Yellowknife Education District No. 1
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June 18, 2026

Honourable Caitlin Cleveland
Minister of Education, Culture and Employment
Government of the Northwest Territories
Box 1320
Yellowknife, NT, X1A 2L9

Dear Minister Cleveland,

Re: Submission of the Operating Plan for the 2026-2027 School Year

Enclosed is the Operating Plan for Yellowknife District No. 1 Education Authority (Yellowknife Education District No. 1) for the year ending June 30, 2027.

Sincerely,

[redacted]

Barbara Bell
Chairperson
Yellowknife Education District No. 1

cc: Nigel Wodrich, Ministerial Special Advisor
Tarilee Wedzin, Executive Administrative Coordinator
James Fulford, Deputy Minister
Briony Grabke, DM Special Advisor
Tina Hendrickson, Senior Administrative Coordinator

Education Accountability Framework

Yellowknife Education District No.1

Operating Plan

For the 2026-27 School Year

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Operating Plan - Executive Summary

The Yellowknife Education District No.1's Operating Plan for the 2026-2027 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.
The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the Yellowknife Education District No.1's priorities for the upcoming school year.
The following table summarizes the planned goals and targets for the upcoming school year:

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

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

The three pillars that align the aforementioned are:

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

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

YK1 2026-2027 Educational Goals		
Learning	**Indigenous Language and Culture**	**Wellness, Community, and Key Competencies**
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness NWT Renewed Curriculum Key Competencies
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
YK1 Goals and Targets		
Using EDI results at the school and district level to plan for student wellness and success	Continued implementation of "Our Languages"	Using MDI results at the school and district level to plan for student wellness and success
Implementation of YK1 Learning Plan	Continued development of authentic learning experiences in ILE classes Continued expansion of ILE classes throughout the district	ECE supported school-based programs • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S/L.E.A.D.S.

<table>
<tr><td colspan="2">Place-based, culturally responsive initiative, Engaging Learners in the Elementary, Middle and High school years</td><td>Ongoing review of assessment practices and reporting student progress

Continued work on incorporating Growth as a Learner into the new reporting model</td></tr>
<tr><td>Math/Science/Early Literacy foci EN/FR:
• JK-2 Playful Inquiry
• Literacy and numeracy residencies
• Early Oral Language Development – Now Play</td><td>Cross-curricular planning and integration of Dene Kede.</td><td>Continued expansion of Outdoor Classrooms</td></tr>
<tr><td>Continued growth of our understanding of renewed curriculum competency to help with the development of An NWT Capable Person</td><td>Continued Indigenization of learning environments and Resources</td><td>Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]</td></tr>
<tr><td>Assessment to Instruction - cycle of inquiry for students and staff learners</td><td>Elders and Knowledge Keepers</td><td>Gay Straight Alliance (GSA)</td></tr>
<tr><td>Teaching for equity
using flexible instructional practices</td><td>Key Cultural Experiences</td><td>Safe and Caring School Plans</td></tr>
<tr><td>Participation in ECE implementation of Competency-Based IEPs</td><td>School-based ILE Committees</td><td>Community partnerships</td></tr>
<tr><td>Following expected guidelines for PSTs</td><td></td><td></td></tr>
<tr><td>Technologies to support equity for all learners</td><td></td><td></td></tr>
<tr><td>Supporting complex learners in the classroom setting</td><td></td><td></td></tr>
<tr><td>Supporting Educational Assistants in their role</td><td></td><td></td></tr>
</table>

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.

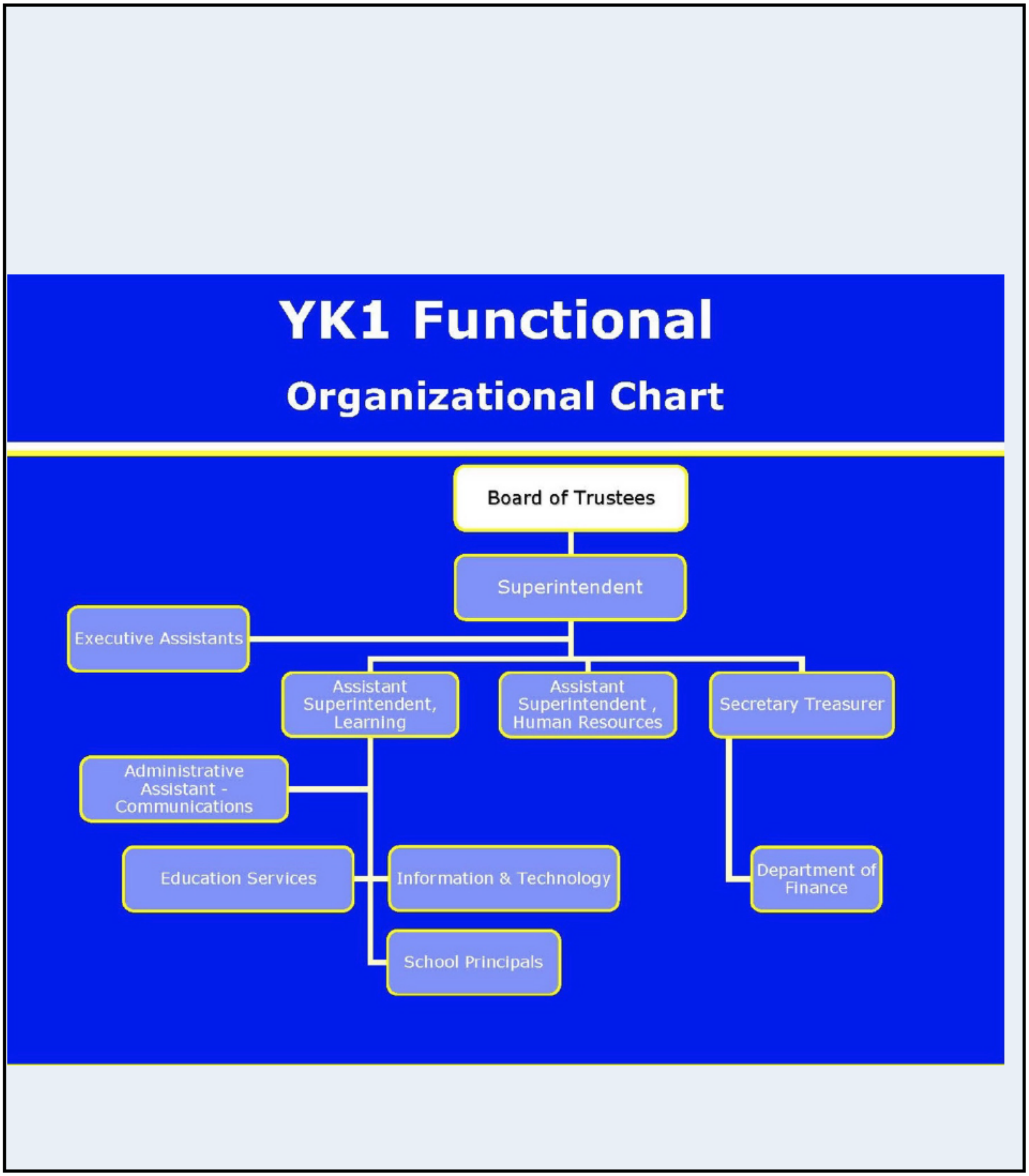
The next scheduled election for the YK1 Board of Trustees is October 19, 2026

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
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,				
(a) provide education to all students in accordance with this Act and the regulations;	X			
(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);	X			
(c) administer and manage the educational affairs of the education body in accordance with this Act and the regulations;	X			
(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;	X			
(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;	X			
(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;	X			
(g) provide support services in accordance with the directions of the Minister under subsection 7(2);	X			
(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;	X			
(i) provide library, audio-visual and other resource materials;	X			
(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;	X			

(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;	X			
(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;	X			
(m) subject to the regulations, employ a Superintendent;	X			
(n) set out powers and duties of the Superintendent, in addition to those set out in this Act;	X			
(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;	X			
(p) monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools;	X			
(q) evaluate school program plans and provide direction with respect to those plans;	X			
(r) in accordance with the regulations, evaluate and provide support to home schooling programs;	X			
(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;	X			
(t) prepare and submit to the Minister the reports and evaluations required by this Act and the regulations;	X			
(u) follow the directions of the Minister;	X			
(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				N/A
(w) provide accommodation to senior secondary students in accordance with section 10.	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,				
(a) provide equipment and facilities for school programs for physical education, athletics and recreation;	X			
(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;	X			

(c) inform the governing body of the community within the education district of plans for the use and development of education facilities;	X			
(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;	X			
(e) obtain a corporate seal;	X			
(f) employ and bond a financial officer or officers as it considers necessary;	X			
(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;	X			
(h) make expenditures to meet the requirements of the education program and this Act and supervise and be accountable for all expenditures;	X			
(i) keep a full and accurate record of its proceedings and financial transactions and affairs;	X			
(j) maintain insurance as directed by the Minister;	X			
(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;	X			
(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	X			
(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.	X			
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,				
(a) develop and produce learning resources and materials to support the delivery of culture based school programs and other local programs;	X			
(a.1) advise the Minister regarding the issuance of honourary teaching certificates to elders;	X			
(b) authorize, supervise and evaluate the use of distance learning programs in the provision of the education program;	X			
(c) charge fees for goods and services that it provides but that are not required for the instruction of the education program;	X			

(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;	X			
(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;	X			
(f) establish committees of the education body and assign powers and duties to those committees;	X			
(g) establish committees, including parents' advisory committees, whose members are not members of the education body, to advise the education body respecting education issues;	X			
(h) provide interpreter and translator services to assist in the conduct of the business of the education body;	X			
(i) pay an honorarium and expenses to each of its members in accordance with the regulations;	X			
(j) acquire personal property by gift, devise, lease, purchase or otherwise, and sell, lease or otherwise dispose of any of its personal property;	X			
(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;	X			
(k.1) hire and employ teachers or persons who are not teachers for the instruction of local programs;	X			
(l) establish and charge tuition fees in respect of students in accordance with this Act;	X			
(m) collect or maintain information that affects decisions made about the education of a student and maintain a record of the decisions; and	X			
(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.	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,				
(a) enter into agreements with Aurora College to support the development and delivery of a teacher education program;	X			
(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);	X			
(b.1) enter into agreements regarding aboriginal schools;	X			
(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	X			

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;				
(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;	X			
(e) enter into agreements with other education bodies for the transfer of teachers;	X			
(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;	X			
(g) allow an employee to take a leave of absence for educational purposes;	X			
(h) arrange and pay for the bonding of one or more financial officers;	X			
(i) join and pay the fees of educational associations; and	X			
(j) enter into contracts for the provision of services to support the school program or individual education plans.	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,				
(a) maintain and insure buildings and property used for the delivery of the education program;	X			
(b) acquire lands and buildings, construct additional buildings and replace existing buildings where required;	X			
(c) receive annually from the taxing authority for the district the sum of money collected from property taxes for education purposes;	X			
(d) borrow money on a short term basis according to the terms of this Act;	X			
(e) make a resolution to borrow money for projects according to the terms of this Act;	X			
(f) make a bylaw to borrow money on the security of a mortgage or debenture according to the terms of this Act; and	X			
(g) employ teachers outside the public service.	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'ǫ (Itł'ǫ)	Yellowknife	JK-5	École Itł'ǫ offers: • French Immersion programming • Wıìlıìdeh 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	Mildred Hall School (MHS) offers: • English programming • Wıìlıìdeh Yati language classes for grades JK-8 • Drumming, Hand Games, Traditional Games for all students, and a Middle

			School-Specific Traditional Games Day • District ILE camps as well as school-based camps, and an annual MHS Camp Week integrating Indigenous Language and Key Cultural Experiences • Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 6 • Many extracurricular activities such as: • Team Sports (volleyball, badminton, basketball, soccer, track and field) • Other Interest-Based Clubs (Dungeons and Dragons, Bracelet Club, Arts and Crafts Club, Crochet Club) • Arctic Rose Foundation Messy Book Club • GSA - Skittles Club meets in two groups grades 3-5 and 6-8 • Choir and Band Program • Alternative Sports/clubs such as fat biking, cross-country skiing, snowshoeing, and traditional games • Daily universal access breakfast, snack, and hot lunch program • School-community garden with community partners where students grow vegetables used in the foods program • Restorative practices • Monthly school-wide Dene Kede themes and Dene Laws
N.J. Macpherson School (NJ Macpherson)	Yellowknife	JK-5	N.J. Macpherson School (NJM) offers: • English programming JK-5 • Core French, Grades 1-5 • Wıìlıìdeh 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

			• 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	Range Lake North (RLN) offers: • 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	École Sir John Franklin High School (ESJFHS) offers: • Programming from Grades 9 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 9 to 12 • Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts • Extensive trades curriculum and work experience program which includes

			industrial arts, automotive class, culinary arts, robotics and esthetics • Indigenous culture programming and camps including Wíílídeh language instruction • Successful athletic programs and courses including intramural and extra-curricular sports and clubs are offered during the day and afterschool • Support and resources for students struggling in school, socially, or at home. • National and international travel opportunities for students include volunteering and cultural experience • Night School classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite • Alternate programming (Route 51) available during the day (9am - 3:45pm) off site. Graduating required courses are offered on modular based format
École William McDonald School (William McDonald)	Yellowknife	6-8	École William McDonald Middle School (EWMS) offers: • Programming for Grades 6,7 and 8 in both English and French Immersion • Other French options including: • Intensive French - Grade 6, • Post-Intensive French - Grade 7 and 8 • Core French – Grades 6 - 8 • Wıılıìdeh 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 DECs are required to develop.

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

Required Policies and By-Laws for DECs and DEAs						
Type of Policy or Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Code of Conduct	September, 2022	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*
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 DECs and DEAs						
Type of Bylaw	**DEC**	**DEA**	**DEA**	**DEA**	**DEA**	**DEA**
Honorarium	January 2021 (Board Bylaws)	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*	*effective date, NA or X*
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: • Learning • Indigenous Language and Culture • Wellness, Community, and Key Competencies

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
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%		

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

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.

Regional approach to **School Improvement Planning and School Reviews,** and relevance to regional and shared priorities, for the school year.	School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary: 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies In addition, site-based data informs school plans, to ensure student and school community needs are considered. 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 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.

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

D. Regional Training and In-Service

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

Regional approach to the completion of **Training and In-Service**, including reference to plans for the identified NWT Curriculum Renewal training day(s). Please include relevance to regional and shared priorities, for the upcoming school year.	Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 20026-2027. Consultants will provide PD in the following areas: • Learning/Indigenous Language and Culture while ensuring embedded support for moving to competency-based teaching and learning • 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/Wıìlıìdeh) • Inclusive Pedagogies in Secondary Two ILE district days are planned to meet the ILE directive. School specific STIP times are planned to align with the identified pillars and school improvement goals. For the duration of the trialing and implementation of the renewed NWT curriculum this will be a focus.

Regional Performance Indicators	**Regional Targets**	**Achieved Results**	**Explanation of Difference** *(if applicable)*
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2		
Areas of Strength for the region			
Areas for Development for the region			
Additional Comments for the region			

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.

Regional approach to **the Healthy Foods for Learning program** for the upcoming school year.	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). 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. *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.*

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

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

** 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 Kədə́, Dëne Sųłıné, Dene Zhatıé, 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?**
Itł'ǫ	French	Immersion	JK-5		
	Wıılıìdeh	Core	JK-5		
Mildred Hall	French	Core	1-8		
	French	French Camps, using the neuro-linguistic model	3-8		
	Wıılıìdeh Yati	Core Model	JK-8		
N.J. Macpherson	French	Core	1-5		
	French	Pre-Intensive French camps	5		
	Wıılıìdeh	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		
	Wıılıìdeh	Core	9-12		

William McDonald	French	Immersion	6-8		
	French	Intensive French	6		
	French	Post-Intensive French	7-8		
	French	Core	6-8		
	Wııliìdeh	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.	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. 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.

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.**	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 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.

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
Itł'ǫ	$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
Itłʼǫ	$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. • 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)*
Itł'ǫ	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 rom 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.

<table>
<tr><th>School Name</th><th>Allocated (PY)</th><th>Budgeted (PY)</th><th>Explanation for Difference (if applicable)</th><th>Actual (PY)</th><th>Explanation for Difference (if applicable)</th></tr>
<tr><td>Itł'ǫ</td><td rowspan="6">34.50</td><td rowspan="6">39.00</td><td rowspan="6">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.

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.</td><td></td><td></td></tr>
<tr><td>Mildred Hall</td><td></td><td></td></tr>
<tr><td>NJ Macpherson</td><td></td><td></td></tr>
<tr><td>Range Lake</td><td></td><td></td></tr>
<tr><td>Sir John</td><td></td><td></td></tr>
<tr><td>William McDonald</td><td></td><td></td></tr>
<tr><td>TOTAL</td><td>32.77</td><td>39.00</td><td></td><td></td><td></td></tr>
</table>

D. Inclusive Schooling - Staff Development

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

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

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

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

Type of Training & Topic	**Audience Intended** *(PSTs, Educators, Support Assistants, Principals, etc.)*	**Training Provider** *(RISC, ECE, Contractor, etc.)*	**Planned Date & Location**	**Was the training held as planned?** *(Yes/No)*	**If No, why not?**
Restorative Practices	All	YK1 Staff	Throughout the year		
Inclusive Curriculum Delivery	PSTs, Teachers, Admin where possible	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** *(Frequency / Quantity - such as # of assessments or days of consultation)*	**Reason for using a contractor rather than a GNWT-provided service** *(GNWT service unavailable, etc.)*	**School(s) impacted by Service**	**Length of Contract**	**Total** *($)*

** 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 *($)*	**Actual** *($)*	**Purpose** *(materials, positions, contracts, etc.)*
$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** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$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.		

<u>SBMHW Providers</u>

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)*
Itł'ǫ	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.

Regional approach to ensure that **student supports are aligned** to the goals stated in SSPs and IEPs.	Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared by the RISC and discussed with the PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (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.

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

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.

Regional approach to **ensure that the SBST is in place in each school and is operating effectively** as per the directive.	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.

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

K. Review of SSPs and IEPs

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

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

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

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.

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

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 *($)*	**Budgeted** *($)*	**Explanation for variance** *(if applicable)*	**Actual** *($)*	**Explanation for variance** *(if applicable)*
$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)*
Example: ILESHS	• *Principal* • *PST* • *ILI* • *Janitor* • *Cultural Support Worker* • *Homeroom teachers from grade 7, 9 and 11*	*Once a month*	*N/A*
Itłʼǫ	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: • 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)*
Itł'ǫ	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.

Accommodations made to maintain Indigenous language instruction in the region, if any?	*Example: Three Indigenous Language Instructors have been hired on a letter of authority* 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.
Plans to recruit and retain language teachers, if any?	*Example: The region has plans to work with ECE to implement the Indigenous Language Instructor Employment Plan (ILIEP) in our region.* 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.
The # of anticipated New ILIs and which schools they are in.	1 new ILI will be designated for Itł'ǫ
Challenges and/or barriers faced in the region	*Example: Limited language speakers* Challenges include recruiting and retaining Willideh and Tłı̨chǫ 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.

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** *($)*	**Explanation for difference** *(if applicable)*	**3rd Party Funding** *($)* **/ Source** *(If applicable)*
Example: ILESHS	*$40,000*	*$30,000*	*$10,000 will be used for sub costs/travel to support language professional development for ILIs*	*$30,000*	*N/A*	N/A

Itł'ǫ	$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?
Example: ILESHS	*No*	*Yes*	*Jordan's Principle*	*Elders are hired on short term basis using ILE Funding*
Itłʼǫ	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 *(if applicable)*
Example: ILESHS	*Trail Break*	*100*	*90*	*Program Support Teacher and Vice Principal had mandatory Territorial wide training with a division of ECE*
Itł'ǫ	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. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools. In addition to key cultural experiences provided through formal PD Days, staff attend key cultural experience camps with their students, and receive hands-on	100		

	PD alongside their students, participating in key cultural experiences.			
Mildred Hall	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. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools. 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.	100		
NJ Macpherson	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	100		

	of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools. 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.			
Range Lake	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. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools.	100		

	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.			
Sir John	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. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools. 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.	100		
William McDonald	The first day of ILE Professional Development will be coordinated at the	100		

	district level with Carolyn Roberts -Afternoon includes providing cultural experiences and the integration of language as a whole school approach. The second ILE Professional Development day will be school based and supported by the ILE committees to meet the needs of the schools. 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.			

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

F. Offering Key Cultural Experiences

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

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

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

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

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

School	Land-Based Supplies or Equipment Purchased *(over $1 000)*	# and type of projects (per school) that used the equipment recorded in the previous column
• *Example: ILESHS*	• *3 Tents* • *1 Skidoo* • *Gas* • *Food for camps*	• *3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps* • *1 skidoo – used for 10 camps – Rabbit and Muskrat* • *Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps* • *Food – food supplies for all day camps and 2 over night High School Coming of Age camps.*

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
Example: ILESHS	• *ILES team planned monthly phrases for staff to practice and replace the English version with.* • *A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.* • *Reinforced learning with the use of audio clips for practice*	• *Hosted community Christmas feast which included drumming, prayer, and songs in the language* • *Community-school graduation celebration in June.*

H. Community Support

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

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

Allocated *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$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 *($)*	**Budgeted** *($)*	**Explanation for Difference** *(if applicable)*	**Actual** *($)*	**Explanation for Difference** *(if applicable)*
$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 *(ex: assessment)*	Training Provider *(ex: RILE, ECE, Contractor)*	Dates and Location
Example: ILESHS -2 ILIs and PST	*OLC*	*Assessment*	*RILE and private contractor*	*September 12-14, Yellowknife*

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

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

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 *OLC* and *ILE Handbook* Implementation
Example: iPads	*5*	*5 iPads were placed in the Indigenous language classroom and fully loaded with all apps, games and electronic books that support Indigenous language instruction.*

Appendix B: Operating Plan - Operating Budget

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

Divisional Education Council/District Education Authority
Statement of Operations - (Schedule 1)
Annual Budget - Consolidated

OPERATING FUND	2026-2027 Budget	2025-2026 Approved Budget	2025-2026 Projected Actual
REVENUES			
Government of the NWT			
ECE Regular Contributions (Flexible Funding)	35,567,462	34,221,610	34,109,570
ECE Inclusive Schooling Investement Fund	5,782,840	0	
Minority Language Education and Second-Language Instruction: French (Schedule 8)	580,000	580,000	580,000
Healthy Food for Learning (Schedule 8)	78,040	0	78,040
Healthy Choices Initiative (Schedule 8)	146,920	0	146,920
Youth Contributions Program (Schedule 8)	23,680	0	32,450
Student Success Initiative (Base Amounts - Schedule 8)	34,000	34,000	34,000
National Food Program (Schedule 8)	0	0	609,932
ECE Other Contributions	1,302,015	1,283,763	2,000,100
Sub-Total ECE	**43,514,957**	**36,119,373**	**37,591,012**
GNWT Other Contributions			
HSS - School Health Promotion	0	0	38,850
Take A Kid Trapping	0	0	56,000
Total GNWT Other Contributions	**0**	**0**	**94,850**
Total GNWT	**43,514,957**	**36,119,373**	**37,685,862**
Federal Government Other (Schedule 8)	0	0	40,061
Property Tax Requisitioned	8,093,059	8,038,923	8,038,923
Other Education Bodies	204,301	316,693	198,050
Education Body Generated Funds			
School Fees	80,000	0	57,000
Investment Income	545,000	400,000	735,348
Other	25,000	19,562	108,664
Total Generated Funds	**650,000**	**419,562**	**901,012**
TOTAL REVENUES	**52,462,317**	**44,894,550**	**46,863,908**
EXPENSES			
Administration (see Schedule 2)	2,233,226	2,207,335	2,042,360
School Programs (see Schedule 2)	30,588,741	29,724,015	30,663,711
Operations and maintenance (see Schedule 2)	3,706,054	3,799,425	3,968,636
Inclusive Schooling (see Schedules 2&3)	14,162,278	8,902,160	11,605,885
Indigenous Languages and Education (see Schedules 2 & 4)	1,534,182	1,448,249	1,453,699
Sub-Total Expenses Before Amortization	**52,224,481**	**46,081,184**	**49,734,290**
Amortization (see Schedule 2 & 6)	1,000,000	1,000,000	1,000,000
TOTAL EXPENSES**	**53,224,481**	**47,081,184**	**50,734,290**
ANNUAL OPERATING SURPLUS (DEFICIT)	**-762,164**	**-2,186,633**	**-3,870,383**
ACCUMULATED SURPLUS (DEFICIT) OPEN *	**11,093,957**	**15,444,628**	**14,844,345**
Restricted - Schedule 9 Vehicles		116,600	119,995
Add Operating Surplus (Deficit)	-762,164	-2,186,633	-3,870,383
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	**10,331,793**	**13,374,595**	**11,093,957**

OPERATING FUND	2026-2027 Budget	2025-2026 Approved Budget	2025-2026 Projected Actual
Reconciliation of Operating Surplus:			
Closing Accumulated Surplus from above	**10,331,793**	**13,374,595**	**11,093,957**
Less:			
Closing Tangible Capital Assets	-8,958,453	-9,833,928	-9,358,453
Closing Decentralized Surplus (YK1)		-237,557	0
Closing LED Reserve (YK1 Restricted)	-148,583	-148,583	-148,583
Closing School Generated Funds	-788,962	-738,357	-788,962
Closing Capital Fund Reserve (YK1) (Schedule 10)	-54,165	0	-654,165
Total Closing Accumulated Operating Surplus	**381,630**	**2,416,170**	**143,794**

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							
Teachers' Salaries							
Teachers' Salaries	0	18,622,438	0	0	0	0	**18,622,438**
Regional Coordinators (RISC/RILE)	0	0	0	187,425	170,970	0	**358,395**
Magnet Facility Teachers	0	0	0	816,353	0	0	**816,353**
Program Support Teachers	0	0	0	2,671,326	0	0	**2,671,326**
Indigenous Language Instruction	0	0	0	0	386,081	0	**386,081**
Instruction Assistants							
Support Assistants	0	1,496,020	0	6,493,057	0	0	**7,989,077**
Non Instructional Staff							
SBMHW Positions	0	0	0	652,775	0	0	**652,775**
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	2,404,608	662,628	112,333	0	0	**4,610,900**
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**	**22,523,065**	**662,628**	**10,933,270**	**1,044,933**	**0**	**36,683,722**
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	331,401	4,588,303	137,544	2,654,871	217,794	0	**7,929,912**
Leave And Termination Benefits	0	0	0	0	0	0	**0**
Sub-Total	331,401	4,588,303	137,544	2,654,871	217,794	0	7,929,912
Total Salaries and Benefits	**1,851,226**	**27,111,368**	**800,172**	**13,588,140**	**1,262,727**	**0**	**44,613,634**
STAFF DEVELOPMENT (Including Travel)							**0**
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	70,500	452,457	10,000	340,638	2,000	0	**875,595**
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**	**471,138**	**26,000**	**0**	**5,572,681**
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	30,588,741	3,706,054	14,162,278	1,534,182	0	52,224,482
AMORTIZATION	0	0	0	0	0	1,000,000	**1,000,000**
TOTAL	**2,233,226**	**30,588,741**	**3,706,054**	**14,162,278**	**1,534,182**	**1,000,000**	**53,224,482**

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	IS Investment Fund	Total
REVENUE					
Inclusive Schooling Contribution Revenue	5,491,230	731,352	989,390	5,782,840	12,994,812
Deferred Revenue					0
TOTAL REVENUE	5,491,230	731,352	989,390	5,782,840	12,994,812
EXPENSES					
SALARIES					
Regional Coordinators	187,425	0	0		187,425
Magnet Facility Teachers	0	0	816,353		816,353
Program Support Teachers	2,304,838	0	0	366,487	2,671,326
Support Assistants	2,502,398	0	0	3,990,659	6,493,057
SBMHW Positions	0	652,775	0		652,775
Non-Instructional Staff	0		0	112,333	112,333
Sub-Total	4,994,662	652,775	816,353	4,469,479	10,933,270
EMPLOYEE BENEFITS					
Employee Benefits/Allowances	1,181,440	141,189	155,374	1,176,869	2,654,872
Total Salaries & Benefits	6,176,102	793,964	971,727	5,646,348	13,588,142
STAFF DEVELOPMENT (Including Travel)					0
SERVICES PURCHASED/CONTRACTED					
Professional/Technical Services	1,500	0	0	136,492	137,992
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	136,492	471,138
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	0	103,000
TOTAL EXPENSES	6,486,602	903,110	989,727	5,782,840	14,162,280
(DEFICIT)	-995,372	-171,758	-337	0	-1,167,468

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	170,970	0	0	**170,970**
Indigenous Language Instruction	156,033	226,897	3,151	**386,081**
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	**417,205**	**552,578**	**75,151**	**1,044,933**
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	108,168	49,407	60,219	**217,794**
Total Salaries and Benefits	**525,373**	**601,985**	**135,370**	**1,262,727**
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	
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	**741,828**	**629,985**	**162,370**	**1,534,182**
INDIGENOUS LANGUAGES SURPLUS (DEFICIT)	**327,222**	**-582,022**	**-100,714**	**-355,513**

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 Person Years
Administration Staff	**10.00**
Territorial Schools:	
Teachers	111.93
Consultants (IT)	3.00
Librarians	3.50
Classroom Assistants	0.00
Healthy Choices Initiative & Youth Contributions Programs Positions	0.00
Finance Admin. Assistants	7.00
Custodians	17.13
Junior Kindergarten Early Childhood	14.00
Literacy Coach	0.50
Maintenance Staff	5.00
Other	
French - Teacher	3.50
French - EA	0.50
Total Territorial Schools:	**166.06**
Inclusive Schooling:	
Regional Coordinator	1.00
Magnet Positions	5.00
Program Support Teachers	15.00
Support Assistants	31.64
SBMHW Positions	6.00
Non Instructional Staff	
Other - Specify	
IS Investment - EA	47.06
IS Investment - PST	2.50
IS Investment - Non Instructional	1.00
Total Inclusive Schooling:	**109.20**
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	6.40
Cultural Resource Staff	
Other - Specify	
Total Indigenous Languages and Education:	**7.40**
Total Person Years	**292.66**

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)	**-762,164**	
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	**381,630**	**381,630**
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	42,212,942
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	8,093,059
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
		52,462,317
	Expenses	
1.1	Grants	
2.2	Contributions - to others*****	
3	Compensation and benefits	44,613,634
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	7,610,847
		53,224,482
	Annual operating surplus (deficit)	-762,165

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:	-762,164.49	-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)	237,835.51	-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	-362,164.49	-3,337,971.56	-1,732,060.00
Portfolio investments			
Change pertaining to net remeasurement gains and losses			
(Increase) decrease In net financial liabilities	-362,164.49	-3,337,971.56	-1,732,060.00
Net financial liabilities at end of year	452,505.95	814,670.44	4,152,642.00

Yellowkniefe 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)**	**Inclusive Schooling Investment Funding**	**National Food Program (Contribution Agreement)**	**Total**
REVENUE (See Schedule 1)								
Contribution Revenues	580,000	78,040	146,920	23,680	34,000	5,782,840		**6,645,480**
Admin Revenues (Jordan's Principle)								**0**
Deferred Revenue (If Applicable)								**0**
TOTAL REVENUE	**580,000**	**78,040**	**146,920**	**23,680**	**34,000**	**5,782,840**	**0**	**6,645,480**
EXPENSES								
Salaries	1,004,984					4,469,479		**5,474,463**
Benefits	194,834					1,176,869		**1,371,703**
Operating & Maintenance	192,000	78,040	146,920	23,680	34,000	136,492		**611,132**
Project Based (Minority Language)								**0**
Other								**0**
TOTAL EXPENSES	**1,391,818**	**78,040**	**146,920**	**23,680**	**34,000**	**5,782,840**	**0**	**7,457,298**
SURPLUS (DEFICIT)	**-811,818**	**0**	**0**	**0**	**0**	**-0**	**0**	**-811,818**

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

Schedule 10

Divisional Education Council
Education Body 2026-27 Capital Fund Report - (Schedule 10)
Annual Budget

Project Name	Project Classification	School/Project Location	Project Start Date	Project Estimated Completion Date	Opening Capital Fund Project Allocation	Opening Work In Progress July 1, 2026	ADD: Anticipated fiscal year expenses	LESS: Assets brought into service	Closing Work In Progress June 30, 2027	Pre-adjustment Closing Capital Fund Project Allocation	LESS: Amounts moved to O&M (discontinued	Transfers to other Capital Projects	Closing Capital Fund Project Allocation	Project Description
Phone System Replacement	Replacement	District Wide	2025-07-21	2026-07-01	250,000.00	220,000.00	30,000.00	(250,000.00)	-	-			-	Project awarded to Northwestel. Work is nearing completion. Estimated final timeline is July 2026.
MHS Multipurpose Room Re	Replacement	Mildred Hall School	2026-05-01	2027-06-30	500,000.00	-	500,000.00	(500,000.00)	-	-			-	The Mildred Hall School multipurpose room roof is well beyond its lifecyle. The roof has a major leak. An initial repair was undertaken in the prior year but the roof contues to leak. The multipurpose room has been closed until the roof is replaced. There are structural and mold concerns. YK1 and ECE signed an MOU in May 2026. The GNWT will manage the design, tender and project implementation of the roof replacement. YK1 will pay to cover the roof replacement using its capital reserve.
Replace Generator	Replacement	NJ MacPherson School	2026-07-01	2026-06-30	100,000.00		100,000.00	(100,000.00)	-	-			-	The current generator broke down years ago due to a broken water pump. The repair part is no longer manufactured or available due to the age of the unit. This unit is original to the build. Scope of work: removal/disposal of the current generator, supply, installation and commissioning of new unit of similar size. Without a back up power source, the school is vulnerable to catastrophic damage if there is a sustained power outage. Especially in the winter months.
TBD	Replacement	TBD			54,165.00				-	54,165.00			54,165.00	
								-	-	-			-	
								-	-	-			-	
							-	-	-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
									-	-			-	
	Total Projected Opening Capital Fund Balance (see Schedule 1)				$ 904,165					$ 54,165			$ 54,165	Total Projected Closing Capital Fund Balance (see Schedule 1)
					904,165									
					-									

Appendix C: Annual Report - Audited Financial Statements

Approvals

Operating Plan

[redacted]
Education Body Chair

[redacted]
Superintendent

June 29, 2026
Date

June 29, 2026
Date

Annual Report

Education Body Chair

Superintendent

Date

Date