</i>	<i>5</i>	<i>Yes</i>	<i>1 class a day over 3 days</i>
	<i>Muskrat Camp</i>	<i>60 (grade 7, 8 and 9)</i>	<i>6</i>	<i>Yes</i>	<i>1 class a day over 3 days</i>

The following table details the **school-based key cultural experiences** using funding from the community support or Indigenous education categories. Please highlight two wise practices of school-based key cultural experiences from each school in the region.

School	Name of School-Based Key Cultural Experience <i>(list two per school)</i>	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used throughout? <i>(Y/N)</i>	Duration of Experience <i>(Days / hours / frequency)</i>
<i>Example: ILESHS</i>	<i>Drum Making</i>	<i>15 (Males in grade 10-12)</i>	<i>2</i>	<i>No – Elder and Knowledge keeper who led drum making were not fluent speakers</i>	<i>Various times over a two-week period</i>
	<i>Traditional Medicine</i>	<i>30 (Experiential Science Class)</i>	<i>2</i>	<i>Yes</i>	<i>Daily over a week in class.</i>

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

School	Land-Based Supplies or Equipment Purchased (over \$1 000)	# and type of projects (per school) that used the equipment recorded in the previous column
<ul style="list-style-type: none"> • <i>Example: ILESHS</i> 	<ul style="list-style-type: none"> • <i>3 Tents</i> • <i>1 Skidoo</i> • <i>Gas</i> • <i>Food for camps</i> 	<ul style="list-style-type: none"> • <i>3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps</i> • <i>1 skidoo – used for 10 camps – Rabbit and Muskrat</i> • <i>Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps</i> • <i>Food – food supplies for all day camps and 2 over night High School Coming of Age camps.</i>



G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
<i>Example: ILESHS</i>	<ul style="list-style-type: none"> • <i>ILES team planned monthly phrases for staff to practice and replace the English version with.</i> • <i>A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.</i> • <i>Reinforced learning with the use of audio clips for practice</i> 	<ul style="list-style-type: none"> • <i>Hosted community Christmas feast which included drumming, prayer, and songs in the language</i> • <i>Community-school graduation celebration in June.</i>

H. Community Support

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

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

Allocated <i>(\$)</i>	Budgeted <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>	Actual <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$60,927	\$76,151	Additional funds allocated from a portion of city taxes, are allocated to support ILE programming		

I. Resource Development for OLC and ILE Handbook

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

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

Resource Development funding is to be used only for:

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

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

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

Allocated <i>(\$)</i>	Budgeted <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>	Actual <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$48,265	\$59,240	Additional funds allocated from a portion of city taxes, are allocated to support ILE programming		

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

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus <i>(ex: assessment)</i>	Training Provider <i>(ex: RILE, ECE, Contractor)</i>	Dates and Location
<i>Example: ILESHS -2 ILIs and PST</i>	<i>OLC</i>	<i>Assessment</i>	<i>RILE and private contractor</i>	<i>September 12-14, Yellowknife</i>

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

Resource Type <i>(ex: books, signage, digital, visuals, translations)</i>	Title of Resource <i>(if texts)</i>	# of Copies Produced	Language Produced In
<i>Example: Wordless book</i>	<i>Rebecca and the Trickster Raven</i>	<i>30</i>	<i>Dene Zhatie</i>

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

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

Appendix B: Operating Plan - Operating Budget

DRAFT

Appendix C: Annual Report - Audited Financial Statements

DRAFT

Approvals

Operating Plan

Education Body Chair

Superintendent

Date

Date

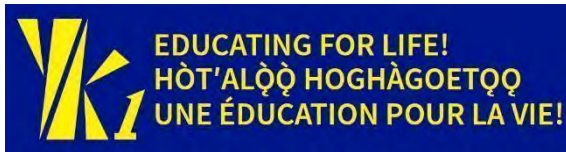
Date

Annual Report

Education Body Chair

Superintendent

Date



Title:	Chair's Report
Contact:	Barbara Bell
Meeting:	May 2026

Chair and Superintendent Weekly Meetings

Regular standing meetings continue between the Chair and Superintendent to review ongoing Board priorities, upcoming agenda items, operational updates, and any emerging issues requiring alignment between governance and administration.

April 14, 2026

- Sent Committee Action Items to Trustees and requested updates from Committee Chairs by May 1, 2026. No updates have been received to date.

April 15, 2026

- 2026 04 16 letter re Bill 81 – Student Record Regulations
- 2026 04 16 letter re Proposed Public Service Legislation
- Sent email to Trustees to review FAM letter by May 1, 2026, noting it is on the agenda for a formal motion.

April 17, 2026

- PAC Chairs Meeting
 - Discussion topics included the Education Leaders' Meeting, MLA meeting, formula funding, student council engagement, Board policies out for public review (and where to find them), the tradeshow, trustee handover documents, the election, the N.J. PA system, and chess.

April 18, 2026

- Worked with Shirley, Landon, Lori and Allan to review the presentation for Standing Committee.

April 21, 2026

- Education leaders pre-meeting at YCS.

April 22, 2026

Education Leaders Meeting

- Action Item for the board:
 - What would have been helpful when Trustees first started
 - Ideas to improve DEA and DEC handbooks, including what should be included or better explained

The Education Leaders' Meeting in Yellowknife brought together the Minister of Education, Culture and Employment, Deputy Minister, Superintendents, Education Leaders and Chairs and representatives from across the NWT. Discussions focused on updates to ministerial priorities, Education Act modernization, and several shared system-wide challenges. Key areas of discussion included inclusive schooling and the funding formula, Jordan's Principle and Inuit Child First, infrastructure and water remediation, governance supports (including DEA/DEC handbooks and training), and emerging issues such as cell phones in schools, homeschooling, and access to Northern Distance Learning. Education leaders also raised concerns about timing, clarity, and certainty around funding, as well as the operational realities facing boards and schools. Several action items were identified, including follow-up on infrastructure roles and responsibilities and continued work on governance supports and inclusive schooling implementation.

April 23, 2026

- Roberts Rules of Order Training

April 29, 2026

- Reviewed Visual Identity
- Reviewed Information Technology Policies
- Received feedback from Minister regarding Consultation on Amendments to the Student Record Regulations
- Received What We Heard Report: Engagement on Proposed Amendments to the Student Records Regulations

April 30, 2026

- Reviewed Inclusive Schooling Documents

May 2, 2026

- Minister Cleveland advised she would be out of town for the MLA meeting and offered to answer Trustee questions or meet prior to leaving.
- Email sent to Trustees requesting feedback by May 5, 2026.

May 3, 2026

- Reviewed Safe, Caring, Respectful, Working and Learning Environments Policy

May 5, 2026

- Drafted Jordan's Principle letter and shared it with Trustees (added to action items).
- Had Trustee interview with Chris Smeaton as part of the upcoming Trustee evaluation
- Attended School Tours - École Allain St-Cyr, William McDonald School

May 6, 2026

- Attended School Tours - Range Lake North School, and N.J. Macpherson School.

May 8, 2026

- Ratepayers Finance Committee Meeting

May 9, 2026

- Volunteered at the Yellowknife Tradeshow 12:00 pm – 2:00 pm

May 10, 2026

- Volunteered at the Yellowknife Tradeshow 10:00 am – 12:00 pm

Recommendations

- Trustees: please share any recommendations on how the GNWT can better support trustee onboarding.
- FAM letter – Board approval required before the Chair sends it to Minister Wawzonek.
 - Motion: I move that the Yellowknife Education District No. 1 Board of Trustees approve the draft FAM letter and authorize the Chair to send the letter to the GNWT Minister of Finance.

Attachments:

- Roberts Rules of Order Training handouts
- 2026 04 16 letter re Bill 81 – Student Record Regulations
- 2026 04 16 letter re Proposed Public Service Legislation

Robert's Rules of Order for Effective & Efficient Meetings

PRESENTED BY:



FOR:



1

What are Robert's Rules of Order

History of the Manual

- First published in 1876 by US Army Officer General Henry M. Robert
- Most widely used manual of parliamentary procedure in North America
- Used for governing meetings of a variety of organizations, in particular, for those run by a board of directors
- Originally adapted from the rules and practice of the US Congress to the needs of non-legislative societies
- Eleven subsequent editions have been published, with the most recent edition released September 1, 2020

2

What are Robert's Rules of Order

What are the principles behind these rules?

- A guide for conducting meetings and making decisions as a group (but not a law book)
- Purpose is to *“enable assemblies of any size, with due regard for every member's opinion, to arrive at the general will on the maximum number of questions of varying complexity in a minimum amount of time and under all kinds of internal climate ranging from total harmony to hardened or impassioned division of opinion”*
- Rules are based on the rule of the majority with respect for the minority
- Principles include: One question at a time; One person, one vote; Votes are limited to members present

3

Motions

What is a motion?

- A proposal that the entire membership take action or a stand on an issue
- Should be stated in the positive (“I move that we do...” rather than “I move that we do not...”)
- Individual members can:
 - Move a motion
 - Second a motion
 - Debate motions
 - Vote on motions

4

Motions

Types of Motions and their Purposes

1. Main Motion – Introduce a new item
2. Subsidiary Motion – Change or affect how to handle a main motion (vote on this before voting on the main motion)
3. Privileged Motion – Urgent or important matter unrelated to pending business
4. Incidental Motion – Questions procedure of other motions (must consider before the other motion)

5

Motions

Subsidiary motions – examples

- Postpone indefinitely – kills a main motion without voting on it
- Amend – change a motion before voting on it
- Commit or Refer – refer a motion back to a committee for further study
- Postpone to a certain time – delay action on a question until a certain time, day, hour, or after a certain event
- Limit or Extend limits of debate – used to modify how much debate is allowed; Robert's Rules says two 10-minute speeches are allowed by each member on each motion, allowing each member to speak once before anyone speaks a second time. (Bylaws may have different limits.)
- Call for the Previous Question – end debate on a pending motion and bring it to an immediate vote
- Lay on the Table – To postpone or suspend consideration of a pending motion

6

Motions

Privileged Motions – examples

- Call for the Orders of the Day – a motion to require that the group conform to its agenda
- Raise a Question of Privilege – a request related to the rights and privileges of the group or any of its members; typically used for matters of comfort, amplification, or safety
- Recess – to take a temporary break from the meeting (could be at end of day for a multi-day meeting, or for a lunch or coffee break)
- Adjourn – to end the meeting
- Fix the Time to Which to Adjourn – set a time and possibly place for another meeting to continue business of the session; may be used when they are unable to complete the business of the meeting in one session and want to do so before the next regular meeting

7

Motions

Incidental Motions – examples

- Point of Order – a motion to draw attention to a meeting rules violation
- Appeal – a motion to challenge a ruling from the Chair (used if a mistake was made)
- Objection to the consideration of a question – a motion to try and prevent a main motion from being brought before the group
- Division of a Question – a motion to break down a motion into separate motions
- Motions relating to Nominations– Motions to open, close, and reopen nominations; motions regarding the method of making nominations
- Request for Permission to Withdraw or Modify a Motion – used if the maker of the motion wants to withdraw or change the motion after it has been read by the Chair

8

Motions

Presenting a Motion

- In some cases, motions may be made and already included in the agenda. In other cases, members make motions “from the floor”
- First step is to obtain the floor/get permission from the Chair to speak
- Next, state your motion in a positive format (I move that we...) Keep it clear and concise.
- Wait for someone to second your motion (if required) or wait for the Chair to call for a seconder. If there is no seconder (when required), the motion is lost.
- The Chair will state your motion – “It has been moved and seconded that we...”
- The group will then debate your motion, and this is when you get to speak to support the motion you have made.
- A vote is taken and once it is done, the Chair will announce the result of the vote.

Motions

Seconding a Motion

- The purpose of a seconder is to prevent the assembly from wasting time considering a motion that only one person wants introduced.
- The seconder may state “I second the motion” without first being recognized by the Chair.
- If no one offers to second the motion, the Chair may ask for a seconder – “Is there a seconder?”. If no one seconds the motion, the motion is lost.
- When a second is not necessary:
 - In a small board or a committee
 - For motions made by direction of a board or appointed committee
 - Once debate has begun on a motion (the act of debate indicates interest)
 - For certain procedural motions
- A seconder may withdraw their second if the motion is amended before it has been stated by the Chair.

Motions

Debating a Motion

- You must be recognized by the chair before taking part in a debate of a motion
- Each person is entitled to speak twice on every motion, with a limit of ten minutes per speech
- You can't speak a second time until everyone else who wishes to speak has had their first chance.
- The person who made the motion cannot speak against the motion, and they get to speak to it first. They can, however, vote against their motion.
- The person who seconded the motion CAN speak against it if they choose.
- The Chair remains impartial. If they wish to speak on the motion, they must first relinquish the Chair to another member who has not spoken, and does not wish to speak.
- A group can choose to decrease the allowed debate time. A member can also move to limit or even stop debate, but a 2/3 majority is required.

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Motions

Amending a motion

- After a motion has been made and before it has been voted on, it can be changed
- A motion to amend can be made in a few different ways:
- "I move to amend the motion by:
 - Striking (removing) words
 - Adding words
 - Swapping words (striking and adding a new word in its place)
 - Substituting a paragraph for another

12

Motions

Withdrawing a Motion

- A motion may be withdrawn by the mover if the Chair has not yet stated the motion. No vote is required for this, and it is treated as if the motion had not been made.
- In most cases the motion is stated and debate begins, and then the mover decides the motion needs to be withdrawn for some reason. In those cases, they may request that the motion be withdrawn.
- They put the request to the Chair: “I request that the motion be withdrawn.”
- The Chair asks the group: “Is there any objection to withdrawing the motion?”
- If no objection, the Chair states “Hearing no objection, the motion is withdrawn.” If someone objects to the withdrawal of the motion, a vote must be taken.

13

Motions

Voting on a motion

- Once debate and discussion have ended, the Chair asks, “Are you ready for the question?”
- If no one objects or brings further debate, the vote can begin.
- Votes can be taken by:
 - Show of hands
 - Rising vote (standing up)
 - Secret ballot
 - Verbally – ayes or naes
 - Mail or Email (if by-laws allow)
- Once the vote has been taken, the Chair announces the result and states what will happen. <https://youtu.be/iZD4218DR8w>

14

Motions

Unanimous Consent

- In some cases, it may be apparent that the entire group is in agreement with a motion, even before debate has taken place.
- In these cases, the Chair may state, “If there is no objection, [subject] is approved”.
- If a member does want to discuss the motion, they may state, “I object”. Then the group must continue with debate and a vote.
- If the Chair thinks the group may be in favour but isn’t sure, they can also ask for a show of hands of who is in favour, or who wants to speak in favour of the motion. They then ask if anyone wants to oppose the motion. If there are none who oppose it, they can move directly to the vote.

15

Motions

Can the Chair vote on a motion?

- The Chair can vote....sometimes
 - If the meeting is held by a small board or committee (under 12 members)
 - If the vote is by secret ballot
 - If their vote would make a difference on whether or not a motion passes or fails
- They are not required to vote however. Therefore they do not have to vote to break a tie.
- If the Chair has a strong interest in a matter, they should (if their rules permit), vacate the Chair and assign the Chair to someone else for the duration of the discussion on the matter.
- If there is a tie vote:
 - By secret ballot where the Chair voted, the tie vote fails (because no majority was reached)
 - If it is not a ballot vote, and the Chair has not voted, the Chair can choose to vote to break the tie, or they can allow the motion to fail.

16

Requesting Points of Something

Certain situations may need attention during a meeting, but don't require a motion or vote. Instead, members can declare a point.

The following types of points can be made:

- Point of Order – draws attention to a breach of rules, improper procedures, etc.
- Point of Information – used when an additional point or information needs to be brought up so others can make an informed vote
- Point of Inquiry – A member may ask for clarification in a report to make better voting decisions.
- Point of Personal Privilege – May be used to address physical comfort of the setting; accuracy of published reports; or accuracy of a member's conduct.

17

Chairing an Effective & Efficient Meeting

Know and teach your group the rules of order

- Orientation for new members
- Review rules of order regularly
- Include "cheat sheets" on rules for each member

18

Chairing an Effective & Efficient Meeting

Set meeting times and dates that work

- Be sure that dates and times work for majority of group
- If people are not able to attend regularly, it may be necessary to change
- Consider changing days and times so everyone gets a chance to participate
- Ensure you are setting aside enough time for the meetings.

19

Chairing an Effective & Efficient Meeting

Notify & confirm attendance

- Send a Notice of Meeting
- Send an agenda package
- Let people know who they contact to add an agenda item
- Ask for a reply

20

Chairing an Effective & Efficient Meeting

• Use an Agenda

- Call to order
- Adoption of Agenda
- Adoption of Minutes
- Delegations
- Old Business
- New Business
- Reports
- Information Items
- In Camera
- Adjournment

21

Chairing an Effective & Efficient Meeting

Request Reports in Advance

- Any reports that will be given at the meeting can be requested in advance
- Include Financial reports, Executive/Committee member reports, etc.
- Send reports out with agenda package prior to the meeting
- Rather than reading reports at the meeting, ask for questions on the reports

22

Chairing an Effective & Efficient Meeting

Start and Finish On Time

- Make it a habit to start and finish on time
- If members like to visit, plan for that after the meeting
- Consider using a Timed Agenda
- In a formal meeting, members arriving late or leaving early (or during the meeting) must be recorded in the minutes
- If people consistently arrive late, consider changing the meeting times to something more convenient; if meeting typically runs late, consider changing the meeting length

23

Chairing an Effective & Efficient Meeting

Stick to the Agenda

- The agenda is an agreed up on list of topics to be discussed
- Whenever possible, follow the order of the agenda
- If items must be dealt with out of order, be sure that they are cross-referenced in the minutes
- If topics come up that are not on the agenda, consider adding them to a “Future Items” list so they can be discussed at the next meeting
- An item can be tabled if there is not time to discuss it thoroughly

24

Chairing an Effective & Efficient Meeting

Assign Time Limits

- Time limits can be assigned for reports
- If reports are sent in advance, ask the member to only speak on the highlights
- Time limits can be set for debates.
- Standard is 10 minutes per speaker, two chances to speak. This can be changed by a motion to limit debate.

25

Chairing an Effective & Efficient Meeting

Ensure Action Items are Clear

- Include a clear statement of the action to be taken
- Include the time frame/date to be completed
- Assign the task to a specific person

Do an Action Item Review Each Meeting

- This can be the first item under Old Business/Business Arising from the Minutes
- Be sure someone follows up on each task prior to the next meeting

26

Chairing an Effective & Efficient Meeting

Dealing with 'hot' topics

- Allow for a cooling off period
- Ask for agenda additions to be requested in writing
- Focus on solution rather than problem
- Enforce proper rules of debate

27

Chairing an Effective & Efficient Meeting

Make Every Decision 'Unanimous'

- A democratic group makes decisions based on the will of the majority
- Members may debate and disagree with one another, and they may disagree with the outcome of a discussion. However, the decision of the group should be presented as though it were unanimous
- No public discussions after the fact with people outside of the group
- Encourage members to bring a motion to rescind or repeal only if they can bring forward new information regarding the decision.

28

Thank you!

An informed group that knows how to 'play by the rules' makes for a much more efficient and effective group

By implementing these rules in your meetings, you will have less conflict, and will accomplish so much more in less time.

Always remember,

"You have a meeting to make a decision, not to decide on the question".

- Bill Gates

AGENDA
Customer Appreciation Event – Planning Meeting
2:15 p.m.

Chairperson:

1.) CALL TO ORDER/ATTENDANCE

2.) ADOPTION OF AGENDA

3.) NEW BUSINESS

- a. Budget**
- b. Who is to be invited?**
- c. Where will the event be held?**
- d. When will the event be held?**
- e. Food**
- f. Entertainment**

4.) UPCOMING MEETING

5.) ADJOURNMENT

ROBERTS RULES CHEAT SHEET

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Adjourn	"I move that we adjourn"	No	Yes	No	No	Majority
Recess	"I move that we recess until..."	No	Yes	No	Yes	Majority
Complain about noise, room temp., etc.	"Point of privilege"	Yes	No	No	No	Chair Decides
Suspend further consideration of something	"I move that we table it"	No	Yes	No	No	Majority
End debate	"I move the previous question"	No	Yes	No	No	2/3
Postpone consideration of something	"I move we postpone this matter until..."	No	Yes	Yes	Yes	Majority
Amend a motion	"I move that this motion be amended by..."	No	Yes	Yes	Yes	Majority
Introduce business (a primary motion)	"I move that..."	No	Yes	Yes	Yes	Majority

The above listed motions and points are listed in established order of precedence. When any one of them is pending, you may not introduce another that is listed below, but you may introduce another that is listed above it.

To:	You say:	Interrupt Speaker	Second Needed	Debatable	Amendable	Vote Needed
Object to procedure or personal affront	"Point of order"	Yes	No	No	No	Chair decides
Request information	"Point of information"	Yes	No	No	No	None
Ask for vote by actual count to verify voice vote	"I call for a division of the house"	Must be done before new motion	No	No	No	None unless someone objects
Object to considering some undiplomatic or improper matter	"I object to consideration of this question"	Yes	No	No	No	2/3
Take up matter previously tabled	"I move we take from the table..."	Yes	Yes	No	No	Majority
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	Yes	Yes	Only if original motion was debatable	No	Majority
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	No	Yes	No	No	2/3
Vote on a ruling by the Chair	"I appeal the Chair's decision"	Yes	Yes	Yes	No	Majority

The motions, points and proposals listed above have no established order of preference; any of them may be introduced at any time except when meeting is considering one of the top three matters listed from the first chart (Motion to Adjourn, Recess or Point of Privilege).

PROCEDURE FOR HANDLING A MAIN MOTION

NOTE: Nothing goes to discussion without a motion being on the floor.

Obtaining and assigning the floor

A member raises hand when no one else has the floor

- The chair recognizes the member by name

How the Motion is Brought Before the Assembly

- The member makes the motion: *I move that (or "to") ...* and resumes his seat.
- Another member seconds the motion: *I second the motion* or *I second it* or *second*.
- The chair states the motion: *It is moved and seconded that ... Are you ready for the question?*

Consideration of the Motion

1. Members can debate the motion.
2. Before speaking in debate, members obtain the floor.
3. The maker of the motion has first right to the floor if he claims it properly
4. Debate must be confined to the merits of the motion.
5. Debate can be closed only by order of the assembly (2/3 vote) or by the chair if no one seeks the floor for further debate.

The chair puts the motion to a vote

1. The chair asks: *Are you ready for the question?* If no one rises to claim the floor, the chair proceeds to take the vote.
2. The chair says: *The question is on the adoption of the motion that ... As many as are in favor, say 'Aye'.* (Pause for response.) *Those opposed, say 'Nay'.* (Pause for response.) *Those abstained please say 'Aye'.*

The chair announces the result of the vote.

1. *The ayes have it, the motion carries, and ...* (indicating the effect of the vote) or
2. *The nays have it and the motion fails*

WHEN DEBATING YOUR MOTIONS

1. Listen to the other side
2. Focus on issues, not personalities
3. Avoid questioning motives
4. Be polite

HOW TO ACCOMPLISH WHAT YOU WANT TO DO IN MEETINGS

MAIN MOTION

You want to propose a new idea or action for the group.

- After recognition, make a main motion.
- Member: "Madame Chairman, I move that _____."

AMENDING A MOTION

You want to change some of the wording that is being discussed.

- After recognition, "Madame Chairman, I move that the motion be amended by adding the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words _____."
- After recognition, "Madame Chairman, I move that the motion be amended by striking out the following words, _____, and adding in their place the following words _____."

REFER TO A COMMITTEE

You feel that an idea or proposal being discussed needs more study and investigation.

- After recognition, "Madame Chairman, I move that the question be referred to a committee made up of members Smith, Jones and Brown."

POSTPONE DEFINITELY

You want the membership to have more time to consider the question under discussion and you want to postpone it to a definite time or day, and have it come up for further consideration.

- After recognition, "Madame Chairman, I move to postpone the question until _____."

PREVIOUS QUESTION

You think discussion has gone on for too long and you want to stop discussion and vote.

- After recognition, "Madam President, I move the previous question."

LIMIT DEBATE

You think discussion is getting long, but you want to give a reasonable length of time for consideration of the question.

- After recognition, "Madam President, I move to limit discussion to two minutes per speaker."

POSTPONE INDEFINITELY

You want to kill a motion that is being discussed.

- After recognition, "Madam Moderator, I move to postpone the question indefinitely."

POSTPONE INDEFINITELY

You are against a motion just proposed and want to learn who is for and who is against the motion.

- After recognition, "Madame President, I move to postpone the motion indefinitely."

RECESS

You want to take a break for a while.

- After recognition, "Madame Moderator, I move to recess for ten minutes."

ADJOURNMENT

You want the meeting to end.

- After recognition, "Madame Chairman, I move to adjourn."

PERMISSION TO WITHDRAW A MOTION

You have made a motion and after discussion, are sorry you made it.

- After recognition, "Madam President, I ask permission to withdraw my motion."

CALL FOR ORDERS OF THE DAY

At the beginning of the meeting, the agenda was adopted. The chairman is not following the order of the approved agenda.

- Without recognition, "Call for orders of the day."

SUSPENDING THE RULES

The agenda has been approved and as the meeting progressed, it became obvious that an item you are interested in will not come up before adjournment.

- After recognition, "Madam Chairman, I move to suspend the rules and move item 5 to position 2."

POINT OF PERSONAL PRIVILEGE

The noise outside the meeting has become so great that you are having trouble hearing.

- Without recognition, "Point of personal privilege."
- Chairman: "State your point."
- Member: "There is too much noise, I can't hear."

COMMITTEE OF THE WHOLE

You are going to propose a question that is likely to be controversial and you feel that some of the members will try to kill it by various maneuvers. Also you want to keep out visitors and the press.

- After recognition, "Madame Chairman, I move that we go into a committee of the whole."

POINT OF ORDER

It is obvious that the meeting is not following proper rules.

- Without recognition, "I rise to a point of order," or "Point of order."

POINT OF INFORMATION

You are wondering about some of the facts under discussion, such as the balance in the treasury when expenditures are being discussed.

- Without recognition, "Point of information."

POINT OF PARLIAMENTARY INQUIRY

You are confused about some of the parliamentary rules.

- Without recognition, "Point of parliamentary inquiry."

APPEAL FROM THE DECISION OF THE CHAIR

Without recognition, "I appeal from the decision of the chair."

Rule Classification and Requirements

Class of Rule	Requirements to Adopt	Requirements to Suspend
Charter	Adopted by majority vote or as proved by law or governing authority	Cannot be suspended
Bylaws	Adopted by membership	Cannot be suspended
Special Rules of Order	Previous notice & 2/3 vote, or a majority of entire membership	2/3 Vote
Standing Rules	Majority vote	Can be suspended for session by majority vote during a meeting
Modified Roberts Rules of Order	Adopted in bylaws	2/3 vote



April 29, 2026

Barbara Bell
Chair
Yellowknife Education District No.1
PO BOX 788
YELLOWKNIFE NT X1A 2N6
barbara.bell@yk1.nt.ca

Dear Chair Bell:

Consultation on Amendments to the *Student Records Regulations*

Thank you for your letter providing feedback on proposed amendments to the *Student Record Regulations*. I appreciate your advocacy for students who are supported by adults who are not their legal parents. I acknowledge the complexities of these situations and recognize the importance of ensuring such students are appropriately and consistently supported.

I understand your concern relates to the term *parent* and its potential limitations. For the purposes of legislation and related regulations, the term *parent* is used; however, the definition as laid out in the *Education Act* includes individuals who are responsible for the care of a student or child, who have lawful custody.

For your reference, the full definition of *parent*, as set out in the *Education Act*, is as follows:

1.(1) "parent" means, except in section 72 and paragraph 117(1)(v), in respect of a student or child, the relevant person determined under subsection (2);

(2) For the purposes of the definition "parent" in subsection (1), the parent of a student or child is the person mentioned in paragraph (a) unless the circumstances described in paragraphs (b) to (e) apply to the student or child, in which case the parent is the person mentioned in the last paragraph that applies to the student or child:

.../2

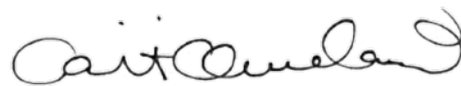
-2-

- (a) the father or mother;
- (b) if the father or mother of the student or child resided in the Territories and has changed his or her residence and the residence is outside the Territories or unknown, the person who is responsible for the care of the student or child as a result of the change where that person notifies the District Education Authority in writing of his or her being responsible for the care of the student or child;
- (c) the person who has lawful custody of the student or child where that person notifies the District Education Authority in writing of his or her having custody;
- (d) the Director of Child and Family Services, where the Director has, under section 35, 37, 47 or 48 of the *Child and Family Services Act*, the rights and responsibilities of a parent in respect of the student or child in relation to the education of the student or child and the Director notifies the District Education Authority in writing of his or her having those rights;
- (e) if the student or child is placed in open custody under the *Youth Justice Act* or the *Youth Criminal Justice Act* (Canada), the Territorial director appointed under the *Youth Justice Act*.

Given this existing definition, I believe the concerns raised in your letter are addressed within the current legislative framework.

Please feel free to reach out if you have additional questions or would like to discuss this matter further. Thank you again for your engagement in the consultation process.

Sincerely,



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

Shirley Zouboules
Superintendent
Yellowknife Education District No. 1



April 29, 2026

CHAIRPERSON, COMMISSION SCOLAIRE FRANCOPHONE TERRITOIRES DU NORD-OUEST
CHAIRPERSON, TŁIČHŦ COMMUNITY SERVICES AGENCY
CHAIRPERSONS, DIVISIONAL EDUCATION COUNCILS
CHAIRPERSONS, YELLOWKNIFE DISTRICT EDUCATION AUTHORITIES
CHAIRPERSON, NDILŦ DISTRICT EDUCATION AUTHORITY
CHAIRPERSON, DETTAH DISTRICT EDUCATION AUTHORITY

What We Heard Report:

Engagement on Proposed Amendments to the Student Records Regulations

I am pleased to share with you the What We Heard Report summarizing feedback received through public and stakeholder engagement on the proposed amendments to the *Student Records Regulations*.

This report represents the culmination of an engagement process that began in 2023 and reflects valuable input gathered through discussions with education bodies, Northwest Territories Teachers' Association, Indigenous governments, and interested parties. I would like to sincerely thank you and your respective education body for the time, insight, and thoughtful contributions provided throughout this process. The questions, comments, and feedback shared were instrumental in informing this work.

The What We Heard Report provides a summary of comments received during the public engagement period only. Should you like to provide additional feedback, please respond by May 31, 2026.

As a next step, the What We Heard Report will be publicly posted on the Department of Education, Culture and Employment Have Your Say website.

Thank you once again for your engagement and collaboration. I look forward to continuing to work together as we advance efforts to modernize the *Education Act* and strengthen the education system in the Northwest Territories.

Sincerely,

A handwritten signature in black ink that reads "Caitlin Cleveland".

Caitlin Cleveland
Minister
Education, Culture and Employment

Attachment

c. Distribution List

Distribution List

Jamie Fulford
Deputy Minister
Education, Culture and Employment

Kevin Armstrong
Chief Executive Officer
Tłıchǫ Community Services Agency

Shannon Barnett-Aikman
Assistant Deputy Minister, Education and Early childhood
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Beaufort-Delta Divisional Education Council

François Rouleau
Direction générale
Commission Scolaire francophone des TNO

Terry Jaffray
Acting Superintendent
Dehcho Divisional Education Council

Jane Arychuk
Interim Associate Superintendent
Dehcho Divisional Education Council

Lorraine Kuer
Superintendent
Sahtu Divisional Education Council

Souhail Soujah
Superintendent
South Slave Divisional Education Council

Adam Murray
Superintendent
Yellowknife Catholic Schools

Shirley Zouboules
Superintendent
Yellowknife Education District No. 1

Linsey Hope
Director of Education
Tłıchǫ Community Services Agency



What We Heard Report
Proposed Amendments to the *Student
Records Regulations*

APRIL 2026

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Executive Summary

The Government of the Northwest Territories (GNWT) is modernizing the *Education Act*. *Education Act* modernization is one part of the GNWT's work to increase student education outcomes to the same level as the rest of Canada.

This *What We Heard Report* provides a summary of the feedback received following stakeholder and public engagement of proposed amendments to the *Student Record Regulations*.

Why amend *Student Records Regulations*?

The *Student Records Regulations* coincide with the requirement for education bodies in the Northwest Territories (NWT) to comply with the *Access to Information and Protection of Privacy Act* (ATIPPA). The regulations provide direction to education bodies and schools to ensure that their records management procedures are consistent with ATIPPA. In addition, the *Education Act* legislates some procedures for managing the Student Record.

During the 19th Legislative Assembly, Bill 81: *An Act to Amend the Education Act, No. 2* (Bill 81) received assent. Amendments to several regulations are required before the bill can be fully brought into force. This includes amendments to the *Student Records Regulations* to establish mechanisms for the exchange of information between education bodies and the Department of Education, Culture and Employment (ECE).

Changes made through Bill 81 are meant to address technical challenges in the current education system, such as resolving conflicting authorities and enabling timely Ministerial access to information about the performance of the Junior Kindergarten to Grade 12 (JK-12) education system and student outcomes. Bill 81 establishes two methods by which information may be shared with ECE:

1. the Minister is permitted to access student records for the purposes of evaluating school programs and monitoring student progress;
2. school staff may disclose information from a student record to an education body or to ECE.

These proposed updates are in part due to findings of the Office of the Auditor General of Canada, which identified areas of improvement for the GNWT to collect and use data to monitor the education system, identify and address gaps, and ensure the system is working toward improving student outcomes. In addition to proposed changes made through Bill 81, some amendments have been made to align with NWT Curriculum Renewal and could be made without bringing Bill 81 into force.

The proposed updates to the *Student Records Regulations* will improve data exchange between education bodies and the GNWT and align the regulations with the transition to the new NWT adapted curriculum. The updated regulations will improve data access, define who can consult Student Records and how that information can be used. These changes will help the GNWT make

informed decisions that will improve NWT student outcomes.

Consultation and Engagement

ECE engaged with education bodies and the Northwest Territories Teachers' Association (NWTTA) on the proposed changes to the regulations during the 2023-2024 and 2024-2025 school years.

Proposed changes to the regulations were made public from December 11, 2024, to January 24, 2025. Prior to this posting, education bodies and the NWTTA had the opportunity to notify staff should they wish to provide feedback.

The public engagement was extended beyond 30 days to accommodate statutory holidays, ensuring the public had sufficient time to provide feedback. During the public engagement period, the Department sought input and feedback from Indigenous governments, professionals, stakeholders and the public on the proposed amendments.

The draft amendments and a plain language summary were made available to the public on the [GNWT's Have Your Say](#) website to support discussion and feedback:

- [Student Record Regulations – Draft Amendments](#)
- [Plain language summary – Student Records Regulations](#)

What We Heard

ECE received feedback on the amendments by email and letter. Summaries of the responses are provided below and are organized into the following feedback focus areas:

- Exchange of Information;
- Use of Student Information; and
- School Staff Permission for Student Record Disclosure.

This report provides a summary of comments received during the public engagement period only. Any additional feedback received following the engagement period will still be considered by ECE when moving forward with this work.

Responses

Exchange of Information

- A concern was raised about the process of releasing personal student information and what protections the GNWT would put in place to protect students' private information.

- A respondent indicated they did not agree with the proposed changes due to a concern with the potential of confidentiality breaches in NWT due to its small population size.
- A request was made for the GNWT to commit to privacy and security requirements that are appropriately resourced.

Use of Student Information

- In response to amendments in Subsection 7.11(1), a respondent questioned why the Minister would need personal information on a student (i.e., phone number and address) if the changes are for assessment purposes and to follow progress on student programs.
- Two respondents commented that there are many ways to evaluate school programs without sharing personal student data and that general data can be used to evaluate and support the system.
- Two respondents noted the need for parental consent for sharing personal student information. One respondent suggested parental consent for information sharing be added to the Student Registration form used by education bodies and schools.

School Staff Permissions for Student Record Disclosure

- A concern was raised that the statement “permit school staff to disclose information in a student record to an education body or to ECE” was broad, has no rationale, and should only be shared with the permission of the student or their guardian.

Next Steps

Following the public engagement process, ECE will review submitted feedback to determine if revisions to the regulations are required. The What We Heard Report will be shared with Education Bodies and the NWTTA for any final feedback. ECE will work with the Department of Justice to finalize the proposed regulations, which will come into force as soon as practicable along with related sections of Bill 81.



Rapport sur ce que nous avons entendu
Propositions de modifications au *Règlement
sur les dossiers scolaires*

AVRIL 2026

K'áhshó got'jne xadā k'é hederi ʔedjhtl'é yerinuwę ni dé dúle.
Dene Kádá

ʔerihth'ís Dēne Sųtíné yatı t'a huts'elkēr xa beyáyatı theʔą ʔat'e, nuwe ts'ēn yóftı.
Dēne Sųtíné

Edı gondı dehgáh got'je zhaté k'éé edatf'éh enahddhę nıde naxets'é edahfı.
Dene Zhaté

Jii gwandak izhii ginjik vat'atr'ijąhch'uu zhit yinothtan jı', diits'át ginohkhii.
Dinjii Zhu' Ginjik

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.
Inuvialuktun

Ć'đđ ǀǀ'ǂđđ ĄŁŁǂđđ Ąđđǀđđ'ǂłłǂđđ, đđđ'ǂđđ đđđłđđđđđđđđđ.
Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.
Inuinnaqtun

kīspin ki nitawihtīn ē nīhīyawihk ōma ācimōwin, tipwāsīnān.
nēhīyawēwin

Tłįchq yatı k'èè. Dı wegodı newq dè, gots'ó gonede.
Tłįchq

Indigenous Languages
request_indigenous_languages@gov.nt.ca

An English version of this document is available.

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Sommaire

Le gouvernement des Territoires du Nord-Ouest (GTNO) travaille à moderniser la *Loi sur l'éducation* dans l'objectif de faire progresser le taux de réussite des élèves et de l'amener au niveau du reste du Canada.

Le présent *Rapport sur ce que nous avons entendu* présente une synthèse des commentaires reçus à la suite de la consultation d'intervenants et des échanges avec le public sur les propositions de modifications au *Règlement sur les dossiers scolaires*.

Pourquoi modifier le *Règlement sur les dossiers scolaires*?

Cette démarche s'inscrit dans le cadre de l'obligation des organismes scolaires des Territoires du Nord-Ouest (TNO) de se conformer à la *Loi sur l'accès à l'information et la protection de la vie privée* (LAIPVP). Le *Règlement* fournit des orientations aux organismes et aux établissements scolaires afin de garantir que leurs procédures de gestion des documents sont conformes à la LAIPVP. Par ailleurs, la *Loi sur l'éducation* définit certaines procédures relatives à la gestion du dossier scolaire.

Au cours du mandat de la 19^e Assemblée législative, le projet de loi 81, *Loi n° 2 modifiant la Loi sur l'éducation*, a été adopté. Plusieurs règlements doivent être modifiés avant que le projet de loi puisse entrer pleinement en vigueur. Il faut notamment modifier le *Règlement sur les dossiers scolaires* afin de mettre en place des mécanismes d'échange de renseignements entre les organismes scolaires et le ministère de l'Éducation, de la Culture et de la Formation (MECF).

Les modifications ciblées par le projet de loi 81 visent à résoudre certains problèmes techniques du système éducatif actuel, notamment en clarifiant les responsabilités décisionnelles et en permettant au ministère d'accéder rapidement aux données de rendement du système éducatif de la maternelle à la 12^e année ainsi qu'aux résultats des élèves. Le projet de loi 81 prévoit deux méthodes de communication des renseignements au MECF :

1. Autorisation du ministre à consulter les dossiers scolaires afin d'évaluer les programmes scolaires et de suivre les progrès des élèves.
2. Possibilité pour le personnel scolaire de communiquer des renseignements de dossiers scolaires aux organismes scolaires ou au MECF.

Ces propositions de modifications découlent en partie des conclusions du Bureau du vérificateur général du Canada, qui a mis en évidence plusieurs points à améliorer pour permettre au GTNO de mieux recueillir et utiliser les données pour assurer le suivi du système éducatif, trouver et corriger les failles de ce système, et garantir qu'il contribue à l'amélioration des résultats scolaires. Outre les propositions du projet de loi 81, certaines modifications en adéquation avec le renouveau du programme d'études des TNO ont été apportées et pourraient être appliquées sans que le projet de loi 81 n'entre en vigueur.

Les modifications que l'on propose d'apporter au *Règlement sur les dossiers scolaires* permettront d'améliorer l'échange de renseignements entre les organismes scolaires et le GTNO, et d'ajuster ses dispositions pour qu'elles concordent avec le nouveau programme d'études adapté des TNO. Elles amélioreront l'accès aux données, préciseront qui est autorisé à consulter les dossiers scolaires et définiront les modalités d'utilisation de ces renseignements. Ces modifications permettront au GTNO de prendre des décisions éclairées qui contribueront à améliorer les résultats des élèves des TNO.

Consultations et échanges

Le MECF a discuté des modifications proposées avec les organismes scolaires et avec l'Association des enseignants et enseignantes des Territoires du Nord-Ouest (AETNO) au cours des années scolaires 2023-2024 et 2024-2025.

Le public a pu consulter les propositions de modification du Règlement du 11 décembre 2024 au 24 janvier 2025. Avant la publication du présent rapport, les organismes scolaires et l'AETNO ont pu inviter les membres de leur personnel à faire part de leurs commentaires s'ils le souhaitaient.

Afin de laisser au public suffisamment de temps pour laisser des commentaires, les échanges ont duré plus de 30 jours pour tenir compte des jours fériés. Au cours de cette période, le ministère a sollicité les avis et les commentaires des gouvernements autochtones, de professionnels, d'intervenants et du public sur les modifications proposées.

Une ébauche des modifications ainsi qu'un résumé des propositions en langage clair ont été mis à la disposition du public sur le site du GTNO [Exprimez-vous](#) afin de favoriser la discussion et les commentaires.

- [Ébauche de modifications – Règlement sur les dossiers scolaires](#)
- [Résumé en langage clair – Règlement sur les dossiers scolaires](#)

Ce que nous avons entendu

Le MECF a reçu des commentaires sur les propositions de modification par courrier électronique et par courrier postal. Vous trouverez ci-dessous une synthèse des réponses, selon les thèmes suivants :

- Échange de renseignements
- Utilisation des renseignements sur les élèves
- Autorisation du personnel scolaire à communiquer des renseignements des dossiers scolaires

Le présent rapport présente un résumé des commentaires reçus uniquement au cours de la période d'échanges avec le public. Tout commentaire supplémentaire reçu après cette période de consultation sera tout de même pris en compte par le MECF pour la suite du travail.

Réponses

Échange de renseignements

- Certaines personnes s'inquiètent de la procédure de divulgation des données personnelles des élèves et se demandent quelles mesures de protection le GTNO mettrait en place pour protéger la vie privée des élèves.
- Une personne indique ne pas être d'accord avec les modifications proposées, car elle craint que la confidentialité ne puisse être respectée en raison de la faible population des TNO.
- On demande au GTNO de s'engager à respecter les exigences de protection de la vie privée et de sécurité, en y consacrant les ressources nécessaires.

Utilisation des renseignements sur les élèves

- En réponse aux modifications du paragraphe 7.11(1), une personne demande pourquoi le ministre aurait besoin des renseignements personnels des élèves (à savoir les numéros de téléphone et adresses) si ces changements visent uniquement à évaluer et à suivre les progrès réalisés dans le cadre des programmes scolaires.
- Deux personnes indiquent qu'il existe de nombreuses façons d'évaluer les programmes scolaires sans divulguer les renseignements personnels des élèves et qu'il est possible d'utiliser des données générales pour évaluer et soutenir le système.
- Deux personnes soulignent la nécessité d'obtenir le consentement des parents avant de communiquer les renseignements personnels des élèves. Une personne suggère d'ajouter au formulaire d'inscription des élèves utilisé par les organismes et les établissements scolaires une autorisation parentale concernant l'échange de renseignements.

Autorisation du personnel scolaire à communiquer des renseignements des dossiers scolaires

- Une personne estime que l'énoncé « autoriser le personnel scolaire à communiquer des renseignements du dossier d'un élève à un organisme scolaire ou au MECF » est trop vague et non justifié, et que cette mesure devrait seulement être prise avec l'accord de l'élève ou de son tuteur.

Prochaines étapes

À l'issue du processus d'échanges avec le public, le MECF examinera les commentaires reçus afin de déterminer s'il faut réviser le Règlement. Le Rapport sur ce que nous avons entendu sera transmis aux organismes scolaires et à l'AETNO afin de recueillir leurs commentaires finaux. Le MECF collaborera avec le ministère de la Justice pour finaliser les propositions de modification du Règlement, qui entrera en vigueur dès que possible, en même temps que les dispositions correspondantes du projet de loi 81.



BOARD REPORT

Title:	Canadian School Board Association (CSBA)
Contact:	Terry Brookes - CSBA Representative
Date Submitted:	6 th May 2026
Mandate	<ul style="list-style-type: none"> Policy 8 Committees
Background	<ul style="list-style-type: none"> YK1 is a member of the Canadian School Board Association. I represent YK1 on the CSBA Board, as well I am on their Governance Committee, and Health & Wellness Committee. On May 5th the CSBA held an on-line Board Meeting. The main topics of discussion included the President's Report (which included a support message that was sent to the Tumbler Ridge School District), status update of the plans for the annual CSBA conference being held in July, cross-country issues update (an important one was Ontario has several Boards being taken over by the provincial government), CSBA Committee Reports, and a long discussion on the status of CSBA's financial position. The CSBA is scheduled to have its next Board Meeting on July 5th.
Other Headings as appropriate. For Example: - Current - Survey Response - Information	<ul style="list-style-type: none"> In addition, I had forwarded the comments I received from Trustees back to the CSBA regarding their Jordan's Principle letter to the federal government. Unfortunately, this agenda item on Jordan's Principle has been delayed until the July CSBA Board Meeting. I continue to forward to the YK1 Board any CSBA information or education articles that I receive.
Recommendations	Accept as information
Attachments?	<input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, list attachments below



BOARD REPORT

Title:	Superintendent Board Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	May 5, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> • Skills NWT Competition April 17, Summit Air • Long Term Service Awards • Super Soccer tournaments • Quebec trip Grade 8 PIF students • NWTSA and ECE meetings • Strategic Planning - update
Looking ahead	<ul style="list-style-type: none"> • MLA meeting with YK May 21 • Board of Trustee Retreat May 23 & 24th • Hide Camp - June 10th • Honour Ceremony - June 6th • Academic Grad - June 25th
Recommendations	Accept as information
Attachments	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below Superintendent's Board of Trustees Report DRAFT Strategic Plan

Spring Concerts/Shows
 May 13th - NACC Music for Mental Health
 May 21st - SJF Music Show
 May 21st - École Itł'ò Spring Show
 May 27th - MHS Fine Arts Evening
 May 28th - NJM Spring Show
 May 28th - RLN Spring Show



May 12, 2026

Superintendent Board Report

This report highlights the work being done in educational leadership, fiscal responsibility, human resources, policy & procedures, superintendent & board relationship, strategic priorities & reporting, organizational management, communications and community relations, and leadership practices. Over the past 6 months, we have worked to develop what the district strategic plan would look like. Through work with Adelee Penner, we have established the desired states that flow from the four key priorities. The important piece is articulating the District goals, ensure the school improvement goals are in alignment and establishing the format to present this work. The leadership teams will meet with Ms. Penner again in mid-May to work on aligning this work. The Board of Trustees has provided direction through the desired states. Our work continues on setting baseline data, establishing measurable goals and a standard mechanism of reporting to both the Board and public. Additionally, we work to ensure we adhere to budgetary requirements. At this time of the year, a significant amount of time and focus has been on the budget process. In order to provide the highest quality programming and appropriate supports for our students, it is important we are very strategic in all of the priority areas.

This does not change the importance of our current work. Continuing through the lens of our strategic priorities, here are some of the activities reflective of our work in the past month:

Wellness:

Wellness remains a cornerstone of our district's mission. This month, we Highlights include:

- Music for Mental Health, 10th Annual Concert - proceeds to go to the Cancer Society - Relay for Life
- Super Soccer!
- Celebrating our school Leadership teams - May 1st. Thank you for all of your dedication and hard work to our students, families and staff
- Celebrating our long term staff at the Long Term Service Celebration
- Pat Lewis presented to YK1 Leadership Council on restorative practices - this aligns with our work to build capacity in our leaders to support their work with students, families and staff

Indigenous Language & Education:

We are committed to Indigenous education, guided by principles of reconciliation, respect, and understanding. June is an opportune time to get outside and learn about the amazing land on which we live. YK1 learners have been taking full advantage of the weather to get outside. All schools are making good use of their wall tents and the areas around their schools to take learning outdoors.

Recent efforts include:

- Mini-hand games tournament held at NJM - RLN, MHS and Itlo also took place
- Cultural Teachings with Cailey Mercredi-making spruce salve with the DBO staff
- SJF held their spring carnival which was a great success
- Planning for the Annual Hide Camp has started
- There are hopes of a partnership between YK1 and YKDFN Chief Sangris for a story to book
- Welcomed students from NJ and YKDFN drummers at the Spring Education, Culture and Employment & Education Leaders meeting April 22nd

Learning:

Academic excellence remains a key focus as we strive to provide high-quality learning experiences for all students.

Notable achievements this month include:

- Students are getting outside to further their learning in authentic ways - Earth Day activities included yard clean up, planting seeds and taking part in Ecology North presentations
- Participation in the Quebec exchange trip with Grade 8 students from Range Lake North and William McDonald Schools
- Science Fair at MHS
- Career Fair at SJF - Grade 10s prepared presentations to share their interests and provide their peers with information about possible careers as part of Career Life Education

Community:

Strong community partnerships are essential for the success of our district, fostering a sense of belonging and collective responsibility.

Recent endeavours include:

- Parent Advisory Committee (PAC) Chair lunch - good discussions about facilities and engaging PACs with policy review and budget process
- Super Soccer brought students from all across the NWT together in celebration of sport
- Schools have held dances and special events in conjunction with the tournaments
- Missing and Murdered Indigenous Women and Girls walk - May 5th
- Regular meetings with Transdev bussing - planning for success
- Working with YCS and the City of Yellowknife on the 2026 School Board Trustee Elections plan
- Annual Tradshow May 9 & 10th

Indigenous Language and Culture Honour and celebrate Indigenous language and culture for all learners	
Desired State	1.a Board, educators, and leaders embed the Truth and Reconciliation Calls to Action into learning environments.
Context	This priority commits the Board to advancing reconciliation through respectful relationships with Indigenous communities in Yellowknife and across the NWT, embedding the Truth and Reconciliation Commission's Calls to Action into governance, leadership, and classroom practice through accountability, learning, and mutual respect
Goals	Honour and live the Truth and Reconciliation Calls to Action across governance, leadership, and learning spaces Nurture respectful, reciprocal relationships with Indigenous communities.
Measures	<ul style="list-style-type: none"> ● 100% of school and board plans reflecting the Calls to Action in meaningful ways ● 3-5 of professional learning opportunities centred on Truth and Reconciliation ● 100% of staff are engaging in ongoing Truth and Reconciliation learning ● 3-5 opportunities for relationship-building with the community at each school each year ● Growth Plan/SIP Plan reflection
Desired State	1.b Educators and leaders weave Indigenous ways of knowing, being, voice, language, and culture into environments.
Context	This priority recognizes Indigenous knowledge systems as vital, living sources of wisdom and commits educators and leaders to proactively weaving Indigenous ways of knowing, being, voice, language, and culture into their environments in ways that affirm identity, strengthen community relationships, and enrich learning for all.
Goals	Uplift and weave Indigenous ways of knowing, being, voice, language, and culture throughout learning environments Support language revitalization and land-based, community-connected learning
Measures	Evidence of integration of Dene Kede and Indigenous language/culture in classroom practice (learning artifacts, land-based learning, Knowledge Keeper involvement) <ul style="list-style-type: none"> ● 100% of classrooms demonstrating meaningful integration of Dene Kede ● 2-4 land-based and community-connected learning experiences per class per year ● 5+ opportunities per school each year where students and staff learn alongside Knowledge Keepers integrated across subjects and learning areas. ● 100% of educators intentionally including Indigenous language and culture in their planning
Desired State	1.c YK1 board, educators, leaders, and students will work together to create welcoming environments that value Elders and Knowledge Keepers, collaborating as guides in learning
Context	YK1 board, educators, leaders, and students will work together to create welcoming environments that value Elders and Knowledge Keepers, collaborating as guides in learning
Goals	Foster welcoming, respectful environments where Elders and Knowledge Keepers are valued as essential guides in learning Strengthen collaboration among students, staff, Elders, and Knowledge Keepers
Measures	<ul style="list-style-type: none"> ● 5-10 opportunities for Elders and Knowledge Keepers to share teachings in schools each year ● 100% of schools engaging regularly with Elders and Knowledge Keepers ● 100% of students who feel a sense of belonging and cultural respect within their school

Learning Ensure inclusive, equitable, and authentic learning experiences	
Desired State	2.a All students explore aspirations and achieve to their fullest potential.
Context	This priority commits the Board to fostering environments where every YK1 student is supported in exploring their aspirations within a network of relationships that nurture confidence, purpose, and belonging, ensuring that each learner is empowered to grow and contribute to their fullest potential.
Goals	<ul style="list-style-type: none"> ● Nurture each learner's strengths, identity, and aspirations ● Foster belonging and well-being through strong relationships ● Provide inclusive and equitable access to meaningful learning pathways and opportunities ● Support successful transitions through school, community, and future pathways
Measures	<ul style="list-style-type: none"> ● 3–5 percentage point annual increase in students meeting expectations on large-scale assessments (target: 80%+) ● 5 percentage point annual increase in students meeting or exceeding district benchmarks and 5 percentage point reduction below benchmark (target: 80%+ meeting)
Desired State	2.b The YK1 Board, educators, students, Knowledge Keepers, and leaders establish, promote and sustain inclusive learning environments where diversity, unique skills, and experiences are embraced. Every student is welcomed, cared for, respected and safe.

Context	This priority commits the Board and its learning community to co-creating and sustaining inclusive environments where diversity, unique strengths, and lived experiences are genuinely valued, and where every student is welcomed, cared for, respected, and safe within relationships grounded in dignity and mutual responsibility.
Goals	<ul style="list-style-type: none"> ● Honour and reflect student diversity and lived experiences ● Strengthen relationships among students, staff, families, Elders, Knowledgekeepers and community ● Embed inclusive and culturally responsive practices across all learning spaces ● Ensure student well-being and safety are actively supported through responsive practices and relationships
Measures	<ul style="list-style-type: none"> ● 3–5 percentage point annual increase in students reporting belonging, safety, and inclusion (MDI or equivalent) ● 100% of schools demonstrate inclusive and culturally responsive practices in school and instructional plans ● 5+ inclusive and culturally responsive learning opportunities per school per year ● Annual improvement in attendance rates and reduction in chronic absenteeism
Desired State	2.c Educators and leaders will use responsive assessment strategies to gather authentic evidence of what a student knows, understands, and can do. Educators, students and leaders will use this evidence to inform practice to support teaching and learning.
Context	This priority commits educators, students, and leaders to engaging in responsive assessment practices that gather authentic evidence of learning and positioning students as active partners in interpreting that evidence and using it collaboratively to inform teaching, strengthen learning, and support meaningful growth.
Goals	<ul style="list-style-type: none"> ● Use ongoing assessment to inform instruction and support growth ● Engage students in self-assessment and reflection on NWT competencies ● Ensure assessment reflects diverse ways of knowing and demonstrating learning ● Strengthen collaborative and responsive assessment practices
Measures	<ul style="list-style-type: none"> ● 100% of classrooms use multiple forms of assessment (observation, conversation, product) ● 100% of classrooms use clear criteria and growth based feedback as part assessment ● 100% of students engage in self-assessment and goal-setting ● 1–2 student-led conferences or reflection opportunities per student annually ● 100% of educators demonstrate use of district assessment evidence to adjust instruction ● 100% of classrooms have routines in place for student reflection ● 100% of school leaders ensure district assessments are used to inform instruction
Desired State	2.d Educators and leaders bring care, culturally sustaining practices and competence to all their interactions; care with all stakeholders, both within and beyond their buildings; and competence evidenced by research-based practice and consistent professionalism.
Context	This priority commits educators and leaders to bringing care, culturally sustaining practice, and professional competence to all interactions, cultivating reciprocal relationships with students, families, colleagues, and community that are grounded in respect, responsiveness, and research-informed practice.
Goals	<ul style="list-style-type: none"> ● Embed care, respect, and relational accountability in all interactions ● Sustain culturally responsive and culturally sustaining practices ● Strengthen professional practice through ongoing learning and reflection ● Build reciprocal relationships with families and community ● Support consistent, reflective, and ethical professional practice across all staff roles
Measures	<ul style="list-style-type: none"> ● 100% of staff demonstrate culturally responsive and sustaining practices ● 80%+ of families report positive and respectful relationships with schools ● 3–5 professional learning opportunities annually focused on culturally sustaining and research-informed practice ● 100% of educators demonstrate ongoing professional growth and reflection ● 5+ documented family or community engagement opportunities per school per year ● 100% of staff meet professional practice expectations
Desired State	2.e Educators and leaders will foster the curiosity of learners, encouraging risk-taking in their learning environment. Students will have opportunities to collaborate, problem solve, review, rehearse, think critically, self-reflect, create and develop effective communication strategies in an authentic learning environment.
Context	This priority commits educators, leaders, and students to cultivating learning environments where curiosity is nurtured, thoughtful risk-taking is encouraged, and learners collaboratively engage in problem solving, critical thinking, reflection, creativity, and authentic communication in ways that deepen understanding and collective growth.
Goals	<ul style="list-style-type: none"> ● Engage students in inquiry-based and project-based learning ● Develop critical thinking, collaboration, and communication competencies ● Foster creativity, curiosity, and safe risk-taking in learning
Measures	<ul style="list-style-type: none"> ● 100% of students participate in at least 1 inquiry or project-based learning experience per term ● 100% of classrooms demonstrate competency-based teaching and learning approaches ● 2+ authentic learning experiences per school per year (e.g., land-based, experiential, design-based) ● 80%+ of students demonstrate reflection and metacognitive growth ● 100% of classrooms show evidence of student collaboration, problem solving, and risk-taking

Wellness Build relationships and cultivate a culture of holistic wellness.	
Desired State	3.a Students will develop ways to identify and communicate their emotions, guiding them to advocate for their own wellness and make good decisions.
Context	This priority commits educators, leaders, and students to fostering environments that intentionally support student wellness, where learners develop the language and self-awareness to identify and communicate their emotions, strengthen their capacity for self-regulation, and advocate for their well-being within relationships that cultivate belonging, safety, and mental health literacy.
Goals	<ul style="list-style-type: none"> Recognize and communicate emotions using appropriate language Apply self-regulation strategies to support well-being and learning Advocate for personal needs within safe and supportive environments Demonstrate understanding of mental health and wellness
Measures	<ul style="list-style-type: none"> 80%+ of students can identify and communicate emotions using age-appropriate language 80%+ of students report knowing strategies to manage strong emotions and make good decisions 85%+ of students report having a trusted adult at school (MDI) Year-over-year reduction in behaviour incidents related to emotional dysregulation
Desired State	3.b YK1 Board, staff and students will create safe connections where students feel celebrated, accepted, safe to make mistakes, able to pursue their interests and empowered to self-advocate and have fun in school.
Context	This priority commits the YK1 Board, staff, and students to co-creating safe, joyful connections where every learner feels celebrated and accepted, is supported to take risks and learn from mistakes, pursue their interests, and grow in confidence to advocate for themselves within a community grounded in trust and belonging.
Goals	<ul style="list-style-type: none"> Build safe, inclusive, and relationship-centered learning environments Foster student voice, choice, and agency in learning Strengthen self-awareness and self-regulation skills Strengthen student confidence in self-advocacy within supportive school communities Promote mental health literacy across learning environments
Measures	<ul style="list-style-type: none"> 80%+ of students reporting they feel safe, accepted, and valued at school (target: 85%+) 75% of students reporting they have opportunities to pursue their interests at school (target: 80%+) 70% of students reporting they feel confident advocating for their needs (target: 75%+) 2-4 of student-led or student-choice learning opportunities per school year (target: 5+ per school) 75%+ of students report having a trusted adult at school (target 85%+) (MDI) Year-over-year reduction in behaviour incidents related to emotional dysregulation
Desired State	3.c Students are supported by educators who believe in their aspirations and well-being, ensuring they have a voice in their learning.
Context	This priority commits educators and leaders to cultivating relationships where students' aspirations and well-being are genuinely valued, ensuring learners have a meaningful voice and agency in shaping their learning within a community that believes in their potential and shared growth.
Goals	<ul style="list-style-type: none"> Strengthen relationships that affirm student aspirations and well-being Ensure student voice and agency in learning Foster high expectations grounded in care and belief in every learner Support collaborative learning environments Embed reflection, goal-setting, and feedback in learning
Measures	<ul style="list-style-type: none"> 80% of students reporting they have a voice in their learning (target: 80%+) 85%+ of students who feel their teachers believe in their success and aspirations (target: 85%+) 85 % of classrooms implementing regular student goal-setting and reflection practices (target: 85%+) 80%+ of educators incorporating student choice into instructional planning (target: 85%+) 75%+ of students reporting they understand their learning goals and next steps (target: 80%+)

Community Foster critical understanding of local, national and global issues	
Desired State	4.a YK1 Board, educators and leaders will foster opportunities to encourage connection and belonging, building a sense of community and to engage in sustainable practices
Context	This priority commits the YK1 Board, educators, and leaders to intentionally fostering opportunities that deepen connection and belonging, strengthen a shared sense of community, and engage students and staff in sustainable practices that reflect collective responsibility for one another and for the land.
Goals	<ul style="list-style-type: none"> ● Build a shared sense of community across schools ● Engage students in sustainability and stewardship of the land ● Integrate land-based and community-connected learning ● Promote collective responsibility for people, place, and future generations
Measures	<ul style="list-style-type: none"> ● 85%+ of students and staff report a strong sense of belonging at school ● 3–5 community-building events or activities per school per year ● 2–4 sustainability or land stewardship initiatives per school per year ● 80%+ of schools implement land-based or outdoor learning connected to stewardship ● 100% of schools demonstrate evidence of sustainability practices in learning or operations
Desired State	4.b Educators and leaders will foster opportunities for learners to develop critical thinking skills by engaging with diverse perspectives and demonstrating empathy through classroom, community, and global learning opportunities.
Context	This priority commits educators, leaders, and students to engaging thoughtfully with diverse perspectives across classroom, community, and global contexts, cultivating critical thinking and empathy as shared practices that strengthen understanding, dialogue, and responsible participation in an interconnected world.
Goals	<ul style="list-style-type: none"> ● Engage respectfully with diverse perspectives and worldviews ● Connect learning to local, national, and global contexts ● Support responsible and informed participation in society
Measures	<ul style="list-style-type: none"> ● 80%+ of students report confidence in discussing different viewpoints respectfully ● 2–4 community- or global-connected learning opportunities per school per year ● 85%+ of educators embed diverse perspectives in instruction
Desired State	4.c YK1 Board, educators, and leaders will invite and welcome families, Elders, Knowledge Keepers, and community members to collaborate on Acts of Reconciliation.
Context	This priority commits the YK1 Board, educators, and leaders to actively welcoming and collaborating with families, Elders, Knowledge Keepers, and community members in meaningful Acts of Reconciliation, grounding this work in shared leadership, sustained relationships, and collective responsibility for healing and learning.
Goals	<ul style="list-style-type: none"> ● Strengthen relationships with families, Elders, Knowledge Keepers, and community members ● Co-create opportunities for shared leadership in Acts of Reconciliation across schools and the district ● Embed reconciliation in ongoing learning and practice ● Create accessible and welcoming spaces for community voices to guide learning and decision-making ● Support learning grounded in local history, truth, and healing
Measures	<ul style="list-style-type: none"> ● 100% of schools engage Elders, Knowledge Keepers, or families in reconciliation efforts ● 3–5 community engagement opportunities related to reconciliation per school per year ● 80%+ of staff report active collaboration with community in reconciliation work ● 3–5 student learning experiences connected to local truth and reconciliation per year ● 80%+ of families report feeling welcomed and able to participate in school initiatives



BOARD REPORT

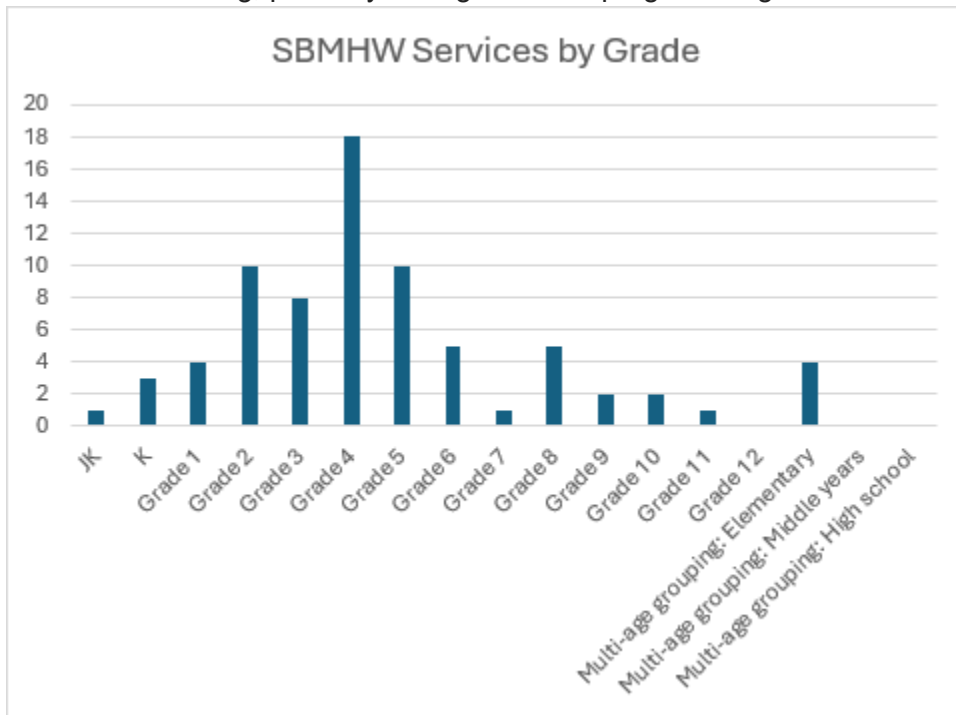
Title:	Wellness Mentor Data
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	May 4, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Highlights	<p>YK1 has had the Wellness Mentor program in place for almost two years. This important funding provided through ECE has allowed schools to provide preventative and purposeful supports for all students, while also serving as a pathway for more intensive supports as needed.</p> <p>The initiative has allowed more flexibility for programming and education-style activities in schools.</p> <p>We are very fortunate to have Willness Mentors who have settled in well and continue to enrich student experiences.</p> <p>This snap-shot of data from February and March demonstrates the types of supports offered and the number of students accessing them.</p>
Looking ahead	We recently completed staffing a vacant position and the Wellness Mentor will complete their onboarding training and begin work before the end of this school year.
Recommendations	Accept as information
Attachments	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below Wellness Mentor Data

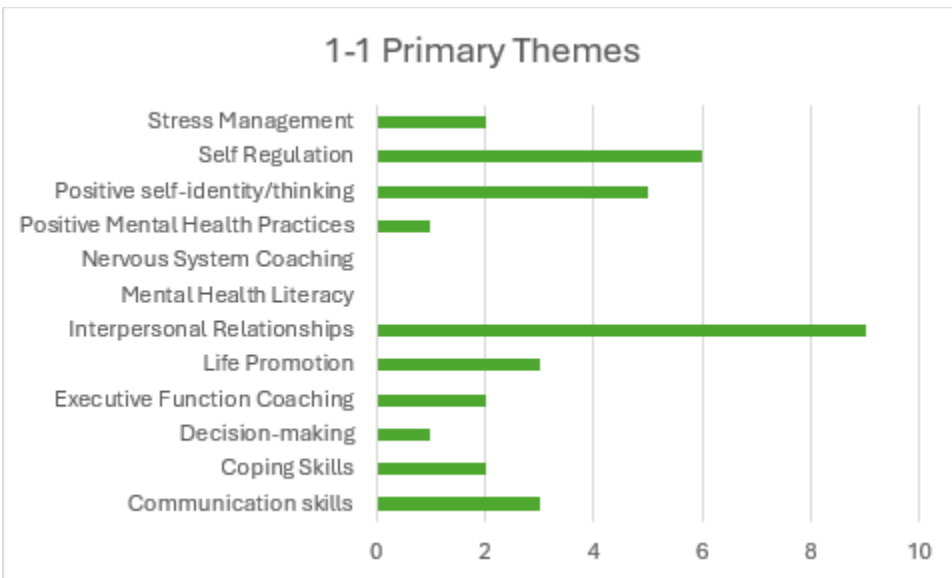
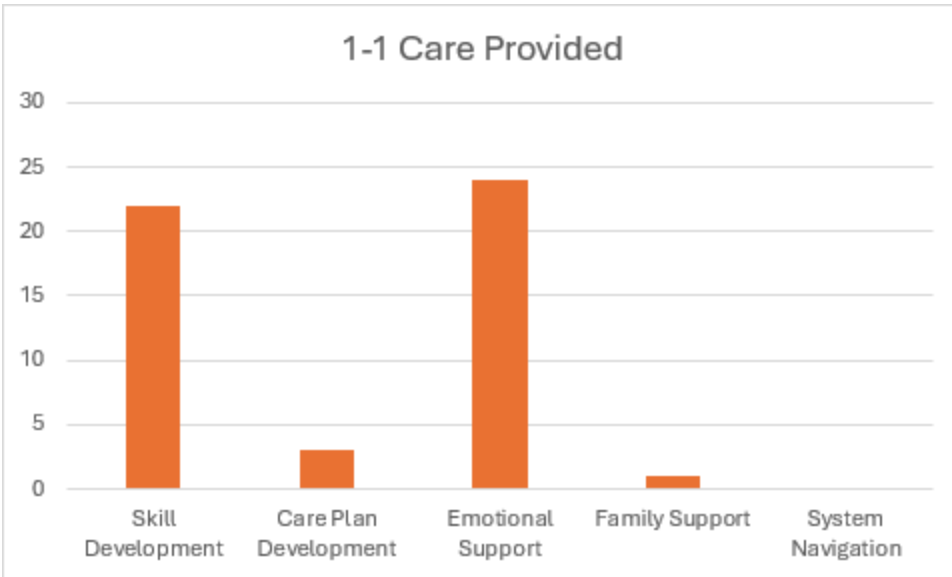
February Data Loop-Back

- 5 out of 6 schools reported
- A total of **496 students** received SBMHW services in February
- 1-1 services = 59 participating students (Level 2)
- With referrals coming primarily from School Staff and students themselves
- 3 referrals to the local Community Counselling Program
- Group Services = 437 participating students (Level 1/2)
- **98 group sessions** were completed, targeting mental health promotion and prevention
- **13 universal services** with a whole school approach to promoting student mental health and wellbeing, primarily through student programming (Level 1)

March Data Loop-Back

- Special Note: There was a 2-week school break during this month
- 5 out of 6 schools reported
- A total of **264 students** received targeted or intensive SBMHW services in March
 - 1-1 services = 34 participating students
 - With referrals primarily coming from school staff and students themselves
 - No direct referrals to the local Community Counselling Program, though your data indicated that 2 families were going to pursue Level 3 services.
 - Group Services = 230 participating students
- **69 group sessions** were completed, targeting mental health promotion and prevention
- **11 universal services** with a whole school approach to promoting student mental health and wellbeing, primarily through student programming





1-1 Presenting Needs

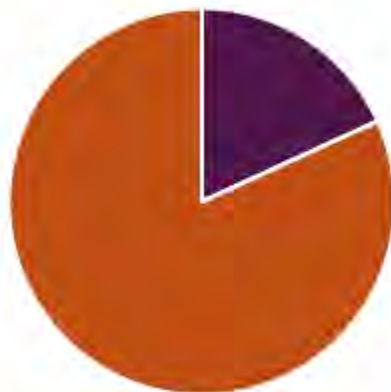


- Academic and Daily Functioning
- Emotional Wellbeing
- Mental Wellbeing
- Physical Wellbeing
- Social Wellbeing
- Spiritual Wellbeing

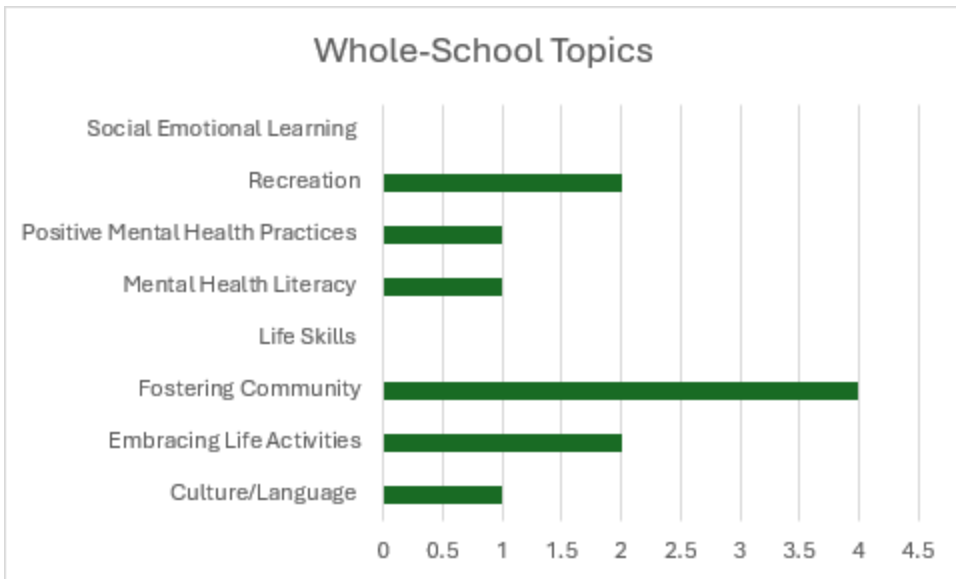
Targeted Topics



Whole-School Services



- Campaign/Initiative
- Staff Professional Development
- Student Programming





BOARD REPORT

Title:	NWT Superintendents Association & ECE meetings
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	May 5, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	<p>NWT Superintenden'ts Association and Education, Culture and Employment staff meet bi-annually to discuss matters that relate to government mandates, education authority responsibilities and concerns and emerging topics.</p> <p>Of significant note at the most recent meetings is the Inclusive Schooling funding. In light of the massive impacts to school as a result of loss of Jordan's Principle and Inuit Child First Initiative funding, NWTSA and many organizations have advocated for changes to the funding in order to meet the needs of all students.</p>
Looking ahead	<p>As the President of NWTSA, I brought forward the Associations request to meet monthly in order to maintain consistent movement on projects and timely responses to emergent concerns.</p> <p>We look forward to contributing to a solution from the GNWT/ECE to properly support NWT students.</p>
Recommendations	Accept as information
Attachments	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <p>NWTSA - ECE Business Meeting minutes</p>

NWTSA – ECE Business Meeting Minutes

Date: Tuesday, April 21, 2026 (Day 1)

Location: Lahm Ridge Tower, Yellowknife

Attendees: Shannon Barnett-Aikman (ADM), Jamie Fulford (DM), Krista, Adam, Francois, Jane, Terry, Lorraine, Linsey, Souhail (online).

1. Executive Updates & Budget

- Supplementary Budget: A submission for a minimum of \$33M is due April 22 to address short-term funding; a full business plan follows in the summer for long-term stability.
- MLA Communications: Trustees are reminded that meetings with MLAs should respect their role as representatives, not necessarily as Ministers.
- Funding Models: Three allocation models are under review. Leaders are urged to provide feedback on which "columns" are acceptable or problematic to ensure funding flows efficiently.

2. Indigenous Services Canada (ISC): Jordan's Principle & ICFI

- Policy Shift: Operational bulletins (Feb 2025) have tightened documentation requirements. Requests must explicitly link needs to a professional diagnosis/recommendation.
- The "In-School" Gap: ISC currently cannot approve in-school services directly. Applications are often routed through Indigenous Governments rather than Education Bodies.
- Off-Reserve Concerns: Changes to off-reserve eligibility are being discussed at a national level; local leaders expressed frustration over the impact on NWT's unique context.
- Key Data: 2024-25 saw over 2,000 approved individual requests. Education-related requests remain the highest funding category, yet processing times average ~50 days.

3. Policy & Governance Updates

- Instructional Time: Discussions regarding the "academic regulations" feedback. There is a push to maintain the 345-minute daily instructional balance to protect student learning
- Cell Phone/AI Policies: The Minister cannot issue a direct mandate under the *Education Act* but will provide a framework/guideline. Local boards are responsible for developing their own specific policies.
- Lead in Water: Testing is nearly complete across all regions. The GNWT will cover remediation costs. Public-facing communication materials are being developed by a working group.
- Elections: YK1 and YCS are looking to align with City elections. Legislative hurdles regarding electronic voting are being reviewed for potential "workarounds." ECE is looking for a work-around.

4. Teacher Certification & Recruitment

- Certification Backlog: A fair number of teachers remain uncertified. A new SOP will be issued to triangulate data between schools, TQS, and ECE.
- Vulnerable Sector Checks: Statutory declarations can be used to start work, but they do not grant certification. Boards must manage this risk locally. Issue with the RCMP issuing VSC now.
- International Recruitment (NTNP): * The Nominee Program requires indeterminate (permanent) contracts, which is a significant barrier for "probationary" teacher hiring.
 - TQS policy is outdated; a 4-member committee is reviewing international training and salary evaluations.

5. Programming & Evaluation

- Northern Distance Learning (NDL): * Transitioning to the BC curriculum.
 - 2026-27: Expansion of synchronous learning.
 - 2027-28: Goal for asynchronous options to reduce reliance on southern providers (e.g., Vista).
- Educator Growth & Development Framework: * The pilot ends this year. New regulations go live August 1, 2026.
 - The focus is on "growth" rather than disciplinary performance management. There needs to be an 'evaluative' component or we will continue to see teachers who are not adequate. Substantial changes to the tool will be finalized by late April.

Action Items

- Data Sharing: Sarah Steeves/Andrew (ISC) to provide contact lists for community service coordinators.
- Certification: Superintendents to provide names of uncertified staff to Shannon immediately.
- International Recruitment: Shannon to share more information on federal vs. territorial immigration pathways (Express Entry vs. Nominee).
- NDL: Schools to review the 2026-27 course catalogue (distributed via Krista/Shawna).

Next Meeting Highlights (Day 2):

- *Inclusive Schooling Renewal next steps.*
- *Cell Phone Policy working session.*
- *Student Record Module replacement (VRETTA)*

NWTSA - ECE Business Meeting Summary

Date: April 23, 2026 (Day 2)

Location: Lahm Ridge Tower, Basement Boardroom

Chair: Shannon Barnett-Aikman (ADM)

1. Administrative & Governance Updates

- Extraordinary Funding: Discussion regarding the November-to-September funding cycle based on FTE; ADM to investigate staffing implications.
- Mandate Review: ECE aims to create uniformity across regions. ADM will utilize previous templates to complete the first draft; education bodies are encouraged to reach out to GNWT finance directors for support.
- Job Action Coordination (JAC) & BCP:
 - Action: Request Graham for an update by the May 6th meeting. BCP updates
 - Business Continuity Plans (BCP) need to move beyond "emergency response" to define the role of education bodies in broader service provision.
- Education Leader Debrief: Shift from formal reporting to verbal sharing. Future meetings may adopt more informal, "community-style" seating to better honour Indigenous voices and regional protocols.

2. Superintendent Support & Training ("The Art of the Possible")

- Onboarding Needs: Identification of "nuts and bolts" training for new superintendents:
 - Funding formula mechanics, Board Governance (Trustee roles), and engaging with Indigenous Governments/Treaties.
 - Emergent issues: Training on AI and legal/labour relations.
- Mentorship: Strong consensus on the need for a mentorship program and a year-long superintendent calendar to track recurring obligations (e.g., school reviews).
- Accountability: Discussion on board evaluations and ensuring Trustees are held to their specific roles.

3. Artificial Intelligence (AI) in Schools

- Policy Development: Shift from "policing" to "purposeful teaching."
 - South Slave (CGI) Policy: Focuses on data analysis and preventing academic fraud.
 - Regional Specifics: One region prohibits AI use for translating/creating Dene materials to protect language integrity.
- Instructional Focus: Move toward a Digital Literacy Framework embedded across disciplines rather than just cell phone bans.
- Health & Wellness: Concern regarding the link between device addiction, mental health, and low attendance.
- Action: Response to draft Cell Phone Framework Guidelines due May 8th.

4. Inclusive Schooling (IS) Renewal

- Funding Submission: Submitted April 22, 2026; currently awaiting Financial Management Board (FMB) recommendation.
- The "Jordan's Principle" (JP) Gap: Significant debate on next steps
- Rehab Services: Discussion on education bodies potentially taking over rehab services (screening, etc.) from Health. In alignment with commitment between Ministers Cleveland and Semmler

5. Student Records & Systems Modernization

- CMAS Replacement: Transitioning from PASI to VRETTA and updating PowerSchool (Target Go-Live: April 2027).
- Data Integrity: Modernization is required to reflect new legislation. Once live, common codes for grad calculations and FTE (funding) will be critical.
- Requests: Education bodies requested monthly progress reports and specialized training (PowerSchool University).
- Privacy (ATIPP): Concerns raised over the lack of staff resources to handle increasing ATIPP and privacy protection requests.

6. Committees & Working Groups

- Structure: Differentiated between Sub-Committees (ongoing, e.g., RILE, SSSC, RISC) and Working Groups (finite, e.g., CAWG for curriculum).
- Action: Updated Terms of Reference (TOR) to be distributed for approval by year-end to be ready for Fall 2026.

Next Significant Deadline: May 8, 2026 (Cell Phone Framework Feedback)



BOARD REPORT

Title:	Federal School Food Funding report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	May 5, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<p>The Federal School Food Funding was brought in as a three year initiative to support healthy food programs in all NWT schools. During the first two years, many schools needed to make changes to their spaces in order to facilitate procuring, storing and preparing healthy food options for students.</p> <p>This has been a welcome source of funding. With the recent announcement that the funding is now permanent, schools and families can feel confident food in schools will be available.</p> <p>As required of all GNWT funding, reporting was due April 15th for the past fiscal year.</p>
Looking ahead	Schools now have spaces and resources in place to offer consistent, healthy foods for students. Looking ahead, we are awaiting confirmation of our 2026-2027 allocation.
Recommendations	Accept as information.
Attachments	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below Appendix F - Reporting Requirements

APPENDIX F – ACTIVITY REPORTING REQUIREMENTS

Reporting Deadline

Interim: April 15, 2026
Final: September 28, 2026

Name of Agreement

National School Food Program

Name of Contact Person

Shirley Zouboules

Reporting Period

April 1st, 2025 to March 31st, 2026

Telephone/email/fax

867-766-5050
shirley.zouboules@yk1.nt.ca

For more information or assistance in filling out this form, please contact:
Shawna Coleman, Director – JK12 Student Services, (867) 767-9342 ext. 71034, shawna_coleman@gov.nt.ca

REPORTING ON DELIVERABLES

School Name	Description of Fund Use	New or Existing Activity	Details of Enhancement and/or Expansion	Type of Infrastructure Improvements	Average number of children/youth s served daily	Criteria to participate (Low income, fee, everyone welcome, etc.)
MHS	The funding was used to purchase food and toward a salary and benefits for our school food program.	Existing activity.	This funding allowed us to not have to use school funds to staff the kitchen, which allowed us to use them to support a	Not applicable	200	Dignity-based universal access

	<p>Funding was used to support the salary and benefits of a half time staff member dedicated to food preparation, the purchase of food and ingredients for meals and snacks, as well as purchasing the equipment and materials needed to maintain safe and healthy foods programming at the school.</p>	<p>New staff position for 2025/26. Expansion of food offerings to hot meals. Previously only sandwiches etc</p>	<p>The funding allowed for the school to expand what it was offering students for lunches and healthy snacks throughout the day. It also allowed us to be able to serve hot lunches, as opposed to sandwich options that we had in the past. We were also able to continue our breakfast program at the school.</p>	<p>Electrical to run Dishwashers</p>	<p>Accessible to full student population (200) every day. Estimated 30-50 students daily</p>	<p>All programs open to all students</p>
<p>RLN</p>			<p>This funding allowed us to use the funds to have a staff prep meals for some students. We were able to expand on our food program offering, hot breakfast and lunch options.</p>	<p>Not applicable</p>	<p>100</p>	<p>Open to all students</p>
		<p>The full time staff in the kitchen is new.</p>				
	<p>The funding was used to purchase food and towards salary and benefits to have a full time staff preparing meals and snacks for students. More healthy meals and less store bought. Although we already had an existing healthy breakfast program, this funding allowed us to</p>					

	<p>include wholesome foods and more variety for students. Purchasing local animals and ingredients to support our culture program.</p>					
<p>WMS</p>	<p>Funding was used to support the salary and benefits of a half time staff member dedicated to food preparation, the purchase of food and ingredients for meals and snacks, as well as purchasing the equipment and materials needed to maintain safe and healthy foods programming at the school.</p>	<p>Dedicated position new for 2025-2026</p>	<p>The funding allowed for the school to expand what it was offering students for lunches and healthy snacks throughout the day. It also allowed us to be able to serve hot lunches, as opposed to sandwich options that we had in the past. We were also able to continue our breakfast program at the school.</p>	<p>N/A</p>	<p>50</p>	<p>All programs are open to all students.</p>
<p>SJF</p>	<p>Funding was used to support the salary and benefits of a staff member (75%) dedicated to food preparation, the purchase of food and ingredients for meals and snacks. Funds were also used in</p>	<p>Dedicated position new for 2025-2026. Also, healthy cooked food, healthy snacks, and much less</p>	<p>The funding allowed for the school to expand what it was offering students for lunches and healthy snacks throughout the day.</p>	<p>New equipment: two fridges, two stoves,, update to food tools and utensils, kitchenette set up in two new spaces, a smokers for our outdoor classroom, tea</p>	<p>All our food programs throughout each day are available to all students (668). We have about 300 students</p>	<p>All our food programs throughout each day are available to all students (668).</p>

<p>NJM</p>	<p>purchasing the equipment and materials needed to maintain safe and healthy foods programming at the school and the availability of snacks in multiple places.</p>	<p>store-bought processed foods.</p>	<p>Complete renovation of a storage room of a 45 year old building, including flooring, large and small appliances, all needed appliances, electrical upgrade to accommodate 220Volt service and to current compliance, stainless steel counters, fridges in various classes, cabinets, plumbing, food purchases, kitchenware, utensils, outdoor cooking supplies for traditional indigenous activities, etc</p>	<p>and bannock area in our library, garden supplies for our greenhouse.</p>	<p>accessing food/snacks on any given day.</p>	<p>No criteria, anyone who is hungry can take part</p>
<p></p>	<p>Complete renovation of a storage room of a 45 year old building, including flooring, large and small appliances, all needed appliances, electrical upgrade to accommodate 220Volt service and to current compliance, stainless steel counters, fridges in various classes, cabinets, plumbing, food purchases, kitchenware, utensils, silverware, outdoor cooking supplies for traditional indigenous activities, etc</p> <p>Preparation of snacks and meals throughout the day.</p>	<p>Now, healthy cooked food, healthy snacks, and much less store-bought processed foods.</p>	<p>Complete renovation of a storage room of a 45 year old building, including flooring, large and small appliances, all needed appliances, electrical upgrade to accommodate 220Volt service and to current compliance, stainless steel counters, fridges in various classes, cabinets, plumbing, food purchases, kitchenware, utensils, silverware, outdoor cooking supplies for traditional indigenous activities, etc</p>	<p>Flooring, electrical, plumbing, etc</p>	<p>30</p>	<p></p>

REPORTING ON SUCCESS AND CHALLENGES

1. Please provide a brief description of the successes you encountered through the implementation of the National School Food Program.

MHS	Having sustained, secure funding has allowed a focus on student well being.
RLN	Ability to provide Hot meals at lunch and better options for breakfast programs. One dedicated staff member ensured better use of resources, planning and implementation of programming. Staff member was also able to support at-risk students by working with them in the kitchen to build life skills in safe food preparation to help them outside of school.
Itlo	We created a weekly menu for breakfast and lunch.
WMS	Ability to provide hot meals at lunch. Updated old materials to better support food programming at the school level. Allowed us to increase the amount of materials and food used to have students understand safe and healthy food preparation to continue the skills into their own lives in food preparation if alone or looking after others.
SJF	We gain the ability of updated materials, tools, and food stations to better support all our food programming at the school. Allowed us to increase the amount of food available at breakfast, lunch and also snacks each day. We now have more food in more places in the school.
NJM	Renovated a 45-year-old room to feed students healthy food and have students take part in the preparation and distribution. They feel proud and empowered as well as being better able to focus on learning when students are not hungry.

2. Please provide a brief description of the challenges you encountered through the implementation of the National School Food Program in April 1st, 2025 to March 31st, 2026.

a.

MHS	None to note
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RLN	It was challenging to set up the Foods room, as we had not had a designated space before this. Maintaining the space can also present difficulties. Having only one ½ time staff to facilitate the program is also limiting to what we can offer.
It/o	None to note
WMS	None to note
SJF	We only experienced one real challenge; at times students used getting breakfast or snacks as an excuse for being late to class, or getting out of class to go get food if it was not available in that classroom.
NJM	Finding staff to run the food program, the principal and some school staff took on all of the work required to renovate a room, order food and supplies, assemble small items and shelving, etc.

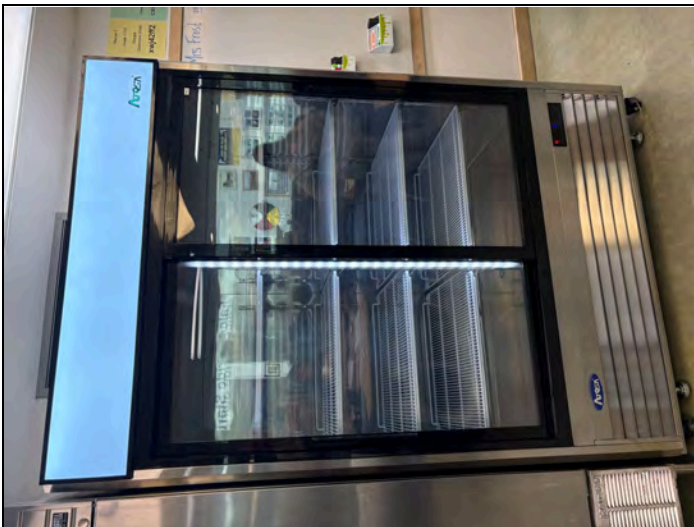
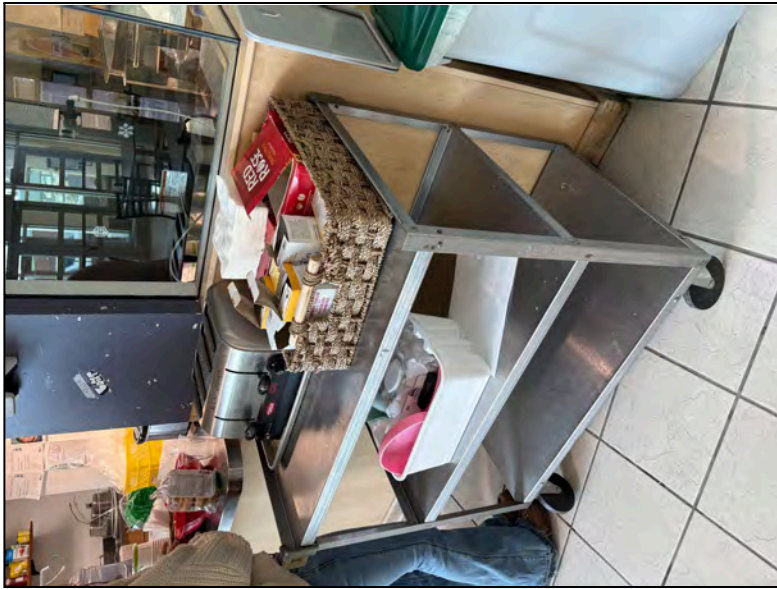
b.

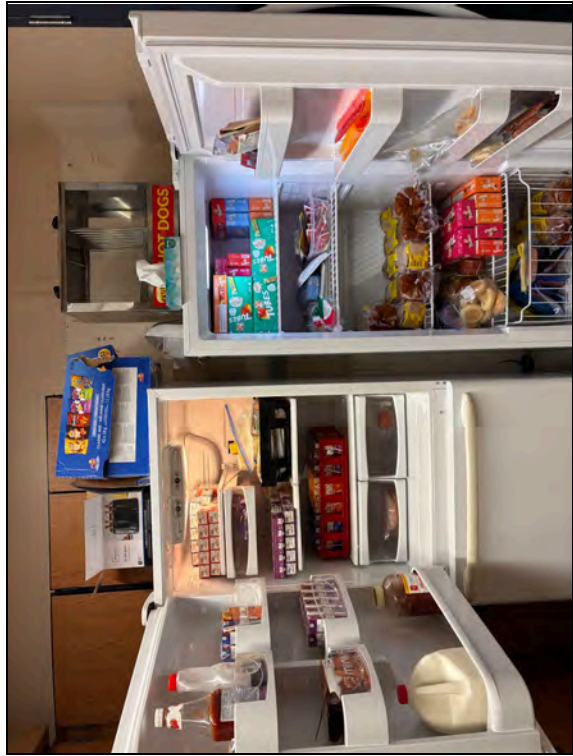
3. Please describe anything that occurred through the National School Food Program during April 1st, 2025 to March 31st, 2026 that was outside of what you expected to achieve through the project, either positive or negative (these are regarded as unexpected outcomes or impacts of your project).

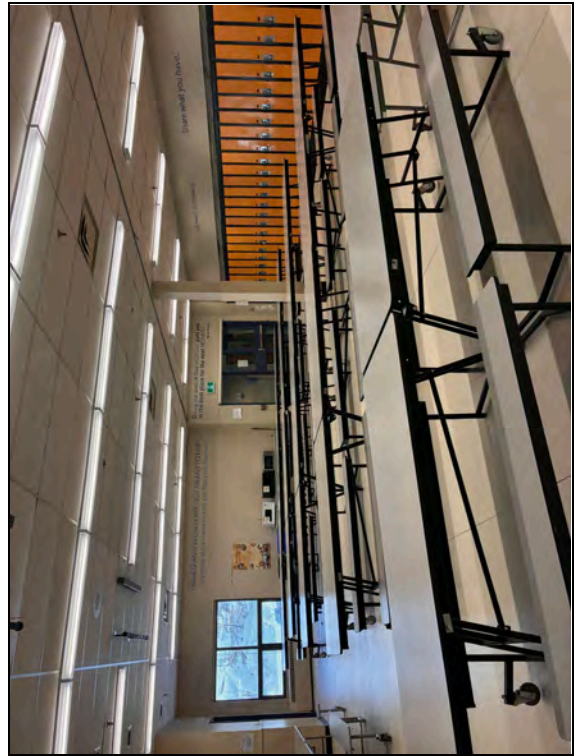
MHS	None to note
RLN	We were surprised by how many students needed and have accessed the food programs being offered this year. The number was much higher than we had assumed. Benefit to students being able to learn proper food safe methods and prepare food and learning important life skills.
It/o	None to note

WMS	None to note
SJF	We were surprised by the number of students needing and accessing the food programs being offered this year. The number was much higher than we had assumed. It was such a benefit to all students being able to learn proper food safe methods and prepare food and learn important life skills.
NJM	The students were empowered, proud and happy; they could focus on learning instead of focusing on hunger. An extremely time-consuming endeavour for schools that are already extremely busy with the focus on learning.

If you have any supporting documentation that you'd like to submit to help demonstrate the impact of the National School Food Program in April 1st, 2025 to March 31st, 2026 please do so. Documentation may be in the form of pictures, videos, participant stories, testimonials, etc., and may be attached to the reporting template, submitted directly to Shawna Coleman, (867) 767-9342 ext. 71034, shawna_coleman@gov.nt.ca.









BOARD REPORT

Title:	Monthly Report to the Board of Trustees
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	May 7, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Highlights	<ul style="list-style-type: none"> • Attached is the monthly activity report for Education Services for the information of Trustees. • Meetings are scheduled with each school's leadership team to review the data collected for their school improvement plans. These conversations will be used to inform the presentation to the trustees on School Improvement Plans at June's regular meeting. It will also set the stage for school leadership teams' meetings with Adelee Penner in the latter half of May.
Recommendations	Accept for information
Proposed Motion (if applicable)	N/A
Attachments?	Monthly Education Services Activities Report

Assistant Superintendent for Curriculum and Learning Report - Educational Services Report

	<p>Wellness</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>Indigenous Language & Education</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>Learning</p> <p>Ensure inclusive, equitable and authentic learning</p> <p>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>Community</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>Education Services Updates</p>	<p>April 8: Brittany Whitman (ECE) Inservice at WMS on Self-Injury with Wellness Mentor, Administration, PST and RISC.</p> <p>April 10: Safety Management Group (SMG) Crisis Intervention Physical Training by Angela Martin. (3 Staff)</p> <p>April 10 SBMHW Team District Meeting. Processes and procedure review.</p>	<p>Elder Betty Ross - "Return to the Falls" at WMS - film screening and sharing personal experiences (grades 7 and 8) May 5th</p> <p>Cailley Mercredi worked with staff and students at RLN to lead a spruce salve and Mahsi cho card making workshop. These gifts will be used to thank visiting guests to the school.</p> <p>Snookie Catholique and Reanna Brownlee led a fish inquiry with several classes at RLN</p>	<p>Kim Lockhart - early literacy PD at Ecole Itlo (grades JK - 2) April 21/22</p> <p>"Journeye Zhah" (snow day) at Ecole Itlo - French and Indigenous cultural celebration April 15</p> <p>Core French Cultural afternoon at WMS (all Core French students grades 6-8) April 27</p> <p>Canadian Parents for French - annual <i>Concours d'art oratoire</i> (French speech competition) Grades 7-12 May 5</p>	<p>Departure of grade 8 PIF trip to Montreal and Quebec (May 3-8)</p> <p>RILE met with a representative from Dechinta Centre for Research and Learning, discussing a partnership until the end of June. Dechinta will be assisting with preparing one of YK1's partially completed PIF hides at the upcoming YKDFP hide camp, ensuring it is ready to be smoked at YK1's hide camp. This will allow us to show hides at every step of the process. They have invited our students to attend the YKDFP Hide camp to learn from them during this process.</p>

<p>April 13-17: Safety Management Group (SMG) Crisis Intervention Train the Trainer by Anna Loi (Children's Autism Services of Edmonton)- 3 staff</p> <p>April 14: ECE Community of Practice Virtual Meeting - SBMHW Provider Data Voice and Input Session</p> <p>April 27-May 1: Safety Management Group (SMG) Crisis Intervention Train the Trainer by Jennifer Black (Children's Autism Services of Edmonton)- 5 staff</p> <p>May 1 am: Brittany Whitman (ECE) whole staff inservice at RLN on Self-Injury</p> <p>May 1 pm: Brittany Whitman (ECE) whole staff inservice at MHS on Self-Injury</p> <p>YK1 hosted our first annual Mini Hand games tournament at NJM. All students who had participated in the traditional games championships, came</p>	<p>EI staff and students invited several knowledge keepers in to lead them through Zah Day. Activities included cooking moose meat, bannock, wood chopping, tug of war, traditional games and hand games. Making beaded lanyards.</p> <p>Cailey Mercredi worked with students at SJF in Northern Studies to assist with the creations of lanyards over multiple visits.</p> <p>RLN hosted an Inquiry Day centered around rabbits. Older students spent the day working with Gerri Sharpe, Snookie Catholique, and Lydell Macnab rotating between stations of rabbit pull making, cutting, and cooking rabbits, and were treated to a fish lunch cooked over the fire.</p> <p>MHS hosted a traditional games day for their older students. Aurora, Byron, and Reanna worked with students to deliver several traditional games options both inside and out.</p> <p>Donovan Boucher visited the SJF language class to share his knowledge of preparing beavers, and muskrats over 2 days.</p>	<p>Ed services staff met with Deneze Nakehk'o to confirm his presence and discuss a keynote which will be delivered to all staff in October.</p> <p>April 29: Leadership Session on Restorative Practices with Pat Lewis</p> <p>April 30am : RBST District Meeting- IEP Cohort sharing collaborative work and next steps.</p> <p>District ILE Leads met with ed services to discuss and plan for ILE Pd day (August, 2026)</p> <p>YK1 admin and leaders met with Arctic Response for a full day training on occupational health and safety compliance.</p> <p>SJF staff spent ½ day PD engaged in functional language PD led by MJ Lafferty and Ty Hamilton.</p> <p>2 members of YK1 French staff trained as DELF examiners. The DELF (B2 level) will be offered to Grade 12 French immersion students in May for the first time at YK1. 28 students have registered at this time. The assessment involves written, listening, reading and oral production components.</p>	<p>Students in the Aurora College Early Childhood Program, wrapped up their placements in the "On the Land" portfolio at NJM.</p> <p>RILE met with College Nordique to solidify our hide camp partnership for 2026</p> <p>YK1 supported 3 drummers to provide opening remarks and a prayer song for the Board and Chairs meeting at the explorer hotel. Student drummers from NJM accompanied them.</p> <p>Cailey Mercredi worked with district office staff for cultural pd. Staff harvested spruce gum on the land for a ½ day, followed by a saive making workshop together.</p> <p>RILE met with Chief Fred Sangris to discuss potential partnerships with YKDFN and Language resource development.</p> <p>RLN, alongside PAC hosted their annual "Family Fun Night</p> <p>Teacher recruitment at OISE (Ontario Institute for Studies Education) April 15. 99 students expressed a desire to be interviewed for positions at YK1.</p>	<p>Page 103 of 288</p>
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SWIS quarterly meeting April 23

18 Grade 8 PIF students from WMS went on a cultural and linguistic trip to Montreal and Quebec City May 3-8. Heritage Canada and Canadian Parents for French provided funds to support these students.

May 1 am: Carole Fullerton Numeracy PD at NJM

Snookie Catholique worked with students at NJM to assist with finishing sewing projects.
 Cailey Mercredi worked with a student leader at RLN to deliver sewing workshops to several classes.

John Rombough worked with 2 classes at EI to deliver painting workshops

John Rombough worked with the art classes at SJF to deliver an artist talk to discuss his path as an artist, along with tips etc.

John Sabourin delivered 2 full days of soap stone carving workshops at RLN

John Sabourin delivered a half day workshop to students at SJF

Catherine Blondin worked with students on an antler project at WMS to create jewelry.

Catherine Blondin worked with students at NJM JK to discuss an inquiry into trees

SJF hosted their 4th annual spring carnival. All students in grade 9 (Am) along with some 10-12 (pm), were able to attend to participate in various learning

together to compete against each other, alongside 8 local hand games instructors/ drummers. 6 teams participated in total.

events such as: tea boiling, traditional games, hand games, language with bannock, log toss, tug of war, and nail pound. Students were lucky to learn from: Bryon and Aurora Kotokak, Bobby Drygeese, Blake Baillargeon, Wilfred Crapeau, Reanna Brownlee, Titan Klengenber, and Lydell Macnab.

John Sabourin delivered a full day soap stone carving workshop at EI.

Cailey Mercredi delivered a workshop at NJM teaching spruce salve, and assisting students with creating Mahsi Cho cards.

Artist Naomi Bourque worked with students in grades 2/3 at RLN to create Otter bags.



BOARD REPORT

Title:	Assistant Superintendent of HR and Learning Report
Contact:	Landon Kowalzik, Assistant Superintendent
Date Submitted:	May 6, 2026
Mandate	<ul style="list-style-type: none"> • HR: To recruit, support and retain staff in order to provide students with the best possible opportunities and educating for life. • Learning: Providing students with the best possible opportunities and educating for life.
Background	<ul style="list-style-type: none"> • As of May 6, 2026 we have 186 active substitute teachers, 34 applications currently being processed, with new applications coming in on a weekly basis. • Update on enrollment, as of May 6, 2026 complete. See attachment. • We have begun hiring for the 2026/2027 school year. • As of May 6, 2026 we have filled 6 teaching positions for the 2026/2027 school year. • As of May 6, 2026 we are looking to fill 26 teaching positions and one admin position for the 2026/2027 school year.
Looking forward:	<ul style="list-style-type: none"> • Throughout May and June we will be working to complete all of our staffing for the 2026/2027 school year.
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No Enrolment report May 6, 2026

Yellowknife Education District No. 1
Enrolment Report as of: May 6, 2026

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals			
															May-26	May-25	Change	
Mildred Hall	28	19	27	32	29	26	33	31	22	36						283	277	6
Ecole Itlo (French)	70	46	67	43	58	45	40									369	344	25
William McDonald (All)								130	96	101						327	316	11
N.J. Macpherson	44	41	45	47	47	41	61									326	349	-23
Range Lake North (All)	19	22	18	30	20	29	22	16	19	12						207	226	-19
Ecole Sir John Franklin											155	239	120	173		687	650	37
Totals	161	128	157	152	154	141	156	177	137	149	155	239	120	173	2199	2162	37	

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	281	283	286	283			
Ecole Itlo	366.00	368	366	367	366	366	366	368	369			
William McDonald	329.00	327	328	328	330	330	328	327	327			
N.J. Macpherson	334.00	331	332	333	333	327	327	328	326			
Range Lake North	206.00	209	209	208	202	205	207	207	207			
Ecole Sir John Franklin	679.00	686	691	679	675	689	688	687	687			
Totals	2215.00	2207.00	2209	2199	2187	2198	2199	2203	2199	2199	2199	2199



BOARD REPORT

Title:	Director of Operations Board Report
Contact:	Jordan Martin
Date Submitted:	May 06, 2026
Mandate:	<ul style="list-style-type: none"> • Ensure fitness, health and cleanliness of district facilities • Provide a safe learning environment for students and safe workplace for teaching staff
Updates:	<ul style="list-style-type: none"> • Lead remediation in MHS and SJF • Water testing at Itlo
Looking forward	<ul style="list-style-type: none"> • Capital projects • Spring cleaning • Summer work planning
Recommendations:	Accept report as presented



Spring is in full bloom and most of the snow has disappeared. After a long cold winter, I think we are glad to be shifting gears into the warmer weather. Maintenance staff are working on preparing the equipment for sweeping up all the gravel left over from the melting snow.

We should have quotes for the playground fencing soon now that the snow is gone. Work will begin as soon as we can get the full scope of costs.

Mildred Hall:

Follow up testing was performed and one fixture came back with high lead levels. On inspection the filter was not installed when it was installed. The fountain in the tipi classroom was installed before the lead testing was conducted. A filter was installed and we will proceed with a follow-up test so the fixture can be used again.

The sewer vault in the school yard overflowed. The vault was filled with toilet paper. The vault was cleaned out and is now clearing water effectively. Effluent from the manhole ran down to the playground below and mixed with spring run off from the snow. We had the water and soil tested for wastewater contaminants. At the time of writing this report, we received the water test results. They were high for wastewater contaminants. We have closed off the playground in the effected area. Soil sample results are still outstanding. KBL North of 60 Environmental Remediation Services will provide a remediation plan as soon as the soil samples are returned.

Preliminary work has begun on the MPR roof replacement project. We had a kickoff meeting with ECE and INF. We hope to have a scope of work soon.

NJ:

The PA system at NJ has been failing slowly over the last two years. We are waiting on contractors to repair some outdoor speakers. The sound system receiver hooked up to the PA system had a faulty connector. The receiver was replaced with a working stereo, and the indoor system is now functioning. This will be added to future capital needs budgets. Most schools require upgrades to the internal communication systems now that the phones have been replaced. Older analog technology is becoming harder to replace.

The city requested a meeting to discuss the teachers parking lot. The city will be adding curb bump outs and a traffic light in the crosswalk in front of NJ. They would like to move the entrance of the staff parking lot out of the intersection and place it on the other side. Everything looks good but we will need to assess the proposal when they provide the cost.

A large amount of spring runoff water pooled in the schoolyard. The storm drain was frozen. City crews freed the blockage and the water drained out quickly.



SJF:

We are in the process of ordering fixtures and filters for SJF. It may not be possible to have the installation work done before the end of the school year. It will be completed before the start of the new school year.

Itlo:

Daytime testing for lead in drinking water was conducted at Itlo. Lab results showed no elevated lead levels. A few faucets showed abnormally high levels of copper. They are faucets fitted with a thermostatic mixing valve to provide water for hand washing. These fixtures are not used as a potable water source so do not present a consumption risk.



YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD of TRUSTEES

COMMITTEE OF THE WHOLE

MEETING AGENDA

May 11, 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 April 13, 2026 Committee of the Whole (COW) Meeting Minutes

5. Administrative Procedure review

6. MLA meeting

7. Date and Time of Next Committee of the Whole Meeting

June 8, 2026	12:10 PM	Committee of the Whole Meeting
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8. Adjournment



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

**April 13, 2026 – 12:10 PM
In-person and online via Google Meet**

- Trustees Present: Barbara Bell, David Wasylciw (online), Jason Snaggs (online), Michelle Peters, Terry Brookes (online), and Tina Drew (online)
- Regrets: Trustee Shortt was absent, excused
- Administration Present: Shirley Zouboules, Lisa Vass, Landon Kowalzik, Jordan Martin and Pat Thagard
- Regrets: Graham Arts
- Meeting Chairperson: Trustee Peters
- Meeting Recorder: Pat Thagard
1. Call to Order
The meeting was called to order at 12:15 PM
 2. Land Acknowledgement
We respectfully acknowledge that we live, work, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
 3. Adoption of Agenda
Motion #: 01/04-13/25-26
I move that the Yellowknife Education District No. 1 Board of Trustees adopt the April 13, 2026 Committee of the Whole Meeting agenda, as presented.
Moved by: Trustee Bell Seconded by: Trustee Snaggs **Carried**
 4. Approval of Minutes
Motion #: 02/04-13/25-26
I move that the Yellowknife Education District No. 1 Board of Trustees approve the March 9, 2026, Committee of the Whole Meeting minutes as presented.
Moved by: Trustee Bell Seconded by: Trustee Snaggs **Carried**
 5. Strengthening Trustee Oversight (Trustee Bell)
This item was introduced for consideration and future discussion regarding the requirement for clarity surrounding trustee expenditures, oversight, and development of associated procedures.

6. Financial Administration Act and Financial Administration Manual (Trustee Wasylciw)

Discussion included:

- Review of past correspondence and the reason for it. The following suggestions were made for inclusion in a letter to the Minister of Finance:
 - To seek clarification on the Financial Administration Manual (FAM) requirements, including the Business Incentive Policy (BIP), that apply to YK1.
 - Include a list of specific authorities that YK1 would like to have delegated to the district.
 - Ensure levels of approval comply with collective agreements and to let the Minister know if they do not.
 - The need for YK1 and YCS to be more arms-length from the GNWT to make the distinction between them and the GNWT schools.
- A document drafted some time ago regarding the Minister of Education, Culture & Employment's authority to approve international travel will be reshared with trustees.
- It was also suggested that the Board develop a strategy that will ensure YK1 is more efficient by way of reducing bureaucracy.

7. Date and Time of Next COW Meeting

May 11, 2026, at 12:10 PM

Trustees Drew and Peters both noted that they will be absent for the May 11th meeting.

8. Adjournment

Motion #: 03/04-13/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the April 13, 2026 COW Meeting.

Moved by: Trustee Brookes

Seconded by: Trustee Snaggs

Carried

Meeting adjourned at 12:47 PM

Chairperson Shortt

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	Trustee Update for Committee of the Whole – Administrative Procedures
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	Date
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Highlights	<ul style="list-style-type: none"> • Six administrative procedures have undergone revisions and/or have been developed in response to emerging needs. They are: <ul style="list-style-type: none"> ○ 270 – Home Schooling (updated) ○ 295 – Student Use of Personal Mobile Devices and Wearables (new) ○ 390 – Resolution of Parent and Student Concerns and Appeals (updated, and renamed from <i>Student Appeals</i>) ○ 403 – Reporting of Parent Misconduct (updated, renamed from <i>Duty to Report</i>) ○ 410 – Employee Conduct, Investigations, and Progressive Discipline (new) ○ 413 – Staff Reductions (new) • The drafts of these administrative procedures have been reviewed by the district’s Leadership Council, and changes have been incorporated. They are presented for Trustees’ information prior to their formal adoption by the Superintendent
Recommendations	Accept for information
Proposed Motion (if applicable)	N/A
Attachments?	Drafts of the following administrative procedures: 270, 295, 390, 403, 410, 413

Administrative Procedure - 270

Home Schooling



Background

Home schooling is a recognized educational option under the Education Act (SNWT 1995, c.28) and the Home Schooling Regulations (R-090-96), through which a parent assumes primary responsibility for delivering an education program to their child in accordance with the curriculum standards established by the Minister of Education, Culture and Employment. The District, as the supervising education body, carries a corresponding statutory obligation to register home-schooled students, supervise the adequacy of their programs, and take appropriate action where a program does not meet regulatory requirements.

This administrative procedure establishes the processes by which the District fulfills its supervisory role under the Home Schooling Regulations while respecting the primacy of parental authority in home education. It sets out requirements for residency and registration, educational planning, the respective responsibilities of parents and principals, monitoring and progress review standards, and the processes for review and appeal where program concerns arise.

Well-administered home schooling oversight protects the educational rights of students, supports families in meeting their obligations under the Home Schooling Regulations, and ensures that the District's decisions are grounded in evidence, transparent, and procedurally fair. This procedure must be read in conjunction with the Education Act, the Home Schooling Regulations, and applicable Ministerial direction, all of which prevail in the event of any inconsistency with this procedure.

Definitions

For the purpose of this procedure:

District: Yellowknife Education District No. 1, acting as the supervising education body within the meaning of the Home Schooling Regulations.

Educational Plan: The written plan submitted by a parent at the commencement of each academic year, describing the proposed program of studies, instructional resources, and assessment approach for the student, aligned with the curriculum standards established by the Minister.

Home Schooling Program: An education program conducted by a parent in accordance with the Home Schooling Regulations (R-090-96) under the Education Act.

Minister: The Minister of Education, Culture and Employment for the Northwest Territories, or designate.

Parent: A parent or guardian with legal authority to make educational decisions for a student, as defined under the Education Act.

Principal: The principal of the school with which a home-schooled student is registered, or the Superintendent's designate where one has been appointed pursuant to section 4(5) of the Home Schooling Regulations.

Reviewing Administrator: An assistant principal, principal, director or assistant superintendent tasked with reviewing the results of a principal's report on the adequacy of a Home Schooling program as outlined in these procedures.

Superintendent: The Superintendent of Yellowknife Education District No. 1, or designate.

Procedures

1. Legislative Framework

- 1.1 This administrative procedure is enacted pursuant to the Education Act (SNWT 1995, c.28), the Home Schooling Regulations (R-090-96), the NWT Human Rights Act, and applicable Ministerial direction, including the Home Schooling Directive issued by the Department of Education, Culture and Employment.
- 1.2 Where any inconsistency arises between this procedure and applicable legislation, regulations, or Ministerial direction, the legislation, regulations, or Ministerial direction shall prevail.

2. Guiding Principles

- 2.1 Home schooling within the District shall be administered in accordance with the following principles.
- 2.2 The primary role of parents in directing their child's education shall be respected.
- 2.3 Every home-schooled student is entitled to an education program that fulfills the curriculum standards established by the Minister.
- 2.4 Every student retains the right to access the education program in their community, consistent with inclusive schooling principles, regardless of their registration in a Home Schooling Program.
- 2.5 The District's administration of this procedure shall be consistent with the NWT Human Rights Act.
- 2.6 Documentation and decision-making under this procedure shall meet standards of procedural fairness and reasonableness.

3. Eligibility and Residency

- 3.1 Registration in a District Home Schooling Program is restricted to students who are ordinarily resident within the geographic boundaries of Yellowknife Education District No. 1 (YK1), as determined in accordance with the Education Act.
- 3.2 At the time of registration, or annual re-registration the District requires proof of residency from a parent or guardian of the student.

- 3.3 Documentation that may be accepted to establish residency includes, but is not limited to:
 - 3.3.1 A current utility bill showing the parent's name and a Yellowknife address;
 - 3.3.2 A municipal property tax notice;
 - 3.3.3 A signed residential lease agreement;
 - 3.3.4 A property purchase agreement or land title documentation;
 - 3.3.5 Government-issued correspondence confirming a Yellowknife address; or
 - 3.3.6 Any other documentation reasonably establishing ordinary residence in Yellowknife.
- 3.4 In extenuating circumstances, and upon the approval of the Superintendent or designate, the requirement to provide proof of residency upon registration may be waived or delayed.
- 3.5 The parent of a student who is not ordinarily resident within the geographic boundaries of YK1 may request their student be registered as a home schooler with one of the district's schools.
 - 3.5.1 All requests for registration of a student residing outside of YK1 must be made in writing to the Superintendent, or designate.
 - 3.5.2 The decision regarding registration of such a student is made at the sole discretion of the Superintendent, or designate.
 - 3.5.3 A parent making such a request will be advised in writing of the decision regarding registration within 30 days of making a request.
- 3.6 The District may request more than one document where necessary to reasonably establish residency. Documentation shall be reviewed in accordance with applicable privacy legislation, including the Access to Information and Protection of Privacy Act, and retained only as required under applicable student records requirements.
- 3.7 A parent who provides false or misleading information regarding residency may be subject to refusal of registration, withdrawal of an existing registration, or recovery of improperly received funding, where applicable.

4. Registration

- 4.1 A parent intending to home school their child must submit a registration request to the registering school using the district-approved Home Schooling Registration Form, accompanied by a proposed program outline (as detailed below), and all other required documentation.
 - 4.1.1 During times at which the registering school is closed, for example during the summer, registrations for home schooling are accepted at the District's main office.

5. Registration requests must be submitted to the principal no later than September 15 of the academic year in which the child is to be home schooled. The registering school shall confirm or deny registration as soon as practicable, and no later than September 30 of the same academic year.
 - 5.1 No registration shall be considered complete unless submitted on the approved form and accompanied by all required supporting documentation.
 - 5.2 Registration shall not be unreasonably withheld where the statutory requirements under the Home Schooling Regulations have been met.
 - 5.3 Where submitted documentation is incomplete, the Superintendent may request clarification from the parent before making a registration determination.
6. Late registration requests received after September 15 may be considered at the discretion of the Superintendent where exceptional circumstances are demonstrated. Where a late registration is accepted, the Superintendent may pro-rate any funding available to the student in accordance with Section 12 of this procedure.
7. Educational Planning
 - 7.1 The parent must submit an Educational Plan to the principal of the school with which the student is registered.
 - 7.1.1 An Educational Plan must be submitted at the time that the student is registered with the school.
 - 7.1.2 A parent may request an extension of the deadline for providing an Educational Plan in writing to the school principal. Requests for extension shall not be unreasonably withheld.
 - 7.1.3 An extension for providing the Educational Plan beyond September 15th may only be requested for exceptional circumstances, and may only be granted by the Superintendent.
 - 7.2 The Educational Plan must:
 - 7.2.1 Be based on the curriculum standards established by the Minister for the education program;
 - 7.2.2 Identify the instructional resources to be used;
 - 7.2.3 Outline the proposed method of assessing the student's progress, as agreed with the principal;
 - 7.2.4 Cover the proposed course of study for the full academic year; and
 - 7.2.5 Be submitted on the district-approved Educational Planning Form.
 - 7.3 A Home Schooling Program may incorporate additional content at the parent's discretion, provided that content is consistent with all applicable Canadian and territorial legislation. Proposed plans that

include content inconsistent with applicable legislation will be rejected in their entirety, and the Superintendent may cancel the home schooling registration.

- 7.4 Only the portion of an Educational Plan that aligns with the approved Northwest Territories curriculum shall be reviewed by the principal for purposes of assessing compliance with this procedure.
8. Failure to submit the Educational Plan on the approved form by September 15, or by any approved extension date, may result in cancellation of the home schooling registration by the Superintendent.
9. Parental Responsibilities
 - 9.1 Consistent with the Home Schooling Regulations, a parent conducting a Home Schooling Program shall:
 - 9.1.1 Maintain primary responsibility for the delivery of the Home Schooling Program;
 - 9.1.2 Ensure the program fulfills the curriculum standards established by the Minister for the education program;
 - 9.1.3 Agree with the principal on a method of assessing the student that is consistent with the Home Schooling Program;
 - 9.1.4 Maintain records documenting the student's educational progress throughout the academic year;
 - 9.1.5 Provide the principal with a sampling of assessments that show the student's progress, twice during the academic year, in advance of each semi-annual progress review;
 - 9.1.6 Participate in two progress discussions with the principal during the academic year; and
 - 9.1.7 Make all reasonable efforts to implement any improvements to the Home Schooling Program recommended by the principal or Superintendent that would improve the student's progress.
 - 9.2 A parent conducting a Home Schooling Program may share responsibility for home schooling with the parent of another child who is also receiving home schooling, consistent with section 3 of the Home Schooling Regulations.
 - 9.3 Where the principal determines that a comprehensive review of a student's progress is warranted, the principal may request that all documentation accumulated during the year be produced for a semi-annual review. In such cases, the principal shall provide the parent with reasonable advance notice to allow adequate time for gathering and organizing the required documentation.
 - 9.4 Failure to fulfill the obligations set out in section 7.1 of this procedure may constitute grounds for a formal review of program adequacy under Section 10.

10. Principal Responsibilities

- 10.1 Consistent with section 4(1) of the Home Schooling Regulations, the principal shall:
 - 10.1.1 Review the Educational Plan submitted by the parent for alignment with the curriculum standards established by the Minister, as soon as practicable and later than September 25th;
 - 10.1.2 Agree with the parent on a method of assessing the student that is consistent with the Home Schooling Program;
 - 10.1.3 Provide written confirmation to the parent of the acceptance of the plan and the methods of assessment by October 15th;
 - 10.1.4 Where possible, provide the parent with access to school facilities and support for the delivery of the Home Schooling Program;
 - 10.1.5 Conduct, or delegate the conduct of, semi-annual progress discussions with the parent no later than January 15 and June 15 of each academic year; and
 - 10.1.6 Report annually to the Superintendent regarding the Home Schooling Program and the progress of each home-schooled student, providing a copy of each report to the parent.
- 10.2 Consistent with section 4(2) of the Home Schooling Regulations, the principal may:
 - 10.2.1 Where the principal is of the opinion that a student is not progressing satisfactorily, recommend to the parent ways in which the delivery of the Home Schooling Program may be improved;
 - 10.2.2 Report the student's progress to the Superintendent at any time where the principal has concerns about the adequacy of that progress;
 - 10.2.3 Request the Superintendent to investigate a Home Schooling Program; and
 - 10.2.4 Recommend to the Superintendent that a Home Schooling Program be terminated.
- 10.3 Where the principal makes recommendations to a parent for changes to a Home Schooling Program, the principal shall provide a copy of those recommendations to the Superintendent.
- 10.4 Pursuant to section 4(5) of the Home Schooling Regulations, the Superintendent may designate a person other than the principal to perform the duties and exercise the powers of a principal under sections 10.1 through 10.3 of this procedure. Where such a designation is made, those provisions shall be read with such modifications as the circumstances require.
- 10.5 All documentation related to a home-schooled student's program shall be maintained by the principal and retained in accordance with the

District's records management procedure and applicable student records requirements.

11. Inclusive Schooling Considerations

11.1 Where a student who is registered, or seeking registration, in a Home Schooling Program has an existing Student Support Plan or Individual Education Plan, or is suspected of having exceptional learning needs, the principal shall:

11.1.1 Inform the parent of the educational supports available to the student through the District;

11.1.2 Offer the parent an opportunity to consult with program support staff prior to or during the home schooling registration process; and

11.1.3 Ensure that any transition between school-based programming and a Home Schooling Program is managed in a manner that preserves the student's educational rights and entitlements under applicable inclusive schooling principles.

11.2 The existence of a Student Support Plan or Individual Education Plan does not preclude a parent from pursuing a Home Schooling Program. The District shall ensure that any student whose Home Schooling Program is terminated has access to the education program, consistent with section 7(2) of the Home Schooling Regulations.

12. Monitoring and Progress Reviews

12.1 The monitoring of Home Schooling Programs by the principal shall be:

12.1.1 Evidence-based and grounded in the documentation and assessment samples submitted by the parent;

12.1.2 Consistent and free from arbitrary or disproportionate expectations as between home-schooled students;

12.1.3 Culturally responsive and sensitive to diverse instructional approaches and learning contexts; and

12.1.4 Documented contemporaneously by the principal throughout the academic year.

12.2 Evidence of educational progress that the parent may submit for review purposes may include work samples, portfolios, assessment records, demonstrations of learning outcomes, or other forms of evidence proposed by the parent and agreed to by the principal at the outset of the academic year.

13. Review of Program Adequacy

13.1 A formal review of program adequacy may be initiated by the principal where any one (or more) of the following conditions are met:

13.1.1 Required assessment samples have not been provided by the parent within the timelines established by this procedure;

- 13.1.2 The Home Schooling Program does not align with the curriculum standards established by the Minister;
 - 13.1.3 There is insufficient evidence of satisfactory student progress;
or
 - 13.1.4 The parent has declined to participate in the required semi-annual progress discussions.
- 13.2 Where a principal is contemplating a formal review of adequacy, the following process shall be used:
- 13.2.1 The Principal advises the Superintendent of the intention to undertake a review.
 - 13.2.2 The Superintendent shall designate another, uninvolved administrator to act as the reviewing administrator.
 - 13.2.3 The principal provides the parent with written notice of the specific concerns identified;
 - 13.2.4 The notice shall identify the evidence on which the principal's concerns are based;
 - 13.2.5 The parent must be allowed a reasonable period in which to respond, and this is normally not to exceed 30 days from the date on which the notice is received;
 - 13.2.6 The parent may request a meeting with the principal and, upon request, with the reviewing administrator;
 - 13.2.7 The parent's response must be considered in good faith before reaching a determination.
- 13.3 Where a review of program adequacy is undertaken, the principal shall prepare a written Review Report for submission to the reviewing administrator. The Review Report shall include:
- 13.3.1 A summary of the evidence reviewed;
 - 13.3.2 A description of areas of compliance and areas of concern;
 - 13.3.3 A summary of the parent's response, if any;
 - 13.3.4 Any recommended corrective actions; and
 - 13.3.5 A recommendation respecting continuation of the Home Schooling Program, continuation with required modifications, or termination of the program.
- 13.4 Before making an adverse determination under this section, the reviewing administrator shall:
- 13.4.1 Provide the parent with written notice of the specific concerns identified;
 - 13.4.2 Identify the evidence on which those concerns are based;
 - 13.4.3 Allow the parent a reasonable period in which to respond, which is normally within 30 days of the reviewing administrator's notice of concerns;

- 13.4.4 Offer the parent a meeting with the reviewing administrator and the principal; and
- 13.4.5 Consider the parent's response in good faith before reaching a determination.
- 13.5 Where a review of program adequacy is undertaken, the reviewing administrator shall prepare a final written Review Report for submission to the Superintendent or designate. The Review Report shall include:
 - 13.5.1 A summary of the evidence reviewed;
 - 13.5.2 A description of areas of compliance and areas of concern;
 - 13.5.3 A summary of the parent's response, if any;
 - 13.5.4 Any recommended corrective actions; and
 - 13.5.5 A recommendation respecting continuation of the Home Schooling Program, continuation with required modifications, or termination of the program.
- 13.6 The Superintendent or designate shall consider the Review Report and, where a recommendation for termination has been made, shall offer a meeting with the parent after reviewing all relevant material, consistent with sections 5(2) and 7(1) of the Home Schooling Regulations. Following that review, the Superintendent shall make a determination to the principal, and the parent detailing whether the Home Schooling Program should continue, continue with specified modifications, or be terminated as of a specified date. If a determination for termination is made, the program will terminate as of the date specified in the written notice. When a home school program is terminated, the student is expected to begin in-person attendance at the school of record declared upon registration as a home schooler.
- 14. Appeals
 - 14.1 A parent may appeal a decision of the Superintendent made under this procedure in accordance with the Education Appeal Regulations, the District's Board appeal procedures, and the appeal provisions of the Education Act.
 - 14.2 Every written decision issued under this procedure that affects a parent's rights shall advise the parent of:
 - 14.2.1 The right to appeal the decision;
 - 14.2.2 The applicable timelines for initiating an appeal; and
 - 14.2.3 The available appeal avenues under the District's administrative procedures and applicable legislation.
- 15. Funding
 - 15.1 Consistent with section 6 of the Home Schooling Regulations, the District shall provide funding to eligible parents for program costs

related to the delivery of a Home Schooling Program, in accordance with the directions of the Minister. The availability and amount of funding shall be determined annually as set out in this section.

- 15.2 The amount of funding available per home-schooled student, if any, shall be determined by the District each year, taking into account applicable Ministerial direction, territorial allocations, budgetary constraints, and Board-approved budget priorities.
 - 15.3 The District shall advise prospective families of the funding amount available per eligible home-schooled student, if any, no later than June 30 of the school year preceding the academic year in which home schooling is anticipated. This advance notice is intended to allow families to make informed educational planning decisions prior to the commencement of the academic year.
 - 15.4 Nothing in this procedure guarantees that funding will be available in any given year. Registration in a Home Schooling Program does not create an entitlement to a specific funding amount beyond what is determined and communicated annually by the District.
 - 15.5 Where late registration is accepted under section 4.6 of this procedure, the Superintendent may pro-rate the funding available to the student to reflect the portion of the academic year remaining at the time of registration.
 - 15.6 Where funding is provided, the parent must comply with all applicable legislative, regulatory, and Ministerial requirements respecting the use of funds, documentation, and reporting. Receipts are required for all funded expenditures.
16. Where funding is made available, allowable expenses are limited to instructional materials and educational services that are directly connected to the approved Northwest Territories curriculum and the student's submitted Educational Plan. Capital expenditures, including equipment purchases and hardware, are not program costs eligible for reimbursement under the Home Schooling Directive.
- 16.1 A parent submitting a claim for reimbursement under this procedure must:
 - 16.1.1 Submit the claim using the district's approved reimbursement form.
17. Attach register receipts (listing the items and their costs) to the claim for each item listed on the claim for reimbursement.
- 17.1.1 Submit claims between July 1st and May 15th of each school year, and only for those eligible expenses incurred in that same period.
 - 17.2 A parent may request approval for instructional materials or educational services not included on the pre-approved list. Approval may only be granted where the parent demonstrates:

- 17.2.1 A clear connection between the requested material or service and the approved NWT curriculum;
 - 17.2.2 Alignment with the student's submitted Educational Plan;
 - 17.2.3 Educational appropriateness for the student's grade level; and
 - 17.2.4 Where the request is for a technology item, that less costly or less complex alternatives have been considered and are either unavailable or unsuitable for the specific learning goals associated with the proposed purchase.
 - 17.2.5 The Superintendent or designate shall make the final determination on such requests. Requests must be submitted and approved in advance of the expenditure.
- 17.3 Where a home-schooled student attends school on a part-time basis, funding shall be pro-rated in accordance with Ministerial direction. A student attending school for more than 50% of instructional hours per week shall be registered as a part-time student; a student attending 50% or less shall be registered as a home-schooled student. The District may establish payment arrangements that reflect this attendance structure.

18. Records and Documentation

- 18.1 All documentation related to Home Schooling Programs, including registration records, Educational Plans, assessment samples, progress review notes, and any decisions made under this procedure, shall be retained in accordance with applicable student records requirements, the District's records management procedure, and the obligations of the Access to Information and Protection of Privacy Act.
- 18.2 The Superintendent shall maintain:
 - 18.2.1 A central registry of all students registered in Home Schooling Programs within the District in each academic year;
 - 18.2.2 Records confirming completion of semi-annual progress reviews for each registered student; and
 - 18.2.3 Records of any formal reviews of program adequacy initiated under Section 10, including the Review Report, the Superintendent's recommendation, and the District's decision.
- 18.3 The principal shall submit an annual report to the Superintendent regarding the Home Schooling Programs under the principal's supervision and the progress of each home-schooled student, consistent with section 4(1)(d) of the Home Schooling Regulations. A copy of each annual report shall be provided to the parent.

References and Revision History

References: [NWT Education Act](#)
[NWT Home Schooling Regulations](#)
[Education Appeal Regulations](#)

[NWT Human Rights Act](#)
[NWT Access to Information and Protection of Privacy Act](#)
[Home Schooling Directive, Department of Education, Culture and Employment \(1996\)](#)
[Ministerial Directive on Inclusive Schooling, Department of Education, Culture and Employment](#)
[ECE Student Records Directive](#)
[YK1 Board Policy 15](#)
[YK1 Administrative Procedure 185 – Records Management](#)

Approved: December 2007

Last Revision: May 5, 2026

DRAFT - Under Review

Administrative Procedure – 295 Student Use of Personal Mobile Devices and Wearables



Background

Students arrive at school each day with an increasing variety of personal electronic devices. These include but are not limited to: phones, smartwatches, fitness trackers, wireless earbuds, and tablets. Families provide these devices for many good reasons, and the District respects that choice.

At the same time, unrestricted use of personal devices during the school day can disrupt learning, raise privacy concerns for students and staff, and create complications during emergencies. Clear, consistent expectations help students focus during class, protect the privacy of everyone in the building, and ensure that staff can manage safety situations effectively.

This procedure sets out when and how students may use personal mobile devices and wearables at school. The rules are designed to be straightforward for students and families to understand and for staff to apply consistently across all YK1 schools.

Definitions

In this procedure:

Personal Mobile Device (PMD): Any personally owned portable electronic device capable of wireless communication, internet connectivity, or media capture — including cell phones, smartphones, and personal tablets.

Wearable: Any personally owned electronic device worn on the body that has communication, notification, or recording features — including smartwatches, fitness trackers with cellular connectivity, and wireless earbuds.

Instructional Time: Any period during the school day when a student is in a classroom, gymnasium, laboratory, library, or other designated instructional space and instruction or supervised academic activity is occurring.

Break Period: Any scheduled recess, nutrition break, passing time between periods, or lunch period that is not Instructional Time.

Airplane Mode: A device setting that disables all wireless communications including cellular, Wi-Fi, and Bluetooth. Airplane Mode leaves the device otherwise functional.

Off and Away: Powered off and stored out of sight in a backpack, locker, or other designated storage.

Staff Member: Any employee of the District working in or assigned to a YK1 school, including teachers, administrators, educational assistants, substitute teachers, secretaries, custodians, counsellors, and wellness mentors.

Scope

This procedure applies to all students enrolled in a YK1 school while on school property or at any school-sanctioned event or activity.

Schools shall communicate this procedure to students and families at the start of each school year and whenever it is substantively updated.

Schools may establish operational details including designated storage locations or specific steps for returning a confiscated device. School operational details must be consistent with this procedure.

Procedures

1. Personal Mobile Devices – Junior Kindergarten to Grade 8
 - 1.1. Students in Junior Kindergarten to Grade 8 shall keep all PMDs Off and Away throughout the entire school day, including all Break Periods.
 - 1.2. PMDs may be turned on and used outside the school building before the first bell and after the final dismissal bell. All use on school property must comply with the school's Code of Conduct.
2. Personal Mobile Devices – Secondary (Grades 9 to 12)
 - 2.1. Students in Grades 9 to 12 shall keep all PMDs Off and Away during Instructional Time.
 - 2.2. During Break Periods, students in Grades 9 to 12 may use PMDs outside of instructional spaces. Use must comply with the school's Code of Conduct and with this procedure.
 - 2.3. PMDs shall be returned to Off and Away before a student re-enters any instructional space.
 - 2.4. PMDs may be turned on and used outside the school building before the first bell and after the final dismissal bell. All use on school property must comply with the school's Code of Conduct.
3. School-Level Restrictions
 - 3.1. Where a school's operational experience warrants it, a school Principal may implement a more restrictive standard. For example, a principal may implement a bell-to-bell Off and Away requirement for all grade levels.
 - 3.2. Any school-level restriction under section 3.1 shall be communicated to students and families before it takes effect and shall be applied consistently.
4. Restrictions Applicable to All Students at All Times
 - 4.1. PMDs shall not be used in any private space within the school at any time. A private space includes washrooms, change rooms, and health rooms. This restriction applies regardless of grade level or the time of day.
 - 4.2. Using a camera, audio recorder, or video feature at school requires the prior approval of a staff member. Where individuals may be captured, their

consent is also required. This provision applies to all devices, not only PMDs and wearables.

5. Wearables

- 5.1. Students in Junior Kindergarten to Grade 8 shall put wearables into Airplane Mode at the start of the school day and keep them in that setting until the final dismissal bell.
- 5.2. Students in Grades 9 to 12 shall put wearables into Airplane Mode at the start of each period of Instructional Time. Wearables may be used during Break Periods in the same manner as PMDs under section 2 of this procedure.
- 5.3. Where a student is unable to activate Airplane Mode, the wearable shall be stored Off and Away for the duration of the relevant restriction period.

6. Authorized Educational Use

- 6.1. A staff member may authorize a student to use a PMD or wearable during Instructional Time for a specific educational or school-sanctioned purpose.
- 6.2. Any authorization applies to the specific purpose and time for which it is given. It does not constitute general permission for ongoing device use.

7. Medical and Accessibility Exceptions

- 7.1. A student who needs continuous or intermittent access to a PMD or wearable to monitor or manage a medical condition, or as an accessibility accommodation, may be granted an exception to the requirements in sections 1, 2, and 5 of this procedure.
- 7.2. Requests for an exception shall be submitted in writing by the student's parent or guardian to the school Principal before the exception is relied upon. The request should describe what is needed. Disclosure of specific medical details is not required.
- 7.3. The Principal shall respond to exception requests promptly, determine whether to grant the exception and any conditions that apply, and document the outcome in the student's school file.
- 7.4. In rare cases, exceptions for other reasons may be considered. All such requests shall be made in writing to the Principal, with a brief explanation of the rationale.

8. Emergencies and Communication with Home

- 8.1. Parents or guardians who need to reach a student during the school day should call the school's main office. Staff will ensure the message is delivered or that the student is able to return the call.
- 8.2. Students who need to contact home during Instructional Time may ask a staff member for permission to use a school telephone.
- 8.3. During a school emergency, such as a lockdown, hold-and-secure, or evacuation, students shall not use PMDs unless directed to do so by school administration or emergency response personnel. Unauthorized device use

during an emergency can interfere with safety protocols and will be treated as a serious matter.

9. Roles and Responsibilities

9.1. Students shall:

- 9.1.1. Follow the device expectations for their grade level as set out in sections 1 and 2 of this procedure;
- 9.1.2. Keep wearables in Airplane Mode during Instructional Time;
- 9.1.3. Obtain permission from a staff member before using any camera, audio, or recording feature at school;
- 9.1.4. Comply promptly when asked by a staff member to surrender a device; and
- 9.1.5. Use devices in accordance with the school's Code of Conduct whenever on school property or at school-sanctioned events.

9.2. Teachers and staff shall:

- 9.2.1. Apply this procedure consistently and fairly across all students;
- 9.2.2. Model appropriate device use by avoiding personal phone use during Instructional Time;
- 9.2.3. Obtain the necessary consent before capturing or using any recording or image involving students or staff;
- 9.2.4. Follow the consequences in section 10 when students do not comply with this procedure; and
- 9.2.5. Refer repeated or escalated violations to school administration.

9.3. School Principals shall:

- 9.3.1. Communicate this procedure, and any school-level restrictions under section 3, to students and families at the beginning of each school year and when updates occur;
- 9.3.2. Ensure staff are familiar with this procedure and apply it consistently;
- 9.3.3. Respond to written exception requests promptly and maintain records of any exceptions granted;
- 9.3.4. Oversee escalated consequences and parent or guardian communication under section 10; and
- 9.3.5. Maintain secure storage for any confiscated devices.

9.4. Parents and guardians are asked to:

- 9.4.1. Talk with their child about the expectations in this procedure and support its application;
- 9.4.2. Contact the school office rather than their child's device during the school day for non-urgent matters;
- 9.4.3. Submit exception requests in writing to the Principal where required; and

9.4.4. Come to the school to retrieve confiscated devices where required under section 10.

10. Consequences

10.1. Consequences for not following this procedure shall be applied progressively and in a manner consistent with the applicable school Code of Conduct.

10.2. The following sequence applies:

10.2.1. First instance: The staff member shall direct the student to comply. The student shall immediately place the device Off and Away or activate Airplane Mode.

10.2.2. Second instance: The device shall be surrendered to the staff member, secured in the school office for the rest of the school day, and returned to the student at end of day. The student's parent or guardian shall be notified.

10.2.3. Third or subsequent instance: The device shall be held by school administration and returned only when the student's parent or guardian comes to the school to collect it. Administration may require a meeting before returning the device.

10.2.4. Ongoing non-compliance: Administration may require the student to surrender their device to the school office each morning. It will be stored securely and returned at end of day.

10.3. The following violations may result in immediate escalation beyond the sequence above, including suspension or referral to law enforcement where warranted:

10.3.1. Unauthorized recording of audio, video, or photographs of others;

10.3.2. Sharing or posting images, recordings, or personal information about students or staff without consent;

10.3.3. Using a device to harass, bully, threaten, or intimidate anyone; or

10.3.4. Using a PMD during a school emergency in contravention of section 8.3.

11. Liability

11.1. The District and its schools are not responsible for the loss, theft, or damage of any PMD or wearable brought to school. Students and families who bring such devices to school do so at their own risk.

References and Revision History

References: Education Act, S.N.W.T. 1995, c.28
NWT Access to Information and Protection of Privacy Act,
R.S.N.W.T. 1988, c.A-1
YK1 AP 350 – District Student Code of Conduct
Applicable school Codes of Conduct
Guidelines for Establishing Personal Mobile Device Policies in

Schools (GNWT Department of Education, Culture and
Employment)

Approved: Currently in Draft

Last Revision: May 5, 2026

DRAFT - Under Development

Administrative Procedure – 390 Resolution of Parent and Student Concerns and Appeals



Background

The Education Act SNWT 1995, c.28 recognizes the right of parents and students to appeal decisions of education staff and educational bodies that significantly affect the education, health or safety of a student. The District is committed to resolving concerns at the earliest possible stage, and to ensuring that where resolution cannot be achieved, a fair and accessible appeal process is available.

This Administrative Procedure establishes the process for resolving concerns and conducting appeals at the school and District levels. Where a matter cannot be resolved at the Superintendent level, the parent or student may refer the matter to the Board of Trustees in accordance with Board Policy, and, if the Board is unable to resolve the matter, to an independent appeal committee in accordance with the Education Act and the Education Appeal Regulations.

Definitions

Appeal means the formal process by which a parent or student seeks reconsideration of a decision made by an employee of the Board that significantly affects the education, health or safety of a student, after the concern resolution process has been exhausted without resolution.

Appellant means the parent or student who initiates an appeal in accordance with this procedure.

Concern means a dispute, disagreement or complaint regarding a decision of an employee of the Board that a parent or student believes significantly affects the education, health or safety of a student.

Decision includes the failure of an employee to make a decision.

Significantly affects means that the decision specifically affects an individual student's education, health or safety, and does not include decisions relating to the general administration of the education program or the broad allocation of funding for education.

Procedures

1. General Principles

- 1.1 All concerns and appeals shall be conducted in accordance with the rules of natural justice, and all parties shall be treated with dignity and respect throughout the process.

- 1.2 Concerns and appeals shall be handled confidentially. Information and documents relating to a concern or appeal shall only be disclosed in accordance with the Access to Information and Protection of Privacy Act and applicable Board policy.
 - 1.3 The District strongly encourages parents, students and employees to resolve concerns at the earliest possible stage through respectful, open and constructive dialogue.
 - 1.4 A parent or student bringing a concern or appeal at any stage of this process may be accompanied by a person of their choosing. Where a parent initiates an appeal, the student who is the subject of the appeal may, with the consent of the parent, attend any meeting held in connection with the appeal.
 - 1.5 Where the person bringing a concern or appeal requires assistance communicating in English, the District shall make reasonable efforts to provide interpretive assistance.
 - 1.6 The timelines set out in this procedure may be extended with the written consent of all parties.
 - 1.7 No person shall adjudicate an appeal of a decision that they made or in which they participated. Where the person who would ordinarily hear a concern or appeal at a given step is the same person who made the original decision, that step shall be bypassed and the matter shall automatically advance to the next step in this procedure. The applicable escalation rules are set out in the relevant sections of this procedure.
2. Eligible Decisions
- 2.1 A parent or student may bring a concern or appeal under this procedure in respect of any decision of an employee of the Board that significantly affects the education, health or safety of a student.
 - 2.2 Without limiting the generality of section 2.1, the following categories of decisions shall be considered to significantly affect the education, health or safety of a student:
 - 2.2.1 A decision regarding an individual education plan;
 - 2.2.2 A decision by a Principal not to make corrections to a student record as requested;
 - 2.2.3 A disciplinary suspension from school for a period in excess of five consecutive school days;
 - 2.2.4 A decision regarding the placement of a student in an educational program;
 - 2.2.5 A decision regarding grade promotion or graduation; and
 - 2.2.6 A decision to expel a student.
 - 2.3 The determination of whether a decision significantly affects the education, health or safety of a student shall be made on a case-by-case basis.

- 2.4 Decisions relating to the general administration of the education program or the broad allocation of funding for education are not subject to appeal under this procedure.
3. Step 1 — Informal Resolution at the School Level
 - 3.1 Before initiating a formal concern, the parent or student shall first attempt to resolve the matter directly with the employee who made the decision.
 - 3.2 Where the matter cannot be resolved with the employee, the parent or student shall meet with the Principal of the school to discuss the concern. The Principal shall make reasonable efforts to resolve the matter informally.
 - 3.3 Where the decision in question is a decision of the Principal, Steps 1 and 2 shall be bypassed and the parent or student shall proceed directly to Step 3 — Appeal to the Superintendent. In such cases, the Notice of Appeal required under section 5.3 shall be filed within 30 calendar days of the date the parent or student was informed of the Principal's decision.
4. Step 2 — Formal Written Concern to the Principal
 - 4.1 Where informal resolution with the employee and the Principal has not resolved the matter, the parent or student may submit a formal written concern to the Principal.
 - 4.2 The written concern shall:
 - 4.2.1 identify the decision being disputed;
 - 4.2.2 describe how the decision significantly affects the education, health or safety of the student; and
 - 4.2.3 describe the steps already taken to resolve the matter.
 - 4.3 The formal written concern shall be submitted within 30 calendar days of the date the parent or student was informed of the decision, or of the date the parent or student first became aware of the decision.
 - 4.4 Within five school days of receiving the written concern, the Principal shall attempt to resolve the matter and shall notify the parent or student in writing of the outcome. If the matter cannot be resolved within five school days, the Principal shall notify the parent or student in writing without delay, confirm that resolution has not been achieved, and advise the parent or student of their right to refer the matter to the Superintendent.
 - 4.5 The Principal shall refer all unresolved written concerns to the Superintendent for information.
5. Step 3 — Appeal to the Superintendent
 - 5.1 Where the matter has not been resolved at Step 2, the parent or student may appeal to the Superintendent by filing a written Notice of Appeal.
 - 5.2 The Notice of Appeal shall be filed with the Superintendent within seven school days of receiving written notice from the Principal that the matter has not been resolved.
 - 5.3 The Notice of Appeal shall include:

- 5.3.1 the name and contact information of the parent or student filing the appeal;
- 5.3.2 the name of the student whose education is affected;
- 5.3.3 the decision being appealed and the date the parent or student was informed of it;
- 5.3.4 a description of how the decision significantly affects the education, health or safety of the student;
- 5.3.5 the steps taken to resolve the matter at the school level and the outcome of those steps; and
- 5.3.6 the outcome sought by the appellant.
- 5.4 A copy of the Notice of Appeal shall be provided to the Principal and to any other employee whose decision is the subject of the appeal.
- 5.5 Preliminary review. Within five school days of receiving the Notice of Appeal, the Superintendent shall conduct a preliminary review to determine whether:
 - 5.5.1 the appeal relates to a decision that significantly affects the education, health or safety of a student;
 - 5.5.2 the appeal has been filed within the applicable timeline or with reasonable explanation for any delay; and
 - 5.5.3 the parent or student has taken reasonable steps to resolve the matter at the school level.
- 5.6 Where the Superintendent determines that the matter does not meet the criteria in section 5.5, the Superintendent shall notify the parent or student in writing, providing reasons for that determination.
- 5.7 Review and resolution. Where the Superintendent determines that the matter meets the criteria in section 5.5, the Superintendent shall, within 14 calendar days of receiving the Notice of Appeal:
 - 5.7.1 review all relevant information pertaining to the matter, which may include examination of student records, consultation with the Principal and other relevant employees, and a meeting with the appellant; and
 - 5.7.2 convene a meeting with the Principal and the parent or student to attempt to effect a resolution.
- 5.8 The employee whose decision is the subject of the appeal shall be notified of the appeal and provided with an opportunity to present information to the Superintendent prior to a decision being made. The appellant shall be provided with a copy of any such information and shall have an opportunity to respond to it.
- 5.9 Superintendent's decision. Where the Superintendent is unable to arrange a mutually acceptable resolution, the Superintendent shall make a decision on the appeal and shall communicate that decision, along with written reasons, to the appellant, the Principal and any other employee

- directly involved, as soon as practicable and in any event within 21 calendar days of receiving the Notice of Appeal.
- 5.10 The Superintendent shall also inform the parent or student in writing of their right to refer the unresolved matter to the Board of Trustees under Board Policy.
6. Where the decision being appealed is a one made by the Superintendent, Steps 1, 2, and 3 of this procedure shall be bypassed entirely. The parent or student shall refer the matter directly to the Board of Trustees under Board. The written request for Board referral shall be delivered to the Executive Assistant responsible for supporting the Board within 30 calendar days of the date the parent or student was informed of the Superintendent's decision. The Board shall, on receiving the referral, treat the matter as if it had been referred following an unresolved Superintendent-level appeal under section 6.1 of this procedure.
7. Referral to the Board of Trustees
- 7.1 Where the parent or student is not satisfied with the decision of the Superintendent, the parent or student may refer the matter to the Board of Trustees in accordance with Board Policy.
- 7.2 The written request for Board referral must be delivered to the Superintendent within 30 calendar days of the parent or student receiving written notice of the Superintendent's decision.
- 7.3 Where the Board is unable to resolve the matter, the parent or student may request that an independent appeal committee be established in accordance with the Education Act and the Education Appeal Regulations. The Board shall ensure the parent or student is provided with copies of or electronic links to the relevant legislation.
8. Relationship to Specific Administrative Procedures
- 8.1 Where an appeal arises from a decision made under a specific Administrative Procedure that establishes its own subject-matter preconditions or preliminary processes, those processes shall be completed before this procedure applies at the Superintendent level. The applicable Administrative Procedure will identify whether its decisions are subject to appeal under this procedure.

References and Revision History

References: [NWT Education Act](#), Sections c. 28, ss 38 - 43
[NWT –Educational Appeal Regulations R-167-96](#)
[YK 1 Board of Education Policy 15](#)

Approved: December 2007

Last Revision: March 16, 2026

Administrative Procedure - 403

Reporting of Employee Misconduct



Background

Every staff member has a professional and ethical obligation to work in the best interests of the District and to use all available resources in the achievement of the District's mission. Consistent with this obligation, all staff members shall conduct themselves, personally and professionally, in a highly ethical manner so as not to bring the District or other staff members into disrepute. This procedure establishes the obligation of all District employees to report conduct that falls outside these standards.

Definitions

For the purposes of this procedure:

Good Faith means reporting with honest and positive intention, based on reasonable grounds, and without intention to harm.

Respondent means the individual whose conduct is the subject of a report made under this procedure.

Vexatious (includes Malicious) describes a report that is submitted without reasonable or probable cause, is not submitted in good faith, and has the intention to cause harm.

Procedures

1. Scope and Application

- 1.1. This procedure applies to all employees of the District.
- 1.2. The duty to report under this procedure is triggered when an employee has reasonable grounds to believe that another person has engaged in conduct including, but not limited to:
 - 1.2.1. financial misconduct, fraud, or misappropriation of District resources;
 - 1.2.2. breach of professional or ethical obligations;
 - 1.2.3. abuse of authority or position;
 - 1.2.4. criminal conduct in the performance of duties;
 - 1.2.5. conduct likely to bring the District into disrepute; or
 - 1.2.6. any other conduct that poses a risk to the safety or well-being of students, staff, or members of the public.
- 1.3. Where the conduct in question constitutes or may constitute harassment, discrimination, or workplace violence, the applicable procedure under AP

165, AP 170, AP 171, or AP 175 shall govern. AP 403 applies to all other conduct within the scope described in section 1.2.

2. Making a Report

- 2.1. An employee who has reasonable grounds to believe that conduct described in section 1.2 has occurred shall report the matter in writing to their immediate supervisor as soon as reasonably practicable after becoming aware of the conduct.
- 2.2. Where an initial report is made verbally, the receiving supervisor shall reduce the report to writing promptly upon receipt and shall provide a copy to the reporting employee for their records.
- 2.3. Anonymous reports will be accepted; however, the District's ability to investigate and take action on an anonymous report may be limited depending on the nature and specificity of the information provided.
- 2.4. Reports must be made in good faith. An employee found to have made a vexatious or malicious report shall be subject to discipline, up to and including termination of employment.

3. Reporting Chain

- 3.1. For the purposes of this procedure, the chain of supervision for the escalation of reports is set out in Appendix A. In summary:
- 3.2. School-based employees (including teachers, educational assistants, custodians, clerical support, and wellness mentors) report to the school's Principal.
- 3.3. Principals report to the Superintendent. The Superintendent may designate an Assistant Superintendent to receive reports under this provision.
- 3.4. District-based program and instructional support positions report to the Assistant Superintendent designated to supervise them.
- 3.5. District-based support staff in administrative departments (e.g., Finance, Facilities) report to their department manager, who in turn reports to the Secretary-Treasurer.
- 3.6. Assistant Superintendents and the Secretary-Treasurer report to the Superintendent.
- 3.7. The Superintendent reports to the Chair of the Board of Trustees.
- 3.8. Where a report concerns the conduct of the employee's immediate supervisor, the report shall be made directly to the next level of the reporting chain set out in Appendix A, bypassing the immediate supervisor.
- 3.9. Where the designated recipient of a report is themselves implicated in, or in conflict with respect to, the alleged conduct, the reporting employee shall automatically escalate the report to the next available level of the reporting chain, continuing up the chain until an uninvolved recipient is reached.

- 3.10. Where a concern relates to the conduct of the Chair of the Board of Trustees, an employee may report the matter to the Superintendent, who shall determine appropriate next steps including, where warranted, referral to the Minister of Education, Culture and Employment.
4. External Reporting Obligations
 - 4.1. Where a report discloses conduct that may constitute a criminal offence, the receiving supervisor shall ensure the matter is reported to the appropriate police service without delay, in addition to following the internal process set out in this procedure.
 - 4.2. Where a report discloses conduct that may pose a risk to the safety or well-being of a student, the receiving supervisor shall ensure the matter is reported to the appropriate child and family services authority without delay, in accordance with applicable law.
 - 4.3. Compliance with mandatory external reporting obligations under applicable legislation takes precedence over any confidentiality provisions of this procedure.
5. Acknowledging a Report
 - 5.1. Upon receiving a report under this procedure, the supervisor shall acknowledge receipt in writing to the reporting employee within five (5) working days.
 - 5.2. The supervisor shall contact the appropriate Assistant Superintendent or the Superintendent, as applicable, for direction and guidance regarding appropriate next steps, within the same five (5) working day period.
6. Investigation
 - 6.1. All reports received under this procedure shall be investigated in a timely and thorough manner, in accordance with the principles of procedural fairness.
 - 6.2. Investigations shall be conducted in accordance with AP 410 (Employee Conduct, Investigations, and Discipline) or such other process as the Superintendent may direct.
 - 6.3. Upon conclusion of the investigation, the reporting employee shall be notified of the general outcome, subject to the confidentiality and privacy requirements set out in section 8.
7. Protection of the Reporting Employee
 - 7.1. An employee who makes a report in good faith under this procedure shall not be subject to disciplinary action or adverse employment consequences as a result of having made the report, regardless of the outcome of any subsequent investigation.
 - 7.2. Retaliation against a reporting employee, or any attempt to dissuade an employee from making a report under this procedure, constitutes unacceptable conduct and shall be subject to discipline, up to and including termination of employment.

8. Confidentiality and Records

- 8.1. All parties involved in making a report, the subsequent investigation, and any determinations arising from the investigation shall maintain strict confidence throughout the process.
- 8.2. Information relating to a report shall be disclosed only to the extent necessary to investigate the allegation, resolve it appropriately, and meet any obligations arising under applicable legislation, including the NWT Access to Information and Protection of Privacy Act.
- 8.3. The Respondent shall be informed of the general nature of the allegations against them at an appropriate stage of the investigation, consistent with the principles of procedural fairness.
- 8.4. Where an investigation does not find evidence to substantiate the allegations, no documentation relating to the report shall be retained on the Respondent's employment file or working file.
- 8.5. Records relating to reports and investigations under this procedure shall otherwise be maintained in accordance with the District's records management practices and applicable privacy legislation.

References and Revision History

- References: [NWT Education Act](#), Sections 45, 69, 78, 117, 118, 119
[NWT Access to Information and Protection of Privacy Act](#)
AP 165 – Harassment and Discrimination
AP 170 – Racism-Free Schools
AP 171 – Workplace Personal Harassment
AP 175 – Protection of Staff from Threats
AP 404 – Staff Conflict of Interest
AP 410 – Employee Conduct, Investigations, and Discipline

Approved: August, 2017

Last Revision: May 6, 2026

Administrative Procedure – 403 - Reporting of Employee Misconduct

Appendix A – Reporting Chain Summary

The following table sets out the reporting chain for the purposes of this procedure. Where a report concerns the conduct of the listed employee or position, the report shall be escalated to the next level.

Employee / Position	Report To
School-based employees (teachers, educational assistants, custodians, clerical support, wellness mentors)	Principal
Principal	Superintendent (or designated Assistant Superintendent)
District-based program and instructional support positions	Designated Assistant Superintendent
District-based administrative support staff (Finance, Facilities, etc.)	Department Manager, then Secretary-Treasurer
Assistant Superintendents and Secretary-Treasurer	Superintendent
Superintendent	Chair of the Board of Trustees
Chair of the Board of Trustees	Minister of Education, Culture and Employment (via Superintendent)

Administrative Procedure 410 Employee Conduct, Investigations, and Progressive Discipline



Background

This administrative procedure establishes the framework within which Yellowknife Education District No. 1 (the District) will conduct workplace investigations and apply employee discipline in a manner that is fair, consistent, transparent, and legally sound. Wherever possible, investigative and disciplinary processes are intended to be corrective in nature: to identify concerns with employee conduct or performance, to support affected employees in understanding expectations, and to guide their behaviour going forward. Measures of a more serious character are reserved for circumstances in which corrective approaches have been ineffective or in which the gravity of the conduct warrants an immediate and stronger response.

Definitions

Complainant — The individual who makes a complaint or report that initiates or contributes to an investigation under this procedure. Where the investigation is initiated by the Superintendent in the absence of a formal complaint, there may be no Complainant.

Respondent — The employee who is the subject of an allegation under investigation.

Party / Parties — For the purposes of this procedure, the Complainant (where there is one) and the Respondent. The term does not include witnesses, administrative supervisors, or union or professional association representatives accompanying a party.

Witness — A person who has relevant information regarding the matter under investigation and who is interviewed by the Investigator in that capacity. A witness is not a party to the investigation and is not entitled to receive investigation findings. A witness is bound by the confidentiality obligations set out in this procedure.

Investigator — The person appointed by the Assistant Superintendent, or the Superintendent to conduct a workplace investigation under this procedure. The Investigator may be an employee of the District or an external person engaged for that purpose. This definition matters because the AP grants the Investigator specific functions (preparing the report, applying the standard of proof) and the identity of the Investigator has procedural consequences (it triggers representation rights on notification).

Administrative Supervisor — The principal, manager, director, or other individual who holds supervisory responsibility for the employee who is the Respondent in an investigation or the subject of disciplinary action. Where the administrative supervisor is a witness or a party, the next level of authority in the supervisory line assumes the administrative supervisor's functions under this procedure.

Employee File — The permanent personnel file maintained by the Superintendent or designate, for each employee, which forms the official record of the employment relationship. Documents placed on the Employee File remain part of the official record unless removed in accordance with applicable collective agreement provisions or a specific direction under the District's Administrative Procedures.

Letter of Expectation — A written supervisory communication that sets out specific expectations for an employee's conduct or performance. A Letter of Expectation is not discipline. A copy of a Letter of Expectation is placed on the Employee File.

Discipline — A formal corrective measure imposed on an employee in response to conduct that does not meet the District's standards. Discipline includes written reprimand, suspension without pay, demotion, and termination. Verbal counselling and Letters of Expectation are not discipline for the purposes of this procedure.

Progressive Discipline — An approach to employee discipline in which corrective measures are applied in a graduated sequence, beginning with less serious measures intended to correct conduct, and escalating to more serious consequences if the conduct does not improve. Progressive discipline does not require the District to follow a strictly sequential approach in all circumstances.

Balance of Probabilities — The standard of proof applied in workplace investigations, requiring a determination of whether it is more likely than not that the alleged conduct or event occurred.

Good Faith — Acting honestly and without an improper motive.

Vexatious Complaint — A complaint made without honest belief in its validity, or made primarily to harass, harm, or disadvantage the Respondent, or as a deliberate attempt to circumvent performance management.

Working Days — Calendar days excluding Saturdays, Sundays, and statutory holidays

Procedures

1. Guiding Principles

- 1.1 Employee discipline shall be applied for the primary purpose of correcting conduct and guiding employees toward acceptable behaviour in the future. Discipline is not punitive in intent, except where the gravity of misconduct or a pattern of repeated conduct makes a corrective approach insufficient.
- 1.2 Investigations and disciplinary processes shall be conducted in a manner that is procedurally fair, including the provision of notice to the employee of the concerns raised, an opportunity to respond, and the right to

- representation in accordance with the applicable collective agreement or employment arrangement.
- 1.3 All parties to an investigation or disciplinary process shall maintain confidentiality to the extent required by law and in accordance with the Access to Information and Protection of Privacy Act (ATIPP). Information shall be shared only on a need-to-know basis.
 - 1.4 Investigations shall be completed in a timely manner, taking into account the complexity of the matter, applicable collective agreement timelines, and any external factors affecting the availability of parties.
 - 1.5 The scope and nature of an investigation shall be proportionate to the severity and complexity of the matter under review.
 - 1.6 Retaliation against any employee who participates in or reports a matter that leads to an investigation is prohibited and may itself constitute grounds for disciplinary action.
 - 1.7 Nothing in this procedure limits the rights of employees under applicable collective agreements, the NWT Human Rights Act, the NWT Employment Standards Act, or any other applicable legislation.
2. Grounds for Initiating an Investigation
- 2.1 A workplace investigation may be initiated by an Assistant Superintendent, in consultation with the Superintendent where appropriate, in any of the following circumstances:
 - 2.1.1 A formal complaint or report of employee misconduct has been received and the Assistant Superintendent, determines that an investigation is the appropriate process to address it.
 - 2.1.2 A pattern of inquiries, informal complaints, or documented concerns over a period of time indicates that a specific problem exists that has not been corrected.
 - 2.1.3 There is reason to believe that a broader or systemic problem exists in the work environment that causes, contributes to, or encourages improper conduct.
 - 2.1.4 A complaint against a District employee is received from an external party, and sufficient information is available and the external party is a willing participant in the investigation process.
 - 2.1.5 The Superintendent has independent reason to believe that employee misconduct has occurred, notwithstanding the absence of a formal complaint.
 - 2.2 A complaint or concern will not ordinarily be accepted for investigation in the following circumstances:
 - 2.2.1 The complaint is entirely , and insufficient information has been provided to enable a fair and effective investigation; or
 - 2.2.2 The matter has been previously investigated, except where previously unknown information has emerged that is material to the concern.

2.3 In the event that the Assistant Superintendent determines an investigation is necessary, they will appoint an Investigator in consultation with the Superintendent.

3. Notification of Parties

3.1 Prior to commencing an investigation, the Assistant Superintendent, shall provide written notification to the employee who is the subject of the investigation (the Respondent) that:

3.1.1 An investigation has been initiated;

3.1.2 The general nature of the concern or allegation; and

3.1.3 The identity of the Investigator, if known at the time of notification.

3.1.3.1. If the Investigator is appointed after written notification is given, the Assistant Superintendent is responsible for notifying the Respondent in writing as soon as is reasonably possible.

3.2 The administrative supervisor(s) of the parties involved shall be advised that an investigation has been initiated, to the extent necessary to support the process.

3.3 Where a complaint has been made by a Complainant alleging harassment, the Assistant Superintendent, shall also notify the Complainant that an investigation has been initiated and provide information regarding the process, including:

3.3.1 Available support resources such as the Employee and Family Assistance Program; and

3.3.2 The identity of the Investigator, if known at the time of notification.

3.3.2.1. If the Investigator into an allegation of harassment is appointed after written notification is given, the Assistant Superintendent is responsible for notifying the Complainant in writing as soon as is reasonably possible.

4. Right to Representation

4.1 All parties to an investigation shall have the right to be accompanied during investigation interviews by a union or professional association representative, or by another professional representative, at no additional cost to the District.

4.2 Witnesses participating in an investigation shall have a right to be accompanied during investigation interviews by a union or professional association representative, at no additional cost to the District.

4.3 The District shall not unreasonably delay an investigation on account of a party's or witness' difficulty in securing representation.

5. Conduct of Interviews

- 5.1 The respondent or their representatives shall not audio-record or video-record investigation interviews. An investigator appointed by the Superintendent or designate may elect to audio or video record an investigation interview. In cases where an investigator makes a recording, a full, underacted transcript will be provided to the respondent once it has been made and verified for accuracy. Written notes may be taken by the parties during the interview.
 - 5.2 All parties and witnesses shall be afforded a reasonable opportunity to confirm their statements and responses to the Investigator before those statements are relied upon in the investigation report.
 - 5.2.1 All parties and witnesses who participate in an investigation have an obligation to cooperate with the process, to be forthcoming, and to be truthful in sharing information.
 - 5.3 The Investigator may interview witnesses who have relevant information. Witnesses shall also be advised of their obligation to maintain confidentiality, and of their right to be accompanied by a union representative.
6. Investigation Report and Standard of Proof
 - 6.1 Upon conclusion of the investigation, the Investigator shall provide a confidential written investigation report to the Assistant Superintendent. The report shall include the Investigator's findings with respect to each allegation, based on the information gathered during the process.
 - 6.2 The standard of proof applied in workplace investigations shall be the balance of probabilities.
 - 6.3 The findings of the Investigator as set out in the investigation report are not subject to appeal under this procedure.
 7. Communication of Findings
 - 7.1 Investigation findings shall be prepared in accordance with ATIPP and shall be provided to the respondent by the Assistant Superintendent.
 - 7.2 In the case of an investigation where an allegation of harassment has been made, the findings shall be provided to the parties.
 - 7.3 Each party shall be afforded the opportunity to respond to the Assistant Superintendent in writing to the investigation findings within ten (10) working days of receiving them. Responses received within that period shall be considered prior to the determination of any resulting action.
 - 7.4 The Assistant Superintendent shall communicate the investigation findings, together with any written responses received within the period specified above, to the administrative supervisor of the Respondent. Where the administrative supervisor is a witness to or a party in the matter, communication shall be made to the next appropriate level of authority in the supervisory line.
 - 7.4.1 In sharing findings with parties, the District shall not disclose information that would constitute an unreasonable invasion of a

third party's privacy under ATIPP, or that would jeopardize the safety of an individual.

8. Outcomes and Resulting Action

8.1 Where an investigation substantiates an allegation of employee misconduct, the Assistant Superintendent, shall support the administrative supervisor in determining and implementing appropriate action in accordance with Part III of this procedure.

8.1.1 Where an investigation does not substantiate the allegation(s) raised, no documentation relating to the complaint or investigation shall be retained on the Respondent's Employee File or Working File.

8.1.2 A Complainant who made a complaint in good faith shall not be subject to discipline as a result of that complaint, regardless of the outcome of the investigation.

8.2 Where the investigation does not substantiate the specific allegations made, but evidence indicates that the complaint was vexatious, malicious, or a deliberate attempt to circumvent performance management processes, the Complainant may be subject to investigation and subsequent disciplinary action in accordance with Part III of this procedure.

9. Letters of Expectation

9.1 A Letter of Expectation is a supervisory tool used to communicate clear, written expectations to an employee regarding conduct, performance, or workplace behaviour. A Letter of Expectation is not discipline and shall not be characterized or referenced as a disciplinary measure.

9.2 Letters of Expectation may be issued where a supervisor identifies a concern with an employee's conduct or performance that does not yet warrant formal disciplinary action, or as a proactive measure to clarify expectations before a concern escalates.

9.3 A Letter of Expectation shall include:

9.3.1 A clear description of the conduct or performance concern identified;

9.3.2 A statement of the specific expectations the employee is required to meet going forward;

9.3.3 Any support, resources, or training that the District will provide to assist the employee in meeting those expectations.

9.3.4 Prior to issuing a Letter of Expectation, the supervisor shall consult with the Assistant Superintendent.

9.3.4.1. A copy of the Letter of Expectation shall be retained in the employee's permanent Employee File.

10. Employee Discipline

10.1 General Principles

- 10.1.1 Employee discipline shall be administered in a manner that is progressive, proportionate, and consistent with the principle that discipline is primarily corrective in purpose. The District's intent is to assist employees in understanding the expectations placed upon them and to provide reasonable opportunity to correct their conduct before more serious measures are taken.
- 10.1.2 The appropriateness and severity of discipline shall be determined having regard to the nature and gravity of the conduct, any prior record of discipline, the employee's length of service, the employee's response to prior corrective measures, and any mitigating or aggravating circumstances.
- 10.1.3 Nothing in this procedure requires the District to follow a strictly sequential approach to discipline. Where the gravity of an employee's conduct warrants it, the District may proceed directly to suspension or termination, bypassing earlier steps in the progressive discipline sequence.
- 10.2 Prior to imposing discipline, the administrative supervisor shall consult with the Assistant Superintendent. Suspensions without pay and recommendations for demotion or termination require the prior authorization of the Superintendent.
- 10.3 Steps in Progressive Discipline
- 10.3.1 Verbal Counselling - Verbal counselling is the first step in the progressive discipline process and is intended to bring a concern to the employee's attention informally, while clearly communicating the expectation for corrective action.
- 10.3.1.1. The supervisor shall document the date, nature, and substance of the verbal counselling and the employee's response in a supervisory log or memorandum to file. The employee shall be advised that the conversation has been documented.
- 10.3.1.2. Documentation of verbal counselling shall be retained in the employee's permanent Employee File.
- 10.3.2 Letter of Expectation - Where verbal counselling has not produced the desired improvement, or where the concern identified warrants a more formal written communication of expectations, the supervisor may issue a Letter of Expectation in accordance with Part II of this procedure.
- 10.3.2.1. As set out in Part II, a Letter of Expectation does not constitute discipline.
- 10.3.3 Written Reprimand - A written reprimand is a formal disciplinary document that identifies specific conduct that has not met the District's expectations, acknowledges prior corrective steps taken, and sets out clear expectations for future conduct.

- 10.3.3.1. The written reprimand shall be delivered to the employee in person where practicable. The employee's union or professional association representative shall be offered the opportunity to be present.
 - 10.3.3.2. The employee shall be given the opportunity to provide a written response to the reprimand, which shall be attached to the reprimand and retained together.
 - 10.3.3.3. The written reprimand shall be placed on the employee's Employee File and a copy provided to the employee.
- 10.3.4 Suspension Without Pay. - Where earlier steps in the progressive discipline sequence have not produced the required change in conduct, or where the gravity of a single incident so warrants, the District may suspend the employee without pay for a period of up to 14 days.
- 10.3.4.1. A suspension without pay shall not be imposed without the prior authorization of the Superintendent.
 - 10.3.4.2. The employee shall receive written notice of the suspension specifying the grounds, the duration, and any conditions attached to the employee's return to work.
 - 10.3.4.3. The notice of suspension shall be placed on the employee's Employee File and a copy provided to the employee.
- 10.3.5 Termination. - Termination of employment may be recommended by the Superintendent where the employee's conduct is of such gravity as to make continued employment untenable, or where the progressive discipline process has failed to produce the required change in conduct.
- 10.3.5.1. For teachers and teacher leaders, termination shall be carried out in accordance with the NWT Education Act, the applicable collective agreement, and any applicable Ministerial directives.
 - 10.3.5.2. For non-teaching employees, termination shall be carried out in accordance with the NWT Employment Standards Act and the applicable collective agreement.
 - 10.3.5.3. Written notice of termination shall be provided to the employee, shall be placed on the Employee File, and shall be accompanied by information regarding the employee's rights and any applicable entitlements.

10.4 Additional Disciplinary Measures

10.4.1 In addition to or in lieu of the steps set out above, the following measures may be applied where appropriate having regard to the circumstances:

- 10.4.1.1. A direction to participate in relevant training, coaching, or professional development;
- 10.4.1.2. A direction to provide a formal written apology; or
- 10.4.1.3. A transfer to another District location, subject to applicable collective agreement provisions.

11. Documentation and Records

- 11.1 All steps taken in an investigation or disciplinary process shall be documented in writing. The documentation shall include the date of each action taken, the nature of the concern addressed, the parties involved, and the outcome or response received.
- 11.2 All documents and evidence gathered during an investigation will be retained by the Assistant Superintendent in a secured, confidential file.
- 11.3 The following documents shall be retained in the employee's Permanent File, maintained by the Assistant Superintendent:
 - 11.3.1 Records of verbal counselling (memoranda to file);
 - 11.3.2 Letters of Expectation; and
 - 11.3.3 Investigation reports and associated correspondence, where an investigation was conducted and the allegations were substantiated.
 - 11.3.4 Written reprimands;
 - 11.3.5 Notices of suspension without pay;
 - 11.3.6 Notices of demotion; and
 - 11.3.7 Notices of termination.
- 11.4 The employee shall receive a copy of any document placed on their Employee File the time of placement.
- 11.5 Where an investigation does not substantiate the allegations made, no documentation relating to the complaint or investigation shall be placed on the Respondent's Employee File, in accordance with the outcome provisions set out in Part I.
- 11.6 Retention and disposition of employee records shall be carried out in accordance with AP 402 — Personnel Records, AP 185 — Records Management, and the Access to Information and Protection of Privacy Act.

References and Revision History

References: NWT Education Act, ss. 55, 56 (Teachers), 69, 78, 117, 118, 119
NWT Employment Standards Act
NWT Human Rights Act
Access to Information and Protection of Privacy Act

Canadian Charter of Rights and Freedoms
YK1–NWTTA Collective Agreement
YK1–USW Collective Agreement
AP 105 — Decision-Making Levels
AP 171 — Safe and Respectful Working Environments
AP 402 — Personnel Records
AP 408 — Employee Conduct Outside of Work
AP 185 — Records Management

Approved: In development

Last Revision: May 6, 2026

DRAFT - Not in Effect

Administrative Procedure 413 – Staff Reductions



Background

The Board may, from time to time, determine that a reduction in the number of staff positions is required. Such reductions may result from declining enrolment, program changes, funding adjustments, operational restructuring, school closures, or other circumstances that affect the staffing requirements of the District.

This Administrative Procedure establishes the process by which staff reductions are managed in a manner that is fair, transparent, and consistent with the District's obligations under applicable legislation and collective agreements. It applies to all staff employed within the two bargaining units recognized by the District: certified and non-certified staff represented by the Northwest Territories Teachers' Association (NWTTA), and support staff represented by United Steelworkers Local 1-207 (USW).

Where applicable legislation or a collective agreement provides greater rights than this procedure, those greater rights prevail.

Definitions

Board means the Board of Trustees of Yellowknife Education District No. 1.

NWTTA Agreement means the collective agreement in force between Yellowknife Education District No. 1 and the Northwest Territories Teachers' Association, covering teachers, specialists, vocational teachers, Junior Kindergarten teachers, and education assistants.

USW Agreement means the collective agreement in force between Yellowknife Education District No. 1 and United Steelworkers Local 1-207, covering custodial, maintenance, and administrative support staff within that bargaining unit.

Indeterminate Employee (NWTTA) means an employee in the NWTTA bargaining unit who holds a position without a defined end date, as described in the NWTTA Agreement.

Contract Employee (NWTTA) means an employee in the NWTTA bargaining unit engaged for a fixed term or specific purpose, as defined in the NWTTA Agreement. At times this may also be referred to as a Term Employee.

Seniority has the meaning assigned in the applicable collective agreement: Under the NWTTA Agreement, total continuous service with the Employer calculated on a full-time equivalency basis; Under the USW Agreement, service accruing from the date of employment following the completion of the probationary period.

Lay-off means a termination of employment, or a reduction in hours of work, arising from a reduction in the number of staff required, not attributable to cause or incompetence.

ESA means the NWT Employment Standards Act.

Closing Day means the last day of the school year as set out in the Board-approved school year calendar.

Procedures

1. Scope and application

1.1 This Administrative Procedure applies to all bargaining unit employees of the District:

1.1.1 NWTTA bargaining unit employees, including teachers, specialists, vocational teachers, Junior Kindergarten teachers, and education assistants; and

1.1.2 USW bargaining unit employees, including custodial, maintenance, and administrative support staff within that bargaining unit.

1.2 This procedure does not apply to:

1.2.1 The non-renewal of a contract employee where the term or purpose for which the employee was engaged has concluded, provided the engagement was validly established under the applicable collective agreement;

1.2.2 Termination for cause or incompetence, which is governed by the applicable collective agreement, District procedures, or applicable legislation or regulations;

1.2.3 Voluntary departures, resignations, or retirements.

2. Conditions Triggering a Staff Reduction

2.1 A staff reduction may be initiated when the Superintendent determines, after analysis of available data, that one or more of the following conditions exists:

2.1.1 A sustained or projected decline in student enrolment that reduces the number of teachers or other staff required by the District;

2.1.2 Discontinuation, restructuring, or consolidation of programs or services;

2.1.3 A reduction in funding from the Department of Education, Culture and Employment or other funding sources that cannot be absorbed without a reduction in staffing;

2.1.4 A Board decision to restructure operations, close a school, or alter service delivery in a manner that eliminates or reduces positions.

2.2 The Superintendent shall prepare a written analysis for Board consideration, identifying: the positions proposed for reduction; the rationale and supporting data; the bargaining unit or units affected; and the proposed timeline. The Superintendent shall inform the Board of

Trustees on the proposed scope for reductions and the plan to implement them at the earliest reasonable opportunity.

3. Consultation and Notification of Bargaining Agents

- 3.1 Before issuing individual notices of termination, the Superintendent shall notify the applicable bargaining agent or agents in writing of the District's intention to proceed with a staff reduction, including the number and type of positions proposed for elimination and the anticipated timeline.
- 3.2 The Superintendent shall make reasonable efforts to meet with representatives of the affected bargaining agent or agents to discuss the proposed reductions, alternatives to lay-off, and the application of collective agreement provisions.
- 3.3 Consultation under this section does not limit the District's authority to proceed with reductions in accordance with applicable legislation and collective agreement provisions. It is intended to provide transparency, allow input from bargaining agents, and facilitate the exploration of alternatives.
- 3.4 Where the District proposes to terminate the employment of 25 or more employees at one time or within a four-week period, the Superintendent shall also provide notice to the NWT Employment Standards Officer in accordance with the NWT Employment Standards Act.

4. Identifying Affected Positions and Selection Criteria

4.1 NWTTA Bargaining Unit

- 4.1.1 The identification of positions for reduction within the NWTTA bargaining unit shall be guided by the following priorities, applied in sequence:
 - 4.1.1.1. Contract (term) employees in the affected classification shall be identified for lay-off before indeterminate employees. Among contract employees, those with the least service shall be identified first.
 - 4.1.1.2. Indeterminate employees shall be identified for lay-off only after all available contract positions in the affected classification have been addressed through non-renewal or reassignment.
- 4.1.2 In applying section 4.1.1, the Superintendent shall also take into account the qualifications required to deliver the District's approved education programs and any operational requirements that make it necessary to retain specific employees.

4.2 USW Bargaining Unit

- 4.2.1 Within the USW bargaining unit, in cases of lay-off, employees with greater seniority within their classification shall be entitled to preference over employees with lesser seniority, in accordance with the applicable collective agreement.

- 4.2.2 Where an employee's position is identified for elimination, the Superintendent shall review whether the employee holds sufficient seniority to displace a less senior employee in another classification for which the employee is qualified, in accordance with any applicable provisions of the USW Agreement.
- 5. Redeployment and Reassignment Before Lay-off
 - 5.1 NWTTA Bargaining Unit
 - 5.1.1 Before any indeterminate NWTTA employee is laid off, the Superintendent shall determine whether there is a vacant position in the District for which the employee is qualified. The NWTTA Agreement provides that any indeterminate staff member affected by lay-off or staff reduction shall be reassigned to a vacant position they are qualified for before that position is posted.
 - 5.1.2 Where a reassignment is made under section 5.1.1, the newly vacated position shall be posted in accordance with the applicable collective agreement.
 - 5.1.3 Where the applicable collective agreement provides rehiring priority to education assistants notified of the end of their contracts, that priority shall be respected in District recall and hiring processes during the period specified in the agreement.
 - 5.2 USW Bargaining Unit
 - 5.2.1 Before issuing a notice of lay-off to a USW employee, the Superintendent shall review whether there is a vacant position within the USW bargaining unit for which the employee is qualified and, where possible, offer the employee that position as an alternative to lay-off.
 - 5.2.2 An employee who is offered and accepts an alternative position shall receive written confirmation of the new position, classification, and compensation before the offer is accepted.
 - 5.2.3 An employee who declines a reasonable offer of alternative employment shall not thereby forfeit entitlement to notice pay, but may affect their entitlement to severance pay in accordance with applicable law and the applicable collective agreement.
- 6. Notice Requirements
 - 6.1 Teachers – NWT Education Act
 - 6.1.1 Where the number of teachers required in the District is decreased, the Superintendent may terminate the contract of a teacher at the end of the school year by giving notice sent by registered mail at least 45 days before the day set as the Closing Day of the school in which the teacher is employed, in accordance with the NWT Education Act.
 - 6.1.2 The notice shall state in writing the reasons for the termination, as required by the NWT Education Act.

- 6.1.3 Where a teacher's contract is terminated on account of decreased requirements, the ordinary notice provisions of the NWT Education Act applicable to year-end terminations are superseded by the specific staff reduction provision in that Act.
- 6.1.4 Notices to teachers shall not be issued during the 30 days preceding a vacation period of 14 or more days' duration, or during such a period, unless the parties otherwise agree.
- 6.2 Non-Teacher NWTTA Employees (Education Assistants, Specialists, etc.)
 - 6.2.1 For employees in the NWTTA bargaining unit who are not certificated teachers, the teacher-specific termination provisions of the NWT Education Act do not apply. Notice shall be given in accordance with the ESA individual notice scale set out in section 6.4 of this procedure, subject to any greater entitlement under the applicable collective agreement.
- 6.3 Group Termination Notice – NWT Employment Standards Act
 - 6.3.1 Where the District proposes to terminate the employment of 25 or more employees at one time, or within a period not exceeding four weeks, the Superintendent shall give written notice to the NWT Employment Standards Officer and to any trade union of which the affected employees may be members, in advance of the proposed date of termination by:
 - 6.3.1.1. At least four weeks, if fewer than 50 employees are to be terminated;
 - 6.3.1.2. At least eight weeks, if more than 49 and fewer than 100 employees are to be terminated.
 - 6.3.2 These group notice periods are in addition to, and not in substitution for, the individual notice periods set out in section 7.4.
 - 6.3.3 No employee whose termination requires group notice under this section shall have their employment terminated before the applicable group notice period has expired.
- 6.4 Individual Notice – NWT Employment Standards Act
 - 6.4.1 Subject to any greater entitlement under a collective agreement or under section 6.1 for teachers, individual notice of termination shall be given in advance of the termination date by at least the period required by the NWT Employment Standards Act, being:
 - 6.4.1.1. Two weeks for employees with fewer than three complete years of continuous service;
 - 6.4.1.2. Two weeks plus one additional week for each complete year of service over two years, to a maximum of eight weeks.
 - 6.4.2 In lieu of working notice, the District may pay the employee termination pay equivalent to the wages and benefits to which the

employee would have been entitled during the applicable notice period, in accordance with the NWT Employment Standards Act.

6.4.3 The period of notice shall not coincide with the employee's annual vacation period.

6.4.4 Between the date notice is given and the date of termination, the District shall not reduce the employee's wages or alter any other term or condition of employment.

7. Severance and Termination Pay

7.1 USW Bargaining Unit

7.1.1 A USW employee who is laid off is entitled to severance pay in accordance with the applicable collective agreement. Under the current agreement, an employee with one or more years of continuous employment is entitled to severance pay as follows:

7.1.1.1. Two weeks' pay for the first complete year of continuous employment;

7.1.1.2. Two weeks' pay for the second complete year of continuous employment;

7.1.1.3. One week's pay for each succeeding complete year of continuous employment, to a maximum total of 26 weeks.

7.1.2 Severance pay is payable at the time of lay-off. The formula set out in section 7.1.1 reflects the current collective agreement and shall be updated upon each renewal of that agreement.

7.2 NWTTA Bargaining Unit

7.2.1 Employees in the NWTTA bargaining unit who are laid off shall be entitled to termination pay in accordance with the NWT Employment Standards Act, where applicable.

7.3 Relationship Between Notice Pay and Severance Pay

7.3.1 Where the District elects to provide termination pay in lieu of working notice, such payment is separate from any entitlement to severance pay under the applicable collective agreement. The two payments are not offset against each other unless expressly provided in the collective agreement.

8. Superintendent's Obligation to Locate Alternative Teaching Positions

8.1 Where the contract of a teacher is terminated on account of a decrease in the number of teachers required in the District, the Superintendent shall attempt to locate a teaching position within the District, as required by the NWT Education Act.

8.2 The Superintendent shall document in writing the efforts made to locate an alternative teaching position for each affected teacher and shall communicate the outcome of those efforts to the teacher.

8.3 Failure to locate an alternative position does not invalidate the termination or give rise to additional compensation beyond the entitlements set out in this procedure.

9. Recall Following a Staff Reduction

9.1 USW Bargaining Unit

9.1.1 In cases of recall after lay-off, senior employees shall be entitled to preference within their classification in accordance with the applicable collective agreement.

9.1.2 The Superintendent shall maintain a recall list of laid-off USW employees and shall offer recall opportunities in order of seniority within the applicable classification before posting positions externally.

9.1.3 An employee who fails to respond to a recall notice within five (5) working days of the date of the notice shall be deemed to have declined recall and may lose recall standing.

9.2 NWTTA Bargaining Unit

9.2.1 Where a teacher or other NWTTA employee was laid off as a result of a staff reduction and a comparable position subsequently becomes available, the Superintendent shall consider that individual for appointment in accordance with the hiring priority provisions of the applicable collective agreement.

9.2.2 Where the applicable collective agreement provides rehiring priority to education assistants notified of the end of their contracts, that priority shall be respected in District recall and hiring processes during the period specified in the agreement.

10. Temporary Lay-off

10.1 A temporary lay-off is a lay-off not expected to exceed 45 consecutive days within a 60-day period, in accordance with the NWT Employment Standards Act.

10.2 The Superintendent shall give each affected employee written notice of temporary lay-off before the lay-off commences. The notice shall state the expected date on which the employee will be recalled.

10.3 A lay-off that exceeds 45 days without an order of the NWT Employment Standards Officer extending the temporary lay-off period shall be deemed a permanent termination of employment from the last day of the temporary lay-off, and termination pay shall become due in accordance with the NWT Employment Standards Act.

11. Support for Affected Employees

11.1 The Superintendent shall ensure that employees who receive notice of lay-off are informed of:

11.1.1 Their entitlements under the applicable collective agreement and this procedure;

- 11.1.2 The availability of the Employee and Family Assistance Program;
- 11.1.3 Their right to grieve the lay-off through the applicable grievance procedure in their collective agreement;
- 11.1.4 The process for and timing of final pay, including any termination or severance pay owing.

11.2 Meetings with affected employees shall be held in person wherever practicable and conducted with dignity and respect. Where operationally possible, the Superintendent shall provide the employee with an advance indication that a meeting to discuss employment matters will take place, to allow the employee to arrange for a union representative or support person if they wish.

12. Records and Documentation

12.1 The Superintendent shall ensure that the following records are created and retained in relation to any staff reduction:

12.1.1 The written analysis and supporting data prepared under section 2.2;

12.2 Copies of Minutes taken during Board meetings and Board Sub-Committee meetings where the proposed reductions were discussed publicly.

12.2.1 Copies of all notices issued to affected employees, with proof of delivery by registered mail or signed acknowledgement;

12.2.2 Documentation of efforts made to reassign or redeploy affected employees, and the outcome of those efforts;

12.2.3 For teachers terminated due to decreased requirements: documentation of the Superintendent's efforts to locate alternative teaching positions;

12.2.4 Any notices issued to the NWT Employment Standards Officer and to bargaining agents;

12.2.5 Records of severance and termination pay calculations and payments.

12.3 All records relating to a staff reduction shall be retained in accordance with the District's Administrative Procedures and NWT legislative and regulatory requirements.

13. Grievance and Dispute Resolution

13.1 An employee who disputes the application of this procedure or the terms of a lay-off shall be entitled to grieve in accordance with the grievance and arbitration provisions of the applicable collective agreement.

13.2 A dispute arising from a teacher's dismissal or termination of contract under this administrative procedure may also be referred to arbitration under the Arbitration Act, in accordance with the NWT Education Act.

13.3 The existence of a grievance does not suspend the operation of a notice of lay-off, except as may be ordered by an arbitrator.

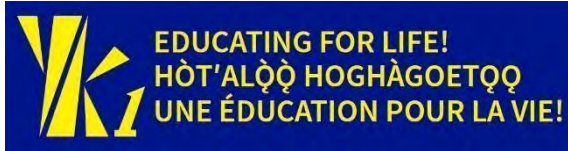
References and Revision History

References: NWT Education Act
NWT Human Rights
Arbitration Act
YK1–NWTTA Collective Agreement (current)
YK1 Board of Education Policy 13
YK1 Administrative Procedure 185, 400, 407

Approved: Under development

Last Revision: May 6, 2026

DRAFT - Not in Force



BOARD REPORT

Title:	Upcoming Engagement - Yellowknife MLAs - Education Leaders
Contact:	Barbara Bell
Date:	COW - May 2025

For information only - this was brought forward and approved at the April board meeting.

We have a couple of engagements coming up that we need key topics for.

- Yellowknife MLAs - April 27, 2026
- Education Leaders - April 22, 2026.

Key Challenges & Emerging Issues

- Funding Formula
- Surplus
- Jordan's Principle
- Inclusive Schooling
- Aging Infrastructure
- Schools assets registry. We have been waiting two years for a reply. Lets us request a reply for the request

Celebrating Success (MLA meeting)

- Highlights in Achievement
- Meetings
- Inclusive and Indigenous Education Initiatives
- Community partnerships and student engagement

Recommendation: I move that the YK1 Board accept the recommendations as agreed, for the upcoming MLA meeting and Education Leaders meeting - including _____ for Challenges for both the MLA and Education Leaders Meetings and _____ for successes for the MLA meeting.



YELLOWKNIFE EDUCATION DISTRICT NO. 1
Finance Committee: Ratepayers presentation

MEETING AGENDA

May 8, 2026

Friday, May 8 · 6:30 – 7:30pm

Video call link: <https://meet.google.com/ffw-okyw-iet>

1. Call to Order
2. Land Acknowledgment
3. Chairperson's Opening Remarks
4. Adoption of Agenda
5. Approval of Minutes
 - April 28, 2026
 - May 1, 2026
6. Delegations & Presentations
 - 6.1 Presentation of Draft 2026-2027 Document
 - 6.1.1 Terry Brookes (Chair of Finance Committee)
 - 6.1.2 Lisa Vass (Secretary Treasurer)
7. Questions from Ratepayers
8. Chairperson's Closing Remarks
9. Adjournment



Yellowknife Education District No. 1 Finance Committee Meeting MINUTES

April 28, 2026 @ 12:10 PM

Video Conference

Committee Members Present: Trustee Brookes, Trustee Peters, Trustee Bell, Trustee Drew, Trustee Snaggs, & Trustee Wasylciw (all online)

Absent: Trustee Shortt

Administration Present: Lisa Vass, Graham Arts, Landon Kowalzik, Jordan Martin, Pat Thagard & Annie Lagomasino (all online)

Guests present: none

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Annie Lagomasino

1. The meeting was called to order at 12:13 PM. 6 committee members present.

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. Declaration of Conflict of Interest

None declared

4. Adoption of Agenda

Motion #: 01/04-28/25-26

I move that the Finance Committee adopt the agenda as presented.

Moved by: Trustee Drew; Seconded by: Trustee Bell

Carried

Friendly amendment to add the Ratepayers Meeting Date as Item 8 and renumber adjournment to Item 9.

5. Approval of Minutes

Motion #: 02/03-31/25-26

I move that the Finance Committee accept the committee minutes of March 13, 2026, as circulated.

Moved by: Trustee Bell; Seconded by: Trustee Peters

Carried

6. Budget

a. Yellowknife Education District No. 1 2026-2027 Budget Draft

Secretary-Treasurer Vass presented a high-level overview of the 2026–2027 draft budget, including comparisons to the current year and projected actuals. The draft reflects a small surplus and includes updates related to property tax assessments and ongoing capital projects, some of which remain in progress due to timing and external factors.

Trustees discussed the allocation of the Board’s budget in an election year, suggesting a prorated approach for current and incoming trustees; administration noted that while total funding cannot change due to accounting structures, Trustees will need to manage expenditures accordingly. Additional discussion included listing Trustee positions rather than names in the budget due to potential turnover, and confirmation that committed capital project funds may be carried forward if required.

7. Financial Report

a. Financial Report for March 31, 2026

Secretary-Treasurer Vass presented the quarterly financial report. Trustees inquired about the inclusion of Jordan’s Principle funding, which is reflected within Inclusive Schooling, and whether any funding recovery is expected; administration advised that only a minimal year-end surplus is projected.

Ongoing pressures related to substitute teacher funding were discussed, with current funding levels insufficient to meet demand. Administration noted that increased funding is included in the draft budget and additional support is anticipated, though timing remains uncertain. Trustees also requested updated data to support advocacy efforts with MLAs regarding substitute funding shortfalls.

8. Rate Payers Meeting Date

The Committee discussed the scheduling of the upcoming ratepayers meeting. Administration confirmed that the current timing is required to meet legislative deadlines for budget approval. Trustees raised concerns regarding low attendance, particularly with a Friday evening timeslot, though it was noted that past meetings have also seen minimal participation. Given the short notice and existing public advertising, the Committee agreed to proceed with the scheduled date and revisit timing and promotion strategies next year.

9. Adjournment

Motion #: 03/04-28/25-26

I move that this Committee meeting be adjourned.

Moved by: Trustee Drew; Seconded by: Trustee Bell

Carried

Meeting adjourned at 12:58 PM

Next Finance Committee meeting date: May 1, 2026



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

May 1, 2026 @ 12:10 PM

Video Conference

Committee Members Present: Trustee Brookes, Trustee Drew, Trustee Snaggs, and Trustee Wasylciw (all online)

Regrets: Trustee Peters, Trustee Bell, Trustee Shortt

Administration Present: Lisa Vass, Graham Arts, Landon Kowalzik, Jordan Martin, Pat Thagard and Annie Lagomasino (all online)

Guests present: none

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Annie Lagomasino

1. Meeting called to order at 12:16 PM. 4 committee members present.

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. Declaration of Conflict of Interest

none declared

4. Approval of Agenda

Motion #: 01/05-01/24-25

I move that the Finance and Facilities Committee accept the agenda, as presented.

Moved by: Trustee Drew; Seconded by: Trustee Wasylciw

Carried

5. Approval of Minutes

Motion #: 02/05-01/24-25

I move that the Finance and Facilities Committee accept the committee minutes of April 28, 2026 as circulated.

Moved by: Trustee Wasylciw; Seconded by: Trustee Drew

Carried

6. Budget

a) Yellowknife Education District No. 1 2026-2027 DRAFT Budget

Secretary-Treasurer Vass presented the updated 2026–2027 draft budget package, noting revisions to staffing and funding projections. The package reflects a change in administration staffing from 11.0 to 10.0 FTE, along with shifts between territorial teaching positions and French program staffing. The budget is based on an enrolment of 2,155 students, with projected revenues of \$47.7M and expenditures of \$48.6M, including

approximately \$1.0M in amortization; prior to amortization, the operating position reflects a small surplus.

Administration reviewed staffing changes, including a realignment between core funding and new supplementary inclusive schooling funding. The total core FTE count is changing from 258.10 to 248.13, with 5.96 FTEs moving into supplementary funding rather than being eliminated. This includes 5.46 education assistant FTEs and 0.5 of an Instructional Coordinator position moving into Inclusive Schooling. Additional changes include the reduction of one French Coordinator position to 0.5 FTE, with the remaining 0.5 FTE reassigned to classroom teaching; the reduction of 2.81 teacher FTEs through attrition; the permanent reduction of one Regional Inclusive Schooling Coordinator (RISC) position; and the elimination of a vacant front reception position. Administration also noted a new STEP position under the MAGNET program.

Trustees sought clarification on several items. Administration confirmed that the 258.10 FTE count reflects core staffing only and does not include Interim Support Initiative positions, and that positions moved to supplementary funding will continue to support similar roles. Administration further confirmed that external funding from Ndilo and Dettah for a RISC position was not secured and has been addressed within current staffing adjustments. It was also confirmed that the reduction of the French Coordinator position will not impact associated grant funding, as sufficient staffing remains in place and the change aligns with Heritage Canada funding agreements.

In response to a question regarding support to the South Slave region, administration advised that the partnership was discontinued approximately one year ago and will not continue. It was further noted that French programming is not being offered in that region next year and that, while collaboration with YCS continues, no external funding is received for that work.

Administration advised that the property tax estimate of \$9.1M remains the best available projection at this time, noting that final figures are pending, and clarified that while the blended formula estimate is approximately \$8.4M, the requisition will be maintained. In response to a trustee question, administration confirmed that prior-year funding shortfalls are addressed within the operating budget in that year and are not recovered in subsequent years. The Committee discussed adding a dedicated budget line for Canadian School Boards Association membership and related travel costs.

Discussion then turned to small capital projects. Administration confirmed that two projects (fencing valued at \$150K and flooring valued at over \$200K) will be legally committed but cannot be completed until after the 2026 fiscal year end, as work must occur once school is finished. Secretary Treasurer Vass advised Education, Culture and Employment of this and noted the need to protect the operating surplus to avoid a deficit for 2026–2027. Administration further confirmed that the Mildred Hall School roof project is managed by ECE under a memorandum of understanding, with the district responsible for associated costs. Additional discussion addressed the status of the LED reserve, including its historical use and need for further review, as well as concerns regarding the limited remaining capital reserve balance and overall capacity to support future projects.

7. Adjournment

Motion #: 03/05-01/24-25

I move that this Committee meeting be adjourned.

Moved by: Trustee Drew

Carried

Meeting adjourned at 12:59 pm

Next Finance Committee meeting date: May 8, 2026



Yellowknife Education District No. 1

2026-2027

Draft Budget

Statements of Revenue and Expenditures (For the fiscal year ending June 30, 2027)

MISSION STATEMENT

Yellowknife Education District No. 1, will inspire student success through quality learning opportunities, supported by meaningful engagement and partnerships with students, families, staff and community to provide all students with the education required for a life of learning.

Yellowknife Education District No. 1 • P.O. Box 788 • 5402 50 Avenue • Yellowknife • NT • X1A 2N6
Phone: 867-766-5050 • Fax: 867-873-5051 • Email: tram.do@yk1.nt.ca
For detailed information about YK1's programs, visit www.yk1.nt.ca

Finance Committee Meeting May 8th, 2026

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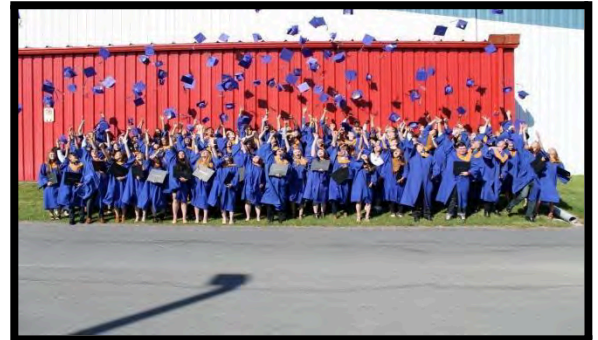
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Introduction

Yellowknife Education District No. 1 (YK1) was formally established on October 1, 1939, under section 33 of the Northwest Territories (NWT) School Ordinance. YK1's purpose is to administer and maintain the standards of educational programs in Yellowknife defined under the Education Act.

YK1 has been providing excellent education in Yellowknife for 85 years. Our financial health enables us to maintain quality programming that meets the needs of our students.

YK1 uses a holistic approach which addresses the physical, emotional, social, and community aspects of health and wellness. By increasing engagement in physical activity, spreading awareness of nutrition, and promoting positive relationships, we aim to provide students with the tools they need to live healthy and fulfilling lives.



Board Strategic Directions

Taking direction from its mission statement, the Board of Trustees of Yellowknife Education District No. 1 set the following Strategic Priorities for 2021 to 2027:

Wellness: Build relationships and cultivate a culture of holistic wellness

- Recognize the importance of relationships in learning
- Foster and promote personal wellness
- Create healthy, safe, and caring learning environments

Learning: Ensure inclusive, equitable, and authentic learning experiences

- Engage learners through meaningful and innovative teaching and learning practices
- Strive for excellence
- Celebrate diversity of all learners

Indigenous Learning: Honour and celebrate Indigenous Language and Culture for all learners

- Create a welcoming environment for all learners
- Integrate an Indigenous approach to education
- Strengthen Indigenous Language instruction

Community: Foster critical understanding of local, national and global issues

- Inspire and pursue critical thinking through innovative and sustainable practices
- Embrace diversity and encourage empathy to promote global citizenship
- Model and encourage ethical leadership and engage in opportunities for service learning

Programs and Services

i) Administration/Board

The administration budget includes salaries and benefits for 10 District office staff that support the Organization. Services provided from the District Office include educational leadership and support for schools, policy development, community engagement and public relations, corporate services, financial services and reporting, payroll, health and safety, and human resources. The seven elected members of the Board of Trustees receive an honoraria and are responsible for the governance of the District.

ii) Teaching and Learning

YK1 supports the philosophy that assessment drives instruction and the link between teaching and learning is key to student success. The District utilizes literacy and numeracy assessments in the English and French programs to determine students' strengths and challenges. Teachers work collaboratively in Professional Learning Communities using their District and classroom assessment data to set goals, plan for instruction, post-assess and reflect on practices that improve student learning.

YK1 will be following the assessment plan outlined by the Department of Education, Culture and Employment (ECE) as it relates to student success. For the 2026-27 year, students in Grade 4, 7 and 10 will take the Territories' Foundational Student Assessment. With the transition to the renewed NWT Curriculum now being completed, Alberta's Diploma exams are no longer administered in YK1.

In support of YK1 strategic priorities and ECE directives, professional development for 2026-27 will be under the following themes:

1. Inclusive Pedagogy to support all learners
 - Inclusive Education Strategies
 - Outside consultants to support
 - o Early literacy
 - o Language Arts residencies in schools (English and French)
 - o Math residencies in schools (English and French)
 - o Additional language instruction (French and Williidah)
2. Health and Wellness
 - Social Emotional Learning
 - Wellness Mentors
 - Music Education and Fine Arts



3. Indigenizing our Practices

- Indigenous Language and Culture Programming
- Wiliideh language classes

iii) Healthy Lifestyles

In response to data from the Early Years Development Instrument (EDI) and the Middle Years Development Instrument (MDI), ongoing programs and initiatives found at YK1 supporting student health and well-being include:

- Physical Literacy
- Positive Behavioural and Interventions Support (PBIS) - *Soutien au comportement positif (SCP)*
- Safe-School Plans
- Self-Regulation
- Mental Health Training
- Promotion of equity, community, inclusion and safety
- Mental Health Leads & Mentors team
- Now Play initiative which promotes the development of oral language, and writing, in the early years as part of play
- Access to Child and Youth Counsellors (CYC)



iv) Junior Kindergarten

Junior Kindergarten (JK) programming uses the Government of the Northwest Territories (GNWT) competency-based document, *NWT Junior Kindergarten/Kindergarten (JK/K) Curriculum*, which nurtures early learning development in the social, emotional, intellectual, cultural and physical domains using a play or inquiry-based approach.



Students develop along a continuum and are supported throughout their years in JK/K to grow in all areas. Emergent literacy and numeracy skills develop through a playful and student-centred hands-on approach. Based on projected enrolment, we are budgeting for 7 JK classrooms.

v) Special Programs

Special programming in our schools includes:



École Sir John Franklin High School (SJF): Choir, Jazz Band, Concert Band, Guitar Instruction, Sports Academy, ADST programming (e.g. Aesthetics, Aviation and Drone technology, Food Sciences, Automotives, Robotics), French Immersion, Post-Intensive French, Indigenous Language (Wiilideh), Outdoor Learning, Indigenous Education & Cultural Experiences

École William McDonald Middle School (WMS): Industrial Arts, Culinary Arts (Foods), Technology Exploratory (Robotics, Drones, 3D Printing, Coding, etc.), Art, Band, French Immersion, Intensive/Post-Intensive French, Indigenous Language (Wiilideh), Outdoor Learning, Indigenous Education & Cultural Experiences

Range Lake North School (RLN): Choir, Band, Technology (e.g. robotics, Makerspace, coding), Post-Intensive French, Ecology, Outdoor Learning, Indigenous Education & Cultural Experiences

- **Mildred Hall School (MHS):** Choir, Band, Indigenous Education and Cultural Experiences (e.g. jigging, fiddling, sewing, beading), Indigenous Language (Wiilideh), Birchbark Discovery Centre, Athletic Pursuits, Pre-Intensive French Camps (Grade 5)
- **N.J. Macpherson School (NJM):** Fine Art, Music, Drama, Gymnastics, Pre-Intensive French Camps (Grade 5), Outdoor Learning, Indigenous Education & Cultural Experiences, Indigenous Language (Wiilideh)
- **École İtł'ò (EI):** French Immersion, Indigenous Language (Wiilideh), Recorders, Choir, Dance, Afterschool Art and Athletic Programs, Outdoor Learning, Indigenous Education & Cultural Experiences

vi) French Programs

Outlined below are key planned programs, strategies, and/or activities for 2026-27 which promote French Programs:

- French Immersion programs (Junior Kindergarten to Grade 12)
- Intensive and Post-Intensive French programs (Grades 6 to 12)
- Pre-Intensive French camps for Grade 5 students

- French cultural events (e.g. *Journée Zah*, French Language Camps, etc.)
- Well-resourced libraries and classrooms
- Use of technology to support language development
- French authors, artists and cultural group visits to YK1
- Access to a variety of professional development opportunities

vii) Information Technology

The YK1 Technology Services Department consists of one Manager of Information Technology and two Information Technology Officers.

The YK1 Technology Services Department maintains an infrastructure that allows students and staff to have the best network experience for their education and teaching. This infrastructure is regularly maintained to ensure ongoing dependable technology services. All teachers in the District are given laptops which allows them to work flexibly. The District has over 1,700 Chromebooks that are used in the classroom to support and enhance learning. We are also involved with technology-based professional development to help keep our staff up to date on new technology and best practices.



viii) Inclusive Schooling



In keeping with the recommendations of the 2016 Inclusive Schooling review conducted by ECE, we will have a complement of 16.0 Program Support Teachers (PSTs). The District is also positioning itself to adopt any changes arising out of the recently-completed Inclusive Schooling Review, once its results have been released.

The budget for Inclusive Schooling includes salaries and benefits for one Inclusive Schooling Coordinator, Program Support Teachers, Education Assistants, and related O&M expenses. Inclusive schooling funding provides support and resources for all students in the District.

To support the YK1 strategic priority, "*to ensure all students receive programming which responds to their diverse learning needs in a respectful and inclusive manner*", the District will compliment the ongoing work by contracting supports and services to work with teachers in supporting all learners.

YK1 continues to provide ongoing support for students with complex learning needs through educational programming and staffing.

The YK1 Mental Health and Wellness Team - Wellness Mentors provides proactive and preventative skill and strategy development, along with targeted skill-building when required, to support student mental health and wellness outcomes as referenced in the MDI. Additionally, counselling support for children and youth is available through the Department of Health and Social Services, as Child & Youth Counsellors (CYC). CYCs meet with students at school or off-site when available.

ix) Indigenous Language and Culture-Based Education Programs

YK1's commitment to enhancing and promoting Indigenous Education to meet the needs of Indigenous students and to benefit all students is demonstrated through the following programs and initiatives:

- An Indigenous Languages & Education Coordinator position is in place to ensure the implementation of all facets of ECE's Indigenous Language Education (ILE) Policy, *ILE Handbook*, *Dene Kede*, and the *Our Languages Curriculum*.
- YK1 will continue to support collaboration between schools and community, creating opportunities for Elders and knowledge keepers to share their traditional skills, gifts and talents with us.
- YK1 Indigenous Language Instructors continue to collaborate with each other and ECE to implement the *Our Languages Curriculum*.
- Staff will continue to receive support, including the use of technology, to advance the development of Indigenous language program resources.
- YK1 will also coordinate an ongoing professional development plan to ensure teachers receive the education and training required to effectively implement *Dene Kede* from Junior Kindergarten to Grade 9. The *Dene Kede* curriculum is designed to be implemented in a spiral manner and supports learning well into adulthood.



In addition to YK1's Indigenizing Education budget, each school will continue to assign a portion of its O&M budget to support school-based ILE programming. Annual school goals and teacher long-range plans will reflect the Indigenous languages and education goals as outlined in the YK1 Strategic Plan.

x) Facilities and Maintenance and Capital

The budget for facilities and maintenance covers the salaries and benefits for 5.25 maintenance staff and the operating and maintenance costs for six schools and the District Office building. Maintenance staff ensure that the buildings are fully operational and complete repairs and maintenance as identified. These positions include:

- 1.0 Director of Operations
- 4.0 Maintenance Personnel
- 0.25 Groundskeeper

The budget for utilities is approximately \$2,064,882 for six schools and the District Office. There is an increase from the current year for the funding for utilities. The Department of Education, Culture and Employment has changed the funding formula for utilities to a rolling three-year average. The increase in funding from the previous year is \$28,739. We are experiencing an increase in utility costs due to the rising cost of fuel and colder winters with higher levels of snowfall.

If actual expenditures for utilities are less than the funded amount for utilities from ECE, the difference will be moved to an LED Light Conversion project. The LED reserve is to be used for the installation of LED lights at schools to save on the cost of power.

The budget for O&M to purchase materials and supplies for repairs and maintenance to schools is approximately \$714,000.

The budget for small and large capital projects is \$715,000. The following Capital Projects are planned for the 2026-2027 school year:

Location	Type	Project	Amount
MHS	Small Capital	Replace air handling unit - multi-purpose room. Replace propane generator.	45,000
SJF	Small Capital	Replace upper water main. Classroom leak repair and floor replacement.	50,000
WMS	Small Capital	Classroom floor water repair and floor replacement.	20,000
MHS	Large Capital	Multipurpose Room Roof	500,000
NJM	Large Capital	Replace Generator	100,000
Total			715,000

Budget Highlights and Overview

i) Enrolment Highlights

School	Enrolment					Projected
	Sept 2021	Sept 2022	Oct 2023*	Sept 2024	Sept 2025	Sept 2026
RLN	262.00	260.00	242.5	204.50	199.00	208.00
NJM	351.00	350.50	361.50	354.50	322.00	302.00
SJF	635.00	657.50	649.50	637.50	666.25	676.00
ITLO	307.50	284.50	300.00	335.00	363.5	382.50
MHS	281.00	285.50	275.00	260.00	279.5	265.00
WMS	253.50	257.50	269.50	314.00	325	323.00
Total	2,090.00	2,095.50	2,098.00	2,105.50	2,155.25	2,156.50
Dettah Students	8.00	8.00	6.00	15.0	22.0	18.0
Total	2,098.00	2,103.50	2,104.00	2,200.5	2,177.25	2,174.50

The guideline used for the majority of expenditure allocations in this budget is from ECE's funding framework.

The chart illustrates the change in enrolment in our six schools from September 2021 to September 2025 and illustrates our projected enrolment for the 2026-2027 school year.

YK1 is funded based on the September enrolment of the previous school year. For fiscal budget year 2026-27, funding is based on September 2025 enrolment numbers.

ii) Budget Overview

The funding allocation from the Department of Education, Culture & Employment is \$35,862,102. This funding amount is based on the blended rate calculation.

Calculation for the Blended funding rate for 2026/2027:

Students by Grade Level	FTE	% Funded GNWT	Total ECE Funded	Blended Rate
JK - Grade 9	1,641.0	75%	1,230.75	
Grade 10 - 12	514.3	100%	514.25	
Total	2,155.3		1,745.0	80.97%

ECE provides approximately 80.97% of education formula funding for YK1. The GNWT will retroactively pay any salary increases that are negotiated. Based on the latest similar collective bargaining agreements, we are estimating salary increases of 3% for USW and 5% for NWTTA staff.

The City of Yellowknife Property taxation is expected to make up the balance of the education formula funding $100\% - 80.97\% = 19.03\%$, a portion that is not funded by ECE.

The amount collected from the City of Yellowknife Property Taxation is calculated based on two components:

1. Residents allocating their school property tax to the Yellowknife Education District of choice (Yellowknife Catholic Schools (YCS) or YK1)
2. The undeclared total property tax base multiplied by the mill rate and allocated to YK1 is based on the market share of Yellowknife students between YCS and YK1.

The City of Yellowknife Education Property Tax estimated contribution for 2026-2027 is \$9,100,000. The approximate split with this tax requisition is 79.19% for ECE and 20.81% for property tax.

	2026-2027 Budget	2025-2026 Budget	2025-2026 Forecast
Revenue	47,748,868	44,894,550	46,863,908
Expenses	47,594,896	46,081,183	49,734,290
Net operating surplus before amortization	153,972	-1,186,633	-2,870,383
Amortization	1,000,000	1,000,000	1,000,000
Total Expenses	48,594,896	47,081,183	50,734,290
Annual operating surplus (deficit)	(846,028)	(2,186,633)	(3,870,383)

The 2026-2027 estimated operating fund surplus is only \$297,767 or 0.6% which is far below 7%. An annual operating fund surplus acts as a financial safety cushion. It helps the district handle normal ups and downs during the year without having to make sudden changes. Strong financial oversight becomes especially important. The district will need to closely monitor staffing, substitutes, and expenditures throughout the year to avoid slipping into a deficit.

iii) Budgeted Staff in Schools for 2026-2027:

Staffing levels by school are subject to changing enrolment.

Program Segment	Position	Location & Full Time Equivalents (FTE)							2026-2027 FTE Totals
		MHS	ITLO	NJM	RLN	WMS	SJF	District	
School Programs	Teachers	15.0	16.5	17.3	12.5	18.9	33.9	0.5	114.5
	JK Instructors & EA	2.0	6.0	4.0	2.0			0.0	14.0
	French Teachers & EA		2.0		0.8			1.5	4.3
	Librarian	0.5	0.5	0.5	0.5	0.5	1.0		3.5
	Secretary	1.0	1.0	1.0	1.0	1.0	2.5		7.5
	Janitors	2.0	2.0	2.0	1.8	2.0	5.0	2.4	17.2
Indigenous Language & Culture	ILC Teachers & EA	2.0	1.0	1.0	0.4	0.6	1.4	1.0	7.4
Inclusive Schooling	PST & Coordinator	3.0	2.0	3.0	3.0	2.0	3.0	1.0	17.0
	Mental Health Workers	1.0	1.0	1.0	1.0	1.0	1.0		6.0
	Education Assistants	7.5	1.0	10.0	6.0	3.0	6.0	0.0	33.5
	Custody	1.0					4.0		5.0
Total Staff		35.0	33.0	39.8	28.9	29.0	57.8	6.4	229.9

Summary of Staffing Changes from 2025-2026 to 2026-2027

The draft budget reflects a realignment of person-years between core and supplementary funding to provide greater clarity. A net decrease of 9.97 FTEs (258.08 less 248.13) occurs primarily in Inclusive Schooling which will be funded using the anticipated supplementary funding from ECE.

Opening		258.10
Re-aligned		
	Education Assistants	- 5.46
	Literacy Coordinator	- 0.50
Reduction		
	RISC	- 1.00
	Receptionist	- 1.00
	Program Coordinator - French	- 0.50
	Teachers	- 2.81
Addition		
	Magnet - STEP Teacher	1.00
	Teachers	0.50
Missing		
	ILE Instructor (to be added to final budget)	- 0.20
2026-2027 FTE		248.13

Inclusive Schooling Supplementary Funding	Position	FTE
	Education Assistants	5.46
	PST Mentor/Literacy Coordinator	.50
Total		5.96

2026-2027 Draft Budget

Department of Education, Culture & Employment
Council/District Approved 2026-2027 Budget

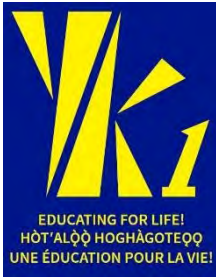
Yellowknife Education District No. 1
Proposed Budgeted Statement of Revenues & Expenditures
Annual Budget - Consolidated

	2026-2027 Draft Budget	2025-2026 Approved Budget	2025-2026 Projected Actuals	2025 Actual
OPERATING FUND				
REVENUES				
Government of the NWT				
ECE Regular Contributions	35,629,912	34,221,610	34,143,570	30,789,512
SSI (Base Amounts - Schedule 8)	34,000	34,000	0	34,000
Minority Language (Schedule 8)	580,000	580,000	580,000	586,000
ECE Other Contributions	1,550,655	1,283,763	2,867,442	2,853,614
Sub-Total ECE	37,794,567	36,119,373	37,591,012	34,263,126
GNWT Other Contributions	0	0	109,850	186,050
Total GNWT	37,794,567	36,119,373	37,700,862	34,449,176
Federal Government Jordan's Principle (Schedule 8)	0	0	0	7,809,055
Federal Government Other	0	0	40,061	92,995
Property Tax Requisitioned	9,100,000	8,038,923	8,038,923	7,026,420
Other Education Bodies	204,301	316,693	198,050	236,223
Education Body Generated Funds			0	
School Fees	80,000	0	57,000	0
Investment Income	545,000	400,000	735,348	807,438
School Generated Funds	0	0	0	603,024
Other	25,000	19,562	93,664	143,667
Total Education Generated Funds	650,000	419,562	886,012	1,554,129
TOTAL REVENUES	47,748,868	44,894,550	46,863,908	51,167,998
EXPENSES				
Administration (see Schedule 2)	2,222,226	2,207,335	2,042,360	1,926,784
School Programs (see Schedule 2 & 8)	31,105,456	29,724,015	30,663,711	29,902,838
Operations and maintenance (see Schedule 2)	3,751,608	3,799,425	3,968,636	3,628,877
Inclusive Schooling (see Schedules 2&3)	9,025,791	8,902,160	11,605,885	8,434,045
Indigenous Languages and Education (see Schedules 2 & 4)	1,489,815	1,448,249	1,453,699	1,312,023
Jordan's Principle (see Schedule 2)	0	0	0	7,099,141
School Generated Funds	0	0		552,419
Sub-Total Expenses Before Amortization	47,594,896	46,081,183	49,734,290	52,856,127
Net Operating Surplus (Deficit) before Amortization	153,972	-1,186,633	-2,870,383	-1,688,129
Amortization (see Schedule 2 & 6)	1,000,000	1,000,000	1,000,000	957,215
TOTAL EXPENSES**	48,594,896	47,081,183	50,734,290	53,813,342
ANNUAL OPERATING SURPLUS (DEFICIT)	-846,028	-2,186,633	-3,870,383	-2,645,344
ACCUMULATED SURPLUS (DEFICIT) OPEN*				
Opening Accumulated Surplus FS	11,093,958	15,444,628	14,844,345	17,427,950
Restricted - Schedule 9 Vehicles		116,600	119,995	
Add Operating surplus (deficit)	-846,028	-2,186,633	-3,870,383	-2,645,344
ACCUMULATED SURPLUS (DEFICIT) CLOSE*	10,247,930	13,374,595	11,093,958	14,844,345



BOARD REPORT

Title:	Finance Committee
Contact:	Terry Brookes – Committee Chair
Date Submitted:	5 th May 2026
Mandate	<ul style="list-style-type: none"> Policy 8 Committees of the Board
Background	<ul style="list-style-type: none"> The Finance Committee had meetings on April 28th and May 1st. In summary agenda items for the meetings included the current financial statement for the 2025/26 fiscal year, and the continuing development of 2026/27 budget. The Ratepayers Meeting is May 8th at 6:30pm.
Other Headings as appropriate. For Example: - Current - Survey Response - Information	
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below Attached iare the April 28 th minutes, and the draft May 1 st minutes.



Yellowknife Education District No. 1 Finance Committee Meeting MINUTES

April 28, 2026 @ 12:10 PM

Video Conference

Committee Members Present: Trustee Brookes, Trustee Peters, Trustee Bell, Trustee Drew, Trustee Snaggs, & Trustee Wasylciw (all online)

Absent: Trustee Shortt

Administration Present: Lisa Vass, Graham Arts, Landon Kowalzik, Jordan Martin, Pat Thagard & Annie Lagomasino (all online)

Guests present: none

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Annie Lagomasino

1. The meeting was called to order at 12:13 PM. 6 committee members present.

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. Declaration of Conflict of Interest

None declared

4. Adoption of Agenda

Motion #: 01/04-28/25-26

I move that the Finance Committee adopt the agenda as presented.

Moved by: Trustee Drew; Seconded by: Trustee Bell Carried

Friendly amendment to add the Ratepayers Meeting Date as Item 8 and renumber adjournment to Item 9.

5. Approval of Minutes

Motion #: 02/03-31/25-26

I move that the Finance Committee accept the committee minutes of March 13, 2026, as circulated.

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

6. Budget

a. Yellowknife Education District No. 1 2026-2027 Budget Draft

Secretary-Treasurer Vass presented a high-level overview of the 2026–2027 draft budget, including comparisons to the current year and projected actuals. The draft reflects a small surplus and includes updates related to property tax assessments and ongoing capital projects, some of which remain in progress due to timing and external factors.

Trustees discussed the allocation of the Board’s budget in an election year, suggesting a prorated approach for current and incoming trustees; administration noted that while total funding cannot change due to accounting structures, Trustees will need to manage expenditures accordingly. Additional discussion included listing Trustee positions rather than names in the budget due to potential turnover, and confirmation that committed capital project funds may be carried forward if required.

7. Financial Report

a. Financial Report for March 31, 2026

Secretary-Treasurer Vass presented the quarterly financial report. Trustees inquired about the inclusion of Jordan’s Principle funding, which is reflected within Inclusive Schooling, and whether any funding recovery is expected; administration advised that only a minimal year-end surplus is projected.

Ongoing pressures related to substitute teacher funding were discussed, with current funding levels insufficient to meet demand. Administration noted that increased funding is included in the draft budget and additional support is anticipated, though timing remains uncertain. Trustees also requested updated data to support advocacy efforts with MLAs regarding substitute funding shortfalls.

8. Rate Payers Meeting Date

The Committee discussed the scheduling of the upcoming ratepayers meeting. Administration confirmed that the current timing is required to meet legislative deadlines for budget approval. Trustees raised concerns regarding low attendance, particularly with a Friday evening timeslot, though it was noted that past meetings have also seen minimal participation. Given the short notice and existing public advertising, the Committee agreed to proceed with the scheduled date and revisit timing and promotion strategies next year.

9. Adjournment

Motion #: 03/04-28/25-26

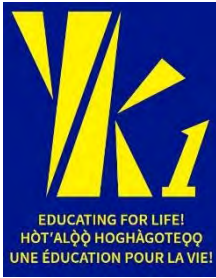
I move that this Committee meeting be adjourned.

Moved by: Trustee Drew; Seconded by: Trustee Bell

Carried

Meeting adjourned at 12:58 PM

Next Finance Committee meeting date: May 1, 2026



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

May 1, 2026 @ 12:10 PM

Video Conference

Committee Members Present: Trustee Brookes, Trustee Drew, Trustee Snaggs, and Trustee Wasylciw (all online)

Regrets: Trustee Peters, Trustee Bell, Trustee Shortt

Administration Present: Lisa Vass, Graham Arts, Landon Kowalzik, Jordan Martin, Pat Thagard and Annie Lagomasino (all online)

Guests present: none

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Annie Lagomasino

1. Meeting called to order at 12:16 PM. 4 committee members present.

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. Declaration of Conflict of Interest

none declared

4. Approval of Agenda

Motion #: 01/05-01/24-25

I move that the Finance and Facilities Committee accept the agenda, as presented.

Moved by: Trustee Drew; Seconded by: Trustee Wasylciw

Carried

5. Approval of Minutes

Motion #: 02/05-01/24-25

I move that the Finance and Facilities Committee accept the committee minutes of April 28, 2026 as circulated.

Moved by: Trustee Wasylciw; Seconded by: Trustee Drew

Carried

6. Budget

a) Yellowknife Education District No. 1 2026-2027 DRAFT Budget

Secretary-Treasurer Vass presented the updated 2026–2027 draft budget package, noting revisions to staffing and funding projections. The package reflects a change in administration staffing from 11.0 to 10.0 FTE, along with shifts between territorial teaching positions and French program staffing. The budget is based on an enrolment of 2,155 students, with projected revenues of \$47.7M and expenditures of \$48.6M, including

approximately \$1.0M in amortization; prior to amortization, the operating position reflects a small surplus.

Administration reviewed staffing changes, including a realignment between core funding and new supplementary inclusive schooling funding. The total core FTE count is changing from 258.10 to 248.13, with 5.96 FTEs moving into supplementary funding rather than being eliminated. This includes 5.46 education assistant FTEs and 0.5 of an Instructional Coordinator position moving into Inclusive Schooling. Additional changes include the reduction of one French Coordinator position to 0.5 FTE, with the remaining 0.5 FTE reassigned to classroom teaching; the reduction of 2.81 teacher FTEs through attrition; the permanent reduction of one Regional Inclusive Schooling Coordinator (RISC) position; and the elimination of a vacant front reception position. Administration also noted a new STEP position under the MAGNET program.

Trustees sought clarification on several items. Administration confirmed that the 258.10 FTE count reflects core staffing only and does not include Interim Support Initiative positions, and that positions moved to supplementary funding will continue to support similar roles. Administration further confirmed that external funding from Ndilo and Dettah for a RISC position was not secured and has been addressed within current staffing adjustments. It was also confirmed that the reduction of the French Coordinator position will not impact associated grant funding, as sufficient staffing remains in place and the change aligns with Heritage Canada funding agreements.

In response to a question regarding support to the South Slave region, administration advised that the partnership was discontinued approximately one year ago and will not continue. It was further noted that French programming is not being offered in that region next year and that, while collaboration with YCS continues, no external funding is received for that work.

Administration advised that the property tax estimate of \$9.1M remains the best available projection at this time, noting that final figures are pending, and clarified that while the blended formula estimate is approximately \$8.4M, the requisition will be maintained. In response to a trustee question, administration confirmed that prior-year funding shortfalls are addressed within the operating budget in that year and are not recovered in subsequent years. The Committee discussed adding a dedicated budget line for Canadian School Boards Association membership and related travel costs.

Discussion then turned to small capital projects. Administration confirmed that two projects (fencing valued at \$150K and flooring valued at over \$200K) will be legally committed but cannot be completed until after the 2026 fiscal year end, as work must occur once school is finished. Secretary Treasurer Vass advised Education, Culture and Employment of this and noted the need to protect the operating surplus to avoid a deficit for 2026–2027. Administration further confirmed that the Mildred Hall School roof project is managed by ECE under a memorandum of understanding, with the district responsible for associated costs. Additional discussion addressed the status of the LED reserve, including its historical use and need for further review, as well as concerns regarding the limited remaining capital reserve balance and overall capacity to support future projects.

7. Adjournment

Motion #: 03/05-01/24-25

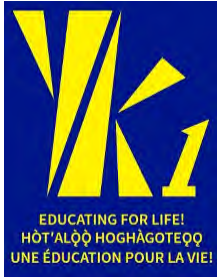
I move that this Committee meeting be adjourned.

Moved by: Trustee Drew

Carried

Meeting adjourned at 12:59 pm

Next Finance Committee meeting date: May 8, 2026



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
Policy & Governance Committee
MINUTES**

**April 8, 2026 – 12:10 PM
In-person and online via Google Meet**

Trustees Present: Tina Drew, Terry Brookes, and Jason Snaggs

Administration

Present: Shirley Zouboules, Graham Arts and Pat Thagard

Meeting Chairperson: Trustee Drew

Meeting Recorder: Pat Thagard

Agenda

1. Call to Order

The meeting was called to order at 12:08 PM

Trustee Snaggs arrived at 12:09 PM

2. Policy 28 - Safe, Caring, & Respectful Working & Learning Environments

Trustee Brookes is still working on this policy. Administration asked to locate the motion that referenced that this policy would replace Policies 20, 21 & 22. The Committee believes Policy 21 was removed in error. It was suggested that Policy 21 be reinstated. The Committee will review it once it is reinstated.

3. Policy 8 - Committees of the Board

Trustee Brookes reviewed what occurred at the Board meeting. Trustee Drew noted that only Policy 13 was supposed to be tabled. Policy 13 will need to be added for the next meeting.

4. Policy 27 - Student Engagement with the Board

The following changes were suggested:

- Remove items 23 & 24 related to the *Education Act*.
- Remove reference to YK1 Interpretation & Definitions.
- It was decided that Administrative Procedure (AP) numbers would not be included in policies. General references would be made to the Administrative Procedures (APs), omitting the specific AP numbers.
- Policy to be posted to the website for feedback.

Policies 8 & 27 to be brought to the Board meeting for 1st reading if changes are made or for approval if no changes are made.

5. Policy 20 - Information Technology

To be formatted for tabling at the Board meeting. Administration discussed AI Systems & technology governance. A committee is being developed to provide guidance.

6. Next steps

- Trustee Drew will update Policy 5
- Trustee Brookes will finalize work on Policy 28
- To do for Policy 16
 - Remove reference to trustees being assigned to PACs
 - Administration to ensure AP(s) for PACs does not reference trustee assignments
 - Remove section 6
 - Trustee Brookes will review the version with edits by trustee Bell
- Policies 13, 21 & 27 are ready for approval.
- Policies 29 & 30 will be tabled for trustee review
- Policies 31 (Risk Management), 21 & 5 will be reviewed at the next committee meeting
- Election legislation and any necessary changes for the upcoming election is being reviewed.

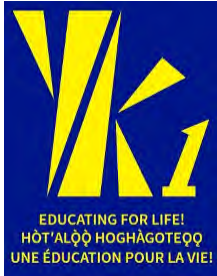
7. Adjournment

The meeting adjourned at 1:00 PM



BOARD REPORT

Title:	Trustee Travel Expenses
Contact:	Terry Brookes
Date Submitted:	6 th May 2026
Mandate	<ul style="list-style-type: none"> Policy 3 – Role of the Trustee
Background	<ul style="list-style-type: none"> The Chair has noted some inconsistencies in the Trustee travel expense claims for trips that Trustees take as part of their learning and professional development. The Chair has recommended that all Trustee expenses for the current term be itemized and be brought forward to an upcoming Board Meeting. To ensure proper travel allowances and expenses are being claimed there should be a review of all Trustee expense claims for this current term of the Board. This would ensure any required corrections are administered within the current term of the Board, and provide proper accountability, transparency and equity being applied to all Trustees. This review should/can be done internally by staff to avoid any conflict of interest.
Other Headings as appropriate. For Example: - Current - Information	
Recommendations	<p>Motion:</p> <p>I move that the YK1 Board of Trustees have Administration review the Trustee expense claims for the current term of the Board to ensure proper procedures have been applied to Trustee travel expense claims.</p>
Attachments?	<p><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, list attachments below</p>



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
Policy & Governance Committee
MINUTES**

**April 16, 2026 – 12:10 PM
In-person and online via Google Meet**

Trustees Present: Tina Drew, Terry Brookes, and Jason Snaggs

Administration

Present: Shirley Zouboules, Lisa Vass and Pat Thagard

Meeting Chairperson: Trustee Drew

Meeting Recorder: Pat Thagard

Agenda

1. Call to Order

The meeting was called to order at 12:10 PM

2. Trustee Drew asked Secretary Treasurer Vass to review Finance-related policies and asked her to suggest any policies she feels the Board should have in place. Many items may already be covered in Administrative Procedures (APs). Superintendent Zouboules suggested a global budget policy with related APs would be a good start.

Trustee Snaggs agreed with trustee Drew's suggestion to develop a trustee expense policy and suggested that a finance policies wish list be developed that could be worked on over the next 24 months. Trustee Brookes likes this idea but suggested the committee complete the policies they are currently working on first.

Trustee Drew referenced a motion made in 2016 regarding trustee professional development (PD) and the board development expense. Trustee Brookes agreed that clarity is needed and thinks a separate policy might be a way to achieve that. Secretary Treasurer Vass indicated that what the committee might be referencing is an expenditure policy. This would provide clarity and ensure motions don't get lost in historical records. Trustee Snaggs agreed with this approach.

3. Next steps

- Trustee Drew will start work on Policy 32 - "Trustee Development" in consultation with Secretary Treasurer Vass. Current draft document to be loaded into the committee's work in progress (WiP) folder.
- Trustee Drew to make the remaining changes to Policy 8

4. Adjournment

The meeting adjourned at 1:00 PM

Policy 32: Trustee Development

Purpose:

The purpose of this policy is to provide clarity regarding the expectations, processes, and responsibilities associated with Trustee Professional Development and Board Development. This policy establishes a framework to ensure trustees have equitable access to development opportunities that enhance governance capacity and support the Board's strategic priorities.

Background:

Board development is essential to maintaining an informed, effective, and forward-looking Board. Trustee development is supported through two key components: Terry, hope this captures your input of classifying the difference between Trustee PD and Board Development.

- Individual Trustee Personal Development fund
 - Each Trustee is allocated an annual professional development amount - established through the annual budget process. Lisa, is this ok, don't want to mention the amount so that the policy doesn't have to be approved each time the amount increases.
 - Trustee Professional Development refers to individual learning activities such as conferences, workshops, seminars, and courses that enhance a trustee's knowledge, skills, and effectiveness in fulfilling governance responsibilities.
 - Unused individual PD funds may be carried forward from one fiscal year to the next within the trustee's term.
 - At the conclusion of each trustee term, all unspent individual PD funds revert to the Board's central fund. Lisa, Shirley not sure the correct terminology here, but just wanted to suggest that at the end of a trustees term, their PD is stopped, that if they are re-elected, they do not get to carry over unused funds from the previous term.
- Board Development
 - Board Development refers to collective learning opportunities designed for the entire Board to strengthen governance practices, collaboration, improve decision-making, and support alignment with the Board's strategic goals.
 - An annual allocation for Board Development will be established through the Board's budgeting process.
- Board Chair
 - The Board chair or a representative assigned by the Board chair, will attend the AGM of CSBA as a representative of the Board. Expenses and fees

associated with the attendance at the AGM will not be deducted from the chairs PD fund, and instead will be treated as a board expense. Attendance and fees associated with the conference which usually occurs at the same time as the AGM, is treated as individual professional development. I am trying to capture here, how John Stephenson felt that he was being punished for been board chair, as someone had to vote at the AGMs regarding changing in bylaws etc. This then meant that he had no funds left to attend any other PD Development. I think, that the conference, is completely different to the AGM, as there is no business at the conference only learning opportunities.

Responsibilities:

Trustees shall:

- be responsible for managing their professional development in accordance with this policy.
- Inform fellow trustees of educational opportunities they are accessing, enabling others to consider similar opportunities. When all board members learn a new way to govern, unless all board members are aware of it, it will never be implemented.
- Submit a written report to the Board in a timely manner following participation in any Professional Development activity.
- Provide receipts and submit expenditure claims promptly and in accordance with District financial procedures.
- Ensure, where possible, that Professional Development activities align with the Board's strategic goals.
- Utilize District travel arrangements and booking procedures for all travel related to Professional Development.
- Adhere to District per diem rates for meals and incidental expenses.
- Attend Board Development sessions organized by the Board.
- Submit an evaluation of Board Development sessions to the Vice-Chair within one month of the session to support planning for future Board learning.
- Obtain Board approval prior to attending any Professional Development activity held outside of Canada

Review

This policy shall be reviewed in accordance with the Board's policy review cycle or as required to ensure alignment with governance best practices.



YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
PUBLIC ENGAGEMENT & ADVOCACY COMMITTEE
MINUTES for April 20, 2026 – 12:10 PM
In-person and online via Google Meet

Trustees Present: David Wasylciw, Michelle Peters
Regrets: Jason Snaggs
Administration Present: Shirley Zouboules and Pat Thagard
Meeting Chairperson: Trustee Wasylciw
Meeting Recorder: Pat Thagard

Minutes:

1. Sacred Feather

- Documents were shared with the committee & feedback was received and incorporated. Documents to be shared with trustees for feedback by April 24th.
- Finalized documents will be shared with the schools on April 27th, with a nomination deadline of May 22nd.
- Trustee Wasylciw will reach out to Doreen Cleary to set a date for the review of nominations the week of May 25th or the week of June 1st, so that the list of award recipients can be approved at the June 9th Board meeting.
- Everything needed for the 2026 awards is on hand or has been ordered.

2. Annual Report Outline

- Administration to provide Committee Chair Wasylciw with an outline of what is reasonable content that will not create undue extra work at this busy time of year. The committee will review the recommendations and submit them to the Board for Review.
- The committee would like to see this report ready for distribution at the end of June.

3. Committee Action Plan

- Committee Chair Wasylciw will provide a draft version of the plan to trustee Peters.

4. Trade Show

- It was suggested that trustees that are able to attend the Trade Show could speak to their personal journey as a trustee and share election and trustee work to interested parties.
- Administration noted that at the recent PAC Chairs meeting, there were questions about the election process. An election process document is being developed.
- Election open houses could be held closer to the nomination period, with how-to information being shared at that time.

5. Rate Payers Meeting

- The finance committee is determining what the date will be.
- Information provided should be accessible and digestible by members of the public.

6. The community luncheon was not held and will be replaced by a YK1 information package which is in development.

7. The committee will discuss a broader community open house at a later date. It was suggested that next year the Ratepayers meeting be held during a PAC Chairs meeting. For this year it was suggested an invitation be sent to the PAC Chairs.

8. MLA Meeting

This meeting is scheduled for May 21st. Topics were discussed during the April Board meeting. It was suggested specific people speak to each topic.

Next Meeting

- o May 19th @ 12:10 PM

BOARD OF TRUSTEES - Action Items - 2025-2026						
Status	No.	Meeting Date & Time	Action Item	Assigned to	Due Date (if applic.)	Current Update
In Progress	15	2024-11-12 Board Meeting	Follow up on 1 Year warranty start date on Ecole Itio list of rolling completion dates	Administration	Ongoing	Jordan will provide an update until resolved
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	Inclusive schooling report was recently released. Work in progress. Education leaders/bodies will work with Minister Cleveland on appropriate funding for inclusive schooling.
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	Spring 2026	No update at this time.
In progress	56	2026-04-14 Board Meeting	Provide feedback on Policy 29 - Visual Identity by May 3, 2026	Trustees	May 3, 2026	Complete
In progress	57	2026-04-14 Board Meeting	Provide feedback on Policy 30 - Information Technology by May 3, 2026	Trustees	May 3, 2026	Complete
In progress	58	2026-04-14 Board Meeting	Develop Agenda for meeting with Yellowknife MLAs	Board Chair	May 2026	Agenda complete. I will send to all trustees before meeting. Note - Everyone has access to the presentation. Please provide feedback.
In progress	59	2026-04-14 Board Meeting	Preparation for Ratepayers Meeting, including extending an invitation to PAC Chairs	Administration & Board Chair	May 20, 2026	Complete
In progress	60	2026-04-14 Board Meeting	<i>write a letter to the Chair of the Canadian School Boards Association (CSBA), Allan Campbell, following the next Education Leaders meeting. This letter shall outline the points to be included in the forthcoming CSBA letter regarding Jordan's Principle.</i>	Board Chair	May 2026	Draft letter is attached. It was sent to trustees for feedback early May.
In Progress	61	2026-04-14 Board Meeting	Update from City regarding the upcoming election.	Administration	Spring 2026	Shirley to give verbal update.



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

Date

Alan M Campbell, President
Canadian School Boards Association
Via Email

Subject: Reinforcing the Northern Perspective on Jordan's Principle

Hi Allan,

I'm writing to follow up and reinforce the concerns already shared with you by Trustee Terry Brooks regarding the need to explicitly include a Northern perspective in CSBA's ongoing advocacy on Jordan's Principle.

From a Northwest Territories and Yellowknife Education District No. 1 perspective, Jordan's Principle continues to be implemented through a framework that assumes reserve-based service delivery. This does not reflect the realities of the North, where most First Nations children are served through territorial public education systems and where jurisdictional lines between federal, territorial, and Indigenous governments are less clear and more complex.

As a result, schools and school boards are often left navigating delays, inconsistencies, and administrative burdens that directly affect students' access to timely supports. These challenges are compounded in regions with self-governing and unsettled First Nations, where eligibility and responsibility do not align neatly with southern policy assumptions.

We strongly believe that CSBA's advocacy will be more effective if it clearly acknowledges these Northern realities and reflects the lived experience of public education systems in the territories. Doing so would strengthen the national message and help ensure that Jordan's Principle is applied in a way that truly upholds its child-first intent, regardless of geography.

Thank you for your continued leadership on this issue, and for the work CSBA is doing to engage federal decision-makers. I appreciate your consideration of this perspective as the advocacy continues.

Kind regards,

Barbara Bell, Board Chair
Yellowknife Education District No. 1

cc. Shirley Zouboules, Superintendent
Yellowknife Education District No. 1

DRAFT

Action Items REFERRED to COMMITTEE						
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	<i>Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments of Trustees.</i>	Policy & Governance Committee	Fall 2025	
In Progress	VI	2025-11-12 Board Meeting	<i>Review 2025-2026 Board work plan and provide feedback at the December Board meeting</i>	All Committees	December 2025	
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	
In Progress	IX	2024-08-20 Board Meeting	Provide an update on the creation of an asset registry (was item #4 on the Board Action Item List)	Facilities Committee	Date TBD	
In Progress	X	2026-04-14 Board Meeting	Committee to review, in consultation with the Secretary Treasurer, process for strengthening trustee oversight and bring their suggested process to the May Board meeting for further discussion.	Policy & Governance Committee	May Board Meeting	
In Progress	XI	2026-04-14 Board Meeting	Create updated 2026 version of Trustee Orientation Binder	Public Engagement & Advocacy Committee	June 2026	
In Progress	XII	2026-04-14 Board Meeting	Add OHS updates to Committee monthly meeting agenda	Policy & Governance Committee	May 2026	

Recently Completed Action Items (see tabs below for all)		
No.	Date & Meeting	Action Item
55	2026-02-10 Board Meeting	Chair write a letter in support of Consultation on Amendments to the Student Records Regulations Letter highlighting that the word parent should be expanded to include guardian, public guardian, and caregiver.
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)

Upcoming Events:
as at May 6, 2026

PE & A = Public Engagement & Advocacy

May 2026 Asian, Haitian, Jewish and Polish Heritage Month Speech and Hearing Awareness Month 						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2
					School Principals' Day	
3	4	5	6	7	8	9
Emergency Preparedness Week begins	May the 4 th be with you!	African World Heritage Day		National Child and Youth Mental Health Day		Spring Trade Show
10	11	12	13	14	15	16
Spring Trade Show Mother's Day	COW 12:10 PM	Board Meeting 6:30 PM	TBAC Meeting			
17	18	19	20	21	22	23
	Victoria Day Stat Holiday			It'ò Spring Concert SJF Spring Concert		
24	25	26	27	28	29	30
31	National AccessAbility Week begins		MHS Spring Concert	MHS Middle School Fine Arts Night NJM Spring Show 6:30 PM		SJF Relay for Life

Upcoming Events:
as at May 6, 2026

<div style="display: flex; justify-content: space-between;"> June 2026 National Indigenous History Month </div> <div style="text-align: right;"> Filipino, Italian & Portuguese Heritage Month Pride Month </div>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
	National Say Something Nice Day					SJF Honour Ceremony 1:00 PM
7	8	9	10	11	12	13
World Food Safety Day	COW Meeting 12:10 PM	Board Meeting 6:30 PM				
14	15	16	17	18	19	20
21	22	23	24	25	26	27
National Indigenous Peoples Day Father's Day			SJF Grad Formal	SJF Grad Academic		Canadian Multi- culturalism Day
28	29	30	1	2	3	4
DRAFT 2024-25 Annual Report Due			CANADA DAY			