



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

June 9, 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

7. Review and Approval of Minutes
 - 7.1 May 12, 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
 - 10.1. Budget - reapproval (Secretary Treasurer Vass)
 - 10.2. Approval of 2026-2027 Operating Plan (Assistant Superintendent Art)
 - 10.3. Trustee Travel Expenses (Trustee Brookes)
11. New Business
 - 11.1. Student Improvement Plans (SIP) verbal presentation (Assistant Superintendent Arts)
 - 11.2. Evaluation Report (Trustee Bell)
 - 11.3. Bussing (Trustee Drew)
 - 11.4. Sacred Feather Nominations (Trustee Wasylciw)
 - 11.5. August Board Meeting (Trustee Bell)
 - 11.6. ECE Correspondence (Trustee Bell)

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)

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 Board of Trustee Workplan
 - 13.9.1
- 13.10 Action Items

14. Announcements – events calendar attached

15. Date and Time of Next Meetings

August TBC 2026	6:30 PM	Executive Session (In-camera)
August TBC 2026	7:00 PM	Regular Board Meeting

16. Chairperson’s Closing Remarks

17. Adjournment



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

May 12, 2026 – 6:30 PM
In-person and online via Google Meet
(in camera 6:30 - 7:00 PM)

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

Regrets: Michelle Peters

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

Regrets: Landon Kowalzik

Guests present: none

Meeting Chairperson: Barbara Bell

Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 6:36 PM.

Six (6) Trustees were present. Quorum was met.

Motion #: 01/05-12/25-26

I move that the Yellowknife Education District No. 1 (YK1) Board of Trustees move into in-camera at 6:37 PM.

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

Motion #: 02/05-12/25-26

I move that the YK1 Board of Trustees move out of in camera at 6:42 PM because of the arrival of Trustee Wasylciw.

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

Motion #: 03/05-12/25-26

I move that the Yellowknife Education District No. 1 (YK1) Board of Trustees move back into in-camera at 6:42 PM.

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

Motion #: 04/05-12/25-26

I move that the YK1 Board of Trustees move out of in camera at 6:57 PM.

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

A brief recess was called.

7. Review and Approval of Minutes

7.1. April 14, 2026 Regular Board Meeting Minutes

Motion #: 07/05-12/25-26

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

Moved by: Trustee Snaggs Seconded by: Trustee Brookes **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

None

11. New Business

11.1 Financial Administration Manual (FAM) Letter (Chairperson Bell)

It was suggested that both Ministers (Department of Finance & Education, Culture and Employment be included in the addressee field and that the section titles be underlined or highlighted.

Motion #: 08/05-12/25-26

I move that the YK1 Board of Trustees approve the draft FAM letter and authorize the Chairperson to send it to the Ministers, as presented.

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

11.2 DRAFT 2026-2027 Operating Plan (Assist. Supt. Arts)

Assistant Superintendent Arts reviewed the current draft of the Plan. The document is included for trustee information.

Comments & answers to questions:

- Indigenous Language instruction at Range Lake North School (RLN) is integrated into existing classes rather than being offered as a standalone subject.
- Refinement of the Plan is ongoing, contingent upon receipt of feedback from the ECE.
- One substantive difference in the ECE template is the inclusion of a very long checklist. As YK1 is a District Education Authority (DEA), the checklist was responded to in that capacity. Additional explanatory note fields have also been included in the template, if needed.
- Targets are similar to past plans.
- If the Minister has any requests, they will be directed to the Board. To date, no additional information has been requested.

- This report addresses multiple requests for information.
- Trustees were happy to see the inclusion of the shortages in Education Assistant positions, which was provided by the YK1 RISC. The shortage of EAs has resulted in the need for some doubling up (e.g. 2 students:1 EA), depending on the needs of the students.
- Trustees noted there appears to be no reference to the curriculum (BC) change in the template provided.
- Trustees suggested changes are required to the inclusive schooling information because it appears to be out of date.

11.3 YK1 Year in Review/Annual Report to New Business (Public Engagement & Advocacy Standing Committee)

The Committee has discussed the reintroduction of a Year-in-Review document for public engagement. This document could also be used as a marketing tool to showcase accomplishments throughout YK1, to demonstrate to the public that YK1 is active and progressive, to highlight what the Board is doing, and to provide public accountability.

Trustees feel that creating this document would require a lot of work, but it is worthwhile. Trustees further suggested that the adoption of social media usage may have contributed to the prior decision to discontinue this report.

The proposed timeline is to have a draft in August, with a final report ready for approval in the fall. The Committee has suggested items to include in the report; however, does not want the report to create a lot of extra work for staff.

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

I move that the YK1 Board of Trustees direct the Public Engagement & Advocacy Standing Committee, working with District administration, to develop a draft public-facing Year-in-Review/Annual Report for the 2025-2026 school year, consistent with the scope and context outlined in this report and that a draft of the report be brought back to the Board in August for review prior to publication.

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

11.4 Advocacy for Election Amendments (Trustee Wasylciw)

The subject and the recommended change to the *Local Authorities Elections Act* needed for the upcoming fall election were reviewed. Timelines are quite brief.

Motion #: 10/05-12/25-26

I move that the YK1 Board of Trustees amend its previously approved MLA advocacy priorities by substituting one current priority (to be identified by the Board) with the following:

Advocacy for a legislative amendments to the Local Authorities Elections Act that would strike the words "That is a municipality" from sections 52.1(1) and 52.2(1), and strike the word "MUNICIPAL" from the associated section heading, so that alternative voting provisions apply equally to District Education Authorities; and that we request that one or more MLAs consider introducing a Private Member's Bill to give effect to the amendment in the upcoming spring legislative session to have it passed and in effect for the fall election.

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

Trustees suggest a meeting with the Education Leaders group to indicate what YK1 is looking for and to request that they support it.

The agenda items for the meeting with the Yellowknife Members of the Legislative Assembly (Yellowknife MLAs) were discussed. It was resolved that the Chairperson would compose a letter in an effort to address the delays in responses from the Government of the Northwest Territories (GNWT), thereby replacing that topic with the proposed amendment to the *Local Authorities Elections Act* in anticipation of the upcoming fall election. Furthermore, the Jordan's Principle funding topic would remain as a separate topic to highlight that the changes to Jordan's Principle funding constitute a violation by the Federal Government to the rights of Indigenous students.

Trustees were asked to provide feedback for the MLAs meeting in advance of the meeting date.

11.5 Approval of 2026-2027 Budget

Motion #: 11/05-12/25-26

I move that the YK1 Board of Trustees having reviewed the 2026-2027 Budget, approve the budget as presented.

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

There were no questions or discussion.

11.6 Approval of City of Yellowknife Tax Requisition letter

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

I move that the YK1 Board of Trustees direct administration to advise the City of Yellowknife that the District will maintain its current mill rate for the 2026-2027 taxation year, and that the total property tax requisition is set at \$9,217,287.

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

12. Reports

12.1. Chairperson's Report (Trustee Bell)

The report is included in the agenda package.

Responses to questions:

Trustees were asked to email Chairperson Bell with suggestions by or before May 14th, about:

- i. What the GNWT can provide to support trustee onboarding, and
- ii. The letter about Jordan's Principle funding to the CSBA.

The CSBA discussion on Jordan's Principle funding has been delayed until the July CSBA meeting. Trustees are in favour of sending the letter as soon as possible. Administration will reshare the Jordan's Principle funding letter from the CSBA with trustees and will send the letter to the CSBA on Friday, May 15th.

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 agenda package.

Trustee Brookes also noted the Ontario provincial government's assumption of control over some of that province's school boards.

12.4 Superintendents Report (Shirley Zouboules)

The report is included in the package.

Comments and responses to questions:

- Trustee attention was drawn to the Wellness Mentor data.
- Current and future work on the Strategic Plan was reviewed.
- Trustees like the measures included in the draft Strategic Plan.
- The measures in the Strategic Plan are statements related to the goals.
- The Strategic Plan will be added to the agenda for the June Committee of the Whole meeting.
- The restorative practices session with Pat Lewis was focused on staff, given their day-to-day interactions with both students and adults.
- Backlog issues with teacher certification are not impacting YK1 because we have been able to navigate them without any large impacts.
- "In a meaningful way" refers to the quantification of qualitative data. A narrative in this regard will be provided in the document. Work to incorporate the Calls to Action is also in progress. Administration will be reviewing the timelines included in the document.
- Trustees were asked to send additional questions about the Strategic Plan to Superintendent Zouboules.
- Superintendent Zouboules shared that going forward NWTSA will meet with ECE monthly to work on things like a cell phone use framework.
- Information about the school tours at École Alain St.Cyr & WMS & NJM & RLN, and those who attended was shared.
- The Board discussed the topic of appealing denials of Jordan's Principle funding. It was determined that pursuing such appeals would be very cost-prohibitive. Trustees suggested inquiring about the cost of an appeal and bringing that information to the Board. This could possibly be achieved by talking to legal counsel of the Sahtu Divisional Education Council, which is pursuing an appeal. Consensus was that a board challenging the federal government is not advisable. Instead, trustees feel the Board should continue to focus on advocacy, sharing concerns with the CSBA and ECE and providing moral support at the NWT Education Leader table. There is strength in numbers.
- An overview of VERTTA, which will replace PASI was done. This is a long-overdue update to student information systems.

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

The report is included in the agenda package.

Comments & Responses to questions:

- The new Occupational Health & Safety (OHS) program is almost completed; one more session is to be held for staff at schools taking on OHS roles.
- Under the new model, site inspections will be managed at individual schools and will only come to the Board if there is anything glaring that the Board needs to be aware of for budgeting purposes.

- It was noted that through the food funding, all students have access to food.

Motion #: 13/05-12/25-26

I move that the YK1 Board of Trustees move to in camera at 9:13 PM.

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

Motion #: 14/05-12/25-26

I move that the YK1 Board of Trustees move out of in camera at 9:14 PM.

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

Motion #: 15/05-12/25-26

I move that the YK1 Board of Trustees go back to item 12.4.

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

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

The report is included in the agenda package.

There were no questions.

12.4.3 Secretary Treasurer Report (Lisa Vass)

Due to time constraints in the past month, the preparation of a physical report was not possible.

Secretary Treasurer Vass gave a verbal update on OHS. This included that Maintenance staff have a number of OHS courses they need to complete because of the nature of their jobs, and there is signage that needs to be installed.

The flooring contract has been awarded to Elite Flooring.

There are currently two (2) sewage issues at two (2) schools that will require funds for remediation and repairs.

Fencing quotes came in lower than expected. Finance will be talking to the contractor to ensure they understand the scope of the project to ensure accurate quotes are received.

Maintenance is in talks with two (2) accessibility contractors and will soon be making a decision on which one will be awarded the contract.

Comments & responses to questions:

- Trustees referenced historical information that indicated YK1 receives maintenance funds for SJF as well as the other 5 YK1 schools.
- Trustees suggested getting clarification on the carryover of funds for projects that were not begun due to weather.
- École It'ò has not yet been turned over to YK1.
- Trustees recommended the implementation of fans and dehumidifiers at the Northern Arts and Cultural Centre (NACC) to mitigate the potential for mold development.

12.4.3.1 Director of Operations Report (Jordan Martin)

The report is included in the agenda package.

Comments & responses to questions:

- The proposed changes to the staff parking exit at NJ Macpherson School were discussed.
- The origin of the lead detected in school water sources remains undetermined. Routine monitoring will be implemented.
- An investigation into the ability of the new phone systems to be used as public address (PA) systems is underway.
- The Maintenance department is currently uncertain whether any schools other than Mildred Hall School (MHS) have a sewer vault. Trustees recommended determining if other schools have sewage vaults. Maintenance will be implementing regular inspections of sewer lines.

13. Standing Committee Reports

13.1 Audit Committee (Chairperson: Trustee Peters)

No meeting has been held.

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

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

No questions.

13.3 Finance Committee (Chairperson: Trustee Brookes)

The report is included in the agenda package.

No questions.

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 on May 13th at 3:45 PM.

13.6 Policy & Governance Committee, Chairperson: Trustee Drew

Committee meeting information is included in the agenda package. Policy 32 - Trustee Development was shared with trustees for comments. No comments were received.

Motion #: 16/05-12/25-26

I move that the YK1 Board of Trustees accept 1st reading of Policy 32 - Trustee Development, for posting online for comments.

Moved by: Trustee Drew

Seconded by: Trustee Brookes

Carried

13.7 Public Engagement & Advocacy Committee (Chairperson: Trustee Wasylciw)

Notes provided on the day of the meeting. Work has been done on the reintroduction of a Year-in-Review document.

The Sacred Feather Indigenous Student Awards were reviewed. Doreen Cleary, who championed the creation of the awards, has been invited to join the Committee to review the 2026 nominations. Nominations will be brought forward for approval at the June Board meeting.

13.8 USW Board Advisory Committee, Chairperson: Trustee TBD

The USW is planning to hold an event for its members in August. YK1 has been invited to participate.

13.9 Action Items

Action Item lists are included in the agenda package.

Motion #: 17/05-12/25-26

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

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

14. Announcements - events calendar attached

The MLA meeting on May 21st and the Board Retreat with Chris Smeaton were added to the May calendar.

15. Date and Time of Next Meeting

May 21, 2026	6:30 PM	Yellowknife MLA Meeting
May 23, 2026	1:00 - 5:00 PM	Board Retreat
May 24, 2026	9:00 AM - noon	
June 8, 2026	12:10 PM	Committee of the Whole 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

Chairperson Bell thanked everyone for attending and for making this a very productive meeting.

17. Adjournment

Motion #: 18/05-12/25-26

I move that the YK1 Board of Trustees, May 12, 2026, Board meeting be adjourned.

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

The meeting adjourned at 9:58 PM

Chairperson Bell

Secretary Treasurer Vass



BOARD REPORT

Title:	June 9, 2026, 2026-2027 Budget Final Approval
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	June 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
Background	<p>The purpose of this report is to present the 2026–2027 Budget for Yellowknife Education District No. 1 (YK1) to the Board of Trustees for final approval. There are a couple of updates to revenues the budget presentation uses the new GNWT ECE template.</p>
	<p>The 2026–2027 Draft Operating Budget reflects total revenues of \$47.80 million and total expenses of \$48.63 million, resulting in an annual operating deficit of \$830,098. This deficit is attributed to the annual amortization of \$1.0 million.</p> <p>Please note the following changes to revenues.</p> <p>Net increase of \$54,837</p> <ul style="list-style-type: none"> • Adjustments/Corrections to the formula funding – (\$62,450) • Approved Tax Requisition - \$9,217, 287 (Increase of \$117,287) <p>Salaries and benefits continue to represent the largest single cost driver, accounting for approximately 82% of total operating</p>

expenditures, consistent with prior years and with the labour-intensive nature of public education delivery.

Revenue Highlights

- GNWT/ECE Contributions: \$37.73 million, an increase of 5% over the 2025-2026 approved budget, primarily driven by enrolment-based funding.
- Property Tax Requisition Estimate: \$9.2 million, reflecting no mill rate increase change (3.3) and growth in assessment due to the general property assessment update. Note, this was the estimate used based on the information available on April 30 to finalize the budget.
- Education Body Generated Funds: \$650 thousand, primarily investment income and modest school fees.

Expenditure Highlights

Total operation expenditures before amortization are \$47.63 million, allocated as follows:

- Administration: \$2.23 million
- School Programs: \$31.11 million
- Operations & Maintenance: \$3.75 million
- Inclusive Schooling: \$9.01 million
- Indigenous Languages & Education: \$1.53 million

Amortization of \$1.0 million brings total expenses to \$48.63 million.

Staffing and Person Years

The draft budget reflects a realignment of person years between core and supplementary funding to provide greater clarity. A net decrease of 9.75 FTEs (258.08 less 248.33) occurs primarily in Inclusive Schooling which will be funded using the anticipated supplementary funding from ECE.

Accumulated Surplus and Financial Position

At the of 2026-27, YK1 is projected to maintain a closing accumulated surplus of approximately \$10.26 million. After adjusting for tangible

capital assets, reserves, and restricted balances, the closing accumulated operating fund surplus is approximately \$313,696. The operating fund percentage is 0.7% which is far below 5% - 7% GNWT Operating Surplus policy. 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.

Capital Overview

The draft budget includes:

- Small capital projects (2027-2029): Approximately \$1.03 million prioritized across schools for flooring, mechanical, accessibility upgrades and safety concerns. Not all projects are funded in the future years.
- Large capital projects (2026-2031): Over \$2.0 million in capital projects is identified including: major mechanical, roof and electrical upgrades. Only \$654 thousand of the \$2.0 million is funded by the capital reserve. The remaining capital projects are unfunded.
- ECE Capital Projects: Multi-year projects totaling \$9.75 million, subject to ECE approval and funding schedules. Currently three projects totaling \$993 thousand are approved.

Recommendations	That the Board of Trustees approve the final 2026-2027 Budget as presented.
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below <ul style="list-style-type: none"> • 2026-06-09 ST YK1 Operating Budget 2026-27 Final Approval

Department of Education, Culture & Employment
Yellowknife Education District No. 1 Approved Budget 2026-2027

Divisional Education Council/District Education Authority
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Languages and Education	Other	Total
SALARIES							
<u>Teachers' Salaries</u>							
Teachers' Salaries	0	18,842,825	0	0	0	0	18,842,825
Regional Coordinators (RISC/RILE)	0	0	0	185,425	169,970	0	355,395
Magnet Facility Teachers	0	0	0	816,353	0	0	816,353
Program Support Teachers	0	0	0	2,454,219	0	0	2,454,219
Indigenous Language Instruction	0	0	0	0	354,259	0	354,259
<u>Instruction Assistants</u>							
Support Assistants	0	1,671,997	0	2,888,897	0	0	4,560,894
<u>Non Instructional Staff</u>							
SBMHW Positions	0	0	0	645,775	0	0	645,775
Healthy Choices Initiative & Youth Contributions Programs Positions	0	0	0	0	0	0	0
Elders in Schools	0	0	0	0	84,000	0	84,000
Non Instructional Staff	1,431,331	2,445,737	700,894	6,000	0	0	4,583,962
Cultural Resource Staff	0	0	0	0	403,882	0	403,882
Board/Trustee Honoraria	88,494	0	0	0	0	0	88,494
Sub-Total	1,519,826	22,960,559	700,894	6,996,670	1,012,111	0	33,190,059
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	331,401	4,667,524	144,832	1,579,474	246,157	0	6,969,388
Leave And Termination Benefits	0	0	0	0	0	0	0
Sub-Total	331,401	4,667,524	144,832	1,579,474	246,157	0	6,969,388
Total Salaries and Benefits	1,851,226	27,628,083	845,726	8,576,145	1,258,267	0	40,159,447
STAFF DEVELOPMENT (Including Travel)							
							0
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	70,500	452,457	10,000	204,146	2,000	0	739,103
Postage/Communication	45,500	87,825	8,000	1,500	0	0	142,825
Utilities	0	0	0	0	0	0	0
Heating	0	0	787,000	0	0	0	787,000
Electricity	0	0	1,062,382	0	0	0	1,062,382
Water/Sewage	0	0	215,500	0	0	0	215,500
Travel	0	234,825	0	0	0	0	234,825
Student Transportation (Busing)	0	720,000	0	15,000	24,000	0	759,000
Advertising/Printing/Publishing	33,000	0	0	0	0	0	33,000
Maintenance/Repair	5,000	25,975	618,000	5,000	0	0	653,975
Rentals/Leases	6,000	94,378	0	0	0	0	100,378
Other Contracted Services	35,000	364,200	200,000	109,000	0	0	708,200
Sub-Total	195,000	1,979,662	2,900,882	334,646	26,000	0	5,436,189
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology	0	0	0	60,000	0	0	60,000
Materials	44,000	1,490,420	0	43,000	245,455	0	1,822,875
Freight	1,000	7,292	5,000	0	0	0	13,292
Sub-Total	45,000	1,497,712	5,000	103,000	245,455	0	1,896,167
DEBT SERVICE							
							0
OTHER	142,000	0	0	0	0	0	142,000
SUB-TOTAL OF EXPENSES BEFORE AMORT	2,233,226	31,105,456	3,751,608	9,013,791	1,529,722	0	47,633,803
AMORTIZATION	0	0	0	0	0	1,000,000	1,000,000
TOTAL	2,233,226	31,105,456	3,751,608	9,013,791	1,529,722	1,000,000	48,633,803

Department of Education, Culture & Employment
Yellowknife Education District No. 1 Approved Budget 2026-2027

Divisional Education Council/District Education Authority
Inclusive Schooling - (Schedule 3)

Annual Budget

General Inclusive Schooling	School Based Mental Health and Wellness	Magnet Facility	Total
-----------------------------	---	-----------------	-------

REVENUE

Inclusive Schooling Contribution Revenue	5,491,230	731,352	989,390	7,211,972
Deferred Revenue				0
TOTAL REVENUE	5,491,230	731,352	989,390	7,211,972

EXPENSES

SALARIES

Regional Coordinators	185,425	0	0	185,425
Magnet Facility Teachers	0	0	816,353	816,353
Program Support Teachers	2,454,219	0	0	2,454,219
Support Assistants	2,888,897	0	0	2,888,897
SBMHW Positions	0	645,775	0	645,775
Non-Instructional Staff	0	6,000	0	6,000
Sub-Total	5,528,542	651,775	816,353	6,996,670

EMPLOYEE BENEFITS

Employee Benefits/Allowances	1,281,703	142,397	155,374	1,579,474
------------------------------	-----------	---------	---------	-----------

Total Salaries & Benefits	6,810,244	794,173	971,727	8,576,145
--------------------------------------	------------------	----------------	----------------	------------------

STAFF DEVELOPMENT (Including Travel)				0
---	--	--	--	---

SERVICES PURCHASED/CONTRACTED

Professional/Technical Services	1,500	0	0	1,500
Student Transportation (Busing)*	15,000	0	0	15,000
Maintenance & Repairs	5,000	0	0	5,000
Other Contracted Services	109,000	0	0	109,000
Other	110,000	94,146	0	204,146
Sub-Total	240,500	94,146	0	334,646

MATERIALS/SUPPLIES/FREIGHT

Assistive Technology	60,000	0	0	60,000
Materials	10,000	15,000	18,000	43,000
Freight	0	0	0	0
Sub-Total	70,000	15,000	18,000	103,000

TOTAL EXPENSES	7,120,744	903,319	989,727	9,013,791
-----------------------	------------------	----------------	----------------	------------------

(DEFICIT)	-1,629,514	-171,967	-337	-1,801,819
------------------	-------------------	-----------------	-------------	-------------------

Department of Education, Culture & Employment
Yellowknife Education District No. 1 Approved Budget 2026-2027

Divisional Education Council/District Education Authority
Indigenous Languages and Education - (Schedule 4)
Annual Budget

Indigenous Education	Our Languages Curriculum Resource	Community Support	Total
-----------------------------	--	--------------------------	--------------

REVENUE

Indigenous Languages and Education Contribution Revenue	1,069,050	47,963	61,656	1,178,669
Deferred Restricted Indigenous Languages and Education Funding				0
TOTAL REVENUE	1,069,050	47,963	61,656	1,178,669

EXPENSES**SALARIES**

Regional ILE Coordinators	169,970	0	0	169,970
Indigenous Language Instruction	156,033	195,075	3,151	354,259
Cultural Resource Staff	90,202	313,681	0	403,882
Honoraria	0	0	0	0
Elders in Schools	0	12,000	72,000	84,000
Sub-Total	416,204	520,756	75,151	1,012,111

EMPLOYEE BENEFITS

Employee Benefits/Allowances	143,468	42,470	60,219	246,157
------------------------------	---------	--------	--------	----------------

Total Salaries and Benefits

559,672	563,226	135,370	1,258,267
----------------	----------------	----------------	------------------

SERVICES PURCHASED/CONTRACTED

Professional/Technical Services	0	0	2,000	2,000
Travel	0	0	0	0
Student Transportation (Busing)*	24,000	0	0	24,000
Advertising/Printing/Publishing	0	0	0	0
Maintenance/Repair	0	0	0	0
Rentals/Leases	0	0	0	0
Other Contracted Services	0	0	0	0
Sub-Total	24,000	0	2,000	26,000

MATERIALS/SUPPLIES/FREIGHT

Materials	192,455	28,000	25,000	245,455
Freight	0	0	0	0
Sub-Total	192,455	28,000	25,000	245,455

TOTAL EXPENSES

776,127	591,226	162,370	1,529,722
----------------	----------------	----------------	------------------

INDIGENOUS LANGUAGES SURPLUS (DEFICIT)

292,923	-543,263	-100,714	-351,053
----------------	-----------------	-----------------	-----------------

Department of Education, Culture & Employment
Yellowknife Education District No. 1 Approved Budget 2026-2027

Divisional Education Council/District Education Authority
Approved Person Years - (Schedule 5)
Annual Budget

	2026-2027
	<u>Person Years</u>
Administration Staff	<u>10.00</u>
Territorial Schools:	
Teachers	114.96
Consultants (IT)	3.00
Librarians	3.50
Classroom Assistants	0.00
Healthy Choices Initiative & Youth Contributions Programs	
Positions	0.00
Finance Admin. Assistants	7.50
Custodians	17.13
Junior Kindergarten Early Childhood	14.00
Literacy Coach	0.05
Maintenance Staff	5.25
Other	
French - Teacher	3.50
French - EA	0.50
Total Territorial Schools:	<u>169.39</u>
Inclusive Schooling:	
Regional Coordinator	1.00
Magnet Positions	5.00
Program Support Teachers	16.00
Support Assistants	33.54
SBMHW Positions	6.00
Non Instructional Staff	
Other - Specify	
Total Inclusive Schooling:	<u>61.54</u>
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	6.40
Cultural Resource Staff	
Other - Specify	
Total Indigenous Languages and Education:	<u>7.40</u>
Total Person Years	<u>248.33</u>

Department of Education, Culture & Employment
 Yellowknife Education District No. 1 Approved Budget 2026-2027

INPUT	YK1
CALCULATED	YK1/YCS
FORMAT	

Divisional Education Council/District Education Authority
 Reconciled Accumulated Surplus - (Schedule 6)
 Annual Budget - Consolidated

2026-2027 Budget

TOTAL ACCUMULATED SURPLUS OPEN	143,794	143,794
Opening Balance Investment in Tangible Capital Assets	9,358,453	
Less : Amortization (enter negative)	-1,000,000	
Plus : Capital acquisitions	600,000	
Closing Balance Investment in Tangible Capital Assets	8,958,453	
Opening Balance Decentralized Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Reserve	0	
Opening Balance Restricted Vehicle Replacement Reserve	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Restricted Vehicle Replacement Reserve	0	
Opening Balance Capital Fund Reserve	654,165	
Transfer from (to) operating fund surplus	-600,000	
Closing Balance Capital Fund Reserve	54,165	
Opening Balance LED Reserve	148,583	
Transfer from (to) operating fund surplus	0	
Closing Balance LED Reserve	148,583	
Opening Balance School Generated Funds	788,962	
Transfer from (to) operating fund surplus	0	
Closing School Generated Funds	788,962	
TOTAL ACCUMULATED SURPLUS CLOSING		10,263,859

		REPRESENTED BY:
ACCUMULATED SURPLUS / DEFICIT APPLICABLE TO POLICY	1,102,658	1,102,658

Opening Balance Operating Surplus	143,794	
Plus : Annual Surplus (enter positive) or		
Less : Annual Deficit (enter negative)	-830,098	
Amortization	1,000,000	
Capital acquisitions	-600,000	
Plus : Transfer from Investment In Capital Assets	400,000	
Plus : Transfer from (to) Decentralized Accumulated Surplus		29,724,015
Plus : Transfer from (to) Restricted Vehicle Replacement Reser	0	
Plus : Transfer from (to) Capital Fund Reserve	600,000	8,902,160
Plus : Transfer from (to) LED Reserve		1,448,249
Closing Balance Operating Surplus	313,696	313,696
Opening Balance Decentralized Surplus	0	
Transfer from (to) operating fund surplus	0	
Closing Balance Decentralized Surplus	0	0

BUDGET 2026-27		
School year July 2026 to June 2027		
Yellowknife Education District No. 1		
		Amount
# Revenue		\$
1.1	Contributions from GNWT	
	Name of Department	
a)	GNWT ECE Formula Funding	36,430,102
b)	GNWT ECE Other - Union Cost Recovery Negotiations	1,302,015
c)		
1.2	Contributions from Related party Entities	
a)	Dettah Enrolment Transfer	108,801
b)	Superintendent Fees	95,500
c)		
7.2	Other taxes - other sources*	
a)	Municipal Property Taxes	9,217,287
b)		
9.2	Regulatory revenue - other sources*	
10	Income from portfolio investments****	395,000
a)	Interest Income (general)***	150,000
11.2	Sales - Other sources*	
a)	Bussing Fees	80,000
b)	Other	25,000
		47,803,705
	Expenses	
1.1	Grants	
2.2	Contributions - to others*****	
3	Compensation and benefits	40,159,447
4	Change in valuation allowances	
5	Amortization of tangible capital assets	1,000,000
6.2	Other expenses - to others*****	
7	General Operations and Maintenance	7,474,356
		48,633,803
	Annual operating surplus (deficit)	-830,098

BUDGET 2026-27

STATEMENT OF CHANGES IN NET FINANCIAL ASSETS/LIABILITIES

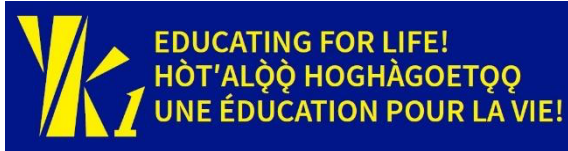
Yellowknife Education District No. 1	2027-06-30 Forecast	June 30, 2026 Forecast	2025-06-30 Audited
Net financial liabilities at beginning of year:	814,670.44	4,152,642.00	5,884,702.00
Surplus/(deficit) for the period:	-830,098.05	-3,870,382.56	-2,583,323.00
Plus: amortization of tangible capital assets	1,000,000.00	1,000,000.00	957,215.00
Plus: amortization of purchased Intangibles			0.00
Less: revaluation of asset retirement obligations			57,593.00
Plus: loss on disposal of tangible capital assets			
Plus: loss on sale of tangible capital assets			
Plus: Consumption of Inventories held for use			
Plus: Consumption of prepaid expenses		22,401.00	23,668.00
Increase/ (decrease) in non-financial liabilities			
Change relating to surplus (deficit)	169,901.95	-2,847,981.56	-1,544,847.00
Acquisition of tangible capital assets	-600,000.00	-489,990.00	-103,073.00
In-Kind: Tangible capital assets			-61,739.00
Acquisition of purchased intangibles			
Acquisition of inventories held for use			
Acquisition of prepaid expenses			-22,401.00
Change relating to acquisitions of non-financial assets	-600,000.00	-489,990.00	-187,213.00
(Increase) decrease in net financial liabilities excluding net Remeasurement gains and losses	-430,098.05	-3,337,971.56	-1,732,060.00
Portfolio investments			
Change pertaining to net remeasurement gains and losses			
(Increase) decrease In net financial liabilities	-430,098.05	-3,337,971.56	-1,732,060.00
Net financial liabilities at end of year	384,572.39	814,670.44	4,152,642.00

Yellowknife Education District No. 1 Approved Budget 2026-2027

Divisional Education Council
Contribution Agreement and Other Dedicated Funding Summary - (Schedule 8)
Annual Budget

Revenues and Expenses Included In Schedule 1

Minority Language Education and Second Language Instruction - French (Contribution Agreement)	Healthy Food for Learning (Restricted Territorial Schools Funding)	Healthy Choices Initiative (Restricted Territorial Schools Funding)	Youth Contributions Program (Restricted Territorial Schools Funding)	Student Success Initiative (Restricted Territorial Schools Funding)	National Food Program (Contribution Agreement)	Total
REVENUE (See Schedule 1)						
Contribution Revenues	580,000	78,040	146,920	23,680	34,000	862,640
Admin Revenues (Jordan's Principle)						0
Deferred Revenue (If Applicable)						0
TOTAL REVENUE	580,000	78,040	146,920	23,680	34,000	0
EXPENSES						
Salaries	1,004,984					1,004,984
Benefits	194,834					194,834
Operating & Maintenance	192,000	78,040	146,920	23,680	34,000	474,640
Project Based (Minority Language)						0
Other						0
TOTAL EXPENSES	1,391,818	78,040	146,920	23,680	34,000	0
SURPLUS (DEFICIT)	-811,818	0	0	0	0	-811,818



BOARD REPORT

Title:	Approval of 2026-2027 Operating Plan
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	June 3, 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>The Operating Plan for the 2026-2027 School Year is completed. This is a further refinement of the draft presented earlier to the Board of Trustees, and reflects the feedback received from ECE on May 25th and May 29th.</p> <p>The copy attached does not contain the required budget documents, as the amended budget must be approved by the Board prior to their inclusion in the plan that is sent to ECE.</p> <p>As part of the NWT's Accountability Framework, the report must be approved by the Board of Trustees and then submitted to the Minister of Education no later than June 30th, 2026.</p>
Recommendations	That the Board of Trustees approve the Operating Plan for 2026-2027 by formal motion
Proposed Motion (if applicable)	<p>Recommended wording:</p> <p>"I move that the Board of Trustees accept the Operating Plan for 2026-2027 as presented and direct the Superintendent to incorporate the required budget schedules and complete the steps for its submission to the Minister of Education, Culture and Employment."</p>
Attachments?	Operating Plan for 2026-2026

Education Accountability Framework

Yellowknife Education

District No.1

Operating Plan

For the 2026-27 School Year



Table of Contents

Operating Plan - Executive Summary	2
Annual Report - Executive Summary	5
1. Administration and School Services	6
2. Territorial Schools	22
3. Inclusive Schooling	39
4. Indigenous Languages and Education	57
Appendix B: Operating Plan - Operating Budget	76
Appendix C: Annual Report - Audited Financial Statements	77
Approvals	78

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 <i>Kede</i> .	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.

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

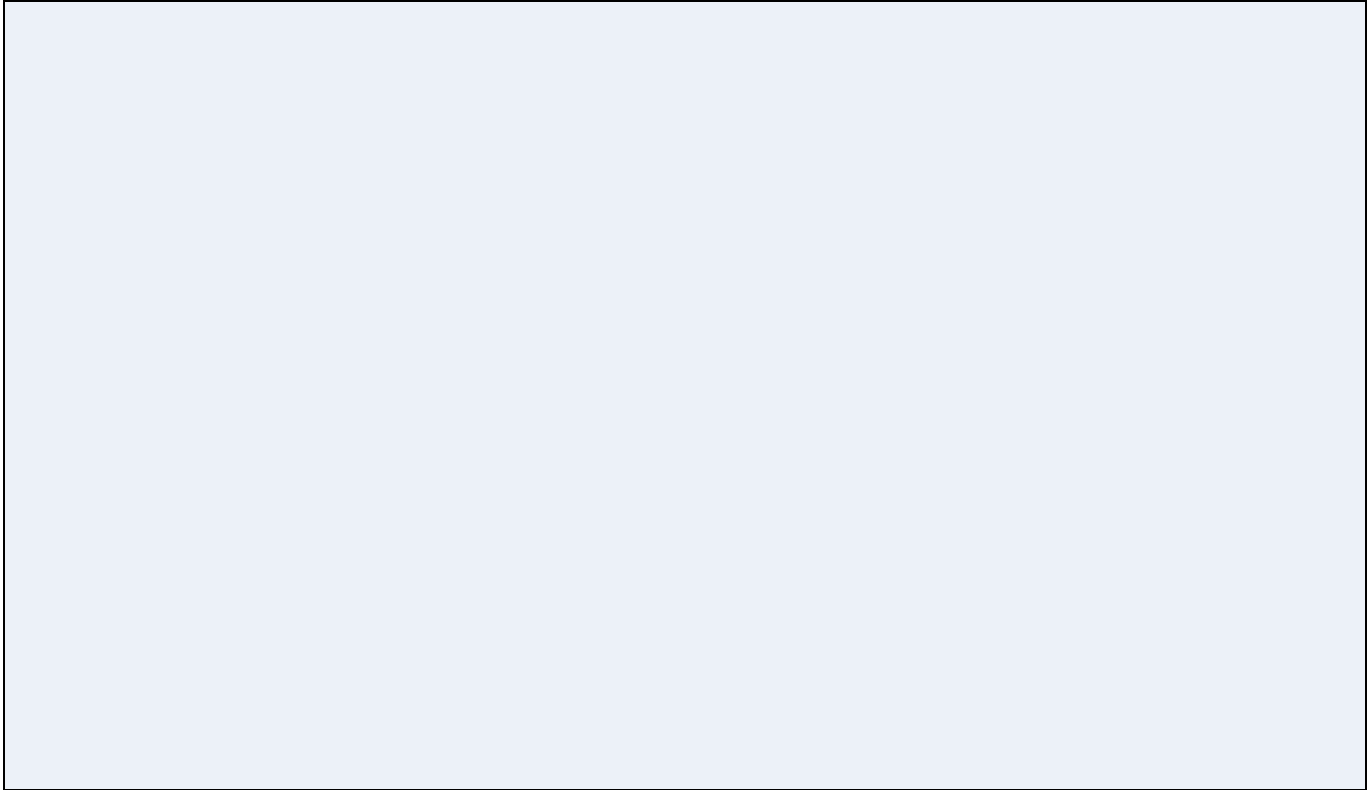
During their tenure, Trustees attend monthly DEA meetings and participate in regularly scheduled DEA-level committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending monthly Parent Advisory Committee 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.

The next scheduled election for the YK1 Board of Trustees is October 19, 2026

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)

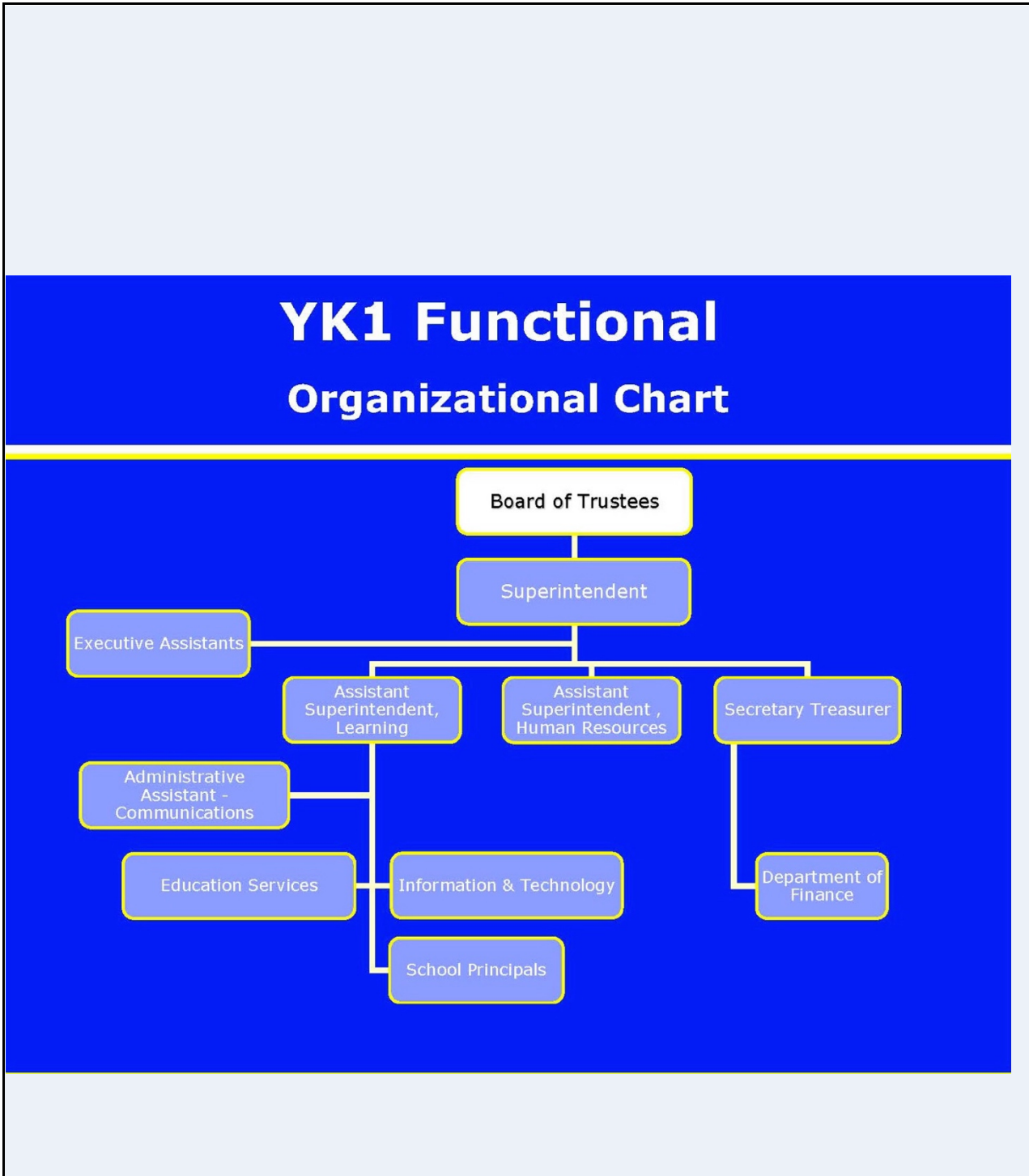
In the following table detail key aspects of each District Education Authority (DEA) in the region, including election dates, membership, and terms of office:



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	2160
--	---	---	------

School Name	Community	Grades Offered	Programming Highlights
École Itł'q (Itł'q)	Yellowknife	JK-5	<p>École Itł'q offers:</p> <ul style="list-style-type: none"> • French Immersion programming • Wìlììdeh language classes for all students. • 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,
Mildred Hall School (Mildred Hall)	Yellowknife	JK-8	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> • English programming • Wìlììdeh Yati language classes for grades JK-8 • Drumming, Hand Games, Traditional Games for all students, and a Middle

			<p>School-Specific Traditional Games Day</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 • 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
<p>N.J. Macpherson School (NJ Macpherson)</p>	<p>Yellowknife</p>	<p>JK-5</p>	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> • English programming JK-5 • Core French, Grades 1-5 • Wìlììdeh language classes for all students and staff (depending on staff availability) • Special programs including Physical education, visual arts, music, drama and a recycling program • Several extracurricular sports, clubs and activities. • Indigenous language and culture is integrated into classroom sessions. • Indigenous Culture Camps throughout the year

			<ul style="list-style-type: none"> • Monthly ?ori (Spruce Bow) program with hands on learning of traditional ways of learning and knowing in the school McPherson tent- Depending on funding and staff availability.
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 School (Sir John)	Yellowknife	9-12	<p>École Sir John Franklin High School (ESJFHS) offers:</p> <ul style="list-style-type: none"> • Programming from Grades 9 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 9 to 12 • Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts • Extensive trades curriculum and work experience program which includes

			<p>industrial arts, automotive class, culinary arts, robotics and esthetics</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

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
---------------------------------------	---

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>			

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>
--	---

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region	

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
--	---

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 <i>(if applicable)</i>
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>
--	--

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			

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>
---	--

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.*

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, Dēne Sųhne, Dene Zhatie, Dinjii Zhu' Ginjik, English, French, Inuinnaqtun, Inuktitut, Inuvialuktun, nēhiyawēwin, Tłı̨chǫ)	Type of SL program (core, immersion, intensive, post-intensive)	Grades of SL program (per program type)	Was the SL program offered as planned? (Y/N)	If No, why not?
It'q	French	Immersion	JK-5		
	<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*

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			

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.	<p>YK1 schools receive Healthy Choices Initiative and Youth Contribution Program funding through the annual funding allocations provided to the District through ECE. The funding is then portioned out to individual schools on a basis that is pro-rated for their student enrollment. Schools are expected to use the funding in accordance with the stated goals associated with each program</p> <p>The Healthy Choices Initiative funding is intended to increase education and awareness around healthy choices for students. The Youth Contribution Fund is intended to support initiatives for students that promote positive lifestyles, improve students' quality of life, and their well-being in the school and community.</p>
---	---

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	\$24,779.22	\$24,779.22			
Mildred Hall	\$19,053.08	\$19,053.08			
NJ Macpherson	\$21,950.23	\$21,950.23			
Range Lake	\$22,154.74	\$22,154.74			

Sir John	\$45,417.21	\$45,417.21			
William McDonald	\$13,565.52	\$13,565.52			

Youth Contribution Program

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
It'q	\$3,993.82	\$3,993.82			
Mildred Hall	\$3,070.90	\$3,070.90			
NJ Macpherson	\$3,537.85	\$3,537.85			
Range Lake	\$3,570.82	\$3,570.82			
Sir John	\$7,320.17	\$7,320.17			
William McDonald	\$2,186.44	\$2,186.44			

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.
Route 51	Leased Storefront Facility at an alternate site from SJF		

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	
-------------------------------------	--

Program/ School Name	Allocated (\$)	Budgeted (\$)	Actual (\$)	Explanation for difference	3rd Party Funding (\$) / Source
Route 51	\$39,847.50	\$39,847.50			

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 the additional funding from IS/District/Taxpayers' funding to cover the salary gap. 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			
Mildred Hall						
NJ Macpherson						
Range Lake						
Sir John						
William McDonald						
TOTAL	15.59	16.00				

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	34.50	39.00	The majority of our EAs are at the top of the salary grid. Therefore, we must cover additional costs from IS/District/Tax payers funding to cover the gap.		
Mildred Hall					
NJ Macpherson					
Range Lake					
Sir John					
William McDonald			We are using these funding sources for an additional 5.5 EAs, which is the maximum the district has internal capacity to cover. Our hope is that supplemental funding recently announced by the GNWT will make up for the shortfall between the EAs we are able to currently provide, and to bring that staffing level closer to the actual needs of our students.		
TOTAL	32.77	39.00			

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 <i>(if applicable)</i>	Actual <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$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 <i>(PSTs, Educators, Support Assistants, Principals, etc.)</i>	Training Provider <i>(RISC, ECE, Contractor, etc.)</i>	Planned Date & Location	Was the training held as planned? <i>(Yes/No)</i>	If No, why not?
Restorative Practices	All	YK1 Staff	Throughout the year		
Inclusive Curriculum Delivery	PSTs, Teachers, Admin where possible	Contract Facilitator, RISC, PSTs	Throughout the year		
Education Program Planning with the new curriculum	PSTs	Contract Facilitator, RISC, ECE,	Fall/Winter		
ICB IEP	RISCs, PSTs, Teachers	RISC	Fall		
Supporting Dysregulation	PSTs, Teachers, EAs, Admin where possible	RISC, Contract Facilitators	Throughout the Year		
Implementing Inclusive Practices	RISCs, Shelley Moore,	Contract Facilitator, RISC, PSTs	Fall/Winter		

	Others TBD				
Ongoing Support for Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Admin where possible	Contract Facilitator, RISC, 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)
\$120,264.00					

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>
\$115,052		

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 additional funding from other revenue to cover the 6 salaries for the 2026-2027 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			

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. Ongoing competency-based IEP and Educational Program Planning professional development will ensure greater 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>
---	--

<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>
---	---

<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.

<p>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.</p>	<p>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.</p>
--	--

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.</p> <p>In the beginning of the 2026-2027 school year, refreshers will be held for school leadership and PSTs on the role and allocation of PST time targets.</p>
---	---

Areas of Strength for the region	
Areas for Development for the region	
Additional Comments for the region.	

M. Magnet Facilities

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

North Slave YOF Secure Custody provides services to students with very challenging needs. This facility is deemed a ‘magnet facility’ and has been identified as requiring additional supports. The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education at North Slave YOF Secure Custody, 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. One teaching position is dedicated to providing counselling services to students at the facility.		
Support Assistants	1	0			
TOTAL	4	3			

The following table details the total amount of allocated, budgeted and actual funding spent on O&M for North Slave YOF Secure Custody, and the explanation for any variance between each.

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$779,730	\$779,730	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.		

McAteer House provides services to students with very challenging needs. This facility is deemed a ‘magnet facility’ and has been identified as requiring additional supports. The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education at McAteer House, 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	1	1	The Magnet Facility staff in YK1 are at the top of the salary grid. This teaching position is dedicated to providing counselling and community liaison services to students at the facility.		
Support Assistants	0	0			
TOTAL	1	1			

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

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$197,478	\$197,478			

The Stabilizing Education Partership (STEP) offered in collaboration with Yellowknife Catholic Schools and Home Base provides services to students with very challenging needs. This facility is deemed a ‘magnet facility’ and has been identified as requiring additional supports. The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education at STEP, 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	1	1	The Magnet Facility staff in YK1 are at the top of the salary grid.		
Support Assistants	0	0			
TOTAL	1	1			

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

Allocated <i>(\$)</i>	Budgeted <i>(\$)</i>	Explanation for variance <i>(if applicable)</i>	Actual <i>(\$)</i>	Explanation for variance <i>(if applicable)</i>
\$197,478	\$197,478			

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'q	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	Principal Assistant principal EA's ILE Instructor Homeroom teachers from grade JK-5	Monthly	
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 Itł'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 Tłıchq 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		\$11,555.00	Funds allocated to District office to support Indigenizing education at the district level			
TOTAL	\$174,874	\$214,200.00	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>
It'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	No	MACA-Youth Corps Grant (1 day per week)	Elders are invited into the school as they are available The Cultural Support Worker position couldn't be filled. The school is adapting its approach to bring in knowledge-keepers and to leverage the ?Ori Program
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 -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>			
--	--	--	--	--

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>
\$61,656	\$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

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

Education Body Chair

Superintendent

Date

Date

Date

Annual Report

Education Body Chair

Superintendent

Date



BOARD REPORT

Title:	Trustee Travel Expenses
Contact:	Terry Brookes
Date Submitted:	3 rd June 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 would 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>



BOARD REPORT

Title:	Board Term Evaluation
Contact:	Barbara Bell
Date Submitted:	June 2026
Mandate	<p>The Board is responsible for the development of strategic directions and policies to guide the provision of educational services to students in the District, in keeping with the requirements of government. Board work is directed by territorial legislation and Policy 2: Role of the Board. The term evaluation allows the Board of Trustees to consider how the Board demonstrated achievement in the following specific roles as outlined in Policy 2: Role of the Board.</p> <ol style="list-style-type: none"> 1. Accountability to the GNWT 2. Accountability to the Community 3. Four-Year Strategic Plan 4. Policy 5. Board/Superintendent Relations 6. Political Advocacy 7. Board Development 8. Fiscal Accountability
Background	<p>Yellowknife District No.1 Education Authority contracted the services of CDSmeaton Consulting to facilitate the Board term evaluation in relation to the specific areas of responsibilities identified in Policy 2: Role of the Board. The Board reviewed this evaluation on May 23, 2026.</p>
Recommendations	<p>I move that the Yellowknife Education District No. 1 Board of Trustees approve the Board's Term Evaluation Report, as developed in a facilitated workshop on May 23, 2026, AND FURTHER, that the Board Chair be authorized to monitor the suggestions agreed to and bring items forward for Board consideration, as deemed appropriate.</p>
Attachment	Board Term Evaluation Report 2022-2026



BOARD TERM EVALUATION REPORT 2022-26

Yellowknife District No.1 Education Authority

May 23, 2026

Facilitated by: Chris Smeaton
CDSmeaton Consulting

PROCESS

Yellowknife District No.1 Education Authority contracted the services of CDSmeaton Consulting to facilitate the Board term evaluation in relation to the specific areas of responsibilities identified in *Policy 2: Role of the Board*. The Board reviewed this evaluation on May 23, 2026.

PURPOSE

As a corporate body elected by the voters that support Yellowknife District #1 Education Authority, the Board is responsible for the development of strategic directions and policies to guide the provision of educational services to students in the District, in keeping with the requirements of government. Board work is directed by territorial legislation and Policy 2: Role of the Board. The term evaluation allows the Board of Trustees to consider how the Board demonstrated achievement in the following specific roles as outlined in *Policy 2: Role of the Board*.

- 1. Accountability to the GNWT**
- 2. Accountability to the Community**
- 3. Four-Year Strategic Plan**
- 4. Policy**
- 5. Board/Superintendent Relations**
- 6. Political Advocacy**
- 7. Board Development**
- 8. Fiscal Accountability**

POLICY 1: BOARD VISION, MISSION, PRIORITIES & VALUES

The Board of Yellowknife Education District No. 1 demonstrated ongoing commitment to the Vision of “Educating for Life!” and the Mission of supporting student success through quality learning opportunities, partnerships, and meaningful engagement. Trustees consistently identified strengths in advocacy, support for inclusive learning, Indigenous partnerships, student engagement, and organizational stabilization during a challenging governance period. At the same time, the Board experienced ongoing governance challenges related to board culture, consistency of governance practices, strategic planning implementation, and maintaining long-term collective focus.

What would excellence look like?

- Concentrated on the important rather than simply the urgent
- An enabled superintendent who is given very clear direction from the Board
- Intentional and meaningful collaboration and advocacy
- Fully understand what the Board is to do in terms of legislation and regulations

- Clear goals at board meetings
- Stakeholders, organizations and communities have a good understanding of our policy 1.
- Achievement of our goals and objectives and seeing the outcomes based on our values
- Can provide our relevant results with confidence to the community

Policy 2: Role of the Board

1. Accountability to the GNWT

The Board generally fulfilled its accountability responsibilities to the GNWT through ongoing alignment with territorial educational requirements, support for implementation of the BC curriculum, advocacy regarding inclusive education, and regular engagement with ECE officials, MLAs, and other education partners. Trustees demonstrated awareness of northern educational realities and advocated strongly regarding Jordan's Principle funding, infrastructure concerns, and educational equity. However, operational pressures, funding uncertainty, and governance challenges occasionally limited the Board's ability to move beyond immediate issues toward more proactive long-term system leadership and monitoring of territorial priorities.

What would excellence look like?

- Fully understand all government requirements
- Comply with all government requirements and/or expectations as required including legislation, regulations, etc.
- Provide the information required by the government in a timely manner
- Meet all statutory requirements.
- Be prepared to say no to government expectations and demands not within regulations or legislation
- Define how we are going to meet those requirements

2. Accountability to the Community

The Board demonstrated accountability to the community through public meetings, annual reports, financial reporting, stakeholder engagement sessions, student council meetings, and efforts to improve transparency through online communication. Trustees also highlighted stronger relationships with Indigenous organizations and increased advocacy on issues impacting students and families. Despite these strengths, many trustees acknowledged that public engagement remained inconsistent and often reactive rather than strategic. Several trustees felt the Board largely met statutory expectations for accountability but had not yet

developed a stronger community engagement model or effectively communicated the Board's governance role and accomplishments to the public.

What would excellence look like?

- Meeting our requirements
- Broad community awareness
- Completion and distribution of the annual report
- Sharing of our accomplishments
- Stakeholder public engagement plan
- Stronger engagement with the local media

3. Four-Year Strategic Plan

The Board provided broad strategic direction by maintaining focus on priorities such as inclusive education, wellness, Indigenous education, and student success, while also engaging stakeholders in discussions regarding future priorities and district direction. Trustees recognized the importance of stabilizing the organization and supporting a new superintendent during a period of transition. However, trustees consistently identified the strategic planning process as an area of concern, noting that the four-year plan lacked timely completion, strong monitoring processes, measurable outcomes, and consistent board oversight. Several trustees acknowledged that the Board struggled to move from broad priorities toward a fully implemented and regularly evaluated strategic planning framework.

What would excellence look like?

- Ensure key measures are set for the strategic plan
- Board needs to set priorities, goals and outcomes to start the process
- Board understands their own KPIs
- Ensure a strong upfront stakeholder engagement process

4. Policy

The Board demonstrated some progress in policy governance during the term through the work of the Policy and Governance Committee. Trustees identified strengths in reviewing policies, identifying governance gaps, updating outdated policies, and improving alignment between board policies and administrative procedures. There was evidence that trustees developed a stronger understanding of governance roles and increasingly referenced policy during decision-making. At the same time, several trustees acknowledged inconsistent adherence to policy, governance-role confusion, and operational-level discussions during board meetings. Concerns regarding board dynamics, inconsistent accountability among trustees, and occasional undermining behaviors suggested

that governance discipline and consistent policy implementation remain areas requiring continued growth.

What would excellence look like?

- Implement a regular schedule to review all policies
- Ensure tabled policies are placed on the website for review
- Create a policy on policy making
- Find a better way to engage community members on policy amendments

5. Board/Superintendent Relations

Board-superintendent relations improved significantly over the course of the term. Trustees consistently described the relationship with the superintendent as increasingly collegial, respectful, and collaborative, supported by weekly chair-superintendent meetings, clearer communication structures, and stronger understanding of governance versus administration. Trustees also noted that the superintendent appeared more confident and supported as relationships stabilized. However, some trustees acknowledged that cautiousness remained due to previous board dynamics and inconsistent trustee interactions. Concerns were also raised regarding the lack of a clearly articulated superintendent work plan and the need for stronger monitoring structures tied to strategic priorities and organizational outcomes.

What would excellence look like?

- Provide the superintendent with clear, written corporate direction.
- Monitor results through a governance lens and connected to the strategic priorities

6. Political Advocacy

Political advocacy was one of the Board's strongest governance areas during the term. Trustees consistently highlighted extensive advocacy regarding Jordan's Principle funding, infrastructure concerns, lead contamination in schools, inclusive education, and northern educational realities. The Board maintained regular communication with MLAs, ECE officials, Indigenous leadership, and neighboring educational authorities, which helped elevate district concerns territorially. While trustees viewed advocacy efforts positively overall, several acknowledged that advocacy activities lacked a formalized long-term strategy, clearer success measures, and sustained follow-through to evaluate effectiveness and long-term impact.

What would excellence look like?

- Develop a comprehensive proactive advocacy plan based on your strategic priorities
- Find ways to better engage our local MLAs
- Find ways to better engage your public, staff and students.

7. Board Development

The Board participated in a variety of professional development opportunities throughout the term, including governance conferences, curriculum learning sessions, webinars, and trustee mentorship activities. Trustees generally believed these opportunities contributed to stronger governance understanding and individual growth, particularly through learning experiences associated with difficult board challenges and leadership transitions. However, many trustees questioned the overall impact of board development activities due to inconsistent participation, limited reporting back to the Board, and lack of alignment between professional development and governance improvement goals. Trustees also identified the absence of regular retreats and relationship-building opportunities as a weakness that affected overall board cohesion and effectiveness.

What would excellence look like?

- Consistent all board conference attendance
- Board orientation shortly after election
- Ensure yearly evaluation (formal or informal)
- Include board development within your meeting structure

8. Fiscal Accountability

Fiscal accountability was widely viewed as a strength of the Board during the term. Trustees highlighted strong finance committee work, regular audit review, transparent financial reporting, and difficult but necessary budget decisions in response to declining surpluses and the loss of Jordan's Principle funding. Trustees demonstrated increased attention to risk management, budget variances, infrastructure needs, and long-term financial sustainability, while also showing willingness to ask more rigorous governance-level financial questions. At the same time, trustees acknowledged concern regarding the district's movement into deficit budgeting and recognized the need for stronger long-term fiscal planning and clearer understanding of governance versus operational responsibilities in financial oversight.

What would excellence look like?

- Maintain strong oversight in the areas of capital, facilities, budget
- Ensure improved variance reports

- Develop a risk management framework
- Strong commitment to OH&S

Suggestions for the next Board of Trustees

1. Encourage all trustees to take the GNWT/MACA governance training
2. Board orientation focusing on financial oversight, collective agreements, key policies, legislation and regulations.
3. Robert's Rules understanding
4. Understand the strategic plan and how to monitor/evaluate it.
5. Access free board resources to support board's role
6. Understand the DEA handbook
7. ECE orientation
8. Forge and build a strong team

Conclusion

Overall, the Board demonstrated resilience, commitment to students, stronger policy governance practices, improved superintendent relations, and meaningful advocacy efforts during a challenging term marked by organizational transition and fiscal pressure. Trustees consistently expressed pride in the Board's work related to Indigenous partnerships, student supports, advocacy, policy modernization, and organizational stabilization. However, governance effectiveness was at times limited by interpersonal tensions, inconsistent governance discipline, trustee burnout, operational drift during meetings, and the absence of clearly defined long-term board goals. Evidence suggests the Board made meaningful governance progress over the term, but continued growth in strategic focus, governance cohesion, accountability practices, and long-term planning will be important for future board effectiveness.

Prepared by:
Chris Smeaton
CDSmeaton Consulting

I have read the above report and agree that it is an accurate account of the work of the Yellowknife District No. 1 Education Authority during the 2022-2026 term:

_____ 2026

Barbara Bell- Board Chair



BOARD REPORT

Title:	Bussing Report
Contact:	Tina Drew, Trustee.
Date Submitted:	09 June 2026
Mandate:	<ul style="list-style-type: none"> • Policy 8: Committees of the Board. • Strategic Plan
Background:	
Report	Last Bussing Report was in 2023.
Recommendations	
Proposed Motion (if applicable)	I motion that YK1 Board of Trustees request an updated Bussing report, which would highlight, cost of seat per year, funding from GNWT, amount received from parents, and if YK1 has to subsidize bussing.
Attachment?	2023 Bussing Report.

Bussing Facts Summary 2022/2023

Contractor : **First Transit Canada**

School Bus contractor for Yellowknife Students for more than 18 years.

Also providing service for City Transit

Joint Contract between three Yellowknife School Boards and First Transit

Term of Contract: 5 years (2021/2022 to 2025/2026) option to extend another 3 years

Number of busses: 13 for YK1, YCS & CSFTNO (separate contract: 1 Ndilo & 1 Dettah bus)

School Bus Drivers current weekly work hours: 22

Yellowknife students Bus Ridership:

Yellowknife Education District No.1 - YK1 - 538 (58%)

Yellowknife Catholic Schools -YCS - 337 (36%)

Commission Scolaire de Francophone de Nord Ouest - CSFTNO- 59 (6%)

Total Yellowknife School Boards student ridership - 934 students

Bus Pass Rates (last increase 2012/2013)

Student - \$225

High School - \$275

Family - \$600

Unsubsidized - \$480

Bus Cancellations 2022/2023 School year

Bus 1 - Nov 7, 8, 9, 10, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25

Bus 4 - Nov 7, 8, 9, 10,

Bus 9 -Dec, 6, 7, Jan 16 canceled until further notice

Bus 10 - canceled Dec 27 until further notice

Bus 12 - canceled Dec 14, 15, 16, 19, 20 until further notice

Immediate Action:

- **Yellowknife School Boards working with First Transit Canada to help resolve the issue of lack of Bus Drivers.**
- **School Board to help with advertisement of job ads**
- **First Transit recommendation for policy changes to consider for next school year:**
 1. Bus pass rates increase, one rate for whole year regardless of date of purchase
 2. Bus pass fees non-refundable
 3. Catchment areas (students living within a distance radius of school cannot ride the bus)
 4. Registered students must purchase school buses passes by 1st day of school, otherwise cannot purchase after a certain date unless new to Yellowknife or have moved to another home location.

Funding:

ECE Funding -	\$360,499
Municipal Tax Funding -	<u>\$ 85,589</u>
Total Funding	<u>\$446,088</u>

Costs estimates as of Jan 17, 2023:

*K-8 Bussing estimate	\$560,000 <i>(less if 3 school busses remain canceled)</i>
Estimated bus pass sales	-100,000
High School Transit	<u>40,000</u>
Total estimate	\$500,000

**Kindergarten to Grade 8 bussing cost estimates will decline if the number of buses continue running below 13 buses.*

First Transit contract We are charged \$433 per bus per day (based on 4 hours per day) cost is allocated proportional to each school board's ridership.

The First Transit cost of bussing can change based on increase in fuel prices and the number of buses running.

Approved Budget 2022/2023:

Budget 2022/2023 for bussing is \$560,000, which covers Kindergarten to grade 8 bussing, high school students on City Transit bussing, and district programming bussing.



BOARD REPORT

Title:	August Board Meeting Time and Date
Contact:	Barbara Bell
Date Submitted:	June 2026
Mandate	Board governance policy requires that we hold regular board meetings during each month that school is in session.
Background	<ul style="list-style-type: none"> • The District office is closed from July 20 to August 3, reopening on August 4. • There are only two instructional days scheduled in August before the start of the regular school year. • Following informal discussions with other local school boards, it appears that Yellowknife Education District No. 1 (YK1) is the only board that regularly schedules a meeting in August. • Although in our Policies, the August board meetings have been inconsistent. (none in 2019, 2021, 2022; Board meetings were held in 2020, 2023 (during evacuation-not full Board meetings), 2024 and 2025) • Given the time of year, a full regular Board meeting (typically 6:30–10:00 p.m.) may not be necessary. • While some governance items may still require attention—such as enrollment updates, Superintendent reporting, and readiness for the upcoming school year—these could potentially be addressed in a more streamlined format.
Recommendations	<p>That the Board</p> <ul style="list-style-type: none"> • Confirm whether an August 2026 Board meeting is required; and • If a meeting is required, consider a shortened meeting format (e.g., 6:00–7:30 p.m.) focused on essential business only; and • Provide direction on whether August meetings should continue as part of the regular annual schedule, or be adjusted moving forward.

BOARD REPORT

Title:	Minister Cleveland Reply Re: Consultation on Amendments to Academic Year and School Attendance Regulations
Contact:	Barbara Bell, Chair
Date Submitted:	June 3, 2026
Mandate	<ul style="list-style-type: none"> • Develop plans for advocacy including focus, key messages and mechanisms, and review annually; • Meet with other elected officials, neighboring educational authorities, and municipal governments to advance the District's and other areas of mutual interest;
Background	<ul style="list-style-type: none"> • YK1 received a letter from the Minister of ECE regarding consultation on amendments to the Academic Year and School Attendance Regulations. Attached is a recent communication from the minister regarding this topic.
Actions:	Accept as information.
Attachments	<p><input checked="" type="checkbox"/> Yes If yes, list attachments below</p> <ol style="list-style-type: none"> 1. Consultation on Amendments to Academic Year and School Attendance Regulations 2. Objet : Consultations au sujet des modifications au Règlement sur l'année d'enseignement et la fréquentation scolaire



May 20, 2026

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

Consultation on Amendments to Academic Year and School Attendance Regulations

In accordance with consultation obligations under s. 151(5) of the *Education Act*, I am following up with a revised version of the proposed amendments to the *Academic Year and School Attendance Regulations*. These regulations were previously shared with education bodies and the Northwest Territories Teachers' Association (NWTTA) for review and feedback. A high-level summary of feedback on proposed amendments to the *Academic Year and School Attendance Regulations* is attached to this letter.

As noted previously, engagement with education bodies and the NWTTA began in 2024 and continued into Fall 2025 following the drafting of amendments. The attached proposed amendments align the maximum hours of instruction per day across all grade levels at 5.75 hours to simplify calendar development across the education system. Additionally, as a result of recent unprecedented events, including the COVID-19 pandemic and the 2023 community evacuations due to wildfires, education bodies have had difficulties meeting the legislated minimum hours of instruction. The attached regulations create a process for updating school calendars, if needed during the school year, as well as authority for the Minister to exempt education bodies from the minimum legislated requirements for instructional hours when they are unable to meet them due to extended emergency situations.

Feedback received on the previous draft of the regulations sought clarification on the calendar amendment process and raised concerns regarding Ministerial authority over school calendars. Although these questions were clarified in direct communications with respondents, I want to reiterate to all parties that the process and authority for the creation of school calendars, which rests with education bodies, is not being amended here. The amendments simply enable the amendment of calendars after they have been created and outline a process for amendment when previously approved calendars cannot meet minimum instructional hours due to prolonged emergency situations. The power to create and approve school calendars continues to rest with local education bodies.

.../2

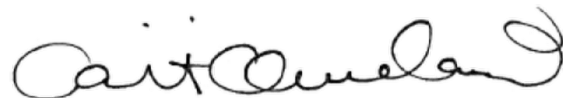
-2-

Education bodies supported aligning the maximum instructional hours across grade levels. In response to concerns raised by the NWTTA, the revised regulations add a section clarifying that an education body may not make amendments to a calendar that would result in a contravention of a term or condition of a collective agreement. I am sharing the updated draft regulations here to ensure all parties understand these additional amendments.

ECE will proceed with posting the draft regulations for public feedback for a period of 30 days. Any additional feedback provided in response to this letter, along with feedback received from the public, will be fully considered and inform the final draft of the regulations. Please provide any feedback you have on these revised regulations by May 30, 2026.

The goal is to have these amended regulations in force, along with the changes made to the *Education Act* in Bill 81 this summer, in time for the 2026-2027 school year. Please do not hesitate to contact me should you require anything further to complete your review.

Sincerely,

A handwritten signature in black ink, appearing to read "Caitlin Cleveland". The signature is fluid and cursive, with a large initial "C" and a long, sweeping underline.

Caitlin Cleveland
Minister
Education, Culture and Employment

Attachments

c. Distribution List

Distribution List:

Jamie Fulford
Deputy Minister
Education, Culture and Employment

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

Superintendents
Divisional Education Councils/Yellowknife District Education Authorities

Kevin Armstrong
Chief Executive Officer
Tłıchǫ Community Services Agency

Linsey Hope
Director of Education
Tłıchǫ Community Services Agency

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

Matthew Miller
Executive Director
Northwest Territories Teachers' Association



Le 20 mai 2026

PRÉSIDENTE DE LA COMMISSION SCOLAIRE FRANCOPHONE DES TERRITOIRES DU NORD-OUEST
 PRÉSIDENTE PAR INTÉRIM DE L'AGENCE DE SERVICES COMMUNAUTAIRES TŁIČHŦ
 PRÉSIDENTES DES CONSEILS SCOLAIRES DE DIVISION
 PRÉSIDENTES DES ADMINISTRATIONS SCOLAIRES DE DISTRICT DE YELLOWKNIFE
 PRÉSIDENTE DE L'ADMINISTRATION SCOLAIRE DE DISTRICT DE NDILŦ
 PRÉSIDENTE DE L'ADMINISTRATION SCOLAIRE DE DISTRICT DE DETTAH
 PRÉSIDENTES DE L'ASSOCIATION DES ENSEIGNANTS ET ENSEIGNANTES DES TERRITOIRES DU
 NORD-OUEST

Objet : Consultations au sujet des modifications au Règlement sur l'année d'enseignement et la fréquentation scolaire

Bonjour,

Conformément aux obligations de consultation prévues au paragraphe 151(5) de la *Loi sur l'éducation*, je donne suite à notre correspondance en vous transmettant une version révisée des modifications proposées au *Règlement sur l'année d'enseignement et la fréquentation scolaire*. Ce Règlement a déjà été transmis aux organismes scolaires et à l'Association des enseignants et enseignantes des Territoires du Nord-Ouest (AETNO) pour examen et commentaires. Un aperçu des commentaires reçus au sujet des modifications proposées au *Règlement sur l'année d'enseignement et la fréquentation scolaire* est joint à la présente lettre.

Comme mentionné précédemment, la consultation des organismes scolaires et de l'AETNO a débuté en 2024 et s'est poursuivie jusqu'à l'automne 2025, après la rédaction des modifications. Les modifications proposées ci-jointes harmonisent le nombre maximal d'heures d'enseignement par jour pour tous les niveaux scolaires à 5,75 heures, afin de simplifier l'élaboration des calendriers scolaires à travers l'ensemble du système d'éducation. De plus, en raison d'événements sans précédent survenus récemment, notamment la pandémie de COVID-19 et les évacuations de collectivités causées par les feux de forêt en 2023, les organismes scolaires ont eu de la difficulté à respecter le nombre minimal d'heures d'enseignement prévu par la loi. Le Règlement ci-joint propose un processus de mise à jour des calendriers scolaires en cours d'année, si nécessaire, et donne au ministre le pouvoir d'exempter les organismes scolaires des exigences minimales légales en matière d'heures d'enseignement lorsqu'ils sont dans l'incapacité de les respecter en raison de situations d'urgence prolongées.

Les commentaires reçus sur la version précédente du Règlement demandaient des clarifications sur le processus de modification du calendrier et soulevaient des inquiétudes quant au pouvoir de la ministre sur les calendriers scolaires. Bien que ces questions aient été clarifiées dans le cadre de

.../2

-2-


communications directes avec les répondants, je tiens à réitérer à toutes les parties que le processus et le pouvoir de création des calendriers scolaires, qui relèvent des organismes scolaires, ne sont pas modifiés ici. Les changements en question permettent simplement de modifier les calendriers après leur création et définissent un processus pour ce faire lorsque les calendriers précédemment approuvés ne sont pas en mesure de respecter le nombre minimal d'heures d'enseignement en raison de situations d'urgence prolongées. Le pouvoir de créer et d'approuver les calendriers scolaires continue de relever des organismes scolaires locaux.

Les organismes scolaires ont appuyé l'harmonisation du nombre maximal d'heures d'enseignement pour tous les niveaux scolaires. En réponse aux préoccupations soulevées par l'AETNO, la version révisée du Règlement ajoute un article précisant qu'un organisme scolaire ne peut pas apporter à un calendrier des modifications qui entraîneraient la violation d'une condition prévue par une convention collective. Je partage avec vous cette version provisoire mise à jour du Règlement afin de m'assurer que toutes les parties comprennent ces modifications supplémentaires.

Le MECF procédera à la publication du projet de règlement afin de recueillir les commentaires du public pendant 30 jours. Tout commentaire supplémentaire fourni en réponse à la présente lettre ainsi que les commentaires reçus du public seront pleinement pris en considération et guideront la version finale du projet de règlement. Veuillez nous transmettre vos commentaires au sujet du présent Règlement révisé d'ici le 30 mai 2026.

L'objectif est d'intégrer ce Règlement modifié, parallèlement aux modifications apportées à la *Loi sur l'éducation* par le projet de loi 81, cet été, à temps pour l'année scolaire 2026-2027. S'il vous manque quoi que ce soit pour examiner la présente, n'hésitez pas à communiquer avec moi.

Cordialement,



Caitlin Cleveland
Ministre
Éducation, Culture et Formation

Pièces jointes

c. c. Liste de distribution

Liste de distribution

Jamie Fulford
Sous-ministre
Éducation, Culture et Formation

Shannon Barnett-Aikman
Sous-ministre adjointe à l'Éducation et à la Petite enfance
Éducation, Culture et Formation

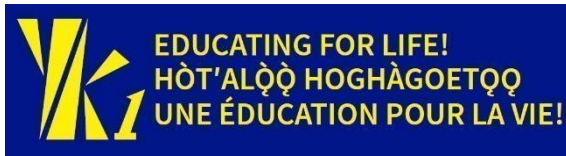
Surintendants
Conseils scolaires de division et administrations scolaires de district de Yellowknife

Kevin Armstrong
Chef de la direction
Agence de services communautaires ṯłcẖ

Linsey Hope
Directrice de l'éducation
Agence de services communautaires ṯłcẖ

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

Matthew Miller
Directeur général
Association des enseignants et enseignantes des Territoires du Nord-Ouest



Title:	Chairs report
Contact:	Barbara Bell
Meeting:	June 2026

May
 - Reviewed Policy 32 – Trustee Development
 May 21, 2026 - Spring YK1 - Yellowknife MLA meeting
 May 23-24, 2026 - Board Development - Superintendent Evaluations
 May 26, 2026 - Finance Committee Meeting
 May 27, 2026 - Full day at Board office working - Was able to attend a PEA meeting
 May 28, 2026 - NJ Spring Show
 May 30, 2026 - Congratulations to SJF in doubling their goal for Relay for Life (over \$40, 000)
 June 1, 2026 - Met with AI and DO staff to review Workplan - Will bring to the next board meeting.
 June 6 - 8, 2026 - Hay River Track and Field

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.

June Newsletter

Where has the time gone? June arrived quickly, and it has been another active month for the Board of Trustees.

It was lovely to see so many people come by the YK1 booth at the recent Tradeshow. Trustees appreciated the opportunity to connect, answer questions, and share information about the important role Trustees play.

On May 21, Trustees met with Yellowknife MLAs Julian Morse, Kate Reid, and Kieron Testart to discuss both YK1’s successes and ongoing challenges. We were pleased to highlight programs such as STEP, the Annual Hide Camp, student travel opportunities, and the Loran Scholarship awarded to a Sir John Franklin student, as well as the outstanding work of our dedicated and professional staff. Trustees also discussed ongoing challenges including election legislation, the funding formula, inclusive schooling, and ongoing concerns related to the loss of Jordan’s Principle.

This month, the Board approved the 2026–2027 budget, which will support continued learning opportunities, student supports, and school operations across the district. Trustees appreciate the thoughtful work and collaboration of administration and staff throughout the budget process. The Board also completed Board and Superintendent evaluations, reviewing policies and governance practices to support accountability and continuous improvement.

As the school year comes to a close, Trustees would like to extend sincere thanks to our Parent Advisory Council (PAC) chairs and members, school volunteers, community partners, and families for the many ways they support students and schools throughout the year. Your time, advocacy, fundraising efforts, and partnership help strengthen school communities across YK1.

We also want to recognize our students, staff, school leaders, and support teams for another year of learning, growth, creativity, and care. From performances and athletics to cultural programming, leadership opportunities, and everyday classroom successes, there has been much to celebrate this year.

Looking ahead, Trustees will continue discussions on the Board's strategic plan, and preparations for the school board election in October. We encourage individuals who are passionate about public education and interested in contributing to strong, inclusive schools through governance, to consider putting their name forward in the upcoming school board election. If you would like to learn more about what it means to be a Trustee, please feel free to reach out to me at barbara.bell@yk1.nt.ca — I would be happy to chat.

As always, the Board remains committed to listening, asking important questions, and advocating for strong, inclusive schools for every YK1 student. Thank you for your continued engagement and support.



BOARD REPORT

Title:	Trustee Report
Contact:	Terry Brookes - Trustee
Date Submitted:	3 rd June 2026
Mandate:	Trustee activities beyond regular Board and Committee Meetings: <ul style="list-style-type: none"> Submitting a report as per Policy 3 for the 9th of June 2026 Board Meeting.
Background:	<ul style="list-style-type: none"> On Thursday May 21st I attended the joint meeting of Yellowknife MLA's and the YK1 Board. The Board made presentations to the MLA's to give them an idea of both the successes and challenges faced by the YK1 District. I also participated in the Board and Superintendent Annual Evaluations on Saturday May 23rd and Sunday May 24th. It was a productive exercise where the Board and Superintendent discussed their achievements and challenges in the previous year, and next year's goals.
Other Headings as appropriate: - Current - Survey Response	<ul style="list-style-type: none"> N/A
Recommendations	<ul style="list-style-type: none"> Accept as Information.
Proposed Motion (if applicable)	<ul style="list-style-type: none"> N/A



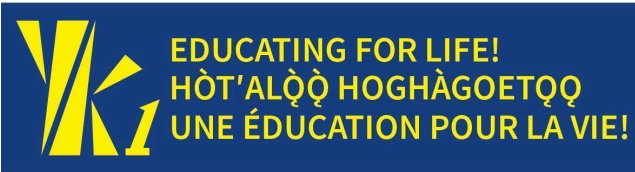
BOARD REPORT

Title:	Canadian School Board Association (CSBA)
Contact:	Terry Brookes - CSBA Representative
Date Submitted:	3 rd June 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 was appointed to their Governance Committee, and Health & Wellness Committee. On June 2nd the CSBA Governance Committee held an on-line Meeting. The main topics of discussion included a review of the action items from the last meeting on March 9th. The remainder of the Meeting was a review of a new policy on Unrestricted Reserves, a review of the Travel & Expense policy, and a review of the four Public Relations policies. The Committee also approved a schedule for the review of all the CSBA policies (it is a three-year cycle for the thirty-two policies). The CSBA is scheduled to have its next Board Meeting on July 5th.
Other Headings as appropriate. For Example: <ul style="list-style-type: none"> - Current - Survey Response - Information 	<ul style="list-style-type: none"> I continue to forward to the YK1 Board any CSBA information or education articles that I receive.
Recommendations	Accept as information
Attachments?	<u> </u> Yes or <u> X </u> No If yes, list attachments below.



BOARD REPORT

Title:	Superintendent Board Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	June 3, 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>As is the case, June is always full of celebrations and busy days. Amongst the reasons to celebrate:</p> <ul style="list-style-type: none"> • JK/K Open Houses • Spring Celebrations • Remediation work • MusiCounts Band Aid Grant WMS \$19 000 • RLN Literacy Fund Grant 2026 cohort. over three years \$30 000
Looking ahead	<p>Draft Year in Review template - August</p> <p>Strategic Plan reporting template - August</p> <p>DRAFT Annual Report - August</p>
Recommendations	Accept as information.
Attachments	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <p>Superintendent's Board Report</p>



June 9, 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. 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. From mid-May until the end of the year, students and staff will be taking full advantage of the opportunity to learn and play - outdoors. Whether it is a trip to the aquatic centre, a hike at Fred Henney or a book out on the playground, this is an incredible time to be outside. In addition to the school activities, here is what has happened and what will round out the year.

Highlights include:

- Superintendent participated in a two day virtual conference called Waves of Change: Addressing Barriers to Education with Multi-Tiered School-Wide Strategies - Youth Mental Health Canada May 29 & 30th
- Community Hide Camp - moved to NJ this year - Community BBQ June 11th
- Welcomed a new Wellness Mentor
- Teacher Board Advisory Committee meeting with NWTTA
- NACC - Annual Music For Mental Health
- Track & Field in Hay River
- Year end celebrations at schools

Indigenous Language & Education:

We are committed to Indigenous education, guided by principles of reconciliation, respect, and understanding. Through intentional acts, we are living reconciliation with those in our learning community. We are thankful and appreciative of the many learnings offered that enrich our lives.

Recent efforts include:

- Celebrated the Indigenous Honour Ceremony on June 6th
- Hide Camp
- Hiring of an ILIEP participant (Indigenous Language Instructor Employment Plan)
- Sacred Feather Award nominations
- Plant camp for Grade 5 students

- Planning for staff learning 2026-2027
 - August 25, 2026: [Carolyn Roberts](#)
 - October 23, 2026: [Dëneze Nakehk'ò](#)
 - January 23, 2027: [Cadmus Delorme](#)
- Reconciliation of National Indigenous Peoples Day

Learning:

Academic excellence remains a key focus as we strive to provide high-quality learning experiences for all students. This is the time of year when student learning is consolidated and reviewed. Schools have met with the RISC and Curriculum Coordinators to gather and review student achievement information. Class profiles are reviewed with an eye to transition planning for students one grade to the next.

Notable achievements this month include:

- Skills Canada - 11 SJF students attended
- Debate Club Trip - SJF
- Grad Assessments - SJF
- DELF - Diplôme d'études en langue française French Oral Language Assessments conducted with high school students
- STEP welcomes Jeff Milligan who will start in late August
- WMS student exchange
- Canoe safety training at the aquatic centre

Community:

Strong community partnerships are essential for the success of our district, fostering a sense of belonging and collective responsibility. When we reach out and the community reaches back, we strengthen partnerships and increase opportunities for our learners.

Recent endeavours include:

- MLA semi-annual meeting with the Board of Trustees
- Met with Military Family Support Worker - connecting for new families arriving to Yellowknife
- Hay River Track and Field Tournament
- School Spring Shows - what a great way to engage with families and celebrate student success and hard work
- SJF revitalizes Relay for Life!
- Regular meetings with Transdev bussing company with three Yellowknife school districts
- NWTSA meetings



BOARD REPORT

Title:	Monthly Board Report
Contact:	Graham Arts, Assistant Superintendent
Date Submitted:	June 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
Background	<ul style="list-style-type: none"> ● The Educational Services team has been hard at work planning for the professional development days next year offered by the district. The first is scheduled for August 25th and is dedicated to Indigenous Language in Culture. Guest speakers have been organized also for the days on October 23rd, and January 15th. Discussions are focused on organizing the learning activities for the remainder of those days.
Information	<ul style="list-style-type: none"> ● The regular monthly activity report for Education Services is attached for Trustees' information. ● The end-of-year report on the School Improvement Plans will be presented verbally to trustees during the regular meeting on June 9th. ● Work on the Annual Report is beginning. We expect much of the information to be collected between now and the end of June. Once an initial draft is ready to submit to ECE, an advanced copy will be circulated to Trustees with an attached briefing note in early to mid-July. The deadline for Board Approval and submission of the final report to ECE is September 30, 2026. ● As part of our ongoing effort to improve information flow to schools, we have instituted a weekly newsletter to school leaders and education services. This will serve as an information conduit, meaning more time at leadership council can be devoted to

	discussion of emerging issues, setting direction, and organizing professional development.
Recommendations	Accept for information
Attachments?	Monthly Education Services Report for June, 2026

Assistant Superintendent for Curriculum and Learning Report - Educational Services Report

	<p>Wellness Cultivate a culture of holistic wellness</p> <p><i>1.1 Recognize the importance of relationships in learning</i> <i>1.2 Foster and promote personal wellness</i> <i>1.3 Create healthy, safe and caring learning environments</i></p>	<p>Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners</p> <p><i>2.1 Create a welcoming environment for all learners</i> <i>2.2 Integrate an Indigenous approach to education</i> <i>2.3 Strengthen Indigenous Language Instruction</i></p>	<p>Learning Ensure inclusive, equitable and authentic learning Experiences</p> <p><i>3.1 Engage learners through meaningful and innovative teaching and learning practices</i> <i>3.2 Strive for excellence</i> <i>3.3 Celebrate diversity of all learners</i></p>	<p>Community Foster critical understanding of local, national and global issues</p> <p><i>4.1 Inspire critical thinking through innovation and pursue sustainable practices</i> <i>4.2 Embrace diversity and encourage empathy to promote global citizenship</i> <i>4.3 Model and encourage ethical leadership and engage in opportunities for service learning</i></p>
<p>Education Services Updates</p>	<p>SJF Music For Mental Health Concert took place on May 13. Local artists came together in support of Mental Health Awareness. All proceeds were donated to the Canadian Cancer Society.</p> <p>May 15: The School-Based Mental Health and Wellness (SBMHW) team participated in a half-day district meeting to review annual data, identify emerging themes and trends, and develop priorities for the upcoming school year. Planning included professional</p>	<p>YK1 saw the successful partnership with Dechinta at the YKDFN Hide camp. 2 of our hides are prepared for camp next week. One to be smoked and one to be tanned. We hope to have one finished product at the end of next week. We were so fortunate that they welcomed students from RLN and WMS to attend camp and learn from them.</p> <p>Carl Jr. @ evergood Medicine shared his teachings around sacred plants at NJM</p> <p>Mildred Hall hosted “camp week”. Each class has one day of learning from knowledge</p>	<p>YK1 is the proud recipient of GNWT funding for the Indigenous Language Instructor Employment Plan (ILIEP) for the 2026/2027 year. We have hired 1 individual who is a graduating student, to be mentored into the language instructor program. This program is multi-faceted and involves on the job training, along with ECE classroom sessions.</p> <p>YK1 supported 5 of our regular camp knowledge keepers to complete first aid certification</p> <p>Grade 8’s districtwide completed canoe theory class</p>	<p>SJF hosted the Relay for Life. YKDFN Drummers opened for the event to start the day in a good way.</p> <p>Grade 8 French Immersion students travelled to Quebec on the second part of their exchange</p> <p>Students showcased their artistic and musical talents at school concerts and art shows across the district.</p> <p>Junior Super Soccer took place May 1-4.</p>

	<p>learning opportunities for Wellness Mentors and a review of available resources to support student mental health and wellness initiatives.</p> <p>May 19: A new Wellness Mentor began his role at WMS. Orientation and onboarding supports were provided, including access to key resources, documentation, and processes to support a successful transition into the position.</p> <p>May 19–21: The new Wellness Mentor participated in mentoring and onboarding sessions focused on data collection procedures, SBMHW processes, ECE documentation to ensure a strong foundation and informed start in the role.</p> <p>May 25–26: RISC coordinated a two-day Mental Health First Aid training course for the new Wellness Mentor to build</p>	<p>keepers which included duck plucking, preparing a beaver, lynx preparation, making dry meat, traditional games and cutting fish.</p> <p>Camilla Zoe-Chocolate ran a photography workshop in classes at SJF</p> <p>Cailey Mercredi worked with students at SJF Northern Studies to complete their lanyard projects</p> <p>Catherine Blondin delivered tree camp programming to grade 5 district wide. Students identified plants at Fred Henne, learned how to safely harvest, and made spruce salve.</p> <p>Cailey Mercredi worked in the kitchen at SJF to fry up moose meat with students.</p> <p>Students at MHS worked with Reanna Brownlee, Blake Baillargeon and Randy Baillargeon to learn how to drum dance for 2 days.</p>	<p>sessions with Narwhal and pool safety training sessions with jackpine paddle. They will all be taking a day trip to canoe to cinnamon island with Narwhal</p> <p>SJF celebrated the Indigenous Honour Ceremony</p> <p>Core French and Post-Intensive French students at SJF, WMS and RLNS completed oral proficiency interviews</p> <p>JK-8 schools completed spring district assessments in literacy and numeracy.</p> <p>Congratulations to SJF's Mme Sonia and Itlo's Gabrielle Samson. They were named "French Education Leaders of the Year" by Canadian Parents for French.</p> <p>May 4–8: An Occupational Therapist from Ascend Pediatrics completed their third and final weeklong visit to schools across the district. They provided consultation and recommendations related to student self-regulation, sensory processing, fine motor development, and OT supports to enhance student success and participation in learning environments.</p>	
--	--	--	--	--

	<p>capacity in supporting student mental health and well-being.</p>		<p>May 11: The RISC and Martin Male participated in an information session to explore a digital platform for collecting and documenting evidence of learning for IEP progress monitoring and assessment.</p> <p>May 20–22: ECE team hosted a three-day professional learning and planning session for all NWT RISCs focused on the Inclusive School Review. The sessions included reviewing findings, identifying priorities, and developing next steps. Two and a half days were dedicated to collaborative work with Shelley Moore to support planning and implementation of recommendations arising from the reviews.</p> <p>May 26: RISC facilitated full-day, intensive IEP review and planning day with the SJF administration team and PST to thoroughly discuss programming, recommendations, safety and support needs, transition planning, goals, and priorities for the upcoming school year, ensuring the student's individual needs, educational programming, and overall well-being.</p> <p>May 27: RISC coordinated and</p>	
--	---	--	--	--

			<p>facilitated a program review and consultation with Barb Neufeld to support a student who is Deaf or Hard of Hearing (DHH). Barb was highly complimentary of the programming and supports in place for the student and acknowledged the team's commitment to meeting the student's needs. Resources and recommendations were provided, and next steps for planning and support in the coming school year were collaboratively identified by the RLN student support team to enhance the student's learning experience and overall success</p> <p>May 29: The Regional-Based Support Team (RBST), PSTs and the RISC participated in a full-day collaborative planning session to reflect on key learning from the current school year and establish priorities for the year ahead. The team reviewed contracted supports and services, including OT, SLP, assessments, regulation, and behaviour supports, to ensure coordinated and responsive planning for students across the district. Professional learning opportunities for PSTs were also identified and prioritized to strengthen capacity and support inclusive practices in</p>	
--	--	--	---	--

			<p>the upcoming school year.</p> <p>Over May, the RISC conducted student observations at MHS and SJF to support student programming and inform recommendations regarding next steps, instructional strategies, and supports to promote student success.</p> <p>Throughout May, the RISC met with PSTs and Administrators at Itlo, RLN, SJF and MHS to provide guidance on student programming, inclusive practices, and strategies for supporting students with complex needs to enhance their success and participation.</p>	
--	--	--	---	--



BOARD REPORT

Title:	Assistant Superintendent of HR and Learning Report
Contact:	Landon Kowalzik, Assistant Superintendent
Date Submitted:	June 3, 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 June 3, 2026 we have 195 active substitute teachers, 12 applications currently being processed, with new applications coming in on a weekly basis. • Update on enrollment, as of June 3, 2026 complete. See attachment. • Update on projected enrollment for the 2026/27 school year complete. See attachment. • As of June 3, 2026 we have filled 24 teaching positions for the 2026/2027 school year. • As of June 3, 2026 we are looking to fill 7 teaching positions and one admin position for the 2026/2027 school year.
Looking forward:	<ul style="list-style-type: none"> • We will begin anticipatory hiring for Education Assistants for the 2026/2027 school year beginning the week of June 8th.
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No Enrolment report June 3, 2026 <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No Projected Enrolment 26/27 report June 3, 2026

Yellowknife Education District No. 1
Enrolment Report as of: June 3, 2026

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals		
															Jun-26	Jun-25	Change
Mildred Hall	30	19	27	32	30	26	33	31	22	36					286	278	8
Ecole Itlo (French)	70	46	67	43	58	45	40								369	344	25
William McDonald (All)								131	96	101					328	315	13
N.J. Macpherson	43	41	45	47	48	41	60								325	349	-24
Range Lake North (All)	19	22	18	30	20	29	22	16	19	12					207	226	-19
Ecole Sir John Franklin											155	238	120	174	687	650	37
Totals	162	128	157	152	156	141	155	178	137	149	155	238	120	174	2202	2162	40

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	286
Ecole Itlo	366.00	368	366	367	366	366	366	368	369	369
William McDonald	329.00	327	328	328	330	330	328	327	327	328
N.J. Macpherson	334.00	331	332	333	333	327	327	328	326	325
Range Lake North	206.00	209	209	208	202	205	207	207	207	207
Ecole Sir John Franklin	679.00	686	691	679	675	689	688	687	687	687
Totals	2215.00	2207.00	2209	2199	2187	2198	2199	2203	2199	2202

**Projected Grade Distribution of Enrolment (FTE) based on
September 30, 2025 (60% or more attendance)
Staffing for 2025-26**

Based on May 26, 2026 information

Yellowknife District No. 1 Education Authority																Projected 2026	Sept. 30/25 FTE	
Community	School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	FTE	FTE	%
Yellowknife	Ecole Itlo	55	78	44.00	63.50	44.50	56.00	46.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	387.00	363.50	6.46%
Yellowknife	Ecole Sir John Franklin High	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	148.00	152.00	253.00	123.00	676.00	666.25	1.46%
Yellowknife	Ecole William McDonald Middle	0.00	0.00	0.00	0.00	0.00	0.00	0.00	115.00	131.00	97.00	0.00	0.00	0.00	0.00	343.00	325.00	5.54%
Yellowknife	Mildred Hall Elementary	20	28.5	16.50	24.00	34.00	29.00	25.00	29.50	32.50	26.00	0.00	0.00	0.00	0.00	265.00	279.50	-5.19%
Yellowknife	N. J. Macpherson Elementary	21	44	39.50	45.00	45.50	46.50	41.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	283.00	322.00	-12.11%
Yellowknife	Range Lake North	25	18.5	21.50	18.00	29.00	21.00	28.50	16.00	12.50	16.00	0.00	0.00	0.00	0.00	206.00	199.00	3.52%
District Total		121.00	169.00	121.50	150.50	153.00	152.50	141.00	160.50	176.00	139.00	148.00	152.00	253.00	123.00	2160.00	2155.25	0.22%



BOARD REPORT

Title:	June 9, 2026, Secretary Treasurer Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	June 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
Background	<ul style="list-style-type: none"> • Occupational Health & Safety Update: <ul style="list-style-type: none"> • A third session of JOHSC is scheduled for June 15, 2026 for staff who were unable to attend the first two sessions. Once this training is complete the Senior Leadership Team will develop a meeting and inspection schedule for all its facilities for the new school year. • Arctic Response completed the assessment of the non-hazardous confined spaces. Training for maintenance staff will be scheduled once the full team is available. Arctic Response will also prepare a plan to assess the hazardous crawl spaces (sewer vaults) and develop a program to ensure YK1's third-party contractors follow WSCC protocols when entering these areas. • The next area for review is fall protection. Site visits are scheduled for June 3 & 4 to evaluate what is needed for this program. From here, Arctic response will create a WSCC compliant program for YK1.

- Other training is required which will be scheduled over the next 12 – 18 months based on a risk priority.
- YK1 is in compliance because we are taking reasonable incremental steps to meet the minimum requirement standards for WSCC.
- 2026 BOT Election Process:
 - A verbal update will be provided at the meeting.
- Maintenance & Operations updates:
 - Quotes have been requested to properly route the sump pumps away from the sewer system at MHS and SJF tied into the storm water systems.
 - Quotes have been requested for WMS to cap the old plumbing infrastructure in order to prevent flooding of three classrooms.
 - Horizon Builders – Purchase orders have been created for the fencing at three schools (RLN, ITL'O and NJM) for a total of \$80K. Materials are being ordered and work will commence during the summer months. Horizon Builders is also providing quotes to complete fencing repairs at various schools.
 - Remediation work at MHS is nearing completion. Final test results are expected by Friday, June 5, with work expected to be completed by June 7. The total estimated cost is \$84K.
 - The flooring contract was awarded to Elite Flooring for \$126K. Colours have been selected and materials ordered. Work will begin after classes end in June, once the materials arrive.
 - The accessibility contract was awarded to Accessibility Partners. The contract is worth \$42K. Scheduling is being arranged.
 - The water line repairs undertaken at SJF are complete at a total cost of \$18K. The NACC sewer clean-up cost excluding pumps was \$17K. Two new pumps were

	<p>ordered, one as a replacement and one as a backup at a cost of \$12K.</p> <ul style="list-style-type: none"> ● An interim Finance Report update will be provided at the board meeting. Finance is closing the month of May on June 5. ● Final Audit <ul style="list-style-type: none"> ● On June 25, the interim audit results and plan for the final audit will be presented to the Audit Committee. The final audit will take place July 27 to August 1, 2026. ● Upcoming Finance Committee meetings: <ul style="list-style-type: none"> ● June 23, 2026
<p>Recommendations</p>	<p>Received as information.</p>
<p>Attachments?</p>	<p><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, list attachments below</p> <ul style="list-style-type: none"> •



YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD of TRUSTEES

COMMITTEE OF THE WHOLE

MEETING AGENDA

June 8, 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 May 11, 2026 Committee of the Whole (COW) Meeting Minutes
5. Administrative Procedure Review (Assistant Superintendent Arts)
6. Strategic Plan Overview (Superintendent Zouboules)
7. Date and Time of Next Committee of the Whole Meeting

August TBC 2026	Committee of the Whole Meeting
-----------------	--------------------------------
8. Adjournment



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

**May 11, 2026 – 12:10 PM
In-person and online via Google Meet**

This meeting was held entirely online.

Trustees Present: Allan Shortt, Barbara Bell, David Wasylciw, Jason Snaggs,
Terry Brookes (online), Trustee Drew

Regrets: Trustee Peters

Administration

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

Regrets: Landon Kowalzik

Meeting

Chairperson: Board Vice-Chair, Trustee Shortt

Meeting

Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:10 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 #: 01/05-11/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the May 11, 2026 Committee of the Whole Meeting agenda, as amended.

Moved by: Trustee Brookes

Seconded by: Trustee Snaggs

Carried

Motion #: 02/05-11/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees make a further amendment to the May 11, 2026 Committee of the Whole Meeting agenda by adding item 9 - Proposed Amendments to YK1 Policy 5 - Board By-Laws to Allow for Mail-in Voting.

Moved by: Trustee Drew

Seconded by: Trustee Wasylciw

Carried

[Amendments made prior to meeting: addition of items 7 - 2026-2027 Draft Budget (Secretary Treasurer L. Vass) and 8 - 2026-2027 Property Tax Requisition Report (Secretary Treasurer L. Vass)]

4. Approval of Minutes

Motion #: 03/05-11/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the April 13, 2026, Committee of the Whole Meeting minutes as presented.

Moved by: Trustee Snaggs Seconded by: Trustee Brookes

Carried

5. Administrative Procedure Review (Assist. Supt. Curriculum & Learning, G. Arts)

Assistant Superintendent Arts reviewed the six (6) Administrative Procedures (APs) that are ready for trustee comments. Trustees were asked to email their comments and/or questions to Superintendent Zouboules.

Trustees asked that the final version of APs be shared at Board meetings.

6. MLA Meeting (Trustee Bell)

The topics to be discussed at the meeting with the Yellowknife Members of the Legislative Assembly (MLAs) were reviewed. Trustees were asked to provide feedback to Chairperson Bell before the meeting on May 21st.

The item with the example of the request for the YK1 asset registry was clarified as a topic asking how long is a reasonable time frame for YK1 to expect a response to requests for information from the GNWT. The asset registry request was made 2 years ago with no response to date. Trustees indicated this length of time is unacceptable.

7. 2026-2027 Draft Budget (Secretary Treasurer L. Vass)

Secretary Treasurer Vass reviewed the budget and recommended that the committee make a motion at the Board Meeting to approve the 2026-2027 budget as presented. Trustees were asked to email Secretary Treasurer Vass with any questions.

8. 2026-2027 Property Tax Requisition Report (Secretary Treasurer L. Vass)

The City has just provided the final information as of May 11, 2026. The Secretary Treasurer will provide an updated report for the Board meeting. Secretary Treasurer Vass and Assistant Superintendent Arts will be attending an upcoming City Council meeting to present the reasons for changes to the YK1 requisition.

No change is being requested to the mill rate.

9. Proposed Amendment to YK1 Policy 5 to Allow for Mail-in Voting (Trustee Drew)

Trustee Drew provided a review of the work done to date. It was recommended that a letter be drafted proposing that the YK1 Board By-Laws be phrased in a manner broad enough to ensure that, should legislation change, YK1 would automatically comply with any legislation changes.

Trustees recommended obtaining a legal opinion regarding the appropriate course of action. The Policy and Governance Committee and the Superintendent were assigned the responsibility of addressing this matter.

10. Date and Time of Next COW Meeting

June 8, 2026, at 12:10 PM

11. Adjournment

Motion #: 04/05-11/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the May 11, 2026 COW Meeting.

Moved by: Trustee Snaggs

Seconded by: Trustee Brookes

Carried

Meeting adjourned at 12:52 PM

Chairperson Shortt

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	Committee of the Whole Report – Update on Administrative Procedure Review and Publication
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	June 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>The District’s senior leadership team continues to update and publish our revised administrative procedures. The procedures published since the last update provided to trustees are:</p> <ul style="list-style-type: none"> • 130 – School Year Calendar • 270 – Home Schooling • 295 – Student Use of Personal Mobile Devices and Wearables • 390 – Resolution of Parent and Student Concerns and Appeals • 401 – Employment or Close Relatives • 403 – Reporting of Employee Misconduct • 410 – Employee Conduct, Investigations, and Progressive Discipline • 413 – Staff Reductions • 425 – Teacher Exchanges <p>Administrative Procedure 590 – Staff Accommodation is no longer applicable and has been removed.</p> <p>Two new administrative procedures are under active development. Copies are attached for Trustees’ information. The numbering associated with them is temporary, pending formal adoption and assignment to a category. They are:</p> <ul style="list-style-type: none"> • 015 – Artificial Intelligence • 016 – Information Technology Management Committee

	<p>We are also developing a procedure, tentatively called Student Review. Its purpose is to support our work to ensure that students, staff and the community are supported under our mandate to provide safe and caring schools. We expect to share a draft copy of this procedure with Trustees in August or September.</p> <p>Because of the substantial changes to our Home Schooling procedure, families were advised of the changes by email on June 4th. A copy of the email is attached to this report for Trustees' information.</p>
<p>Recommendations</p>	<p>Accept for Information</p>
<p>Proposed Motion (if applicable)</p>	<p>None</p>
<p>Attachments?</p>	<p>DRAFT Procedure 015 – Artificial Intelligence DRAFT Procedure 016 – Information Technology Systems Management Committee Copy of Email to Home Schooling Parents re: Updates to AP 270 – Home Schooling</p>

Administrative Procedure XX

Artificial Intelligence Systems – Evaluation, Adoption, Risk Management, Monitoring, and Maintenance

1. Purpose

This Administrative Procedure establishes mandatory operational processes for the evaluation, approval, implementation, risk mitigation, monitoring, and maintenance of Artificial Intelligence (AI) systems, in accordance with Board policy and applicable legislation.

2. Scope

This procedure applies to:

- All AI-enabled tools, systems, and services used for instructional, administrative, or operational purposes.
- AI systems authorized for teacher and/or student instructional use.
- AI systems that are procured, licensed, free, trial-based, or experimental.
- AI systems installed on District infrastructure (on-premises) or executed on District-managed environments, regardless of device ownership.
- All employees, contractors, and service providers acting on behalf of the District.

No AI system may be used unless approved under this procedure.

3. Definitions

Artificial Intelligence (AI): A system that performs tasks requiring human-like intelligence, including automated analysis, prediction, content generation, or decision support.

Instructional AI Use: Use of an approved AI system by teachers or students to support learning, teaching, feedback, accessibility, or classroom-related administrative tasks, within approved parameters.

AI System Owner: The administrator assigned responsibility for the approved operation, monitoring, compliance, and lifecycle management of an AI system.

On-Premises AI System: An AI system installed and operated on District-owned or District-managed infrastructure.

Cloud-Based AI System: An AI system accessed through an external service provider, including free or subscription-based platforms.

Execution Environment: The infrastructure on which an AI system processes data, regardless of the device used to initiate access.

Support Employees: All employees of Yellowknife Education District No. 1 who are not defined elsewhere within this Administrative Procedure. Examples include Finance and Administration Clerks, Custodians, Maintenance and Support Staff and District Office Personnel.

4. Roles and Responsibilities

Superintendent

- Approves or rejects AI system use.
- Receives reports on material risks, incidents, or compliance concerns.
- Authorizes suspension or retirement of AI systems where required.

Assistant Superintendent / Designated Senior Administrator

- Oversees the AI evaluation process.
- Ensures alignment with District priorities and staff capacity.
- Recommends approval, conditional approval, or rejection to the Superintendent.

Director of Information Technology (or equivalent)

- Conducts technical, security, and integration assessments.
- Confirms system compatibility with District infrastructure and execution environment controls.
- Advises on lifecycle management and system retirement.

Privacy Officer / ATIPP Lead

- Assesses privacy, data handling, and legislative compliance.
- Confirms safeguards for personal and student information, including data jurisdiction, retention, and vendor data use.

AI System Owner

- For on-premises AI systems: is a District administrator with operational authority over the hosting environment.
- For cloud-based AI systems: is a District administrator responsible for vendor oversight, terms compliance, and approved use parameters.
- Ensures use remains within approved scope and execution environment.
- Maintains documentation, monitoring records, and incident reports.

Principals and Supervisors

- Ensure staff and students comply with approved AI use within the school or department.
- Address misuse or deviations and escalate material issues to senior administration.

Teachers, Educational Assistants and Support Employees

- May use AI systems only where explicitly approved under this procedure.
- Remain professionally responsible for instructional decisions and assessment integrity.
- Shall not require or coerce student AI use beyond approved parameters.
- Ensure students receive and follow the Student & Teacher AI Guidance (Appendix B) where instructional AI is authorized.

Students

- May use AI systems only when authorized and in accordance with Appendix B and school expectations.
- Remain responsible for academic honesty and compliance with District and school expectations.

5. Evaluation of AI Systems

All proposed AI systems must undergo a documented evaluation prior to approval.

Evaluation shall address:

- Purpose and operational or instructional justification.
- Alignment with District priorities and approved instructional frameworks where applicable.
- Data inputs, outputs, retention practices, and data jurisdiction.
- Privacy implications and legislative compliance requirements.
- Security risks and technical safeguards (including authentication, access control, logging, and integration risks).
- Accessibility, equity, and bias considerations, including potential for unintended inequities.
- Impact on professional judgment, workload, training requirements, and change management.
- Vendor terms of service, updates, data ownership, and restrictions on vendor reuse of District data.

Instructional AI Use – Additional Criteria (where teacher and/or student use is proposed):

- Age appropriateness and supervision requirements.
- Impact on assessment validity, academic integrity, and student learning outcomes.
- Clarity of acceptable and prohibited uses for students (including expectations for disclosure where required).
- Alignment with curriculum outcomes and school-based instructional expectations.
- Accessibility and inclusion impacts for students with diverse learning needs.

Incomplete submissions shall not be considered.

6. Approval and Implementation

AI systems may only be implemented following written approval by the Superintendent.

Approval shall specify, at minimum:

- Authorized users (teachers, students, or both).
- Whether use is optional or required.
- Approved execution environment (on-premises, cloud-based, or hybrid).
- Data entry restrictions (including whether any personal or student information may be used).
- Output use restrictions (including assessment contexts and required human review).
- Any conditions, monitoring requirements, pilot duration, or reporting expectations.

Implementation requirements:

- Assignment of an AI System Owner prior to deployment.
- Configuration consistent with approved use parameters and security requirements.
- Staff guidance and/or training where required.
- Documentation of system purpose, limitations, safeguards, and approved uses.

Pilot implementations may be approved where appropriate and shall specify scope, duration, success criteria, and exit conditions.

6.1 Use of AI via Personal Devices

- An AI system that executes on District infrastructure is subject to this procedure regardless of device ownership.
- Installing, hosting, or operating AI software on District servers, networks, or District-managed virtual environments without written approval is prohibited.
- Personally owned devices may not be used to deploy, host, or execute AI systems on District infrastructure without written authorization.

7. Risk Mitigation Controls

The following controls are mandatory:

- AI outputs must be subject to human review where professional judgment is required.
- AI systems shall not autonomously make decisions affecting students or staff.
- Personal information shall not be entered or processed unless explicitly approved and risk controls are documented.
- AI systems shall not be used to generate final student assessments.
- Student-facing AI use must include clear boundaries for acceptable assistance, as defined in the approval and Appendix B.
- AI systems shall not be used for disciplinary determinations or evaluative placement decisions.
- Use shall be immediately suspended where risks to privacy, safety, security, or integrity are identified.

8. Monitoring and Review

AI System Owners shall monitor ongoing suitability and compliance, including:

- System performance and reliability.
- Compliance with approved use and execution environment controls.
- Privacy or security incidents, complaints, or near-misses.
- Vendor changes, including terms of service, model updates, or functionality changes that affect risk or compliance.
- Unintended consequences, including bias, inequity, or operational impacts.

Material issues shall be escalated without delay to senior administration and, where appropriate, to the Superintendent.

9. Maintenance and Change Management

AI systems shall be reviewed and re-evaluated following:

- Major updates, model changes, or functionality changes.
- Changes to data use, retention, jurisdiction, or vendor terms.
- Material incidents, complaints, or audit findings.
- Changes to the execution environment (e.g., migration from cloud to on-premises or vice versa).

Material changes require re-approval by the Superintendent prior to continued use.

10. Suspension and Retirement

AI systems shall be suspended or retired when:

- Compliance cannot be maintained.
- Risks outweigh benefits.
- The system no longer meets District needs or is no longer fit for purpose.
- Vendor practices change materially and introduce unacceptable risk.

Retirement shall include secure data disposition, removal of access, and communication to affected users, as appropriate.

11. Records Management

All evaluation records, approvals, monitoring logs, maintenance/change records, and incident reports shall be retained in accordance with District records management requirements.

References and Related District Documents

The following District policies and administrative procedures inform the interpretation and application of this Administrative Procedure. Where conflicts are identified, the applicable Board policy and legislative requirements prevail.

- Information Technology Governance Policy (Board Policy XX).
- Acceptable Use of Technology Policy and related Administrative Procedures.
- Privacy / Access to Information and Protection of Privacy (ATIPP) Administrative Procedures.
- Student Records Directive and related District procedures.
- Assessment and Evaluation Administrative Procedures (including academic integrity expectations).
- Information Security Administrative Procedures and standards (as applicable).
- Records Management / Information Management Administrative Procedures (retention and disposition).

DRAFT

Administrative Procedure 016

Information Technology and Digital Systems Management Committee

(Operational Oversight, Change Management, and Emerging Issues)

1. Purpose

This Administrative Procedure establishes an operational management committee to support the Superintendent in maintaining the overall health, security, reliability, and continuous improvement of the District's information technology and digital systems. The committee provides a structured mechanism for operational coordination, change management, risk monitoring, and the management of emerging technology issues, within the boundaries of Board policy and applicable legislation.

2. Authority and Governance Boundaries

2.1 Authority

The Information Technology and Digital Systems Management Committee ("the Committee") is established by, and operates under the authority of, the Superintendent (or designate).

2.2 Governance Boundaries

The Committee is an operational management body. It does not exercise Board-level governance authority. Specifically, the Committee shall not:

- create, approve, amend, or interpret Board policy;
- establish District strategic direction (beyond implementing approved plans and Board direction);
- assume the Board's role in governance oversight;
- substitute for Superintendent accountability; or
- act as a decision-making proxy for Trustees.

2.3 Relationship to Board Policy

The Committee supports implementation of Board policy and District administrative procedures. Where conflicts are identified, Board policy and legislative requirements prevail.

3. Scope

The Committee's scope includes operational oversight and coordination across all District IT and digital systems used for:

- administration and operations;
- teaching and learning (instructional technology);

- communications and collaboration platforms;
- infrastructure, networks, identity, devices, and cybersecurity controls; and
- system lifecycle activities (acquisition through retirement), including AI-enabled systems where applicable.

4. Definitions

Change: Any addition, removal, configuration modification, or upgrade that impacts District IT and digital systems, service delivery, security posture, data handling, or user experience.

Material Change: A change that may significantly impact service availability, safety, privacy, compliance, public confidence, or cost.

Material Risk/Issue: An operational risk or issue that may reasonably result in significant disruption, privacy breach, safety concern, legal exposure, financial impact, or reputational harm.

Emergency Change: A change required to address an urgent threat or service outage, where delaying implementation would increase risk or harm.

5. Composition and Membership

5.1 Standing Membership

The Committee shall include, at minimum:

- Chair: Superintendent's designate (typically Assistant Superintendent or Director-level administrator)
- Director of Information Technology (or equivalent)
- Privacy Officer / ATIPP Lead (or designate)
- Instructional Leadership Representative (e.g., program support/instructional technology lead)
- School Administration Representative (e.g., Principal or Vice-Principal representative)
- Business/Operations Representative (e.g., finance, facilities, HR, or operations delegate)

5.2 Ad Hoc Participants

The Chair may invite additional participants as needed (e.g., cybersecurity lead, student information systems lead, communications, union/association observers, or vendor representatives) for specific agenda items.

5.3 Quorum

Quorum requires the Chair (or designate) plus:

- IT leadership, and
- Privacy/ATIPP representation, and
- at least one instructional or school administration representative.

6. Chair Responsibilities

The Chair is responsible for:

- establishing meeting cadence and agenda;
- ensuring committee decisions remain operational and within delegated authority;
- ensuring appropriate documentation and follow-up;
- escalating material risks/issues to the Superintendent; and
- ensuring the committee operates in a manner consistent with Board policy and this Administrative Procedure.

7. Committee Responsibilities

The Committee shall perform the following operational functions:

7.1 Operational Health and Service Oversight

- Review system performance, service availability, reliability, and recurring service incidents.
- Monitor known operational risks and track mitigation actions.
- Identify systemic issues (capacity, technical debt, vendor risks) and recommend operational remedies.

7.2 Change Management and Oversight

- Maintain a structured mechanism to review, prioritize, and coordinate planned changes.
- Confirm that changes are assessed for operational impact, security, privacy, accessibility, equity, and supportability.
- Ensure change communications and end-user readiness are planned where appropriate.
- Review post-implementation outcomes for significant changes (“lessons learned”).

7.3 Risk Monitoring and Escalation

- Maintain an operational risk register (or equivalent tracking mechanism).
- Review cybersecurity and privacy risk trends, incidents, and near-misses.
- Escalate material risks/issues promptly to the Superintendent, including recommended containment steps.

7.4 Emerging Technologies (Including AI)

- Identify and monitor emerging technology risks and opportunities relevant to the District.
- Ensure proposed emerging technology use (including AI) follows applicable administrative procedures and approvals.
- Review operational implications of emerging technologies (training, workload, equity, accessibility, vendor terms, data use).

7.5 Lifecycle Management

- Review major systems for fitness-for-purpose, sustainability, and continued value.

- Recommend decommissioning, replacement, or renewal of systems based on operational evidence.
- Ensure retirement includes appropriate data disposition, access removal, and transition planning.

7.6 Standardization and Operational Consistency

- Promote operational consistency in system configuration, access control, user provisioning, and support processes.
- Recommend administrative procedure updates where operational gaps are identified.

8. Change Classification and Handling

8.1 Standard Changes

Routine, low-risk changes with known outcomes may be implemented through established IT operational processes. The Committee may require periodic summary reporting on standard changes.

8.2 Significant Changes

Changes that have broad user impact, system integration complexity, or heightened risk shall be brought to the Committee for review prior to implementation.

8.3 Emergency Changes

Emergency changes may proceed without prior Committee review to protect District operations or security. Emergency changes must be:

- documented;
- communicated appropriately; and
- reviewed by the Committee at the next meeting.

9. Escalation Thresholds (Material Issues)

The Chair shall escalate to the Superintendent when any of the following occur or are reasonably anticipated:

- significant service outage affecting multiple sites or core systems;
- suspected or confirmed privacy breach;
- cybersecurity incident requiring containment beyond routine operations;
- vendor or contract change materially altering data handling or risk;
- changes that may have significant cost or reputational impact;
- systemic operational failures or recurring incidents indicating heightened risk.

10. Meeting Cadence and Records

10.1 Meeting Schedule

The Committee shall meet at least monthly during the school year, and more frequently as operational needs require.

10.2 Agenda and Minutes

- Agendas will be circulated in advance where practicable.
- Minutes shall record decisions, actions, responsible persons, and target dates.
- Records shall be retained in accordance with District records management requirements.

10.3 Action Tracking

The Committee shall maintain an action log for follow-up and accountability.

11. Reporting

The Committee shall provide periodic operational summaries to the Superintendent, including:

- major incidents and responses;
- material risks and mitigation status;
- significant changes implemented or planned;
- emerging issues requiring attention; and
- operational recommendations requiring Superintendent direction.

12. Compliance

Failure to follow this Administrative Procedure, including implementation of significant changes without appropriate review or approval pathways, may result in administrative action and/or suspension of the proposed change until compliance is restored.

13. References and Related District Documents

The following District policies and administrative procedures inform interpretation and application of this Administrative Procedure:

- Information Technology Governance Policy (Board Policy XX)
- Acceptable Use of Technology Policy and Administrative Procedures
- Privacy / ATIPP Administrative Procedures
- Information Security Administrative Procedures and standards
- Records Management / Information Management Administrative Procedures
- Administrative Procedure XX – Artificial Intelligence Systems (Evaluation, Adoption, Risk Management, Monitoring, and Maintenance)
- Student Records Directive and related procedures
- Any other relevant operational procedures governing instructional technology, procurement, and vendor management

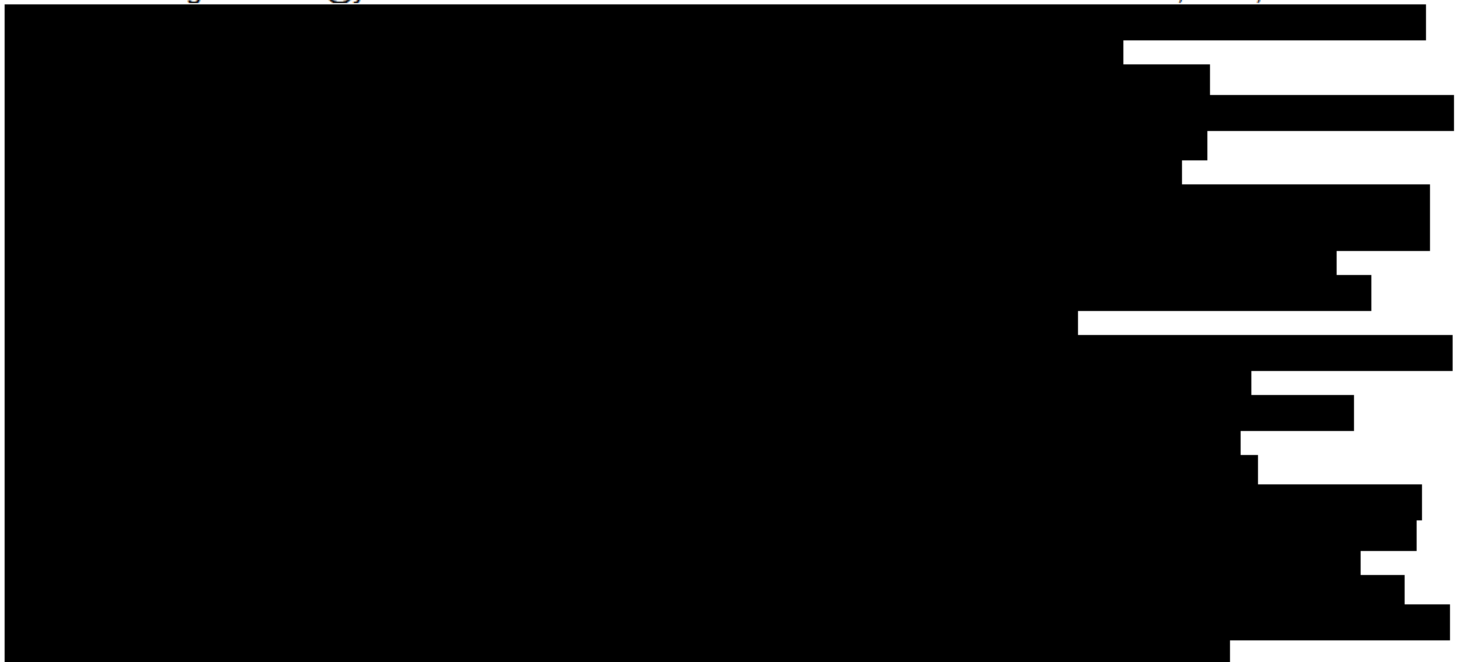


Graham Arts <graham.arts@yk1.nt.ca>

Update to YK1 Home School Procedures and Funding for 2026-2027

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

Thu, Jun 4, 2026 at 4:09 PM



Shirley Zouboules <shirley.zouboules@yk1.nt.ca>, Barbara Bell <barbara.bell@yk1.nt.ca>, Annie Lagomasino <annie.lagomasino@yk1.nt.ca>, Pat Thagard <pat.thagard@yk1.nt.ca>, Shannon Barnett-Aikman <Shannon_Barnett-Aikman@gov.nt.ca>

Good afternoon,

As a parent of a child who was home schooled for 2025-2026, I am writing to update you on the changes to our procedures. Over the course of the school year, the District has reviewed the applicable legislation, regulations and directives governing home schooling in the NWT. This review showed that we needed to update our procedures to align with the Territories' legislation and guidelines. That work is now complete, and we have just published our revised Home School Administrative Procedure. (Link: [270 - Home Schooling](#))

Substantial changes were made. Our previous procedure was under a page long, and consisted of five paragraphs. Our new, more detailed procedure is now available online (at the link above). In short, there is more clarity provided for:

- Eligibility for registration, and how to register your child as a home schooler.
- The requirements for eligibility in a home schooling program with a focus on the NWT's official curriculum.
- An explanation of the supports available through schools, and schools' responsibilities regarding home schooling.
- Parental responsibilities, including planning and the requirement to share information on your child's progress with the school (twice per year).
- The District's commitment to provide funding, and how to request reimbursement for items not on the pre-approved list

Additional information is yet to be released. This includes:

- An updated registration form.
- A set of guidelines for purchases eligible for reimbursement under our new procedure.
- Updated procedures for claiming reimbursement
- The documents required for requesting pre-approval for items not on the list.
- Educational planning and reporting forms for parents and principals.

We are also updating our website to provide a dedicated space for parents to find information about home schooling. We expect this information, as well as the forms supporting home schooling to be made available on our website between now and June 30th.

At its May meeting, the Board of Trustees approved the District's operating budget for 2026-2027. Within that budget, the funding amount available to an individual home school student was set at \$1,500 for 2026-2027. Under the updated procedure, this amount will be reviewed annually and announced to families considering homeschooling before June 30th of every year. Please note that if you plan on continuing with home school for next year, the District can only accept receipts for items dated from July 1st 2026 through to May 15th 2027. We will not process receipts over the summer. Also we can only process receipts once a student has been fully registered, and had that registration confirmed.

I realize that there are a lot of changes to process while you make plans for next year. To help with navigating the new procedures, the District has prepared a Parent Guide summarizing the most relevant parts. I have attached a .pdf copy for your reference. Also, if you have questions regarding the application of the new procedures, please do send them to me. I will do my best to answer them.

Best of luck for the remainder of the school year, and I wish you and your children a happy and safe summer.

Graham

--

Graham Arts

Assistant Superintendent | Surintendant adjoint

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

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

Website: www.yk1.nt.ca

District Office | Bureau central

5402 50 Avenue | PO Box 788

Yellowknife, NT

X1A 2N6

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

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please delete it immediately and notify us by telephone. Thank you.

 **270 - Home Schooling - Parent Guide.pdf**
192K



BOARD REPORT

Title:	Education (Strategic) Plan Review
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	June 3, 2026
Mandate	<ul style="list-style-type: none"> • Policy 10 Role of the Superintendent
Background	<p>This year the YK1 Board of Trustees engaged in the work of developing the 13 Desired States that flow from the existing four strategic priorities. Upon Board approval of the desired states, the staff of YK1 began working on an education plan. As an important part of the process, school administrators were invited to participate as their School Improvement Plans (SIP) will flow from the afore mentioned. The school goals, constructed collaboratively with their staff, will align with the desired states and priorities.</p> <p>Key measures and targets were identified under each of the 4 priorities, that further defines the work to be done. The Board of Trustees provided direction for staff to bring the plan to the Committee of the Whole June 8th for discussion.</p> <p>This is an opportunity for questions.</p>
Looking ahead	<p>It is important to focus our energies on a specific area to achieve growth. At a recent Leadership Council meeting, it was agreed that next year a collective theme will be assessment. As this is fundamental to appropriate planning and meeting students where they are, all schools have identified this as a priority area within their school improvement planning. This will also be an over-arching focus for Educational Services for the year.</p> <p>Assessment practices, results and growth are a theme that runs through all school specific improvement goals.</p>
Recommendations	Approve this plan as reviewed and updated, at the Board Meeting June 9, 2026 to allow a successful start to the 2026-2027 school year.
Attachments	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below DRAFT Education Plan (strategic plan)

	Indigenous Language and Culture Honour and celebrate Indigenous language and culture for all learners	G/governance O/Operations
Desired State	1.a Board, educators, and leaders embed the Truth and Reconciliation Calls to Action into learning environments.	G
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	G
Goals	Honour and live the Truth and Reconciliation Calls to Action across governance, leadership, and learning spaces Nurture respectful, reciprocal relationships with Indigenous communities.	O
Selection of Measures	<ul style="list-style-type: none"> ● 100% of school and board plans aligned with and accountable to the Calls to Action. ● 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 	O
Desired State	1.b Educators and leaders weave Indigenous ways of knowing, being, voice, language, and culture into environments.	G
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.	G
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	O
Selection of 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 authentic integration of Dene Kede ● 2-4 land-based and community-connected learning experiences per class per year ● 100% of educators intentionally including Indigenous language and culture in their planning 	O
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	G
Context	This priority commits the Board to cultivating welcoming environments where Elders and Knowledge Keepers are honoured as essential partners and guides in learning, fostering intergenerational collaboration that strengthens cultural continuity, shared responsibility, and collective growth among students, educators, leaders, and community.	G
Goals	<ul style="list-style-type: none"> ● 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 	O
Selection of Measures	<ul style="list-style-type: none"> ● 5+ opportunities for Elders and Knowledge Keepers to share teachings in schools each year ● 100% of schools engaging regularly with Elders and Knowledge Keepers ● 85+% of students who feel a sense of belonging and cultural respect within their school ● 3–5 student learning experiences connected to local truth and reconciliation per year 	O

Learning Ensure inclusive, equitable, and authentic learning experiences		
Desired State	2.a All students explore aspirations and achieve to their fullest potential.	G
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.	G
Goals	<ul style="list-style-type: none"> Empower each learner to explore and build on their 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 	O
Selection of 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) 3-5 percentage point annual increase in students who report having goals for their learning and a sense of direction for their future. (target 80+) % of each Grade 9 cohort advancing on track at each transition point (Grades 10, 11, 12, and graduation), reported annually % of the original Grade 9 cohort graduating within 4 years; % graduating within 5 years Annual cohort fall-off report identifying the number and reason for students who do not advance on track, disaggregated by transfer, withdrawal, credit gap, attendance gap, and re-engagement 	O
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.	G
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.	G
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 	O
Selection of Measures	<ul style="list-style-type: none"> 3–5 percentage point annual increase in students reporting belonging, safety, and positive school climate (MDI) 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 Monitor overtime, attendance and chronic absenteeism 	O
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.	G
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.	G
Goals	<ul style="list-style-type: none"> Use ongoing assessment to inform instruction and support student growth Engage students as active partners in self-assessment, goal-setting, and reflection Ensure assessment reflects diverse and culturally responsive ways of knowing and demonstrating learning Use collaborative analysis of assessment evidence to strengthen teaching and learning across classrooms and schools 	O
Selection of Measures	<ul style="list-style-type: none"> 100% of educators use multiple forms of assessment (observation, conversation, product) with clear criteria and growth based feedback 100% of educators use district and classroom assessment evidence to adjust instruction, documented through instructional planning 80% of students demonstrating self-assessment and goal-setting practices 100% of schools engage in collaborative data conversations at least three times per year 	O
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.	G
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.	G
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 	O

Selection of Measures	<ul style="list-style-type: none"> ● 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 learning, growth, and reflection (growth plans) ● 5+ documented family or community engagement opportunities per school per year ● 100% of staff meet professional practice expectations 	O
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.	G
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.	G
Goals	<ul style="list-style-type: none"> ● Develop critical thinking, collaboration, and communication competencies ● Foster creativity, curiosity, and safe risk-taking in learning 	O
Selection of Measures	<ul style="list-style-type: none"> ● 100% of classrooms demonstrate competency-based teaching and learning approaches ● 100% of classrooms show evidence of student collaboration, problem solving, and risk-taking 	O

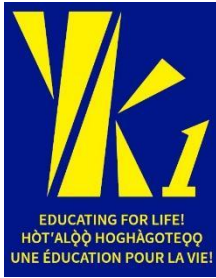
Wellness Build relationships and cultivate a culture of holistic wellness.		
Desired State	3.a Students will develop ways to identify and communicate their emotions, guiding them to advocate for their own wellness and make good decisions.	G
Context	This priority commits educators, leaders, and students 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.	G
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 	O
Selection of Measures	<ul style="list-style-type: none"> 80%+ of students can identify and communicate emotions and report knowing strategies to manage strong emotions. (data source Wellness Mentors) 85%+ of students report having a trusted adult at school (MDI) (grades 4 & 7) Monitor behaviour incidents related to emotional dysregulation 	O
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.	G
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.	G
Goals	<ul style="list-style-type: none"> Build safe, inclusive, and relationship-centered learning environments that foster student voice, choice, and agency in learning Promote mental health literacy and confidence in self advocacy 	O
Selection of Measures	<ul style="list-style-type: none"> 80+% of students reporting they feel safe, and accepted, at school (target: 85%+) 75% of students reporting they have opportunities to pursue their interests at school (target: 80%+) 85%+ of students report having a trusted adult at school (target 85%+) (MDI) (grades 4 & 7) Data from Wellness Mentor monthly themes, including, Mental Health Literacy, Interpersonal Relationships 	O
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.	G
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.	G
Goals	<ul style="list-style-type: none"> Strengthen relationships that affirm student aspirations, wellbeing and high expectations Embed student voice, goal setting and reflection as consistent practices in learning 	O
Selection of Measures	<ul style="list-style-type: none"> 85%+ of students report their teachers believe in their success and aspirations (target: 85%+) 80%+ of educators incorporating student choice into instructional planning (target: 85%+) 	O

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	G
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.	G
Goals	<ul style="list-style-type: none"> • Build a shared sense of community across schools • Engage students in sustainability and stewardship of the land • Promote collective responsibility for people, place, and future generations 	O
Selection of 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 • 100% of schools demonstrate evidence of sustainability practices in learning or operations 	O
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.	G
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.	G
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 	O
Selection of Measures	<ul style="list-style-type: none"> • 80%+ of students report confidence in discussing different viewpoints respectfully • 85%+ of educators embed diverse perspectives in instruction 	O
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.	G
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.	G
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 • Create accessible and welcoming spaces for family and community voices to guide learning and decision-making • Support learning grounded in local history, truth, and healing 	O
Selection of Measures	<ul style="list-style-type: none"> • 100% of schools engage Elders, Knowledge Keepers, or families in reconciliation efforts • 80%+ of staff report active collaboration with community in reconciliation work • 80%+ of families report feeling welcomed and able to participate in school initiatives 	O



BOARD REPORT

Title:	Finance Committee
Contact:	Terry Brookes – Committee Chair
Date Submitted:	3 rd June 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 a meeting on May 26th. • In summary agenda items for the meeting included the current financial statement for the 2025/26 fiscal year (as of end of April), status of the District's surplus and an update on the Inclusive Schooling Support Assistance.
Other Headings as appropriate. For Example: <ul style="list-style-type: none"> - 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 are the draft May 26 th Meeting minutes.



Yellowknife Education District No. 1 Finance Committee Meeting MINUTES

May 26, 2026 @ 6:30 PM

District Office Boardroom & Video Conference

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

Regrets: Trustee Drew

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 12:11 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 #: 01/05-26/25-26

I move that the Finance Committee accept the agenda, as presented.

Moved by: Trustee Shortt; Seconded by: Trustee Peters

Carried

5. Approval of Minutes

Motion #: 02/05-26/25-26

I move that the Finance Committee accept the committee minutes of Minutes May 8, 2026 as circulated.

Moved by: Trustee Snaggs; Seconded by: Trustee Bell

Carried

6. Financial Report

a. Yellowknife Education District No. 1 2025-2026 Financial Report on April 30, 2026

Secretary Treasurer Vass presented the Financial Report. Key highlights included:

- **Total Revenue:** \$46.9 million, approximately \$1.9 million higher than budget, primarily due to the Interim Support Assistant (ISA) initiative and additional grants.

- **Total Expenses:** \$50.7 million (before amortization: \$49.7 million), resulting in a variance of approximately \$3.7 million. Approximately \$2 million of this variance relates to ISA, Educational Assistant (EA) substitute budget, and Inclusive Schooling (estimated \$500–600K).
- **Annual Operating Surplus:** \$3.9 million for the current fiscal year.
- **Accumulated Operating Surplus:** Opening balance of \$2.9 million; closing balance of \$965K (significantly lower than the forecasted \$2.4 million, with the GNWT-subject surplus projected at \$143K).
- **Approved surplus expenditures include:** USW contract increase; accessibility improvements; flooring replacement across several schools (\$126K via Elite Flooring, under projection); fencing at select schools (Horizon Builders at RLN, NJM); and home schooling costs (~\$200K). Additional grants not included in the originally approved budget have also been applied.

Trustee Questions and Discussion:

- **Q: What amount remains subject to potential GNWT clawback?** A: Approximately \$143K is currently projected as subject to clawback. This figure remains in flux as the school year closes and final expenditures are recorded.
- **Q: Is it possible that remaining funds will be spent before year-end?** A: Yes. Several projects are still in progress (e.g., MHS remediation at \$88–90K, with testing underway; SJF/NACC basement work is complete). The surplus figure will continue to shift as projects wrap up.
- **Q: Are anomalies in capital projects being tracked?** A: Administration outlined several active projects with updated cost information. Fencing and flooring projects came in at or under projected amounts, though some offsetting costs (e.g., SJF basement cleanup) affect the overall surplus picture.
- **Q: Is bussing cost information being communicated more clearly?** A: Yes. The forecast estimate may be slightly high by approximately \$75K. The April invoice was received recently and not yet incorporated into the forecast; final costs are expected to be lower. Secretary Treasurer Vass noted she will be submitting a bussing report to ECE in the coming days, providing funding details (from ECE, property tax, and fees) and route distances. ECE will use this to evaluate bussing funding. The Finance Committee may wish to bring this forward to the June Board meeting.
- **Q: Regarding the bussing contract – are there concerns about future costs?** A: The current contract with Transdev was the lowest bid received. The contract is in its third year with a two-year renewal option. Transdev is the sole provider in Yellowknife and has invested significantly in the YK Transit system and fleet. A new tender process is not expected for at least two years; however, administration will legally be required to go to tender and will do so. Performance conditions (fuel costs, maintenance, etc.) are currently under negotiation to minimize cost unknowns within the contract.
- **Q: Are contracts published publicly?** A: Contracts are published on the GNWT portal. Award details are not currently published separately.
- **Q: Are there critical capital projects at risk of not being initiated in this fiscal year?** A: Administration noted that expenses cannot be accrued for projects that have not yet started. A list of outstanding projects can be brought forward. Trustees noted the importance of understanding the impounding effect on next year's budget for any partially initiated projects.

b. Status of YK1 – GNWT Surplus 2025-26

- **Q: Has ECE provided any update on whether committed contracts will be recognized or if funds will be clawed back?** A: The Superintendent has made multiple attempts to obtain clarity. The matter was escalated to the Acting Deputy Minister (Terry Locsletter) following a conversation on Thursday; no definitive answer was received, but confirmation was given that it would be looked into. The Board may wish to consider sending a letter to the Minister to formally plead the district's case, which could be addressed at the June meeting.

c. Inclusive Schooling Support Assistant Update - verbal

The Superintendent provided a verbal update on notional funding for Inclusive Schooling. Trustees received a letter from the Minister (distributed via email) confirming the district will receive \$3.8 million, covering the period July 31, 2026 through March 31, 2027. The Financial Management Board (FMB) committee will review making the district whole through to the end of the fiscal year. Total funding received to date is \$5.16 million.

The Inclusive Schooling Coordinator is reviewing student profiles and class compositions to assess needs and determine service levels.

Trustee Questions and Discussion:

- **Trustee concern:** There is nothing in writing yet. The worry is that funding could be cut short in March, leaving the district responsible for April through June. Administration noted that written confirmation is unlikely before the end of next week.
- **Trustee comment:** YK1 represents approximately 27% of the NWT student population (Grades 1–12), yet received only 13% of the \$30 million in Inclusive Schooling funding. While the funding is appreciated, the district remains under-funded relative to its student population and level of need.
- **Response from Administration:** The Province struggled to find an equitable distribution formula. The outcome, while not aligned with what YK1 proposed, was intended to prevent extreme disparities across districts. The formula funding review is currently underway as a longer-term initiative; this allocation is not believed to be reflected in that review, as the two processes ran concurrently.
- **Q: Is this funding inclusive of the ongoing formula review?** A: Administration does not believe so. The formula review is a substantial, separate process occurring simultaneously. The long-term review is focused on restructuring the overall Inclusive Schooling formula funding model.

9. Adjournment

Motion #: 03/05-26/25-26

I move that this Committee meeting be adjourned.

Moved by: Trustee Peters; Seconded by: Trustee Snaggs

Carried

Meeting adjourned at 12:50 pm

Next Finance Committee meeting date: June 23, 2026



BOARD REPORT

Title:	Policy & Governance Report
Contact:	Tina Drew, Trustee, Chair of Policy and Governance Committee
Date Submitted:	09 June 2026
Mandate:	<ul style="list-style-type: none"> Policy 8: Committees of the Board.
Background:	n/a
Report	<p>The Policy Committee had 2 meetings during which the following policies were reviewed.</p> <ul style="list-style-type: none"> Policy 29 - Visual Identity – final approval. Policy 30 - Information Technology – final approval. <ul style="list-style-type: none"> Policy 8 - Committees of the Board - to be tabled at June Meeting, for first and final approval as only minor changes since approved in April. Policy 4 - Trustee Code of Conduct - to be tabled, with the code of sanctions added as an appendix. Policy 3 - Role of the Trustee - to be approved with appendix on Trustee Development added. Policy 5 - Board By-Laws – first reading Policy 10 - Role of the Superintendent - minor changes, for approval. Suggest adding appendix on Superintendent assessment guide. If board agrees, the Policy & Governance Committee will work on this. Policy 2 - Role of the Board - suggest adding appendix on Board annual workplan, and appendix on Board assessment guide. If board agrees, the Policy & Governance Committee will work on this. Policy 31 - Risk Management - being worked on by Trustee Snags and Assistant Superintendent Arts. Trustee Brooks and Drew working on Policy on Policy Making Policy 4 and 5 to be placed on drive and website for feedback. Feedback will be received until July 31st. <p>Next Policy Meeting is June 17 at 12:10.</p>
Proposal	Approval of Policies 3, 8, 10, 29, 30. Tabling of Policies 4 & 5. Refer Policies 2 & 10 to the Policy & Governance Committee for additions indicated.
Proposed Motion (if applicable)	<ol style="list-style-type: none"> I move that YK1 Board of Trustees approve, Policy 3, Role of Trustee as presented. I move that YK1 Board of Trustees approve, Policy 8, Committees of the Board as presented. I move that YK1 Board of Trustees approve, Policy 10, Role of Superintendent as presented.

	<ol style="list-style-type: none">4. I move that YK1 Board of Trustees approve, Policy 29, Visual Identity, as presented.5. I move that YK1 Board of Trustees approve, Policy 30, Information Technology as presented.6. I move that YK1 Board of Trustees table Policy 4-Code of Conduct and Policy 5-Board By-laws as presented.7. I move that YK1 Board of Trustees refer Policy 1- Role of the Superintendent to the Policy & Governance Committee for the addition of a Superintendent Assessment Guide appendix.8. I move that YK1 Board of Trustees refer Policy 2- Role of the Board to the Policy & Governance Committee for the addition of the following two appendices: a Board Annual Workplan, and a Board Assessment Guide.
Attachment?	Yes. Policies: 3, 4, 5, 8, 10, 29 and 30.

PE & A = Public Engagement & Advocacy

June 2026 National Indigenous History Month Filipino, Italian & Portuguese Heritage Month Pride Month 						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
	National Say Something Nice Day					SJF Indigenous Honour Ceremony 1:00 PM
7	8	9	10	11	12	13
World Food Safety Day	COW Meeting 12:10 PM	SJF School Awards Evening 6:00 PM Board Meeting 7:00 PM				SJF Golf Tournament
		Moose Hide Camp 4-7 PM, May 9 - 11 on June 11 – Community BBQ & performance by Leela Gilday all at NJ Macpherson School				
14	15	16	17	18	19	20
YK Pride Parade & Pride in the Park 12:00 to 4:00 PM Somba K'e Civic Plaza (City Hall) YK Mountain Bike Club Bike Auction 11:00 AM viewing 12:00 PM auction YK1 Parking Lot	Public Engagement & Advocacy Committee Meeting 12:10 PM	MHS Grade 8 Farewell 6:00 PM		Policy & Gov Committee Meeting 12:10 PM RLN Kindergarten Farewell 12:30 PM Grade 8 Farewell 6:00 PM	MHS Grade 1 to 7 Awards 9:30 AM RLN Awards Ceremony 2:00 PM	



June 2026 continued						
21	22	23	24	25	26	27
National Indigenous Peoples Day Father's Day	No school in honour of National Indigenous Peoples Day	Finance Committee Meeting 12:10 PM WMS Grade 8 Farewell 6:00 PM	WMS School Awards Assembly AM RLN Family Day BBQ 11:30 AM SJF Grad Formal	Audit Committee Meeting 12:10 PM NJM Grade 5 Farewell & Sacred Feather Awards 10:25 AM JK-5 Farewell Assembly & JK-4 Sacred Feather Awards 1:45 PM Itlo Grade 5 Farewell Afternoon SJF Grad Academic 1:00 PM		Canadian Multi-culturalism Day
28	29	30	1	2	3	4
DRAFT 2025-2026 Annual Report Due			CANADA DAY			