



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

September 15, 2026 – 7:00 PM

(In Camera from 6:30 - 7:00 PM)

Google Meet link:

<https://meet.google.com/txy-ttdo-ian>

1. Call to Order - 6:30 PM (in camera until 7:00 PM)

2. Land Acknowledgement

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

3. Chairperson's Opening Remarks

4. Declaration of Conflict of Interest

5. Adoption of Agenda

6. Delegations & Presentations

7. Review and Approval of Minutes

7.1. June 17, 2026, Special Board Meeting Minutes

7.2. August 18, 2026, Regular Board Meeting Minutes

8. Business Arising from the Minutes

9. Trustee Statements

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

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

10. Unfinished Business

10.1. City Council - Land Acknowledgement (Chairperson)

10.2. Approval of Workplan 2026-2030 (Chairperson)

10.3. Final Approval of Sir John International Travel (Superintendent Zouboules)

11. New Business

11.1. Approval of Audit (Secretary Treasurer Vass)

11.2. International Travel PD request (Superintendent Zouboules)

11.3. Approval of Mandate Review (Superintendent Zouboules)

11.4. Approval of Annual Report (Assistant Superintendent Arts)

12. Reports

12.1. Chairperson's Report (Chairperson)

- 12.2 Trustee Reports
- 12.3 Canadian School Board Association Report (Trustee Brookes)
- 12.4 Superintendent's Report (Superintendent Zouboules)
 - 12.4.1 Assistant Superintendent of Curriculum & Learning Report (Assist. Supt. Arts)
 - 12.4.2 Assistant Superintendent of HR & Learning Report (Assist. Supt. Kowalzik)
 - 12.4.3 Secretary Treasurer Report (Secretary Treasurer Vass)

13. Standing Committee Reports

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

14. Announcements – events calendar attached

15. Date and Time of Next Meetings

Oct 13, 2026	12:10 PM	Committee of the Whole (COW)
Oct 13, 2026	6:30 PM	Executive Session (In-camera)
Oct 13, 2026	7:00 PM	Regular Board Meeting

16. Chairperson's Closing Remarks

17. Adjournment



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

**June 17, 2026 – 12:10 PM
In-person and online via Google Meet**

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

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

Meeting Chairperson: Barbara Bell

Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 12:11 PM. Seven (7) Trustees were present at the start of the meeting. Quorum was met.

2. Land Acknowledgement

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

3. Chairperson's Opening Remarks

Chairperson Bell extended a welcome to all attendees.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

Motion #: 01/06-17/25-26

I move that the YK1 Board of Trustees adopt the June 17, 2026, Special Board Meeting agenda, as presented.

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

6. New Business

6.1 Approval of Revised Tax Request (Secretary Treasurer Vass)

Motion #: 02/06-17/25-26

I move that the YK1 Board of Trustees rescind motion #09/06-09/25-26, approving the 2026-2027 Budget as presented.

Moved by: Trustee Brookes Seconded by: Trustee Snaggs

Carried

Recorded vote:

Trustees Drew and Wasylciw opposed motion 02/06-17/25-26

Trustee Peters joined the meeting at 12:16 PM.

Motion #: 03/06-17/25-26

I move that the YK1 Board of Trustees rescind motion 12/05-12/25-26 for the total property tax requisition for \$9,217,287.

Moved by: Trustee Brookes Seconded by: Trustee Shortt

Carried

Recorded Vote: Trustees Drew, Peters and Wasylciw opposed motion 03/06-17/25-26

Discussion included:

- The proposed reduction of approximately \$1 million in funding, given YK1's existing financial pressures. Administration reviewed discussions with the Department of Education, Culture and Employment (ECE) following communication between the City and ECE, noting that YK1 Administration had previously provided a rationale for its request.
- Concerns were expressed regarding the impacts of the reduction and the possibility that ECE may not approve the YK1 budget if the adjustment is not made. Administration recommended complying with ECE's request for the current fiscal year while beginning advocacy efforts for the 2027–2028 school year.
- Questions were raised regarding ECE's authority with respect to municipal funding decisions. Administration committed to providing trustees with a comparison between the budget approved on June 9 and the revised budget presented at the meeting.
- The cumulative impact of funding reductions over the past two years. Administration noted that reducing the request to the City may provide greater flexibility with inclusive schooling funding expected to be received from ECE and that this funding could help offset the decrease in municipal funding.
- Suggestions included holding a public town hall to inform parents of the situation and communicating to ECE that the reduction in the City's funding request is being made in response to ECE's direction.

Motion #: 04/06-17/25-26

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

Moved by: Trustee Brookes Seconded by: Trustee Snaggs

Discussion included:

- The funding formula used by the Department of Education, Culture and Employment (ECE).
- Concerns were expressed that the formula may not fully account for the operational differences and additional costs experienced by Yellowknife school boards compared to schools operated directly by the Government of the Northwest Territories (GNWT).

Motion #: 05/06-17/25-26

I move that the YK1 Board of Trustees amend the draft budget's Property Tax Requisition amount from \$8,093,059 to \$9,217,287 as the Board has the authority to set the property tax requisition under s.135 of the Education Act, and that the Minister does not approve the funds related to property taxation (s.136), and that the District is in a continuous deficit budget position and has

made cuts to full-time teaching positions, operational positions and other programs across the District.

Moved by: Trustee Wasylciw Seconded by: Trustee Drew

Defeated

Main motion# 04/06/17/25-26

Carried

Trustees observed that YK1 has implemented significant expenditure reductions to mitigate the impact of substantial funding decreases imposed by ECE. The higher requisition amount would better meet the needs of YK1 students. Trustees also suggested YK1 put out a joint press release with YCS and continue to advocate for a more realistic funding formula and engage our greatest supporters - parents.

Motion #: 06/06-17/25-26

I move that the YK1 Board of Trustees extend the meeting to complete the items on the agenda.

Moved by: Trustee Snaggs Seconded by: Trustee Peters

Carried

6.2 Approval of Amended Budget

Motion #: 07/06-17/25-26

I move that the YK1 Board of Trustees direct Administration to advise the City of Yellowknife that the District will decrease the mill rate to 2.9050 for the 2026-2027 taxation year, and that the total property tax requisition is \$8,268,059 before deductions, discounts and exempt properties.

Moved by: Trustee Shortt Seconded by: Trustee Snaggs
(Trustees Drew and Wasylciw opposed; 4 Trustees in favour)

Carried

Trustee Peters had to leave the meeting before the vote on motion 07/06-17/25-26.

Trustees suggested writing a letter to City Council explaining the reasons for the funds that were initially requested so that they and the public understand that the District will be going without.

7. Date and Time of Next Meetings

June 24, 2026	12:10 PM	Board Meeting - By-Laws Approval
August 18, 2026	6:30 PM	Regular Board Meeting

8. Chairperson's Closing Remarks

Chairperson Bell thanked everyone for attending the meeting.

9. Adjournment

Motion #: 08/06-17/25-26

I move that the YK1 Board of Trustees, June 17, 2026, Special Board meeting be adjourned.

Moved by: Trustee Shortt Seconded by: Trustee Snaggs

Carried

The meeting adjourned at 1:19 PM

Chairperson Bell

Secretary Treasurer Vass

Special Meeting – Waiver of Notice Required

David Wasylciw <david.wasylciw@yk1.nt.ca>

Tue, Jun 16, 2026 at 2:21 PM

To: Michelle Peters <michelle.peters@yk1.nt.ca>

Cc: Barbara Bell <barbara.bell@yk1.nt.ca>, Tina Drew <tina.drew@yk1.nt.ca>, Allan Shortt <allan.shortt@yk1.nt.ca>, Terry Brookes <terry.brookes@yk1.nt.ca>, Jason Snaggs <jason.snaggs@yk1.nt.ca>, Shirley Zouboules <shirley.zouboules@yk1.nt.ca>, Pat Thagard <pat.thagard@yk1.nt.ca>, Lisa Vass <lisa.vass@yk1.nt.ca>

Hi all,

I also approve of the special board meeting on Wednesday June 17th at 12:10pm, on the condition that we get the notice of the special meeting advertised and the materials posted as soon as possible today.

Thanks,
David

On Mon, Jun 15, 2026 at 12:48 PM Michelle Peters <michelle.peters@yk1.nt.ca> wrote:

Good day Barbara,

I hereby confirm my approval of the Special Board meeting as planned.

Thank you,
Michelle



Michelle Peters

Trustee

Yellowknife Education District No. 1

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

Website: www.yk1.nt.ca

District Office

5402 50 Avenue | PO Box 788

Yellowknife, NT | X1A 2N6

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

On Mon, Jun 15, 2026, 10:41 a.m. Barbara Bell <barbara.bell@yk1.nt.ca> wrote:

Thank you,

Terry, materials are being drafted and I've requested we have them no later than end of day tomorrow.

Tina, the Special meeting starts at 12:10.

On Mon, Jun 15, 2026 at 10:39 AM Tina Drew <tina.drew@yk1.nt.ca> wrote:

I approve special board meeting but please clarify time

On Mon, Jun 15, 2026 at 10:34 AM Allan Shortt <allan.shortt@yk1.nt.ca> wrote:

I approve the special meeting on June 17, 2026

On Mon, Jun 15, 2026 at 10:25 AM Terry Brookes <terry.brookes@yk1.nt.ca> wrote:

Hi Barb,

I approve of the Special Meeting on Wednesday June the 17th, 2026.

However, there should be some form of "budget amendments" information package delivered to Trustees that comes out prior to the meeting (and not the hour before the meeting) to inform Trustees of the nature and reasons for the amendments, so that an informed decision can be made.

Thanks, Terry

On Mon, 15 Jun 2026 at 09:57, Barbara Bell <barbara.bell@yk1.nt.ca> wrote:

Hi everyone,

Pat and Annie are out of the office this morning and we need to hold a Special Meeting on Wednesday, June 17, 2026 at 12:10pm to address the Budget Amendments. As this does not meet the six clear days' notice requirement, I am asking all Trustees to waive notice.

Please reply confirming that you are aware of the Special Meeting and agree to proceed despite the shortened notice (a simple "approved" or similar is sufficient).

We require confirmation from all Trustees to proceed. Administration will retain each written response as part of the official record of the Special Meeting.

Under Policy 5: Board By-Laws, "the requirement to inform Trustees of Special Meetings by registered mail may be waived if all Trustees have provided a signed and written acknowledgement of the Meeting.

NOTE: In modern board practice, an email from a trustee's account is generally accepted as a "written and signed acknowledgement", because:

- It is attributable to the trustee
- It creates a clear written record
- We are retaining it in the official record

I confirm that I approve of this special meeting.

Thank you,



Barbara Bell

Chairperson

Yellowknife Education District No. 1

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

Website: www.yk1.nt.ca

District Office



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

August 18, 2026 – 6:30 PM
In-person and online via Google Meet
(in camera 6:30 - 7:00 PM)

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

Trustee Regrets: Jason Snaggs and Michelle Peters

Administration Present: Shirley Zouboules, Lisa Vass, Landon Kowalzik, Graham Arts,
Anabell Paulson, Dustin Kleiboer and Pat Thagard

Guests present: Umaymah Suhail, Yellowknifer Newspaper

Meeting Chairperson: Barbara Bell

Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 6:32 PM.

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

Motion #: 01/08-18/26-27

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

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

Motion #: 02/08-18/26-27

I move that the YK1 Board of Trustees move out of in-camera at 6:35 PM due to the arrival of Trustee Wasylciw.

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

Motion #: 03/08-18/26-27

I move that the Yellowknife Education District No. 1 (YK1) Board of Trustees move to in-camera at 6:35 PM.

Moved by: Trustee Shortt Seconded by: Trustee Brookes
Carried

Motion #: 04/08-18/26-27

I move that the YK1 Board of Trustees move out of in-camera at 6:59 PM.

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

A brief recess was called.

The Board meeting was called back to order at 7:03 PM

2. Land Acknowledgement

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

3. Chairperson's Opening Remarks

Chairperson Bell extended a welcome to all attendees.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

Motion #: 05/08-18/26-27

I move that the YK1 Board of Trustees adopt the August 18, 2026, Regular Board Meeting agenda, as presented.

Moved by: Trustee Shortt Seconded by: Trustee Brookes See below

Motion #: 06/08-18/26-27

I move that the YK1 Board of Trustees amend the August 18, 2026, Regular Board Meeting agenda by postponing item 6 to the next Board meeting.

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

Main motion **05/08-18/26-27**, as amended **Carried**

6. Delegations & Presentations

Deferred to the next Board meeting.

7. Review and Approval of Minutes

7.1. June 9, 2026 Regular Board Meeting Minutes

Motion #: 07/08-18/26-27

I move that the YK1 Board of Trustees approve the June 9, 2026, Regular Board Meeting minutes, as presented.

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

No discussion arose from approval of the minutes.

7.2. June 17, 2026 Special Board Meeting

Motion #: 08/08-18/26-27

I move that the YK1 Board of Trustees approve the June 17, 2026, Special Board Meeting minutes, as presented.

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

Motion #: 09/08-18/26-27

I move that the YK1 Board of Trustees table motion # 08/08-18/26-27 to allow for further review.

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

7.3. June 24, 2026 Board Meeting

Motion #: 10/08-18/26-27

I move that the YK1 Board of Trustees approve the June 24, 2026, Board Meeting minutes, as presented.

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

[Friendly amendment: minutes information and signature section should reflect Meeting Chairperson as Trustee Shortt, as he chaired the meeting]

8. Business Arising from the Minutes

Discussions included draft minutes being posted online as well as if a public communique was drafted regarding the municipal school tax funding. No letter was drafted.

Superintendent Zouboules introduced two new staff members. Dustin Kleiboer as the new Information Technology Officer and Anabelle Paulson as the new Chief Information Officer/Senior Network Administrator.

9. Trustee Statements

Per By-Laws: Trustee Statements are individual opinions and are not intended to represent the views of the Board.

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

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

10. Unfinished Business

10.1 2026-2030 Draft Board Workplan (Chairperson Bell)

The Board has been working through the 2022-2026 workplan. Board Chairperson, Vice Chairperson and Administration have been working on the 2026-2030 workplan. Trustees were asked to review the draft and provide feedback as soon as possible.

Trustees asked that a document (not a PDF) be provided to trustees that would allow trustees to provide comments within the document and to have rows numbered for ease of review.

Trustee Drew requested an extension to provide comments, which was granted.

Chairperson Bell will schedule a meeting to review the workplan in detail once feedback is received.

10.2 Superintendent Evaluation (Chairperson Bell)

Motion #: 11/08-18/26-27

I move that the YK1 Board of Trustees approve the completion of the annual Superintendent/CEO evaluation and the identified growth goals for 2026-2027.

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

Superintendent/CEO Zouboules and everyone involved were thanked for the work done during the evaluation.

Trustees asked that Chairperson Bell share copies of the final Superintendent & Board evaluation documents.

11. New Business

11.1 Appointment of Returning Officer for Joint Elections (Secretary Treasurer Vass)

Secretary Treasurer Vass reviewed the process. The City has appointed Eve Erasmus.

Motion #: 12/08-18/26-27

I move that the YK1 Board of Trustees appoint Eve Erasmus as Returning Officer for the 2026 School Board and Municipal Election.

Moved by: Trustee Wasylciw

Seconded by: Trustee Drew

Carried

A question was raised regarding the budget for the election. Secretary Treasurer Vass indicated the budget agreed to will see each of the DEAs paying 20% and the City will pay the remaining 60%.

11.2 Standing Committee on Social Development - Inclusive Schooling Review (Chairperson Bell)

Motion #: 13/08-18/26-27

I move that the YK1 Board of Trustees approve the attached letter and authorize the Board Chair to submit it on behalf of Yellowknife Education District No. 1

Moved by: Trustee Brookes

Seconded by: Trustee Shortt

Carried

Trustees discussed the content of the letter, including the level of detail provided. Administration noted that the figures in the letter would be reviewed again before it is sent and updated where needed. Trustees agreed that the Standing Committee on Social Development should be provided with sufficient information to support informed recommendations and to understand the issues YK1 is addressing.

11.3 Approval of the Draft Mandate Review (Superintendent Zouboules)

Superintendent Zouboules noted that the Mandate Review is a required reporting set in place by the Auditor General's report 10 years ago. There are some pieces that Education Services needs to complete now that they are back from the summer break. The final document will be submitted once complete.

Motion #: 14/08-18/26-27

I move that the YK1 Board of Trustees approve the draft Mandate Review as presented by Superintendent Zouboules.

Moved by: Trustee Brookes

Seconded by: Trustee Shortt

Withdrawn

It was noted that the Mandate Review is a good reminder about what the Board does to ensure we are in compliance with legislation. The template for the review was received late in the spring.

Some trustees noted that the report is extensive and also suggested reducing some of the duplication.

Motion 15/08-18/26-27

I move that the YK1 Board of Trustees table motion 14/08-18/26-27.

Moved by: Trustee Wasylciw

Seconded by: Trustee Shortt

Withdrawn

The Governance section of the Mandate Review will be sent to trustees for comments.

Motion 16/08-18/26-27

I move that the YK1 Board of Trustees withdraw motion 14/08-18/26-27.

Moved by: Trustee Wasylciw

Seconded by: Trustee Shortt

Carried

Motion 15/08-18/26-27

I move that the YK1 Board of Trustees withdraw motion 15/08-18/26-27.

Moved by: Trustee Brookes

Seconded by: Trustee Shortt

Carried

11.4 Education Bodies - BIP and School Districts (Chairperson Bell)

Trustees suggested that BIP should be added to the list of items to discuss with the Minister with regard to GNWT overreach.

11.5 *Approve Draft of Annual Report (Assistant Superintendent Arts)*

Administration reviewed the current draft and noted that a final version will be presented at the September Board meeting.

Trustees discussed including highlights in the September cover sheet to identify any items of note for the Board's awareness and future work.

Trustees also discussed receiving the final draft of the document in advance of the Board meeting agenda package to allow additional time for review.

12. Reports

12.1. Chairperson's Report (Chairperson Bell)

No report is included in the agenda package.

12.2. Trustee Reports

12.2.1. Trustee Brookes

The report is included in the agenda package.

There were no questions.

12.3 Canadian School Board Association Report (Trustee Brookes)

The report is in the agenda package.

Trustee Brooks noted that CSBA is currently not in a good financial position and they are working to restructure and refocus. He also noted that the Ontario government has legislated that the Ontario School Boards Association is not permitted to be part of an external organization, which has impacted the CSBA's finances. Future CSBA meetings will be held online only.

12.4 Superintendent Report (Superintendent Zouboules)

The report is included in the package.

A lot of time has been spent preparing the Mandate Review. Leadership development work was also done. Sessions will be held in the future with Adelee Penner. District office is in the process of school start preparations and finalizing preparations for next week's professional development. A lot of work has gone into preparing the Year-in-Review document. It was also noted that, sadly, Executive Assistant Lagomasino is no longer with YK1.

The Year-in-Review document will be shared with trustees who are asked to provide comments as soon as possible.

12.4.1 Assist. Superintendent of Curriculum & Learning Report (Graham Arts)

The report is included in the package. Additional information provided:

- Homeschool Admin procedures have been completed, provided to homeschool families and published.
- An agreement has been signed for an application to assist with the processes for sub booking and staff absences.
- The annual report on ATIPP requests has been compiled and submitted.

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

The report is included in the package.

- Orientation for new staff will take place next week.
- Student number projections were reviewed. This included a potential of 70 new students.
- Three staff positions still need to be filled.
- There have been some late resignations this year.
- Administration is confident that they will be ready to go next week.
- There were 210 people on the sub list last year.

It was suggested that the Facilities Committee look at enrollment capacity of each school and plan for the future.

It was noted that the Junior Kindergarten numbers projected for École Itt'q is down by 28 students this year and NJ Macpherson School is down as well. It is nice to see Range Lake North School has an increase.

It was noted that the reality is that YK1 needs more funding.

12.4.3 Secretary Treasurer Report (Lisa Vass)

The report is included in the package.

- OHS was not able to coordinate summer training for maintenance staff. It will be done this fall.
- Work on the election has begun.
- Most maintenance projects should be done by the end of the summer.
- Some project funds will be carried over to this fiscal year
- An Audit Committee meeting will be scheduled for Sept 10th
- A Finance Committee meeting will be scheduled for Sept 29th.
- The bussing contract has been extended by 1 year. We will still have an option to renew for 2 more years.

13. Standing Committee Reports

13.1 Audit Committee

The Committee will be meeting on September 10, 2026.

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

The June COW meeting minutes are included in the agenda package.

Comments & responses to questions: none

13.3 Finance Committee (Chairperson: Trustee Brookes)

There have been no meetings as yet. A late September meeting will allow for more information to be available related to the start of the school year.

Comments & responses to questions: none

13.4 Facilities Committee (Chairperson: Trustee Drew)

The Committee has not met.

Comments & responses to questions: none.

13.5 NWTTA Teach-Board Committee (Chairperson: Trustee Wasylciw)

The Committee has not met.

Comments & responses to questions: none.

13.6 Policy & Governance Committee (Chairperson: Trustee Drew)

The Committee has not met.

Comments & responses to questions: none.

13.7 Public Engagement & Advocacy Committee (Chairperson: Wasylciw)

The Committee has not met.

Comments & responses to questions: none.

13.8 USW Board Advisory Committee (Chairperson: Trustee TBD)

The Committee has not met.

Comments & responses to questions: none.

13.9 No item on the agenda.

13.10 Action Items

The Action Item lists are included in the agenda package.

Trustees discussed the letter to the Standing Committee on Social Development, including the current number of students requiring Education Assistant support. Administration noted that 99 students have identified needs requiring EA support; however, current staffing levels do not allow for one-to-one support for each student. Administration further noted that providing one-to-one EA support for all 99 students would require an estimated \$10 million in additional funding.

Motion 16/08-18/26-27

I move that the YK1 Board of Trustees write a letter when the operational report is submitted to include information on the funding shortfall required to have enough EAs for all the students that need them.

Moved by: Trustee Drew

Seconded by: Trustee Wasylciw

Carried

Motion 17/08-18/26-27

I move that the YK1 Board of Trustees rescind motion 09/06-24/25-26.

Moved by: Trustee Wasylciw Seconded by: Trustee Shortt

Carried

Committee Chairs are asked to review the Committee Action Item list and indicate which items have been completed at the next Board meeting.

14. Announcements - no events calendar attached

First day of school is August 27th. Open House dates to be announced.

15. Date and Time of Next Meeting

September 14, 2026	12:10 PM	COW Meeting
September 15, 2026	6:30 PM	Regular Board Meeting - in camera
September 15, 2026	7:00 PM	Regular Board Meeting

16. Chairperson's Closing Remarks

Chairperson Bell thanked everyone for attending the meeting.

17. Adjournment

Motion #: 18/08-18/26-27

I move that the YK1 Board of Trustees, August 18, 2026, Regular Board meeting be adjourned.

Moved by: Trustee Shortt Seconded by: Trustee Brookes

Carried

The meeting adjourned at **8:27** PM

Chairperson Bell

Secretary Treasurer Vass



BOARD REPORT

Title:	Review of City of Yellowknife Land Acknowledgement
Contact:	Barbara Bell, Board Chair
Date Submitted:	September 2026 Board Meeting
Mandate:	To support YK1's commitment to reconciliation and its strategic priority to honour and celebrate Indigenous language and culture by reviewing and updating the District's Land Acknowledgement in response to the North Slave Métis Alliance's request and the City of Yellowknife's recent reconciliation work.
Background:	The current Board's review of YK1's Land Acknowledgement began following a presentation from the North Slave Métis Alliance (NSMA) at the December 9, 2025 Regular Board Meeting. Representatives from NSMA requested that YK1 consider how Métis presence and history in the North Slave region could be reflected in future land acknowledgements. The matter was then brought forward for further Board discussion in February 2026 through a follow-up board report, which identified NSMA's request as the primary driver for reviewing the wording and beginning a thoughtful discussion about how land acknowledgements are used by the Board and schools. As part of that discussion, Trustees also noted that the City of Yellowknife was reviewing its own Land Acknowledgement and suggested that YK1 remain informed of the City's process. Following correspondence with Mayor Ben Hendriksen, YK1 was advised that the City's work was being advanced through the Walking Forward Together Reconciliation Advancement Plan. At the City's July 15, 2026 Governance and Priorities Committee meeting, the City considered the Plan, a revised Land Acknowledgement, and related guidelines. The City's revised wording now acknowledges that it gathers, works, and governs within the homelands of the Yellowknives Dene First Nation, the Tłıchǫ people, and the North Slave Métis, while also recognizing all First Nations, Métis, and Inuit who live, work, and contribute to the life of Yellowknife. The City's materials indicate that this work was developed through engagement with Indigenous governments and organizations, City staff, leadership, elected officials, and residents. The City retained Tanya Tourangeau of Tanya T Consulting to support the engagement and development of the Walking Forward Together Reconciliation Advancement Plan. The Plan also emphasizes continued collaboration and periodic review with Indigenous governments and partners, including the Yellowknives Dene First Nation, the Tłıchǫ people, and the North Slave Métis, so that the acknowledgement and related guidelines remain



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BOARD REPORT

	accurate, relevant, and reflective of community preferences. NOTE: On September 9, 2026, Mayor Ben Hendriksen confirmed by email that the background and content in this report accurately reflect the City of Yellowknife's process and revised Land Acknowledgement. He noted that the decision about whether the proposed wording is appropriate for YK1 to bring forward is ultimately for YK1 to determine as an institution. CITY OF YELLOWKNIFE LAND ACKNOWLEDGEMENT The City of Yellowknife respectfully acknowledges that we gather, work, and govern within the homelands of the Yellowknives Dene First Nation, the Tłıchǫ people, and the North Slave Métis. We honour their enduring connection to this land and recognize the living laws, knowledge, and stewardship that continue to guide and protect this place. In our work, we commit to walking in partnership and respect, making decisions that honour Ancestors, uplift communities, and care for the generations yet to come. We recognize all First Nations, Métis, and Inuit who live, work, and contribute to the life of Yellowknife, alongside all residents who now call this city home. Together, we share responsibility for strengthening this community and caring for the land and one another.
Recommendations:	That the Board of Trustees adopt the updated Land Acknowledgement, as informed by the City of Yellowknife's revised wording, for use by Yellowknife Education District No. 1. The Yellowknife Education District No. 1 Board of Trustees respectfully acknowledges that we gather, work, and govern within the homelands of the Yellowknives Dene First Nation, the Tłıchǫ people, and the North Slave Métis. We honour their enduring connection to this land and recognize the living laws, knowledge, and stewardship that continue to guide and protect this place. In our work, we commit to walking in partnership and respect, making decisions that honour Ancestors, uplift communities, and care for the generations yet to come. We recognize all First Nations, Métis, and Inuit who live, work, and contribute to the life of Yellowknife, alongside all residents who now call this city home. Together, we share responsibility for strengthening this community and caring for the land and one another.
Attachment	None



BOARD REPORT

Title:	Board Workplan
Contact:	Barbara Bell
Date Submitted:	September 2026
Mandate:	The Board Workplan serves as a guiding framework to ensure that recurring governance responsibilities (including financial oversight, policy review, strategic planning, reporting, and stakeholder engagement) are brought forward to the Board in a timely and transparent manner.
Background:	The Board Workplan is reviewed periodically to ensure it remains current and reflects the Board's governance responsibilities and operational practices. During a review of the existing Workplan, it was identified that several items no longer reflected current Board practices or responsibilities. To address this, the Chair, Vice-Chair Shortt, and Administration reviewed the document and proposed updates where required. Following this review, Assistant Superintendent Arts prepared a revised draft Workplan for Trustees' consideration and feedback. The revised draft Workplan was brought forward at the August Board meeting to provide Trustees with time to review the proposed updates. Thank you to the Trustees who provided feedback. The feedback received has been incorporated into the updated Workplan, which is now being presented to the Board for adoption.
Recommendation	I move that the Yellowknife Education District No. 1 Board of Trustees adopt the 2026–2030 Board Workplan as presented.
Attachment	2026 – 2030 Board Workplan. The master version of the Workplan will be maintained in the Board of Trustees drive. The document attached to this cover letter is provided for reference only and does not fully represent the functionality or format of the Excel spreadsheet. The attached version includes a combination of the six tabs: Board Workplan, Finance & Audit Committee, Policy Committee, PE&A Committee, Facilities Committee and Legislation.

No.	Category	Activity	Scheduled Month(s)	Board/Committee	Meeting (Presented To)	Presented By	Frequency	2026-27 Status	2027-28 Status	2028-29 Status
1	Political Advocacy	Meet with local Chiefs about shared priorities	Apr	Board (General)	Board		Planned basis			
2	Political Advocacy	BCSTA - CSBA Review where trustees should go for Group PD	Apr	Board (General)	COW		Annually			
3	Accountability: Fiscal	Hold Ratepayers Meeting to review budget with public	Apr	Audit committee	Ratepayers Mtg (Board)	Finance	Annually			
4	Engagement	Survey key partners to determine if satisfied with involvement with YK1	Aug	Board (General)	COW	Admin	Annually			
5	Engagement	Review results from annual district community (students, families, staff) survey	Aug	Board (General)	Board		Annually			
6	Board/Superintendent Relations	Complete regular discussions with Supt on performance	Dec	Chair & Vice Chair	COW	Chair	Twice a year			
7	Accountability: Fiscal	Review of budget process	Dec	Finance Committee	COW	Finance	Annually			
8	Student Learning & Wellness	Review draft school year calendar	Feb	Board (General)	Board	Admin	Annually			
9	Student Learning & Wellness	Develop outline of district priorities and goals based on past strategic plan outcomes and inform key outcome measures for new 4 Year Strategic Plan	Feb	Board (General)	Board Workshop	N/A	Midway in 1st year of term			
10	Political Advocacy	Meet with N'Dilo & Dettah DEAs	Feb	Chair & Vice Chair	Board	Chair	Twice a term			
11	Accountability: Fiscal	Review Trustee Compensation & Expenses (based on Policy 5, Board By-Laws)	Feb	Finance Committee	Board	Finance	Annually			
12	Political Advocacy	Joint meeting with YCS	Jan	Chair & Vice Chair	Board	Chair	Annually			
13	Accountability: Fiscal	Review of funding allocation model (to prepare for budget)	Jan	Finance Committee	COW	Admin	Annually			
14	Accountability to GNWT	Approve and submit District Operating Plan	Jun	Board (General)	Board	Admin	Annually			
15	Accountability: Fiscal	Approve Borrowing Resolution (if required)	Jun	Board (General)	Board	Admin	As required			
16	Board Development	Review and update Board Work Plan	Jun	Chair & Vice Chair	Internal Meeting	Chair and Vice Chair with Admin	Annually			
17	Board/Superintendent Relations	Conduct Supt performance evaluation (includes succession planning & setting goals for next year) Review Policy 10 Role of Superintendent and Policy 9 Board Delegation of Authority	Jun	Chair & Vice Chair	COW	Chair	Annually			
18	Board/Superintendent Relations	Approve evaluation & compensation for Supt	Jun	Chair & Vice Chair	Board	Chair	Annually			
19	Accountability: Fiscal	Review Policy 2 Role of the Board - Fiscal Accountability to ensure meeting all requirements	Jun	Finance Committee	SP	Finance	Annually			
20	Accountability: Fiscal	Projected enrolment	Mar	Board (General)	COW	Admin	Annually			
21	Student Learning & Wellness	Approve school year	Mar	Board (General)	Board	Admin	Annually			
22	Accountability: Fiscal	Budget Workshop with	Mar	Finance Committee	BW	Finance	Annually			
23	Accountability: Fiscal	Approve Capital Plan	May	Board (General)	Board	Finance/ Facilities	Annually			
24	Accountability: Fiscal	Approve budget for	May	Board (General)	Board	Finance	Annually			
25	Accountability: Fiscal	Approve Final budget	May	Board (General)	Board	Finance	Annually			
26	Student Learning & Wellness	Approve 4 Year	May	Board (General)	Board	N/A	End of 1st year of term			
27	Board/Superintendent Relations	Review Superintendent	May	Chair & Vice Chair	COW	Chair	Annually			
28	Accountability: Fiscal	Approve transfers from	N/A*	Finance Committee	Board	Finance	As required			

29 Political Advocacy	Meet with key local	N/A"	Chair & Vice Chair	Board	Chair & Vice Chair	As required			
30 Accountability: Fiscal	Authorize Appointment	Nov	Board (General)	Board	Finance/Audit	Annually			
31 Political Advocacy	Meet with Yellowknife	Nov	Board (General)	Board		Planned basis			
32 Accountability: Fiscal	Appointment of	Nov	Finance Committee	Board	Finance	Annually			
33 Student Learning & Wellness	Review District	Nov, Feb	Board (General)	Board	N/A	Semi-Annually			
34 Policy	Hold Organizational	Nov, Jun	Board (General)	Org Mtg.		Annually			
35 Student Learning & Wellness	Initiate school/program	Nov, May	Board (General)	COW	N/A	As required			
36 Political Advocacy	Meet with Yellowknife	Oct, Jan	Board (General)	Board		Planned basis			
37 Student Learning & Wellness	IT Department Report	Oct, Jun	Board (General)	Board	Admin	Annually			
38 Political Advocacy	Review agenda and	Oct, Jun	Chair & Vice Chair	COW	Chair	Bi-annually			
39 Board Development	New Board Orientation	Oct, Nov	Board (General)	COW		Once/term			
40 Student Learning & Wellness	Hold Board Education	Oct, Nov, Feb, Mar, Apr, May	Board (General)	Board	N/A	As requested (Max 3 AY)			
41 Accountability to GNWT	Approve and submit	Sep	Board (General)	Board	Admin	Annually			
42 Accountability: Fiscal	Approve Audited	Sep	Board (General)	Board	Finance	Annually			
43 Accountability: Fiscal	Review Fall budget	Sep	Finance Committee	Board	Finance	Annually			
44 Accountability: Fiscal	Review of Quarterly	Sep, Jan, Mar, Jun	Board (General)	Board	Finance	Quarterly			
45 Student Learning & Wellness	Hold Board meetings	Sept, Oct, Nov, Dec, Jan, Feb,	Board (General)	Board	N/A	Monthly			
46 Student Learning & Wellness	Superintendent's	Sept, Oct, Nov, Dec, Jan, Feb,	Board (General)	Board	Superintendent	Monthly			
47 Accountability: Fiscal	Approve any	Mar, Apr, May, Jun, Jul, Aug,	Board (General)	Board		As required			
48 Board Development	Tour District Facilities		Board (General)		Admin	Twice over term			
49 Student Learning & Wellness	Approve any request		Board (General)	Board	Admin	Upon request			
50 Board Development	Board Retreat	Mar, May							

No.	Process	Task	Frequency	Month	Who	2026-27 Status	2026-27 Completion Date	2026-27 Notes	2027-28 Status
1	Budget	Enrolment Cut Off Date for ECE	Annually	September	ECE				
2	Budget	Review Budget Process with Finance Committee	Annually	September	Finance Committee				
3	Budget	Capital Projects Identified and Estimates Obtained	Annually	September	TJ1				
4	Budget	Finance Committee set direction for budget	Annually	October	Finance Committee				
5	Budget	Infrastructure – Smart Sheets Request	Annually	November	Infrastructure				
6	Budget	Capital Smart Sheets Due	Annually	November	ECE				
7	Budget	Average Salary as at Nov 15	Annually	November	ECE				
8	Budget	Enrolment ECE Working on Calculations	Annually	November	ECE				
9	Budget	Budget SFF Proforma formula provided (preliminary)	Annually	November	Finance Committee				
10	Budget	City received school enrolment number from GNWT – ECE for School Boards	Annually	December	City				
11	Budget	Property Assessment Notices sent to ratepayers (school support shown)	Annually	January	City				
12	Finance Report	Quarterly Financial Report	Monthly	January	Finance Committee				
13	Budget	Interim tax levy mailed to ratepayers	Annually	January	City				
14	Budget	Budget meeting with Education Services / IT / OPS / School Administrations	Annually	February	Senior Leadership				
15	Budget	Senior Leadership reviews feedback from Education Services and School Administration	Annually	February	Senior Leadership				
16	Budget	Finance Committee Meeting	Annually	February	Finance Committee				
17	Budget	Funding information released from ECE	Annually	February	ECE				
18	Budget	Compile Budget	Annually	February	Secretary Treasurer				
19	Budget	Deadline for filing assessment complaints and changing school supports	Annually	March	City				
20	Budget	Senior Leadership draft budget	Annually	March	Senior Leadership				
21	Budget	Draft budget prepared for	Annually	March	Secretary Treasurer				
22	Spring Break	Spring Break (Note - March 26)	Annually	March	N/A				
23	Budget	Review draft budget	Annually	March	Finance Committee				
24	Holiday	Good Friday	Annually	April	N/A				
25	Holiday	Easter Monday	Annually	April	N/A				

26	Budget	Board of Revisions Hearing (assessment complaints and	Annually	April	City			
27	Finance Report	Quarterly Financial Report	Monthly	April	Finance Committee			
28	Budget	Recommend draft budget (for	Monthly	April	Finance Committee			
29	Budget	Finalised assessment values	Annually	April	City			
30	Budget	Rate Payer Document	Annually	April	Secretary Treasurer			
31	Budget	Board Meeting - Approve	Annually	May	Board			
32	Budget	Board Meeting – Approve Tax	Annually	May	Board			
33	Budget	School boards submit school	Annually	May	City			
34	Tax Rates	Council adopts Municipal and	Annually	May	City			
35	Budget	Review Draft District	Annually	May	COW			
36	Budget	Approve budget for following	Annually	May	Board			
37	Finance Report/Budget	Finance Committee Meeting	Monthly	May	Finance Committee			
38	Finance Report/Budget	Finance Committee Meeting	Monthly	June	Finance Committee			
39	Budget	Submit Operating Plan to ECE	Annually	June	Senior Leadership			
40	Budget	City sends the 2026 Final Tax	Annually	June	City			
41	Tax Rates	1st instalment due – 2026-27	Annually	August	City			
42	Tax Rates	2nd instalment due – 2026-27	Annually	September	City			
43	Tax Rates	3rd instalment due – 2026-27	Annually	December	City			
44	Tax Rates	4th instalment due – 2026-27	Annually	March	City			
45	Draft Financial	Auditor presents interim audit	Annually	September	Audit Committee			
46	Interim Audit	Audit Team on site	Semi-annually	March	Audit Team			
47	Interim Audit and Final	Auditor: Present results for	Semi-annually	June	Audit Committee			
48	Final audit	Audit Team on site	Semi-annually	July	Audit Team			
49	Approve Audited Financial	Board of Trustees approve	Annually	September	Board			

[illegible]

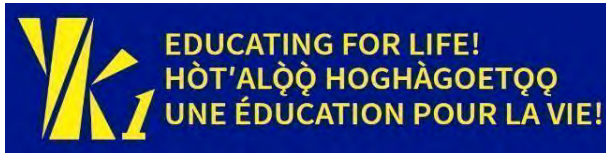
No.	Category	Activity	Scheduled Month(s)	Board/Committee	Meeting (Presented To)	Frequency	2026-27 Status	2026-27 Notes	2027-28 Status	2027-28 Notes	2028-29 Status	2028-29 Notes	2029-30 Status	2029-30 Notes
1	Board Development	Develop and approve materials for board transition to new Trustees (inc. training/orientation plan & materials, Committee handover notes, etc)	Jul	PE&A Committee	COW	Later in 4th year of term								
2	Engagement	Call for Sacred Feather nominations	Feb	PE&A Committee	Admin	Annually								
3	Engagement	Nominate individual teachers/administrators for awards as appropriate	Feb	PE&A Committee	Board	Annually								
4	Engagement	Announce winners of Sacred Feather Awards	Jun	PE&A Committee	Board in Camera	At school end of year ceremonies								
5	Engagement	Review engagement requirements of Education Act & ensure have been met	Sep, Nov, May	PE&A Committee	COW	Year 1								
6	Political Advocacy	Develop and review plan for Board Advocacy including focus, key messages, and mechanisms	Nov, Jul	PE&A Committee	COW	Twice a year								
7	Public Relations & Communications	Develop specific messaging for MLA meeting regarding operation budget items	Apr	PE&A Committee		As needed								
8	Public Relations & Communications	Review Sacred Feather nominations and recommend winners to the board	Apr	PE&A Committee		Annually								
9	Public Relations & Communications	Release Annual District Community Survey	Apr	PE&A Committee		Annually								
10	Public Relations & Communications	Welcome Back Messaging	Aug	PE&A Committee		Annually								
11	Public Relations & Communications	Nominate individual teachers/administrators for NWT Teacher Hall of Fame as appropriate	Feb	PE&A Committee		As needed								
12	Public Relations & Communications	Call for Sacred Feather Award nominations	Feb	PE&A Committee		Annually								
13	Public Relations & Communications	Coordinate with Survey Working Group on questions for Annual District Community Survey	Feb	PE&A Committee		Annually								
14	Public Relations & Communications	Retirement and Long Service Awards event	Jun	PE&A Committee		Annually								
15	Public Relations & Communications	Develop specific messaging for MLA meeting regarding capital budget items	Oct	PE&A Committee		As needed								
16	Public Relations & Communications	Meeting with school councils at middle & high schools	Oct, Apr	PE&A Committee		Twice a year								
17	Public Relations & Communications	Coordinate MLA meetings	Oct, Apr	PE&A Committee		Twice a year								
18	Public Relations & Communications	Develop, review and approve annual Strategic Communications and Advocacy Plan for Board	Sep	PE&A Committee		Annually								
19	Student Learning & Wellness	Engage with community and key partners to focus district priorities and key action plan steps	Feb, Mar	PE&A Committee	Engagement Sessions	Later in 1st year of term								

No.	Activity	Scheduled Month(s)	Board/Committee	Meeting (Presented To)	Presented By	Frequency	2026-27 Status	2026-27 Notes	2027-28 Status	2027-28 Notes	2028-29 Status	2028-29 Notes	2029-30 Status	2029-30 Notes
1	Discuss draft capital priorities	Feb	Facilities Committee	COW	Facilities	Annually								
2	Review Maintenance Department Report	Oct	Facilities Committee	Board	Admin	Annually								
3	Review status of buildings and grounds	Nov	Facilities Committee	Board	Facilities	Annually								

No.	Education Act Reference	Wording	General Notes	2026-27 Notes	2027-28 Notes	2028-29 Notes	2029-30 Notes
1	117(a)	provide education to all students in accordance with this Act and the regulations;					
2	117(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);					
3	117(c)	administer and manage the educational affairs of the education body in accordance with this Act and the regulations;					
4	117(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;					
5	117(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;					
6	117(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;					
7	117(g)	provide support services in accordance with the directions of the Minister under subsection 7(2);					
8	117(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;					
9	117(i)	provide library, audio-visual and other resource materials;					
10	117(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;					
11	117(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;					
12	117(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;					
13	117(m)	subject to the regulations, employ a Superintendent;					
14	117(n)	set out powers and duties of the Superintendent, in addition to those set out in this Act;					
15	117(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;					
16	117(p)	monitor, evaluate and direct the delivery of school programs to assure the highest possible education standards in the schools;					

17	117(q)	evaluate school program plans and provide direction with respect to those plans;				
18	117(r)	in accordance with the regulations, evaluate and provide support to home schooling programs;				
19	117(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;				
20	117(t)	prepare and submit to the Minister the reports and evaluations				
21	117(u)	follow the directions of the Minister;				
22	117(v)	where in the Territories the right of parents under section 23 of				
23	117(w)	provide accommodation to senior secondary students in				
24	117(2)	In addition to the duties set out in subsection (1) and subject to				
25	117(2)(a)	provide equipment and facilities for school programs for physical				
26	117(2)(b)	at the direction of the Minister, enter into agreements that				
27	117(2)(c)	inform the governing body of the community within the				
28	117(2)(d)	have custody and safekeeping of all the education facilities that				
29	117(2)(e)	obtain a corporate seal;				
30	117(2)(f)	employ and bond a financial officer or officers as it considers				
31	117(2)(g)	receive the moneys that are provided by grant or contribution				
32	117(2)(h)	make expenditures to meet the requirements of the education				
33	117(2)(i)	keep a full and accurate record of its proceedings and financial				
34	117(2)(j)	maintain insurance as directed by the Minister;				
35	117(2)(k)	subject to subsection 136(5), prepare for the approval of the				
36	117(2)(l)	subject to subsection 136(5), prepare, for the approval of the				
37	117(2)(m)	prepare, for the approval of the Minister and in accordance with				
38	118	Subject to subsections 81(4), 81(5) and 102(4), an education				
39	118(a)	develop and produce learning resources and materials to				
40	118(a.1)	advise the Minister regarding the issuance of honorary				
41	118(b)	authorize, supervise and evaluate the use of distance learning				
42	118(c)	charge fees for goods and services that it provides but that are				
43	118(d)	provide transportation to students to enable them to have				
44	118(e)	operate student residences and home boarding programs for				
45	118(f)	establish committees of the education body and assign powers				
46	118(g)	establish committees, including parents' advisory committees,				
47	118(h)	provide interpreter and translator services to assist in the				
48	118(i)	pay an honorarium and expenses to each of its members in				
49	118(j)	acquire personal property by gift, devise, lease, purchase or				
50	118(k)	in addition to the school program, develop and deliver early				
51	118(k.1)	hire and employ teachers or persons who are not teachers for				
52	118(l)	establish and charge tuition fees in respect of students in				
53	118(m)	collect or maintain information that affects decisions made				
54	118(n)	allow persons who do not reside in the area within its				
55	118(2)	In addition to the powers set out in subsection (1) and subject to				
56	118(2)(a)	enter into agreements with Aurora College to support the				
57	118(2)(b)	enter into agreements with other education bodies to deliver				
58	118(2)(b.1)	enter into agreements regarding aboriginal schools;				
59	118(2)(c)	with the approval of the student, or where that student is a				
60	118(2)(d)	employ outside the public service, school staff, other than				
61	118(2)(e)	enter into agreements with other education bodies for the				
62	118(2)(f)	provide for the payment of a pension to a person employed				
63	118(2)(g)	allow an employee to take a leave of absence for educational				
64	118(2)(h)	arrange and pay for the bonding of one or more financial				
65	118(2)(i)	join and pay the fees of educational associations; and				
66	118(2)(j)	enter into contracts for the provision of services to support the				
67	119	Subject to subsections 81(7) and 102(5), an education body may,				

68	119(a)	maintain and insure buildings and property used for the delivery					
69	119(b)	acquire lands and buildings, construct additional buildings and					
70	119(c)	receive annually from the taxing authority for the district the					
71	119(d)	borrow money on a short term basis according to the terms of					
72	119(e)	make a resolution to borrow money for projects according to					
73	119(f)	make a bylaw to borrow money on the security of a mortgage or					
74	119(g)	employ teachers outside the public service.					



BOARD REPORT

Title:	Final Approval for International Student Travel SJF
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	September 9, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Updates	The final list of student names, the Ministerial approval for staff and the itinerary are now in place.
Looking ahead	We wish the students a safe and successful learning opportunity
Recommendations	Approve the request for international student travel - SJF
Attachments	Yes__x__ No____ (list attachments) Travel request Staff documents, approved by Minister (page 34 on) Itinerary



PRE-TRIP RISK ASSESSMENT & APPROVAL INFORMATION

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

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

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

APPROVAL LEVEL and FIELD TRIP FORM SUBMISSION DEADLINE REQUIREMENTS:

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

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

PAPERWORK REQUIRED (forms required marked with a ✓)

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

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

ERP = Emergency Response Plan (?)

SWIMMING/OPEN WATER

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

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

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

DRIVERS (per Administrative Procedures # 491 and #565)

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

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

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

RISK ASSESSMENT

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

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

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

Consider the following when assessing the risk:

• Type of activity	• Travel advisories	• Pre-trip training for students	• Transportation
• Accommodation (date, type, location)	• Parent information, communication	• Immunizations requirements	• Threats of terrorism, political and civil instability
• Chaperone to student ratio appropriateness	• Passport requirements	• Familiarity with surroundings	• Experience of chaperones
• Age appropriateness of the activity	• Behaviour patterns of students (consider maturity level)	• Fitness level and experience of the students	• Specific medical insurance and travel insurance requirements
• Flight schedule changes or possible cancellations	• Political implications affecting safety of students and chaperones	• Location of the activity (mountains, outdoor water, out of the country)	• Qualification of certification of instructors, staff, volunteers (First Aid, Safety, other)

PARENT INFORMATION/COMMUNICATION

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

Information to be communicated to parents should include:

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

WAIVER/INFORMED CONSENT

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

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

PROCEDURE COMPLIANCE CHECKLIST

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

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

**PRE-TRIP APPROVAL FORM**

MUST be completed for **ALL** field trips off school grounds by the **YK1** staff initiating the trip **approval** request
Please type in spaces provided – if required fields will increase in size

FORM MUST BE COMPLETED ELECTRONICALLY – FIELDS WILL EXPAND AS REQUIRED

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

Ensure all the items on the following checklist are completed:

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

*FAA = Finance and Administrative Assistant (school office)

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

Title	Name	Signature	Date
Teacher	Robin Kooymans	<i>Robin Kooymans</i>	December 8, 2025
School Principal	Dean MacInnis	<i>Dean MacInnis</i>	December 8, 2025
Superintendent	Shirley Zouboules	<i>Shirley Zouboules</i>	Jan. 9/26
Board Motion			

approved in principle - final approval Fall 2026

School Name:	Ecole Sir John Franklin High School		
Trip Destination:	Europe: Spain - Greece - Croatia		
Trip START Date:	March 2027	Time:	
Trip END Date:	March 2027	Time:	
Trip Purpose:	Cultural Learning - Experiential Learning That Enhances Curriculum		

EDUCATIONAL ASSESSMENT/LEARNING OUTCOMES

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

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

TEACHER PLANNED PRE-TRIP ACTIVITIES

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

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

TEACHER PLANNED POST-TRIP ACTIVITIES

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

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

STUDENT PARTICIPATION AND QUALIFICATIONSExpected: 24 (total number) of students participating in the field trip.

Outline criteria used for student selection to participate:

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

ITINERARY PLANNING AND REVIEW

In the space below the following information must be provided:

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

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

SUPERVISION/VOLUNTEERS

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

YK1 Teachers and Other Staff: 4 chaperones

- **Robin Kooymans, Nathan Doering, Colleen Cornett, and Gillian Waugh are longstanding SJF staff members and chaperoned trips before with our students.**
- **See attached expectations for chaperones.**

Volunteers/Parents/Others:

None

STUDENT PARTICIPATION AND QUALIFICATIONS

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

Student selection criteria used to determine student participation:

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

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

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

COSTS AND SOURCES OF FUNDING FOR THE TRIP

Anticipated Expenses

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

Proposed Sources of Funding (Income)

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

RISK ASSESSMENT – must be completed

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

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

SAFETY PLAN

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

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

EMERGENCY PLAN

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

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

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

SITE FAMILIARIZATION

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

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



Government of Northwest Territories / Gouvernement des Territoires du Nord-Ouest

Sponsored/Approved Student Excursions - Out of Country

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

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

GENERAL INFORMATION					
School Name <i>Ecole Sir John Franklin High School</i>			School Board <i>Yellowknife Ed. District #1</i>		
Excursion Date (M/D/Y) <i>March 2027</i>		Destination <i>Europe: Spain - Greece - Croatia</i>		Reason for excursion - Include Itinerary <i>Cultural Learning</i>	
MODE(S) OF TRANSPORTATION (SELECT ALL THAT APPLY)					
☐ Automobile ☐ Snowmobile ☐ Watercraft What is the length? ☐ Aircraft ☐ Train ☐ Sled ☐ ATV ☒ Bus ☒ Other <i>air</i>					
DOES THE OWNER(S) OF THE VEHICLE(S)/MACHINE(S) HAVE VALID LIABILITY INSURANCE?					
If the vehicle(s) / Machine(s) are a GNWT asset, please include the Asset and License Plate Number.					
All Privately owned vehicles used to transport students must carry a minimum of \$1,000,000 (one-million dollars) liability insurance.					
GNWT Asset	Owner(s) of Vehicle(s) / Machine(s)	Year	Model/Make	License Plate No. / Asset No.	Insurance Policy No. & Insurer
☐ Yes ☐ No					
☐ Yes ☐ No					
☐ Yes ☐ No					
☐ Yes ☐ No					
SUPERVISOR(S) / CHAPERONE(S)					
First and Last Name		Date of Birth (M/D/Y)	Employed by School Council	Supervisor or Chaperone	
<i>Robin Hooyman</i>		<i>04/28/87</i>	☒ Yes ☐ No	☒ Supervisor ☐ Chaperone	
<i>Colleen Cornett</i>		<i>07/05/93</i>	☒ Yes ☐ No	☒ Supervisor ☐ Chaperone	
<i>Nathan Doering</i>		<i>12/05/80</i>	☒ Yes ☐ No	☒ Supervisor ☐ Chaperone	
<i>Gillian Waugh</i>		<i>06/16/92</i>	☒ Yes ☐ No	☒ Supervisor ☐ Chaperone	
<i>Wendy Malkin</i>		<i>11/14/68</i>	☒ Yes ☐ No	☐ Supervisor ☒ Chaperone	
LIST OF ATTENDING STUDENTS (IF MORE SPACE IS NEEDED, PLEASE ATTACH A SEPERATE LIST)					
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
SIGNATURE					
Date <i>Dec. 8/2025</i>		Principal Signature <i>[Signature]</i>			
Date <i>Jan. 9/26</i>		Superintendent Signature (if required) <i>Shirley Suborals</i>			

SJF International Travel Expectations

Chaperone Expectations of Student Travelers:

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

Student Eligibility

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

Chaperone Responsibilities & Expectations

Responsible for your group of students:

Daily head counts & nightly bed checks

Carry passports/documents

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

Daily confirmation of required medication (as needed)

Accompany through all airport security & immigration

Stay back at hotel with student in case of illness

Responsibility to larger group:

General vigilance and security

Support person in times of emotional distress

Take part in all group activities

Work as a team throughout the trip

YELLOWKNIFE EDUCATION DISTRICT No. 1

ÉCOLE SIR JOHN FRANKLIN HIGH SCHOOL

4701 52 Avenue, Yellowknife, NT, X1A 2N8
Phone: (867) 669-0773, Fax: (867) 873-3630
Attendance Line: (867) 873-7339
www.sjtfk1.nt.ca

ESJFHS Extracurricular Activities

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

The 4A's

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

Eligibility:

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

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

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

HOME OF THE **FALCONS!**



YELLOWKNIFE EDUCATION DISTRICT No. 1

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ESJFHS Code of Conduct

Student Code of Conduct

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

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

Scope of the Code of Conduct

The Code of Conduct applies to all students:

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

Expectations at SJF

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

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

HOME OF THE **FALCONS!**



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

Responding to Misconduct

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

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

HOME OF THE **FALCONS!**



evolve tours



QUOTE

Southern Spain Adventure

Prepared for:

Sir John Franklin | Travis Stewart

Proposal Date: September 11, 2024

Valid until: October 11, 2024



EMPOWERING STUDENTS THROUGH TRAVEL SINCE 2006

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

Proposed Dates



Spring 2026

Activities & Attractions

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

Trip Details

Accommodations

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

Transportation

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

Exclusives

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

Meals

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

Additional Personnel

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

Insurance

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

Package Price is based on

Students 30

Chaperones 4

Price per student

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

TICO #: 50017336

Itinerary

Day 1:

Departure from Yellowknife

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

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

Day 2:

Arrival in Madrid

8:00 AM: Breakfast at the hotel.

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

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

2:00 PM: Lunch at San Miguel Market.

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

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

7:30 PM: Dinner at a local restaurant.

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

Day 3:

Madrid

8:00 AM: Breakfast.

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

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

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

6:00 PM: Group dinner.

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

Day 4:

Travel to Cordoba

7:00 AM: Breakfast and check-out.

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

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

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

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

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

7:30 PM: Group dinner in Córdoba.

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

Day 5:

Córdoba Day 2

8:00 AM: Breakfast.

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

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

1:00 PM: Lunch at a local restaurant.

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

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

7:30 PM: Group dinner in Córdoba.

9:00 PM: Evening at leisure.

Day 6:

Travel to Seville

7:00 AM: Breakfast and check-out.

9:00 AM: Travel to Seville

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

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

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

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

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

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

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

Day 7:

Seville Highlights

8:00 AM: Breakfast.

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

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

1:00 PM: Lunch at a local restaurant.

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

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

6:00 PM: Dinner at a local restaurant.

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

Day 8:

Travel to Granada

7:00 AM: Breakfast and check-out.

8:30 AM: Travel to Granada

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

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

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

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

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

Day 9:

Granada Day 2

8:00 AM: Breakfast.

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

12:00 PM: Lunch at a local restaurant.

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

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

7:00 PM: Group dinner in Granada.

8:30 PM: Evening at leisure.

Day 10:

Travel to Doñana

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

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

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

1:30 PM: Lunch in the park.

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

5:30 PM: Depart for Seville.

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

Day 11:

Return to Madrid

8:00 AM: Breakfast.

9:00 AM: Depart for Madrid.

1:00 PM: Lunch upon arrival in Madrid.

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

6:00 PM: Group farewell dinner.

Day 12:

Departure

Morning: Check out and transfer to the airport.

Afternoon/Evening: Flights back to Yellowknife.

**Sir John
Franklin**

 **Spring
2027**

 **Greece and
Croatia**

 **Starting
\$6340**



Package Price

Students	24	\$6340
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Chaperones	3	
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Price Details

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

Activities & Attractions

Athens:

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

Delphi:

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

Nafplio:

- Nafplio: Explore Nafplio, including the Palamidi Fortress.

Split:

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

Dubrovnik:

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



Trip Details



Accommodations

10 nights' accommodations in centrally located hotels

Triple-Quad Accommodation for students

Single Accommodation for Chaperones

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

Meals

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

Transportation

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

Additional Personnel

1 Evolve Tours Director for duration of tour

Additional local guides as needed

Exclusives

Creative trip programming and leadership activities

Optional Videography and Photography

Forever Green by Evolve Tours- Carbon Offset this whole trip (ask for details)

Insurance

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

DAY 1 – DEPART FOR GREECE

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

DAY 2 – WELCOME TO ATHENS

Morning

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

Afternoon

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

Evening

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

DAY 3 – ATHENS

Morning

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

Afternoon

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

Evening

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

DAY 4 – ATHENS TO DUBROVNIK

Morning

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

Afternoon

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

Evening

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

DAY 5- MOSTAR TO SPLIT**Morning**

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

Afternoon

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

Evening

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

DAY 6 – KRKA AND ŠIBENIK**Morning**

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

Afternoon

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

Evening

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

DAY 7 – SPLIT**Morning**

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

Afternoon

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

Evening

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

DAY 8 – DUBROVNIK TO GREECE**Morning**

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

Afternoon

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

Evening

Enjoy dinner in Nafplio and continue traveling Athens.

DAY 9 – RETURN TO CANADA**Morning**

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

Afternoon

Arrive in Canada and complete entry formalities.

Evening

Overnight in Toronto before connecting home.

DAY 10 – RETURN HOME**Morning**

Depart Toronto on a domestic flight to Yellowknife.

Afternoon

Arrive home and conclude the trip.

SJET 2027

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

Budget Breakdown:

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

Approval Request for Duty Travel Outside of Canada

All duty travel outside of Canada must receive documented approval by the Minister of Education, Culture and Employment per the Financial Administration Manual (FAM) policy 760. Additional information can be found in Information Bulletin 760.01 Employee Duty Travel of the FAM. Please ensure that the ***Request for Approval for Duty Travel Outside of Canada*** form is completed and submitted to your Superintendent no less than 6 weeks prior to requested travel.

Applicant Information

Name of Applicant (Person requesting travel): <i>Gillian Waugh</i>	Date: <i>Feb 23, 2026</i>
Name of School: <i>Sir John Franklin High School</i>	Name of Community: <i>Yellowknife</i>
Name of Education Body: <i>YK1</i>	

Travel Information

Destination: <i>Greece and Croatia</i>	
Travel Dates: <i>March Break 2027</i>	Meeting / Conference / Event Dates:
Name of Meeting / Conference / Event: <i>Sir John Europe Trip</i>	
Link to Website (if available):	
Describe alignment to education body, school, or personal professional learning / growth plan: (Attach additional pages as needed.)	

Estimated Costs

Airfare / Mileage	\$	Funding Source ☐ NWTTA Professional Development Fund ☐ Funded by Employer ☒ Other: <u>Student's funding</u> <u>+ fund raising</u>
Accommodations	\$	
Tuition / Course fee	\$	
Per diem	\$	
Total Estimated Cost	\$	

Approvals

Approval for Travel Outside the NWT (and endorsement of requested travel outside Canada)
☒ Travel Outside the NWT - *Approved*
☐ Travel Outside the NWT - *NOT Approved*

Shirley Zerkow
Education Body Superintendent
 (Signature)

Feb. 23/26
Date

Approval for Travel Outside Canada
☒ Travel Outside Canada - *Approved*
☐ Travel Outside Canada - *NOT Approved*

Aitana
Minister, Education, Culture and Employment
 (Signature)

June 15, 2026
Date

Supporting Information (Optional: Additional information if approval request has not been approved.)



Approval Request for Duty Travel Outside of Canada

All duty travel outside of Canada must receive documented approval by the Minister of Education, Culture and Employment per the Financial Administration Manual (FAM) policy 760. Additional information can be found in Information Bulletin 760.01 Employee Duty Travel of the FAM. Please ensure that the *Request for Approval for Duty Travel Outside of Canada* form is completed and submitted to your Superintendent no less than 6 weeks prior to requested travel.

Applicant Information

Name of Applicant (Person requesting travel): <i>Nathan Dering</i>	Date: <i>02/17/2026</i>
Name of School: <i>ESSF</i>	Name of Community: <i>Yellowknife</i>
Name of Education Body: <i>YK1</i>	

Travel Information

Destination: <i>Greece and Croatia</i>	
Travel Dates: <i>March 12 - 26th 2027</i>	Meeting / Conference / Event Dates:
Name of Meeting / Conference / Event: <i>STET 2027</i>	
Link to Website (if available):	
Describe alignment to education body, school, or personal professional learning / growth plan: (Attach additional pages as needed.)	

Estimated Costs

Airfare / Mileage	\$	Funding Source ☐ NWTTA Professional Development Fund ☐ Funded by Employer ☒ Other: <u>Student's funding + fund raising</u>
Accommodations	\$	
Tuition / Course fee	\$	
Per diem	\$	
Total Estimated Cost	\$	

Approvals

Approval for Travel Outside the NWT (and endorsement of requested travel outside Canada)
☒ Travel Outside the NWT - Approved

☐ Travel Outside the NWT - NOT Approved

Shirley Zukowski
Education Body Superintendent
 (Signature)

Feb. 23/26
Date

Approval for Travel Outside Canada
☒ Travel Outside Canada - Approved

☐ Travel Outside Canada - NOT Approved

Aitana
Minister, Education, Culture and Employment
 (Signature)

June 15, 2026
Date

Supporting Information (Optional: Additional information if approval request has not been approved.)



Approval Request for Duty Travel Outside of Canada

All duty travel outside of Canada must receive documented approval by the Minister of Education, Culture and Employment per the Financial Administration Manual (FAM) policy 760. Additional information can be found in Information Bulletin 760.01 Employee Duty Travel of the FAM. Please ensure that the *Request for Approval for Duty Travel Outside of Canada* form is completed and submitted to your Superintendent no less than 6 weeks prior to requested travel.

Applicant Information

Name of Applicant (<i>Person requesting travel</i>): Colleen Cornett	Date: February 17, 2026
Name of School: Sir John Franklin School	Name of Community: Yellowknife
Name of Education Body: Yellowknife District #1	

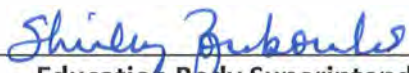
Travel Information

Destination: Croatia & Greece	
Travel Dates: March 12-23 rd 2027	Meeting / Conference / Event Dates:
Name of Meeting / Conference / Event: SJET	
Link to Website (<i>if available</i>):	
Describe alignment to education body, school, or personal professional learning / growth plan: (<i>Attach additional pages as needed.</i>)	

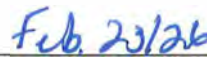
Estimated Costs

Airfare / Mileage	\$	Funding Source ☐ NWTTA Professional Development Fund ☐ Funded by Employer ☒ Other: <u>Student's funding own + fund raising</u>
Accommodations	\$	
Tuition / Course fee	\$	
Per diem	\$	
Total Estimated Cost	\$	

Approvals

Approval for Travel Outside the NWT (and endorsement of requested travel outside Canada)
☒ Travel Outside the NWT - *Approved*
☐ Travel Outside the NWT - *NOT Approved*


Education Body Superintendent
(Signature)



Date

Approval for Travel Outside Canada
☒ Travel Outside Canada - *Approved*
☐ Travel Outside Canada - *NOT Approved*


Minister, Education, Culture and Employment
(Signature)

June 15, 2026

Date

Supporting Information (Optional: Additional information if approval request has not been approved.)



Approval Request for Duty Travel Outside of Canada

All duty travel outside of Canada must receive documented approval by the Minister of Education, Culture and Employment per the Financial Administration Manual (FAM) policy 760. Additional information can be found in Information Bulletin 760.01 Employee Duty Travel of the FAM. Please ensure that the *Request for Approval for Duty Travel Outside of Canada* form is completed and submitted to your Superintendent no less than 6 weeks prior to requested travel.

Applicant Information

Name of Applicant (Person requesting travel): <i>Wandy Malkin</i>	Date: <i>2/17/2026</i>
Name of School: <i>Sir John Franklin High School</i>	Name of Community: <i>Yellowknife</i>
Name of Education Body: <i>Ykl</i>	

Travel Information

Destination: <i>Greece & Croatia</i>	
Travel Dates: <i>March 12 - 23, 2027</i>	Meeting / Conference / Event Dates: <i>Mar 12 - 23, 2027</i>
Name of Meeting / Conference / Event: <i>Sir John Europe Trip (SJET)</i>	
Link to Website (if available):	
Describe alignment to education body, school, or personal professional learning / growth plan: (Attach additional pages as needed.) <i>The trip will allow select students the opportunity to learn about and engage with different cultures, with an emphasis on the rich history that is prevalent throughout the countries we will be visiting.</i>	

Estimated Costs

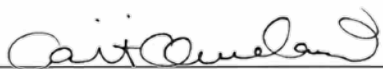
Airfare / Mileage	\$	Funding Source ☐ NWTTA Professional Development Fund ☐ Funded by Employer ☒ Other: <u>Student's fundig own + fund raising</u>
Accommodations	\$	
Tuition / Course fee	\$	
Per diem	\$	
Total Estimated Cost	\$	

Approvals

Approval for Travel Outside the NWT (and endorsement of requested travel outside Canada)
☒ Travel Outside the NWT - *Approved*
☐ Travel Outside the NWT - *NOT Approved*


Education Body Superintendent
(Signature)

Date

Approval for Travel Outside Canada
☒ Travel Outside Canada - *Approved*
☐ Travel Outside Canada - *NOT Approved*


Minister, Education, Culture and Employment
(Signature)

June 15, 2026

Date

Supporting Information (Optional: Additional information if approval request has not been approved.)



Approval Request for Duty Travel Outside of Canada

All duty travel outside of Canada must receive documented approval by the Minister of Education, Culture and Employment per the Financial Administration Manual (FAM) policy 760. Additional information can be found in Information Bulletin 760.01 Employee Duty Travel of the FAM. Please ensure that the *Request for Approval for Duty Travel Outside of Canada* form is completed and submitted to your Superintendent no less than 6 weeks prior to requested travel.

Applicant Information

Name of Applicant (<i>Person requesting travel</i>): Robin Kooymans	Date: 2/17/2026
Name of School: Sir John Franklin	Name of Community: Yellowknife
Name of Education Body: Y.K.I	

Travel Information

Destination: Greece & Croatia	
Travel Dates: March 12-24, 2027	Meeting / Conference / Event Dates: March 12-24, 2027
Name of Meeting / Conference / Event: Sir John Europe Trip (SJET)	
Link to Website (<i>if available</i>):	
Describe alignment to education body, school, or personal professional learning / growth plan: (<i>Attach additional pages as needed.</i>) The trip will allow select students the opportunity to learn about and engage with different cultures, with an emphasis on the rich history that is prevalent throughout the countries we will be visiting.	

Estimated Costs

Airfare / Mileage	\$	Funding Source ☐ NWTTA Professional Development Fund ☐ Funded by Employer ☒ Other: <u>student's funding over</u> <u>+ fund raising</u>
Accommodations	\$	
Tuition / Course fee	\$	
Per diem	\$	
Total Estimated Cost	\$	

Approvals

Approval for Travel Outside the NWT (and endorsement of requested travel outside Canada)
☒ Travel Outside the NWT - *Approved*
☐ Travel Outside the NWT - *NOT Approved*
Shirley Zupancic
Education Body Superintendent
(Signature)
Feb. 23/26
Date
Approval for Travel Outside Canada
☒ Travel Outside Canada - *Approved*
☐ Travel Outside Canada - *NOT Approved*
Aitana
Minister, Education, Culture and Employment
(Signature)
June 15, 2026
Date
Supporting Information (Optional: Additional information if approval request has not been approved.)



BOARD REPORT

Title:	September 15, 2026, 2026 Draft Audited Financial Statements
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	September 11, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	The final draft consolidated financial statements of the Authority for the year ended June 30, 2026, together with the Management's Discussion and Analysis. This report provides an overview of the audit outcome and the results reported, identifies the matters management considers most relevant to the Committee, and sets out management's recommendation.
	Crowe MacKay LLP has substantially completed its audit and has issued a draft Independent Auditors' Report. The auditor presented the 2026 Draft Audited Financial Statements to the Audit Committee on September 10, 2026. The auditor will 2026 Draft Audited Financial Statements to the Board of Trustees. Here are some matters for the Board of Trustee's attention: • Unrestricted surplus effectively exhausted. The operating fund fell from \$2,904,947 to \$265,376 — 0.56% of audited revenues against the 7% permitted under the ECE Surplus Retention and Deficit Policy, or 2.0 days of operating expenditure — and is fully committed to the summer repair contracts in Note 21. • Liquidity. Cash declined \$3,913,206 to \$5,826,523, with a further \$909,362 of the ISA advance repayable to ECE (Note 12). Cash flow planning for 2026-2027 must align monthly ECE instalments against quarterly tax remittances.

	• Budget variance. The \$3,699,663 deficit before other items compares with a budgeted \$2,186,632. Adjusting for school generated funds, Jordan's Principle and the ISA agreement — all outside the approved budget — expenditures exceeded budget by roughly \$1,275,735, principally leave and substitute teacher costs and utilities. • École Îtł'ò transfer (Note 28). On issue of the Certificate of Completion, approximately \$30,600,000 transfers to the Authority: net book value rises to roughly \$37,324,704 and annual amortization increases by about \$765,000.
Recommendations	That the Yellowknife Education District No. 1 approve the Consolidated Financial Statement for the year ended June 30, 2026.
Attachments?	☒ Yes or ☐ No If yes, list attachments below • YK1 Consolidated Financial Statements June 30, 2026 • Crowe MacKay YK1 2026 Audit Presentation

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Consolidated Financial Statements

June 30, 2026





(the "Authority")

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YELLOWKNIFE EDUCATION DISTRICT NO. 1
OF THE NORTHWEST TERRITORIES
ADMINISTRATION SCOLAIRE DE DISTRICT NO 1 DE YELLOWKNIFE
Box 788, Yellowknife, NT X1A 2N6
Tel: (867) 766-5050 Fax: (867) 873-5051
yk1.nt.ca yk1@yk1.nt.ca

Management Discussion and Analysis

Fiscal year end June 30, 2026

Introduction

This is management's discussion and analysis of the financial performance of the Yellowknife Education District No. 1 (YK1) for the fiscal year ended June 30, 2026. Management prepares this analysis based on currently known facts, decisions and conditions.

Users of this document should read it in conjunction with the YK1's consolidated financial statements for the year ended June 30, 2026. This document guides the user through the various components of the financial statements and provides supporting analysis of the financial information.

The preparation of this financial statement discussion and analysis is management's responsibility.

Yellowknife Education District No. 1 was formally established on October 1, 1939, under section 33 of the Northwest Territories (NWT) School Ordinance. YK1's purpose is to administer and maintain the standards of educational programs in Yellowknife defined under the Education Act.

YK1 has been providing excellent education in Yellowknife for 87 years. Our financial health enables us to maintain quality programming that meets the needs of our students.

YK1 uses a holistic approach which addresses the physical, emotional, social, and community aspects of health and wellness. By increasing engagement in physical activity, spreading awareness of nutrition, and promoting positive relationships, we aim to provide students with the tools they need to live healthy and fulfilling lives.

Yellowknife Education District No. 1 (YK1) Administration:

Shirley Zouboules, Superintendent of Education/CEO

Lisa Vass, Secretary Treasurer/CFO

Graham Arts, Assistant Superintendent, Curriculum and Learning

Landon Kowalzik, Assistant Superintendent, Human Resources and Learning

Current Board of Trustees:

Barbara Bell, Chairperson

Allan Shortt, Vice Chairperson



(the "Authority")

Trustees:

David Wasylciw
Terry Brookes
Michelle Peters
Tina Drew
Jason Snaggs

Active Standing Committees include:

- Audit Committee
- Committee of the Whole
- Finance Committee
- Facilities Committee
- Policy & Governance Committee
- Public Engagement & Advocacy Committee
- NWTTA Teacher-Board Committee



(the "Authority")

YK1 Strategic Directions

Taking direction from its mission statement, the Yellowknife Education District No. 1 Board of Trustees have set the following Strategic Directions for 2027:

Wellness: Cultivate a culture of holistic wellness

- Recognize the importance of relationships in learning
- Foster and promote personal wellness
- Create healthy, safe and caring learning environments

Learning: Ensure inclusive, equitable and authentic learning experiences

- Engage learners through meaningful and innovative teaching and learning practices
- Strive for excellence
- Celebrate diversity of all learners

Indigenous Language and Education: Honour and celebrate Indigenous Language and Culture

- Create a welcoming environment for all learners
- Integrate an Indigenous approach to education
- Strengthen Indigenous Language instruction

Community: Foster critical understanding of local, national and global issues

- Inspire and pursue critical thinking through innovative and sustainable practices
- Embrace diversity and encourage empathy to promote global citizenship
- Model and encourage ethical leadership and engage in opportunities for service learning

Operating Environment

YK1 operates six schools in the City of Yellowknife, and provides Superintendency services to K'alemi Dene School in Ndilo and Kaw Tay Whee School in Dettah.



(the "Authority")

The following lists key programs at YK1 schools:

N.J. Macpherson School (JK-5)

- N.J. Macpherson School (NJM) is a JK-5 school with a strong numeracy and literacy focus, offering English programming for Grades JK-5 students and Core French for Grades 1- 5 students.
- Special programs include physical education, visual arts, music, drama, and a (recycling program), extracurricular sports, clubs, and after-school programs.
- Indigenous language and culture is integrated into classroom programming.
- Indigenous Culture Camps are held throughout the year.

École Itł'ò (JK-5)

- École Itł'ò (EI) is YK 1's newest school and opened to students on August 29, 2022. The school offers a 100%, fully immersive French learning environment for JK-Grade 5 students.
- Special programming includes choir, musical theatre, lunch time clubs, including intramurals
- Indigenous language and culture is integrated into classroom programming;
- On the land inquiry learning for all grades; and,
- An annual Zha Day, a four-day celebration of French and Indigenous Language and culture replacing the school's historical 'Camp de neige'.

Mildred Hall School (JK-8)

- Mildred Hall School (MHS) is an English school which also offers Core French and Wiilideh language classes.
- The school offers traditional games classes for Grades 2-8 students, and jigging for JK-Grade 2 students;
- The Birchbark Discovery Centre is a community project and land-based education program for children in Grades 1-8;
- Extracurricular activities include team sports, fine arts, guitar, fiddling, choir, and band instruments. Alternative sports include fat biking, cross country skiing, snowshoeing, and rollerblading. Alternative options include jigging and traditional games.
- Outdoor learning spaces give students the opportunity to take their learning outdoors, using the natural environment to further student learning and incorporating the Wiilideh language into land-based learning experiences.
- A breakfast, snack, and hot lunch program is available. The school has a large garden where students grow vegetables that are used in the school's foods program; and,
- Positive Behavioral Interventions and Support (PBIS) is a proactive approach the school uses to support positive behavior.



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École William McDonald Middle School (6-8)

- École William McDonald Middle School (EWMS) offers programming for Grades 6-8 students in English, Intensive French, Post-Intensive French, Core French, and French Immersion.
- Exploratory programs include industrial arts, culinary arts, fine arts, technology studies, and outdoor education; and,
- EWMS's Sports Academy includes hockey, futsal, and athletics. The school's fitness room was renovated in 2022.

Range Lake North School (JK-8)

- Range Lake North School (RLN) offers English programming for Junior Kindergarten (JK) to Grade 8 students, Intensive French for Grade 6, Post-Intensive French for Grade 7 and 8 students, Core French for Grade 1-4 & 6 students, and Pre-Intensive French camps for Grade 5 students;
- Student Options Program: Grade 6-8 students choose from a variety of six-week sessions, which could include technology, sports, outdoor pursuits, music, martial arts, and yoga;
- Indigenous language and culture is integrated into classroom programming;
- Indigenous Culture Camps are held throughout the year;
- Special programs include music, band, choir, and drama;
- Advanced technology and robotics programs are offered in a Makerspace environment;
- Extracurricular sports programs encompass many activities, including snowboarding, hiking, skiing, and biking;
- Sustainable living projects include an active chicken coop, outdoor gardens, aquaponics, and an observatory beehive; and,

École Sir John Franklin High School (9-12)

- École Sir John Franklin High School (ESJF) offers programming from Grades 9 to 12 in English. Core French, Post-Intensive French, and French Immersion;
- The school offers a dynamic fine arts program which includes music, band, choir, drama, drama tech, and visual arts;
- An extensive trades curriculum and work experience program includes industrial arts, automotive class, culinary arts, robotics, and esthetics;
- ESJF offers Indigenous culture programming and camps, including Wiilideh language instruction;
- Sports Academy: ESJF's successful sports academy focuses on volleyball, basketball, and high-performance training. Extra-curricular sports and clubs are also offered;
- Additional supports and resources are available to students who wish to access them, in school, socially, or at home;
- National and international travel opportunities are available to students, including volunteering, scuba club, and cultural experiences;



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- Night classes (Monday to Thursday from 6:00 to 9:00 p.m.) are available on-site; and,
- Alternate programming (the Route 51 Learning Institute) is available during the day (10:00 a.m. to 4:00 p.m.) off-site. Courses are offered in a modular-based format.

Route 51 Learning

Route 51 Learning Institute (Route 51) is an alternate high school program, which offers:

- A flexible schedule designed to accommodate students
- Credits for work experience; and,
- Smaller student-to-teacher ratio and students can focus on one course at a time.

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Financial Statement Discussion and Analysis

The Financial Discussion and Analysis (FD&A) aims to provide context and commentary on the financial results of the Yellowknife Education District No. 1 (YK1) reporting period July 1, 2025 to June 30, 2026. In this respect, Management has made every effort to ensure the Statements present a fair accounting of the YK1's operating and capital activities for the fiscal year ended June 30, 2026.

YK1's 2026 Financial Statement include the following individual statements:

1. **Statement of Financial Position** – Provides a summary of the YK1's financial and physical assets and liabilities. This statement evaluates YK1's ability to finance its activities and satisfy its obligations and contractual commitments.
2. **Statement of Operations and Accumulated Surplus** – Provides a summary of the funds received by YK1, expenses incurred and results of the fiscal year as annual surplus or deficit, and summarizes the change in accumulated surplus.
3. **Statement of Changes in Net Financial Assets** – Reports the changes in net financial assets or debt at year-end. This statement provides information regarding the extent to which expenditures in the year were met by revenues recognized in the year and is a key indicator of the district's overall financial health.
4. **Statement of Cash Flows** – Reports the cash resources provided by operations and financing and how cash was used during the reporting period. It reflects the net change in cash and cash equivalents since the last reporting period.

The Statements also include schedules that provide details on Program Segments, Contribution Agreements, and Tangible Capital Assets.

Financial Position

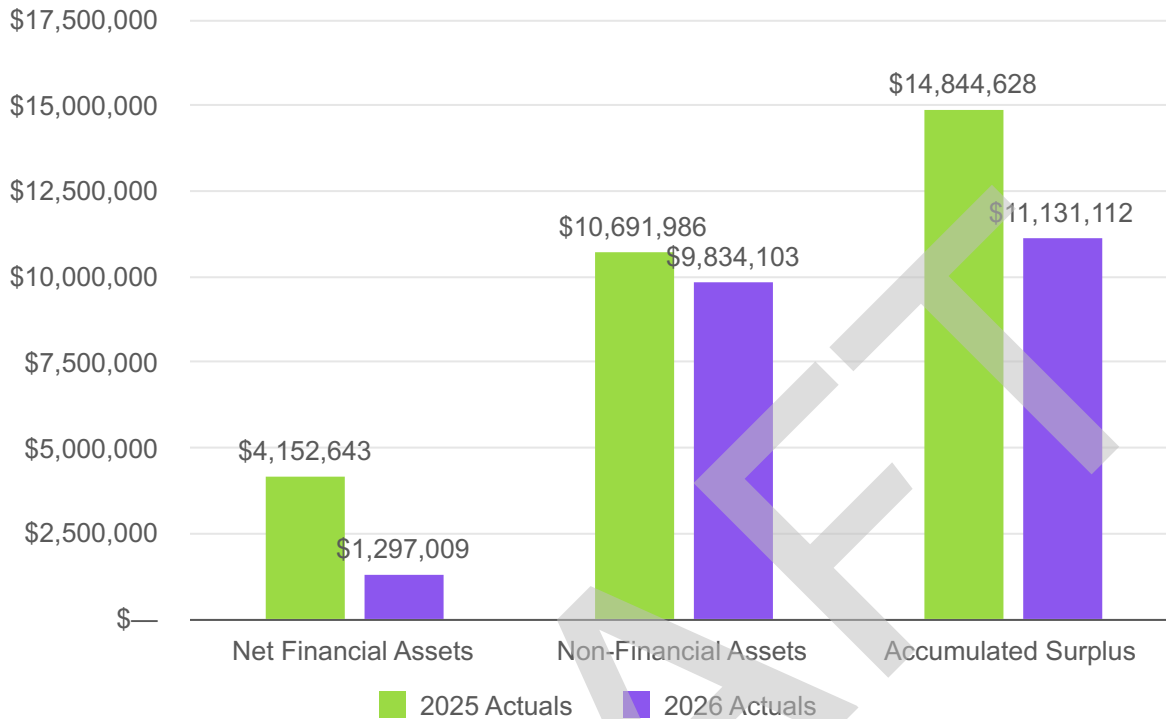
The Public Sector Accounting Board (PSAB) puts greater emphasis on the Statement of Financial Position, which shows the long-term fiscal health of the district, as opposed to a traditional operating statement or, in the case of public sector organizations, the Statement of Operations, which reflects a more short-term perspective.

The District's financial position is measured through its net financial assets, non-financial assets, and accumulated surplus. Net financial assets represent the financial resources available to meet existing obligations and provide an indication of the District's financial flexibility. Non-financial assets, primarily school facilities, equipment, and technology, support the delivery of educational services and represent significant long-term investments in students and schools. Accumulated surplus reflects the District's overall net economic resources and includes both financial and non-financial assets after deducting liabilities. Together, these measures demonstrate the District's capacity to continue providing educational services, maintain its infrastructure, and manage future financial challenges in a sustainable manner.



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Financial Position Trend



Statement of Financial Position Summary

	2026 Actuals	2025 Actuals	Year over Year Change
Net Financial Assets	\$ 1,297,009	\$ 4,152,643	\$ (2,855,634)
Non-Financial Assets	9,834,103	10,691,986	(857,883)
Accumulated Surplus	\$ 11,131,112	\$ 14,844,628	\$ (3,713,516)

Net Financial Assets

The District's net financial assets decreased from \$4,152,643 in 2025 to \$1,297,009 in 2026, reflecting a reduction of \$2,855,634 during the year. Net financial assets represent the amount by which financial assets, such as cash, investments, and receivables, exceed liabilities and are a key indicator of the District's financial flexibility and ability to meet future obligations without relying on future revenues. The decline primarily reflects the use of financial resources during the year and the reduction in cash balances. While the District continues to maintain a positive net financial asset position, the decrease indicates that fewer financial resources are available to absorb future funding pressures, unexpected expenditures, or strategic investments. Nevertheless, the District remains in a position where its financial assets exceed its liabilities, demonstrating continued financial stability.



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Non-Financial Assets

The District's non-financial assets decreased from \$10,691,986 in 2025 to \$9,834,103 in 2026, a reduction of \$857,883. Non-financial assets consist primarily of prepaid expenses and school facilities, equipment, vehicles, technology infrastructure, and other tangible capital assets used to deliver educational services. The decline is consistent with the normal use and aging of the District's capital assets and reflects the ongoing consumption of infrastructure required to support educational service delivery.

Accumulated Surplus

The District's accumulated surplus decreased from \$14,844,628 in 2025 to \$11,131,112 in 2026, a reduction of \$3,713,516. Accumulated surplus represents the District's overall net economic resources and is comprised of both net financial assets and non-financial assets after deducting all liabilities. It is an important indicator of the District's long-term financial health and its capacity to sustain operations, maintain infrastructure, and respond to future financial challenges. The decrease in accumulated surplus reflects the District's annual operating deficit together with the reduction in non-financial assets resulting from amortization and asset disposals. While accumulated surplus declined during the year, the District continues to maintain a significant positive surplus position, the majority of which is invested in capital assets that support the delivery of educational programs and services to students.

Statement of Operations

The statement of operations summarizes the revenues received and expenses incurred between July 1, 2025 and June 30, 2026.

The District's operations are funded primarily through the student funding framework and contributions from the Government of the Northwest Territories, Education Culture and Employment (ECE), supplemented by property tax requisitions, contribution agreements, investment income, school-generated funds, and other locally generated revenues. These resources are used to deliver educational programming and student supports throughout the District.

The largest component of District expenditures is salaries and benefits for teachers, educational assistants, support staff, and administration, reflecting the labour-intensive nature of education services. Additional expenditures support school programs, inclusive schooling, Indigenous language and education initiatives, transportation, facility operations and maintenance, technology, instructional materials, and the amortization of tangible capital assets. Collectively, these expenditures represent the investments made by the District to support student achievement and maintain the facilities and infrastructure necessary to deliver quality educational services.



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Statement of Operations and Accumulated Surplus

	2026 Actuals	2025 Actuals	Year over Year Change
Total revenues	\$ 47,699,944	\$ 51,168,280	\$ (3,468,336)
Total operating expenses	51,399,607	53,813,342	(2,413,735)
Operating deficit before other items	(3,699,663)	(2,645,062)	(1,054,601)
OTHER ITEMS			
(Loss) on disposal of tangible capital assets	(13,853)	—	(13,853)
In Kind Capital Asset Donation	—	61,739	(61,739)
Total Other Items	(13,853)	61,739	(75,592)
Operating deficit	(3,713,516)	(2,583,323)	(1,130,193)
Opening accumulated surplus	14,844,628	17,427,951	(2,583,323)
Closing accumulated surplus	\$ 11,131,112	\$ 14,844,628	\$ (3,713,516)

Operating Revenues

- YK 1 receives the majority of the revenues from Formula funding (enrolment driven) from the Department of Education, Culture, and Employment (ECE), which makes up 78.5% of the total revenues. Property taxation from the City of Yellowknife is 16.9%, Government of Canada revenue from the Government of Canada 0.2%. The remaining revenues are generated from Investment Income 1.4%, School Fees - Bussing 0.2% ,School Generated Trust funds 1.7%, Other Education Bodies 0.7%, GNWT Other 0.2%, and Other revenue 0.2% which includes various contributions for schools and District Office parking rental income.

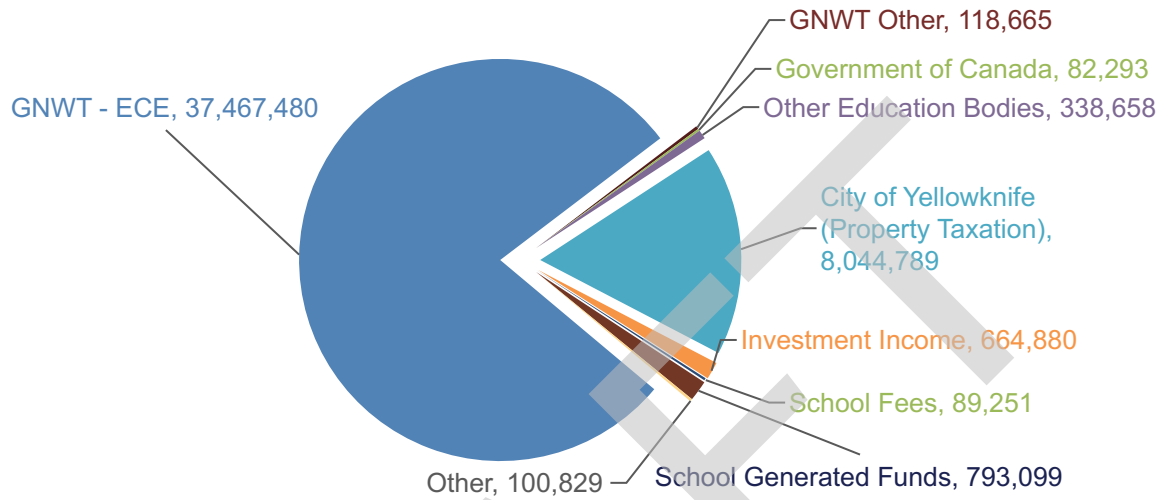
Revenues	2026 Actuals	%
GNWT - ECE	\$ 37,467,480	78.5 %
GNWT Other	118,665	0.2 %
Government of Canada	82,293	0.2 %
Other Education Bodies	338,658	0.7 %
City of Yellowknife (Property Taxation)	8,044,789	16.9 %
Investment Income	664,880	1.4 %
School Fees	89,251	0.2 %
School Generated Funds	793,099	1.7 %
Other	100,829	0.2 %
	<u>\$ 47,699,944</u>	100.0 %



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Revenue Chart

YK1 2025-2026 DISTRIBUTION OF REVENUE





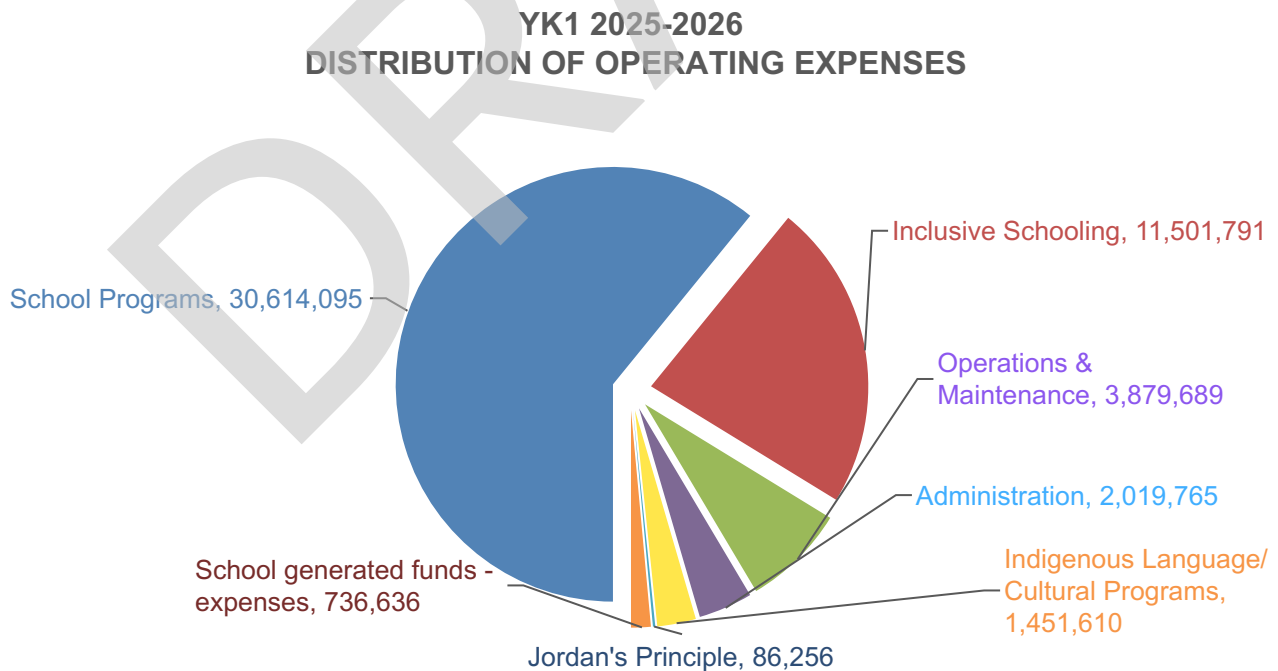
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Operational Expenses

Expenditure allocations are based on the Department of Education, Culture and Employment's funding formula. School related expenditures (86.6%) consist of School Programs (60.8%), Inclusive Schooling (22.9%), and Indigenous Language and Culture (2.9%) which directly relate to schools. Jordan's Principle expenditures are also directly related to schools, and account for (0.2%) of the total expenditure allocation, and is federally funded. Note that amortization of \$1,109,765 is excluded.

Expenses	2026 Actuals	%
School Programs	\$ 30,614,095	60.8 %
Inclusive Schooling	11,501,791	22.9 %
Operations & Maintenance	3,879,689	7.7 %
Administration	2,019,765	4.0 %
Indigenous Language/Cultural Programs	1,451,610	2.9 %
Jordan's Principle	86,256	0.2 %
School generated funds - expenses	736,636	1.5 %
	<u>\$ 50,289,842</u>	<u>100.0 %</u>

Expense Chart





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Accumulated Surplus

The accumulated surplus or deficit position represents the YK1's net economic resources. An accumulated surplus is that amount by which all assets (financial and non - financial), exceed all liabilities. An accumulated surplus indicates that the District has net resources (financial and physical) that can be used to provide future services.

The District's accumulated surplus is comprised of the Unrestricted Surplus including the Operating Fund surplus and Decentralized Surplus; Investment in Tangible Capital Assets; and Restricted Surplus which includes the Capital Fund Reserve, the LED Reserve, and School Generated Funds.

Unrestricted Surplus

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. The Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus. The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school.

Unrestricted Surplus	2025-2026	2024-2025	2023-2024
Operating Fund	\$ 265,376	\$ 2,904,947	\$ 4,586,125
Decentralized Surplus (Schools)	–	109,513	237,557
Total Unrestricted Surplus	\$ 265,376	\$ 3,014,460	\$ 4,823,682
As % of audited revenues	0.56 %	5.89 %	10.08 %
Days of Operating Expenses	2.0	21.0	37.6

If an Education Body has an operating fund surplus under the Education, Culture and Employment Surplus Retention and Deficit Policy, it may retain a surplus equivalent to seven percent of its annual audited revenues or \$250,000, whichever is greater. The YK1 2026 unrestricted surplus is 0.56% (\$265,376/\$47,699,944) of the total audited revenues. The unrestricted surplus is below the allowed 7% threshold. The unrestricted surplus (operating fund) has moved from a healthy position to \$265,376, and to nil once committed projects are completed.

The District's unrestricted surplus of \$265,376 represents approximately 2.0 days of operating expenditure (net of school generated funds and amortization). During the 2025-2026 school year, YK1 signed a contribution agreement with ECE which allowed YK1 to fund Interim Support Assistants (ISA) for the year. The agreement required YK1 to use its operating fund first to fund these positions before accessing the grant funds. The total cost of the ISA program was \$2,219,797 which was funded by the YK1 operating fund for \$277,040 and the ISA grant of \$1,942,758. ECE advanced \$2,852,119 of which \$1,942,758 was used leaving a balance of \$909,362 which must be repaid to ECE. The Authority both absorbed cost and returned funding in the same year.



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The operating fund fell from \$2,904,947 to \$265,376 during the year. The reduction reflects the annual operating deficit together with the Interim Support Assistants contribution agreement, which required YK1 to apply \$277,040 of its own operating fund to ISA costs before drawing on the contribution, with a further \$909,362 repayable to ECE. The remaining \$265,376 is fully committed to summer repair contracts, leaving no uncommitted unrestricted surplus — 0.0 days of operating expenditure — entering 2026-2027. The Authority therefore has no capacity to absorb in-year cost pressures, unbudgeted enrolment growth, or the timing gaps between monthly ECE instalments and quarterly tax remittances; any further recovery against the operating fund would place YK1 below the surplus retention policy floor.

During the 2026-2027 fiscal year, YK1 will need to carefully align its cash flow planning with the timing of monthly ECE instalments and quarterly property tax remittances to ensure obligations are met as they fall due.

Investment in Tangible Capital Assets

Investment in Tangible Capital Assets is when YK1 and ECE spends money to buy or improve physical assets (buildings, equipment, vehicles) they need to provide educational services. Most of the District's buildings are transferred in kind from the GNWT.

Investment in Tangible Capital Assets:	2025-2026	2024-2025	Change
Tangible Capital Assets	\$ 9,784,704	\$ 10,669,585	\$ (884,881)
Asset Retirement Obligation	(652,528)	(681,127)	28,599
Net Tangible Capital Assets	<u>\$ 9,132,176</u>	<u>\$ 9,988,458</u>	<u>\$ (856,282)</u>

Restricted Surplus

In addition to the unrestricted surplus discussed above, the Authority holds \$1,733,560 (2025 — \$1,841,710) of accumulated surplus that is restricted as to purpose and is not available to fund general operations. These balances comprise the Capital Fund Reserve, the LED Reserve and School Generated Funds. Restricted surplus decreased \$108,150 during the year, reflecting a \$164,613 draw on the Capital Fund Reserve to upgrade the Authority's telephone system, partly offset by a \$56,463 increase in School Generated Funds.



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Restricted Surplus	2025-2026	2024-2025	Change
Capital Fund Reserve			
Beginning Balance	\$ 904,165	\$ 904,165	\$ —
Transfer (to) from operating fund	(164,613)	—	(164,613)
Balance, end of year	<u>\$ 739,552</u>	<u>\$ 904,165</u>	<u>\$ (164,613)</u>
LED Reserve			
Beginning Balance	\$ 148,583	\$ 148,583	\$ —
Transfer (to) from Operating fund - Utility Costs	—	—	—
Balance, end of year	<u>\$ 148,583</u>	<u>\$ 148,583</u>	<u>\$ —</u>
School General Funds			
Beginning Balance	\$ 788,962	\$ 738,357	\$ 50,605
Net Income (Loss)	56,463	50,605	5,858
Balance, end of year	<u>\$ 845,425</u>	<u>\$ 788,962</u>	<u>\$ 56,463</u>

Capital Fund Reserve

The Capital Reserve Fund is funding set aside by the Authority for any capital renewal and upgrades to the Authority's tangible capital assets. The Authority's phone system was upgraded during the 2025-2026 school year. For the 2026-2027 school year, the Mildred Hall multipurpose roof is scheduled for replacement at cost of \$500,000.

LED Lights

The Department of Education, Culture and Employment has agreed to allow YK1 to maintain unspent utility funding to be used for conversion of current lighting to LED lighting in the schools and minor capital expenditures. LED lights can save 30% or more on energy costs. YK1 plans to upgrade hallway lighting at several schools beginning with NJ Macpherson. Quotes for other LED projects will be requested, so the funds should be utilized over the next two years.

School Generated Funds

The School Generated Funds are the total trust funds raised by students and staff at the school held in trust for student and staff directed expenditures. These funds are restricted and are only accessible at the schools.



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Statement of Cash Flows

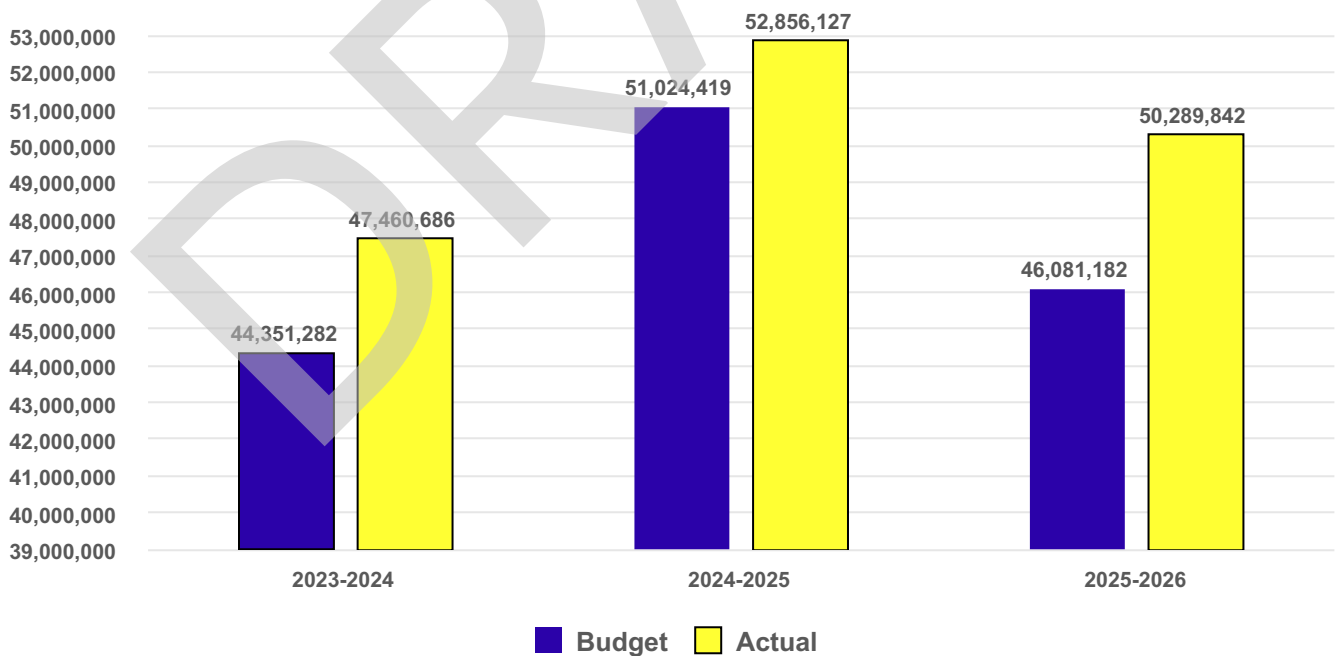
Cash decreased \$3,913,206 during the year, from \$9,739,729 to \$5,826,523. Of that reduction, \$2,586,644 represents the District's operating deficit net of amortization and other non-cash items; \$808,377 arises from changes in working capital; \$298,454 was applied to tangible capital asset acquisitions; and \$219,731 reflects a net transfer into portfolio investments.

Three working capital movements account for most of the balance. Contribution repayable decreased \$743,029 on a net basis. The \$1,654,219 Jordan's Principle balance was extinguished on wind-down of that program, offset by a new \$911,190 repayable to ECE arising principally from the Interim Support Assistants agreement. Payroll liabilities increased \$182,039 due to a timing difference in the payment current year and prior invoices. Accounts receivable increased \$51,188. Amounts due from other education bodies and from ECE rose \$680,266, partly offset by decreases in accrued interest receivable of \$39,321 and other receivable of \$18,369.

By comparison, the District generated positive operating cash of \$557,455 in 2024-2025 notwithstanding an operating deficit of \$2,583,323, as working capital movements provided \$2,796,729 of offsetting inflow. The 2025-2026 result reflects the reversal of those movements together with the second consecutive year of operating deficit.

Budget/Actual Comparisons

YK1 Budget to Actual Operating Expenditure History (Excludes Amortization)





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Basis of the Budget to Actual Comparison

The budget figures presented in these statements are those approved by the Board of Trustees on June 17, 2025 and submitted to the Minister of Education, Culture and Employment on June 27, 2025, as required by Section 135(3) of the Education Act. In accordance with Note 2(h), the comparison uses the original Ministerial approved budget and has not been restated for in-year amendments.

Two features of the budget limit direct comparability with actual results. First, the approved budget reflects only the funding confirmed at the date of Board approval; contribution agreements finalized after that date are recorded in actual results as both revenue and offsetting expenditure, with no corresponding budget. Second, school generated funds are consolidated in actual results in accordance with Note 2(b) but are not included in the approved operating budget, as these are trust funds raised at the school level and are not a call on District resources

Accordingly, several of the variances discussed below represent additional funding received and spent during the year rather than a departure from the approved spending plan. The discussion distinguishes between these offsetting variances and those affecting the District's operating result.

YK1 Revenues Variance Highlights:

The 2026 revenues are higher than budget by \$2,805,393. The increases are mainly due to the receipt of contribution agreements following the approval of the budget.

	2026 Budget	2026 Actual	Variance	Favourable/ Unfavourable
	\$	\$	\$	
Revenues				
GNWT ECE Regular and Other Revenue	36,119,373	37,467,480	1,348,107	Favourable
GNWT Other Revenue	—	118,665	118,665	Favourable
Government of Canada	—	82,293	82,293	Favourable
Other Education Bodies	316,693	338,658	21,965	Favourable
Property tax requisition	8,038,923	8,044,789	5,866	Favourable
Education authority generated			—	
Portfolio investment income	400,000	664,880	264,880	Favourable
School Fees	—	89,251	89,251	Favourable
School Generated Funds	—	793,099	793,099	Favourable
Other	19,562	100,829	81,267	Favourable
Total Revenue	44,894,551	47,699,944	2,805,393	Favourable

- ECE regular and other contribution revenues higher than the budget by \$1,348,107 mainly due to additional funding for the Interim Support Assistants \$1,942,758 and the National School Food Program \$301,379 offset by a delay in estimated funding from ECE for the pay increase received by NWTTA and USW staff of \$1,037,844. The estimated costs for the union and grid increases is \$1,311,197 for all staff.



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- GNWT Other contributions revenues vary year to year because grants are received following the approval of the annual budget. The 2026 GNWT Other contributions include:

Department of Municipal and Community Affairs ("MACA"):

GOH Program	\$	11,400
?ORI Program		14,350
ELA Program		12,900

Department of Health and Social Services ("HSS"):

School Health Promotion		24,015
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Department of Environment and Climate Change ("ECC"):

Take a Kid Trapping		56,000
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Total	\$	118,665
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- Government of Canada funding totaled \$82,293 and consisted of Jordan's Principle revenue from the Federal Government and Menstrual Product funding. Jordan's Principle funding ended June 30, 2025 but in 2026 YK1 received a transfer of Jordan's Principle funding from the Thcho Community Service agency for \$46,474 to cover services for a student transferring to YK1. This was combined with \$18,294 which the Federal Government allowed YK1 to keep from the prior year's amount owing to total \$64,768. In addition, a total of \$17,525 from the Menstrual Product funding was spent.
- Portfolio Investment income of \$664,880 is higher than budget by \$264,880. Interest income was favourable to budget due primarily to conservative budget assumptions. The annual budget did not include a detailed calculation based on projected interest rates and average investable cash balances. Actual investment yields achieved during the year were higher than assumed in the budget, resulting in additional interest revenue. Investment interest fell year over year from \$807,438 to \$664,880, a decrease of \$142,558 or 17.7%. With average cash balances materially lower entering fiscal year 2027 and the higher rate certificates from 2022 and 2023 having matured or approaching maturity, a favourable variance should not be read as sustainable revenue trend.
- School Generated Funds of \$793,099 and School fees for bussing of \$89,251 are not budgeted, consistent with the basis of comparison described above. School Generated Funds are offset by \$736,636 of related expenses, producing a net favourable variance of \$56,463.



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- Other revenues are for parking, third party grants and other donations totaled \$100,829. The total Other revenues include:

Breakfast Club of Canada	\$	7,290
Canadian Parents for French		20,100
PC Children's Charity- Power Full Kids/Eat Well Program		272
United Way Hide Camp		10,000
Diavik - Literacy Project		822
Kid Sport Funding		1,280
MakeWay On the Land Collaborative		35,000
District parking lot		9,979
UNW Parking Lease		13,334
Book Sales & MISC		2,752
Total	\$	100,829

GNWT other contributions of \$118,665 and Government of Canada funding of \$82,293 were received following budget approval and are substantially offset by related programming expenditures.

YK1 expenses variance highlights:

The 2026 expense before other items are higher than budget by \$4,318,424.

	2026 Budget	2026 Actual	Variance	Favourable/ Unfavourable
	\$	\$	\$	
Expenses				
School programs	29,719,215	30,614,095	(894,880)	Unfavourable
Inclusive schooling	8,906,960	11,501,791	(2,594,831)	Unfavourable
Operations and maintenance	3,799,425	3,879,689	(80,264)	Unfavourable
Administration	2,207,335	2,019,765	187,570	Favourable
Indigenous language/cultural	1,448,248	1,451,610	(3,362)	Unfavourable
Jordan's principle	—	86,256	(86,256)	Unfavourable
Amortization	1,000,000	1,109,765	(109,765)	Unfavourable
School generated funds - expenses	—	736,636	(736,636)	Unfavourable
Total Expenses	47,081,183	51,399,607	(4,318,424)	Unfavourable

- School Program costs were higher than budget by \$894,880 due to increased parental and maternity leave costs, increased substitute teacher costs, travel costs for student bussing, and a significant increase in the number of home schooling students.



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- Inclusive Schooling costs were higher by \$2,594,831 due to the additional interim support assistance funding provided by ECE which allowed YK1 to hire additional education assistants and substitutes for education assistants.
- Operations and maintenance exceeded budget by \$80,264, or 2.1%. Utilities of \$2,203,650 were \$167,507 above budget, driven by heating costs of \$879,605 against a budget of \$753,000, reflecting higher pellet and fuel oil consumption and pricing. This was partially offset by maintenance and repairs of \$708,418, which came in \$79,046 under budget.
- Administration was \$187,570, or 8.5%, under budget — the District's only significant favourable expenditure variance, reflecting lower non-instructional staff costs and vacancies.
- Indigenous language/cultural programs and cultural programs were within \$3,362 of budget, or 0.2%.
- Amortization exceeded budget by \$109,765. The budget provided a \$1,000,000 estimate; actual amortization reflects the full-year charge on assets in service, including vehicle and equipment additions of \$298,454 during the year.
- The Jordan's principle program officially ended in June 2025; however, YK1 received a transfer from the Thcho Community Service agency to cover a transfer student. The total spent was \$86,256.
- School Generated expenses of \$736,636 are not budgeted and are fully offset by school generated fund revenues, as described above.

Revenues exceeded budget by \$2,805,393 and expenses exceeded budget by \$4,318,424, producing an operating deficit before other items of \$3,699,663 against a budgeted deficit of \$2,186,632 — an unfavourable variance of \$1,513,031. Of the \$4,318,424 expenditure variance, \$822,892 relates to school generated funds and Jordan's Principle activity that is not included in the approved budget and is substantially self-funded, and a further \$2,219,797 relates to the ECE Interim Support Assistants funding received after budget approval. Adjusting for these items, expenditures exceeded the approved budget by approximately \$1,275,735, primarily attributable to increased parental and maternity leave and substitute teacher costs within School Programs, and to utilities. For the Interim Support Assistants, ECE funded \$1,942,758 and the District funded \$277,040 its own operating fund.



(the "Authority")

Enrolment and Pupil Teacher Ratio (PTR)

Yellowknife Education District No. 1 September 30, 2025 School:	Enrolment K-12	Enrolment JK	Teachers/ Admin/ PST K-12	Early Childhood Instructors JK	Pupil/Teacher ratio	
	Sept 2025	Sept 2025			K-12	JK
Mildred Hall School	251.00	28.50	18.50	2.00	13.57	14.25
Itł'ò School	295.00	68.50	19.00	3.00	15.53	22.83
William McDonald School	325.00	–	21.00	–	15.48	–
NJ Macpherson School	278.00	44.00	21.35	2.00	13.02	22.00
Range Lake North School	180.50	18.50	16.25	1.00	11.11	18.50
Sir John Franklin High School	666.30	–	37.00	–	18.01	–
Total District	1,995.80	159.50	133.10	8.00	14.99	19.94

Overall enrolment for September 30, 2025 was 2,155.3 full time equivalent (FTE). September 30, 2024 it was 2,105.4 (FTE) and September 30, 2023 it was 2,095.5 (FTE).

The fiscal 2026 year was funded on the enrollment at September 30, 2024 with a count of 2,105.40 while the District served 2,155.30 FTE at September 30, 2025 — a difference of 49.9. The District served 2.4% more FTE than it was funded for.



(the "Authority")

Summary of 2025/2026

Board of Trustees Acclamation:

The Board of Trustees were acclaimed on October 17, 2022. Trustees for a 4 year term from November 1, 2022 to October 31, 2026 are:

Allan Shortt
Barbara Bell
David Wasylciw
Michelle Peters
Jason Snaggs
Terry Brookes
Tina Drew

NWTTA Collective Agreement September 1, 2025 to August 31, 2028

On November 12, 2025, the Yellowknife Education District No. 1 Board of Trustees ratified a new 3 year collective agreement with the Northwest Territories Teachers' Association, replacing the previous agreement which expired on August 31, 2025.

USW Collective Agreement July 1, 2025- June 30, 2028:

On October 31, 2025, the Yellowknife Education District No. 1 Board of Trustees ratified a new 3 year collective agreement with the United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Services Workers International Union (United Steelworkers) Local 1-207, replacing the previous agreement which expired on June 30, 2025.

The École It̨'ò Transfer

Note 28 indicates that the transfer of approximately \$30,600,000 once a Certificate of Completion is issued. This is the single largest forthcoming change to the Authority's financial position. The historical cost of École It̨'ò is \$30,600,000 and the estimated accumulated amortization as of June 30, 2026 is \$3,060,000 for a net book value of \$27,540,000. The effects are significant and predictable: the net book value of the tangible capital assets will rise from \$9,784,704 to approximately \$37,324,704 based on a forty year life and annual amortization will increase by \$765,000 against a current total amortization of \$1,109,765.



Yellowknife District No. 1 Education Authority
(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

Management Responsibility for Financial Reporting

**To the Minister of Education, Culture and Employment
Government of the Northwest Territories**

The Management Discussion & Analysis, Financial Statements, Schedules and Notes herein submitted are the responsibility of management. They provide full disclosure and accurately reflect the financial and non-financial condition of the authority in all material respects and in accordance with Canadian Public Sector Accounting Standards ("CPSAS") as well as the Financial Administration Manual ("FAM") and the Financial Administration Manual for Education Authorities ("FAMEA") of the Government of the Northwest Territories.

Management hereby asserts that adequate internal controls exist to ensure that transactions are complete, accurate and timely, appropriately authorized and include only valid transactions of the entity; that duties related to processes are appropriately segregated, that assets are safeguarded and that proper records are maintained. Controls further include quality standards regarding the hiring and training of employees, that ensure the adequate maintenance of written policies and procedural manuals and that further provide for appropriate accountability for performance within well-defined areas of responsibility. The operations and administration of Yellowknife District No. 1 Education Authority have been conducted within the statutory powers of the Authority. The operations and administration of the Education Body as well as the supporting internal controls of the entity are regularly monitored to ensure their effectiveness and their continued compliance with all relevant legislation, standards, directives and policies including but not limited to the *Education Act*, *Financial Administration Act*, CPSAS FAM, FAMEA, Human Resources Manual, Ministerial Directives and the policies of the Authority's Board. Any non-compliance has been specifically identified and has been previously communicated to the Minister and Deputy Minister.

Management hereby asserts that auditors have been provided with all relevant records and documentation as well as unrestricted access to the same. Management is not aware of any undisclosed irregularities involving management or employees with either current or potential impact on financial results, fraud or suspected fraud, disbursements made for purposes not consistent with an appropriation, irregular commitments including those in the form of guarantees, violations or possible violations of laws or regulations, claims or litigation, known or suspected environmental site contaminations or of any other undisclosed environmental or hazards within its jurisdiction.

The auditors annually provide an independent, objective audit for the purpose of expressing an opinion on the financial statements in accordance with Canadian generally accepted auditing standards. The auditors also consider whether the transactions that have come to their notice in the course of this audit are, in material respects, in accordance with specified legislation and directives from the Department of Education, Culture and Employment of the Government of the Northwest Territories.

Shirley Zouboules
Superintendent of Education / CEO
Yellowknife District No. 1 Education Authority
September 15, 2026

Lisa Vass
Secretary / Treasurer CFO
Yellowknife District No. 1 Education Authority
September 15, 2026



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Independent Auditors' Report

**To the Minister of Education, Culture and Employment
Government of the Northwest Territories**

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2026, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2026, and its results of operations, its changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditors' Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Authority in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Other Information

Management is responsible for the other information. The other information comprises the Management Discussion and Analysis, but does not include the consolidated financial statements and our auditors' report thereon.

Our opinion on the consolidated financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independent Auditors' Report (Continued)

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Authority or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Authority's financial reporting process.

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Authority's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Independent Auditors' Report (Continued)

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Authority's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Authority to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Compliance with Specified Authorities

In conjunction with the audit of the consolidated financial statements, we have audited transactions of the Authority coming to our notice for compliance with specified authorities. The specified authority against which compliance was audited is the Government of the Northwest Territories - Department of Education, Culture and Employment.

In our opinion, the transactions of the Authority that came to our notice during the audit of the consolidated financial statements have complied, in all material respects, with the specified authorities referred to above.

Management is responsible for the Authority's compliance with the specified authorities named above, and for such internal control as management determines is necessary to enable the entity to comply with the specified authorities.

Our audit responsibilities include planning and performing procedures to provide an audit opinion and reporting on whether the transactions coming to our notice during the audit of the consolidated financial statements are in compliance with the specified authorities referred to above.

**Yellowknife, Northwest Territories
September 15, 2026**

Chartered Professional Accountants



(the "Authority")

Consolidated Statement of Financial Position**Statement 1**

As at June 30,

	2026 \$	2025 \$
FINANCIAL ASSETS		
Cash (Note 4)	5,826,523	9,739,729
Restricted Cash (Note 6)	865,900	809,437
Portfolio Investments (Note 7)	5,359,761	5,140,030
Accounts Receivable (Note 8)	686,717	737,905
Due from Government of Canada (Notes 8 & 13)	148,311	128,551
	12,887,212	16,555,652
LIABILITIES		
Accounts payable and accrued liabilities (Note 10)	3,634,418	3,751,828
Payroll Liabilities (Note 10)	3,604,477	3,422,438
Vacation Liabilities (Note 10)	193,023	191,533
Deferred Revenue (Note 8 & 11)	193,150	388,602
Contribution Repayable (Note 8 & 12)	911,190	1,654,219
Post-employment Benefits and Compensated Absences (Note 17)	2,171,936	2,083,781
Environmental Liabilities (Note 34)	229,481	229,481
Asset Retirement Obligations (Note 37)	652,528	681,127
	11,590,203	12,403,009
NET FINANCIAL ASSETS	1,297,009	4,152,643
NON-FINANCIAL ASSETS		
Tangible capital assets (Note 18)	9,784,704	10,669,585
Prepaid Expenses (Note 19)	49,399	22,401
	9,834,103	10,691,986
ACCUMULATED SURPLUS (Note 35)	11,131,112	14,844,628
Represented by:		
Operating Fund	265,376	2,904,947
Decentralized Surplus	—	109,513
Investment in Tangible Capital Assets	9,132,176	9,988,458
Capital Fund Reserve	739,552	904,165
LED Reserve	148,583	148,583
School Generated Funds	845,425	788,962
	11,131,112	14,844,628

Contractual Obligations (Note 21), Contingencies (Note 22)**Approved on the behalf of the board:**

Trustee _____ Trustee _____



(the "Authority")

Consolidated Statement of Operations**Statement 2**

For the year ended June 30,

2026
Budget2026
Actual2025
Actual

	\$	\$	\$
REVENUES			
Government of the Northwest Territories			
Regular Contribution	34,221,610	33,740,169	30,823,512
ECE Other contributions	1,317,763	3,171,901	2,853,282
French Language revenue	580,000	555,410	586,614
Total ECE (Note 30)	36,119,373	37,467,480	34,263,408
GNWT other contributions (Note 31)	–	118,665	186,050
Government of Canada			
Jordan's Principle	–	64,768	7,809,055
Menstrual Product Funding	–	17,525	92,995
Total Government of Canada	–	82,293	7,902,050
Other Education Bodies	316,693	338,658	236,223
Property tax requisition	8,038,923	8,044,789	7,026,420
Education authority generated funds			
Portfolio investment income	400,000	664,880	807,438
School Fees	–	89,251	–
School generated funds - revenues (Note 36)	–	793,099	603,024
Other	19,562	100,829	143,667
	419,562	1,648,059	1,554,129
Total revenues	44,894,551	47,699,944	51,168,280
EXPENSES			
School programs	29,719,215	30,614,095	29,859,567
Inclusive schooling	8,906,960	11,501,791	8,435,276
Operations and maintenance	3,799,425	3,879,689	3,628,877
Administration	2,207,335	2,019,765	1,926,784
Indigenous language/cultural programs	1,448,248	1,451,610	1,352,117
Jordan's principle	–	86,256	7,101,087
Amortization	1,000,000	1,109,765	957,215
School generated funds - expenses	–	736,636	552,419
Total operating expenses	47,081,183	51,399,607	53,813,342
Operating deficit before other items	(2,186,632)	(3,699,663)	(2,645,062)



(the "Authority")

Consolidated Statement of Operations**Statement 2**

For the year ended June 30,

2026
Budget2026
Actual2025
Actual

\$

\$

\$

OTHER ITEMS

Grant in-kind - GNWT assets provided at no cost (Note 20)

–

125,312

200,075

Rent expense - GNWT assets provided at no cost (Note 20)

–

(125,312)

(200,075)

(Loss) on disposal of tangible capital assets

–

(13,853)

–

In Kind Capital Asset Donation

–

–

61,739

Operating deficit

(2,186,632)

(3,713,516)

(2,583,323)

Opening accumulated surplus

17,427,950

14,844,628

17,427,951

Closing accumulated surplus

15,241,318

11,131,112

14,844,628



(the "Authority")

Consolidated Statement of Changes in Net Financial Assets**Statement 3****For the Year Ended June 30,**

	2026 Budget \$	2026 Actual \$	2025 Actual \$
Operating (deficit)	(2,186,632)	(3,713,516)	(2,583,323)
Acquisition of tangible capital assets	–	(298,454)	(103,073)
Loss on disposal of tangible capital assets		13,853	–
In Kind Capital Asset Donation	–	–	(61,739)
Amortization of tangible capital assets	1,000,000	1,109,765	957,215
Adjustment to asset retirement obligations	–	59,717	57,593
	(1,186,632)	(2,828,635)	(1,733,327)
Purchase of prepaid expenses	–	(49,399)	(22,401)
Use of prepaid expenses	–	22,401	23,668
	–	(26,998)	1,267
Decrease in net financial assets	(1,186,632)	(2,855,633)	(1,732,060)
Net financial assets at beginning of year	4,152,643	4,152,643	5,884,702
Net financial assets at end of year	2,966,011	1,297,009	4,152,643



(the "Authority")

Consolidated Statement of Cash Flows**Statement 4**

For the year ended June 30,

	2026 \$	2025 \$
OPERATING TRANSACTIONS		
Operating deficit	(3,713,516)	(2,583,323)
Items not affecting cash:		
Amortization	1,109,765	957,215
Loss on disposal of tangible capital assets	13,853	—
In Kind Capital Asset Donation	—	(61,739)
Increase in school generated activities	(56,463)	(50,605)
Adjustment to asset retirement obligations	59,717	57,593
Changes in non-cash assets and liabilities		
Increase in due from Government of Canada	(19,760)	(670)
Decrease in accounts receivable	51,188	1,950,307
(Decrease) increase in accounts payable and accrued liabilities	(117,412)	846,422
Increase (decrease) in payroll liabilities	182,039	(509,479)
Decrease in asset retirement obligations	(28,599)	(25,290)
Increase in post-employment benefits and compensated absences	88,156	103,180
Increase (decrease) in vacation liabilities	1,490	(28,453)
(Decrease) increase in deferred revenue	(195,452)	278,236
Decrease in contribution repayable	(743,029)	(377,206)
(Increase) decrease in prepaid expenses	(26,998)	1,267
CASH (USED) GENERATED BY OPERATING TRANSACTIONS	(3,395,021)	557,455
INVESTING TRANSACTION		
Disposition of portfolio investments	1,708,912	1,000,000
Acquisition of portfolio investments	(1,928,643)	(1,000,030)
CASH USED BY INVESTING TRANSACTION	(219,731)	(30)
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	(298,454)	(103,073)
CASH USED IN CAPITAL TRANSACTIONS	(298,454)	(103,073)
INCREASE (DECREASE) IN CASH	(3,913,206)	454,352
CASH AT BEGINNING OF YEAR	9,739,729	9,285,377
CASH AT END OF YEAR	5,826,523	9,739,729



(the "Authority")

Details of Expenses

Statement 5

For the year ended June 30,	School Programs \$	Inclusive Schooling \$	Operations and Maintenance \$	Administration \$	Indigenous Language \$	Jordan's Principle \$	Transfer and Other \$	Total 2026 \$	Budget 2026 \$	Total 2025 \$
SALARIES										
Honoraria	—	—	—	85,833	156,762	—	—	242,595	170,759	157,712
Instructional assistants	1,554,837	4,771,062	—	—	208,373	29,851	—	6,564,123	4,961,996	8,758,141
Non-instructional staff	2,430,546	671,080	660,685	1,312,148	43,128	—	—	5,117,587	5,268,616	5,470,058
Teachers	18,403,583	3,862,825	—	—	621,869	37,285	—	22,925,562	21,824,149	22,821,720
	22,388,966	9,304,967	660,685	1,397,981	1,030,132	67,136	—	34,849,867	32,225,521	37,207,631
EMPLOYEE BENEFITS										
Employee benefits/allowances	4,296,899	1,791,601	123,940	228,509	145,912	18,876	—	6,605,737	6,668,623	7,331,080
Leave and termination benefits	57,192	22,886	1,793	3,757	2,528	—	—	88,156	—	103,180
	4,354,091	1,814,487	125,733	232,266	148,440	18,876	—	6,693,893	6,668,624	7,434,260
SERVICES PURCHASED										
Advertising and printing	—	—	—	52,684	—	—	—	52,684	33,000	22,667
Communication	106,406	3,398	8,957	53,682	—	—	—	172,443	167,434	217,756
Contracted services	629,899	23,538	246,480	—	5,653	—	—	905,570	715,489	1,138,746
Maintenance and repairs	77,787	911	628,933	787	—	—	—	708,418	787,464	696,110
Other	130,552	—	—	203,201	—	—	—	333,753	395,777	440,035
Professional and technical	357,097	257,982	4,572	41,239	1,570	—	—	662,460	540,536	528,500
Rentals and leases	112,862	—	—	7,984	—	—	—	120,846	158,243	156,134
Student transportation	816,820	6,692	—	—	18,419	—	—	841,931	599,000	734,747
Travel	251,770	—	—	—	—	—	—	251,770	230,902	205,422
Utilities										
Heating	—	—	879,605	—	—	—	—	879,605	753,000	650,666
Electricity	—	—	1,075,109	—	—	—	—	1,075,109	1,055,000	1,143,783
Water/Sewage	—	—	248,936	—	—	—	—	248,936	228,143	217,835
	2,483,193	292,521	3,092,592	359,577	25,642	—	—	6,253,525	5,663,988	6,152,401
MATERIALS										
Awards and student events	5,880	—	—	4,301	—	—	—	10,181	19,349	18,470
Freight	1,637	—	23	12	—	—	—	1,672	13,171	8,670
Materials and supplies	1,380,328	89,816	656	25,628	247,396	244	736,636	2,480,704	1,490,530	2,034,695
	1,387,845	89,816	679	29,941	247,396	244	736,636	2,492,557	1,523,050	2,061,835
AMORTIZATION	—	—	—	—	—	—	1,109,765	1,109,765	1,000,000	957,215
Total operating expenses	30,614,095	11,501,791	3,879,689	2,019,765	1,451,610	86,256	1,846,401	51,399,607	47,081,183	53,813,342



(the "Authority")

Details of Inclusive Schooling Expenses**Statement 6**

For the year ended June 30,	General Inclusive Schooling \$	Staff Development (SSI) \$	Assistive Technology \$	Magnet Facilities \$	School Based Mental Health and Wellness \$	Total 2026 \$
SALARIES						
Non-Instructional Staff	—	—	—	—	671,080	671,080
Teachers	3,241,875	2,075	—	618,875	—	3,862,825
Support assistants	4,771,062	—	—	—	—	4,771,062
	8,012,937	2,075	—	618,875	671,080	9,304,967
EMPLOYEE BENEFITS	1,575,576	—	—	110,824	128,087	1,814,487
SERVICES PURCHASED						
Professional and technical	184,470	—	—	—	73,512	257,982
Communication	3,398	—	—	—	—	3,398
Maintenance and repairs	911	—	—	—	—	911
Travel	—	—	—	—	—	—
Student transportation	6,692	—	—	—	—	6,692
Other contracted services	13,240	10,298	—	—	—	23,538
	208,711	10,298	—	—	73,512	292,521
MATERIALS						
Materials and supplies	14,368	21,627	28,492	22,090	3,239	89,816
Total operating expenses	9,811,592	34,000	28,492	751,789	875,918	11,501,791



(the "Authority")

Details of Indigenous Language and Culture-Based Education Expenses**Statement 7**

	Indigenous Education \$	Our Languages Curriculum Resource Development \$	Community Support \$	Total 2026 \$
For the year ended June 30,				
SALARIES				
Indigenous language instruction	172,612	448,579	678	621,869
Non-instructional staff	43,128	—	—	43,128
Cultural resource staff	152,666	—	55,707	208,373
Elders in schools	—	77,017	79,745	156,762
	368,406	525,596	136,130	1,030,132
EMPLOYEE BENEFITS	57,350	70,611	20,479	148,440
SERVICES PURCHASED				
Professional/technical services	351	—	1,219	1,570
Contracted services	5,653	—	—	5,653
Travel	18,419	—	—	18,419
	24,423	—	1,219	25,642
MATERIALS				
Materials	186,282	28,704	32,410	247,396
TOTAL	636,461	624,911	190,238	1,451,610



(the "Authority")

Contribution Agreement & Other Dedicated Funding - Deferred Revenue

Statement 8

For the Year Ended June 30,	Government of Canada Menstrual Product Funding \$	Government of Canada Jordan's Principle \$	ECE Healthy Choices Initiative (Restricted Territorial School Funding) \$	ECE Inclusive Schooling: SBMH&W \$	Property Tax Portion: Inclusive Schooling: SBMH&W \$	ECE Healthy Food for Learning (Restricted Territorial School Funding) \$	ECE Youth Contribution Program (Restricted Territorial School Funding) \$	HSS School Health Promotion \$	MACA - GOH Program \$
Opening Deferred Revenue	17,371	46,474	—	—	—	—	—	—	11,400
Contributions Received during Current Year	22,690	18,294	201,270	731,354	170,759	78,040	32,450	33,850	—
Total Revenues Available	40,061	64,768	201,270	731,354	170,759	78,040	32,450	33,850	11,400
Expenses									
Salaries	—	67,138	—	544,508	126,572	—	250	400	10,571
Employee Benefits	—	18,874	—	103,589	24,498	—	19	33	829
Services Purchased	—	—	—	59,452	14,060	—	—	—	—
Materials and Supplies	17,525	244	123,853	2,620	619	60,739	10,312	23,581	—
Total Expenses	17,525	86,256	123,853	710,169	165,749	60,739	10,581	24,014	11,400
Surplus (Deficit)	22,536	(21,488)	77,417	21,185	5,010	17,301	21,869	9,836	—
Funded by operating fund	—	21,488	—	—	—	—	—	—	—
Closing Deferred Revenue	22,536	—	77,417	21,185	5,010	17,301	21,869	9,836	—
Repayable to GNWT ECE	—	—	—	—	—	—	—	—	—



(the "Authority")

Contribution Agreement & Other Dedicated Funding - Deferred Revenue

Statement 8

For the Year Ended June 30,	MACA - ?ORI Program \$	MACA ELA Program \$	ECE National School Food Program \$	YCS Funding Transfer \$	ECE Interim Support Assistants Funding \$	ECE French Communicatio ns \$	Third Party Other \$	Total 2026 \$
Opening Deferred Revenue	14,350	12,900	209,779	76,328	—	—	—	388,602
Contributions Received during Current Year	—	—	371,519	—	2,852,119	10,000	27,660	4,550,005
Total Revenues Available	14,350	12,900	581,298	76,328	2,852,119	10,000	27,660	4,938,607
Expenses								
Salaries	11,000	10,207	228,210	76,328	1,979,244	—	—	3,054,428
Employee Benefits	958	744	59,527	—	240,553	—	—	449,624
Services Purchased	—	—	—	—	—	—	—	73,512
Materials and Supplies	2,392	3,402	293,561	—	—	8,172	9,664	556,684
Total Expenses	14,350	14,353	581,298	76,328	2,219,797	8,172	9,664	4,134,248
Surplus (Deficit)	—	(1,453)	—	—	632,322	1,828	17,996	804,359
Funded by operating fund	—	1,453	—	—	277,040	—	—	299,981
Closing Deferred Revenue	—	—	—	—	—	—	17,996	193,150
Repayable to GNWT ECE	—	—	—	—	909,362	1,828	—	911,190

1

- The contribution agreement for the ECE Interim Support Assistants funding required the Yellowknife Education District No. 1 (YK1) to use a portion of its operating fund first before the contribution agreement. The operating fund portion was calculated at year end as \$277,040. ECE allowed YK1 to maintain a final operating surplus of \$265,377 to cover maintenance projects continuing in the next fiscal year.



(the "Authority")

Report on Activities of Specific Programs

Statement 9

French Language Program

BILATERAL AGREEMENT FUNDING

For the Year Ended June 30, 2026

	Contribution from the Department \$	Commitment from the Authority \$	Total Funding \$	Expenses \$	Over (under) funding \$
ECE - Heritage Canada					
Teacher assistants-immersion (Staff)	76,000	44,000	120,000	110,607	9,393
French immersion pedagogy specialist	90,000	90,000	180,000	185,830	(5,830)
Teacher Assistant-Intensive/Post-intensive (salary teachers)	30,000	15,000	45,000	45,000	–
Intensive & PIF French (staff)	90,000	400,000	490,000	532,824	(42,824)
Special Projects					
French camps	30,000	5,000	35,000	40,822	(5,822)
Assessment, Intensive/Post-intensive French & Immersion	25,000	–	25,000	25,114	(114)
French resources	39,854	5,000	44,854	46,629	(1,775)
Cultural activities	15,000	8,000	23,000	21,639	1,361
Professional development	40,000	5,000	45,000	43,823	1,177
Consultant	80,000	140,000	220,000	219,660	340
Language assistant for newcomers	15,000	5,000	20,000	20,000	–
Recruitment (job fairs & promotion tools)	11,416	5,000	16,416	43,581	(27,165)
Retention (mentorship)	1,968	–	1,968	10,038	(8,070)
Total ECE Heritage Canada	544,238	722,000	1,266,238	1,345,567	(79,329)
ECE French Other					
French language communication & services	8,172	–	8,172	8,172	–
Additional GNWT contribution - Professional Development & Mentorship	3,000	–	3,000	–	3,000
Total ECE French Other	11,172	–	11,172	8,172	3,000
Total	555,410	722,000	1,277,410	1,353,739	(76,329)



(the "Authority")

Report on Activities of Specific Programs

Statement 10

Jordan's Principle

	June 30, 2026 Approved Contributions \$	June 30, 2026 Actual \$	June 30, 2025 Actual \$	July 1, 2025 - March 31, 2026 Actual \$	April 1, 2026 - June 30, 2026 Actual \$
Revenue					
Government of Canada	–	–	8,424,113	–	–
- First Nations and Inuit Health Branch Administration fee	–	–	842,411	–	–
Total - Government of Canada	–	–	9,266,524	–	–
Carry Forward from Previous Year	46,474	64,768	–	64,768	–
Carry Forward from Previous Year - Returned	–	–	–	–	–
Contributions not received	–	–	–	–	–
Total Revenue	46,474	64,768	9,266,524	64,768	–
Expenses					
Personnel	46,474	86,012	6,987,194	86,012	–
Transportation	–	–	–	–	–
Materials and Supplies	–	244	30,303	244	–
Rent and Utilities	–	–	–	–	–
Evaluation	–	–	24,905	–	–
Other	–	–	56,740	–	–
Total operating expenses (Schedule 2)	46,474	86,256	7,099,142	86,256	–
Administration Fee 10% of Expenses	–	–	709,914	–	–
Total Expenses	46,474	86,256	7,809,056	86,256	–
Net Surplus/(Deficit)	–	(21,488)	1,457,468	(21,488)	–
Contribution Deferred to March 31, 2027	–	–	46,474	–	–
Contribution Repayable (Receivable) for July 1, 2025-June 30, 2026	–	–	1,410,994	(21,488)	–
Balance Repayable from April-June 30, 2025 and 2024		–	243,225		
Total Contribution Repayable as of June 30, 2026 and 2025		–	1,654,219		

**(the "Authority")****Report on Activities of Specific Programs****Statement 11****Student Success Initiative Projects**

	2026 Budget \$	2026 Actual \$
For the year ended June 30,		
Revenues		
Government of the Northwest Territories	34,000	34,000
Total revenues	34,000	34,000
Expenses		
Salaries/Wages		
Facilitator fees (including per diems)	19,000	10,298
Substitute teacher wages	—	2,075
Other Expenses		
Materials and supplies	15,000	21,627
Total operating expenses	34,000	34,000
Surplus	—	—



(the "Authority")

Statement of Utilities Expenses

Statement 12

School Fiscal Year	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	Total Expense \$	Avg Expense \$
	Expense \$	Expense \$	Expense \$	Expense \$	Expense \$	Expense \$		
Fuel Oil	425,494	300,021	609,504	514,203	388,209	579,220	2,816,651	469,442
Electricity	1,075,109	1,143,783	1,019,591	920,698	893,595	956,408	6,009,184	1,001,531
Pellets	454,111	350,645	224,539	286,349	178,727	163,310	1,657,681	276,280
Water	178,712	153,365	131,157	152,712	161,059	165,838	942,843	157,141
Garbage	70,224	64,470	62,812	52,683	45,163	54,542	349,894	58,316
Total Expense	2,203,650	2,012,284	2,047,603	1,926,645	1,666,753	1,919,318	11,776,253	1,962,709



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

1. Nature of the Organization

The Yellowknife District No. 1 Education Authority (the "Authority"), was established by the *Education Act* of the Government of the Northwest Territories ("GNWT"). Its purpose is to administer and maintain the standards of education programs defined under the Education Act in the City of Yellowknife.

The Authority is an independent legal and accounting entity with an elected Board of Trustees as stipulated in Section 82 of the *Education Act*. The Board of Trustees ("the Board") has decision making authority, the power to delegate authority, the ability to significantly influence operations and the sole accountability for all fiscal matters.

Section 81 of the *Education Act* outlines the powers of a Board of Education which for the Authority includes all aspects of operation and management relating to Public Education within the boundaries of the City of Yellowknife. The Board is the lowest (and sole) level of government exercising oversight responsibility. The financial statements of the Authority are not included in the financial statements of the City of Yellowknife as the Authority trustees are a separate governing body that is not under the control of the City of Yellowknife. The City of Yellowknife, however, does collect and remit property taxes requisitioned by the Authority.

2. Significant Accounting Policies

a) Basis of Accounting

The financial statements of the Authority have been prepared in accordance with Canadian Public Sector Accounting Standards ("PSAS") as recommended by the Public Sector Accounting Board ("PSAB").

The financial statements have, in management's opinion, been properly prepared with reasonable limits of materiality. The basis of accounting refers to the timing of when revenue and expense items are recognized in the accounts and reported in the financial statements. The accrual basis of accounting is utilized for all funds. Under the basis of accounting, revenues are recognized in the accounting period in which they are earned and become measurable, and expenses are recorded when they are incurred.

b) Reporting Entity

These consolidated financial statements reflect the assets, liabilities, revenues, and expenses of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Authority and which are controlled by the Authority.

School generated funds, which include the assets, liabilities, revenues, and expenses of various schools and which are controlled by the Authority are reflected in the consolidated financial statements.

Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

c) Cash and Cash Equivalents

Cash and cash equivalents are comprised of bank account balances, net of outstanding cheques.

d) Financial Instruments

Financial assets originated or acquired or financial liabilities issued or assumed in an arms's length transaction are initially measured at their fair value. In the case of a financial asset or financial liability not subsequently measured at its fair value, the initial fair value is adjusted for financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. Such fees and costs in respect of financial assets and liabilities subsequently measured at fair value are expensed.

Financial assets measured at amortized cost include cash, restricted cash, portfolio investments, accounts receivable, and due from Government of Canada.

Financial liabilities measured at amortized cost include accounts payable and accrued liabilities, payroll liabilities, vacation liabilities, contribution repayable, and environmental liabilities.

At the end of each reporting period, management assesses whether there are any indications that financial assets measured at cost or amortized cost may be impaired. If there is an indication of impairment, management determines whether a significant adverse change has occurred in the expected timing or the amount of future cash flows from the asset, in which case the asset's carrying amount is reduced to the highest expected value that is recoverable by either holding the asset, selling the asset or by exercising the right to any collateral. The carrying amount of the asset is reduced directly or through the use of an allowance account and the amount of the reduction is recognized as an impairment loss in operations. Previously recognized impairment losses may be reversed to the extent of any improvement. The amount of the reversal, to a maximum of the related accumulated impairment charges recorded in respect of the particular asset is recognized in operations.

e) Non-financial Assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the normal course of operations. The change in non-financial assets during the year, together with the operating surplus (deficit), provides the change in net financial assets for the year.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

f) Tangible Capital Assets

Tangible capital assets with a cost lower than a threshold value of \$50,000 will be expensed in the year of acquisition or amortized at a rate of 100%. Assets with an acquisition value more than \$50,000 are capitalized and amortized using the straight-line method.

Asset Category	Amortization Period:
Land and improvements	Indefinite
School and other Buildings	40 years
Equipment and Furnishings	4 - 10 years

All capital facilities planning and construction undertaken by the Authority, excluding the Administration Building, are funded by the Government of the Northwest Territories and subject to their capital planning and approval process. Capital contributions received but not spent at year end, are recorded as deferred revenue.

The GNWT may contribute some tangible capital assets to the Authority. The contributed tangible capital assets are recorded at fair value at the date of contribution in the Consolidated Statement of Financial Position, with a corresponding amount as a contribution revenue in the Consolidated Statement of Operations.

The GNWT retains ownership of some tangible capital assets used by the Authority. These assets are used by the Authority and held on behalf of, or in trust for, the GNWT are not recognized by the Authority in the Consolidated Statement of Financial Position.

The Consolidated Statement of Operations reflects the amount that would otherwise be considered amortization expense for the fiscal year as rent expense with an offsetting corresponding amount as a grant in-kind revenue for the assets provided at no cost.

g) Revenue Recognition

Government Transfers:

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Government transfers are recognized as revenues when the transfer is authorized and any eligibility criteria are met, except to the extent that transfer stipulations give rise to an obligation that meets the definition of a liability. Transfers are recognized as deferred revenue when transfer stipulations give rise to a liability. Transfer revenue is recognized in the Consolidated Statement of Operations as the stipulation liabilities are settled.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

Operating transfers are recognized as revenue in the period in which the events giving rise to the transaction occur, providing the transfers are authorized, any eligibility criteria have been met, and reasonable estimates of the amounts can be determined.

Capital transfers or transfers of tangible capital assets are initially recognized as deferred revenue and subsequently recognized as revenue when the related tangible capital asset are recognized as acquired or built.

GNWT - Regular Contributions:

The regular contributions from the Government of the Northwest Territories ("GNWT") are determined by a funding formula, based on student enrolment and price and volume fluctuation, and is received in monthly installments. The Authority retains surpluses and is responsible for deficits. Any funding requests, over and above those levels provided by the formula, must be first approved by the Government of the Northwest Territories.

Local Tax Revenue:

The *Education Act of the Northwest Territories*, by virtue of Section 136(2), empowers a Board of Education to determine the amount, after taking into consideration territorial grants and other revenues, that is to be requisitioned from the municipality within the territory under the jurisdiction of the Board. The City of Yellowknife is advised subsequent to the adoption of the budget of the amount of the requisition of the Authority and is responsible for the collection of taxes.

Other Contributions:

The Authority follows the deferral method of accounting for contributions from funding arrangements. Unrestricted contributions are recognized as revenues when they are received or receivable, if the amount can be reasonably estimated and its collection is reasonably assured. Restricted contributions are deferred and recognized as revenues in the year in which the related expenses are incurred.

Other revenues are recorded as the service is provided and receipt is reasonably assured.

Deferred Revenue:

Deferred revenue consists of funds received in advance of providing the services or acquiring the goods. These amounts are taken into revenues when the eligible expenses are incurred.

Investment Income:

Investment income is recognized when received or receivable, if the amount can be reasonably estimated.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

School Generated Funds

School generated funds are generated at the school level from fundraising, which may include the proceeds of fundraising, contributions or fees paid to a specific planned benefit. These revenues are recorded when received.

h) Budget Data

The *Education Act* of the Northwest Territories requires that Boards of Education prepare an annual budget, as outlined in Section 128 and 129.

The final priorities and funding allocations are determined by the Board of Trustees at a special meeting called for the purposes of reviewing budget proposals, recommending changes, additions or deletions and adopting the proposed budget.

The budget is legally adopted by a motion of the Board which also establishes a tax levy to support the approved budget in accordance with Section 135(3) of the *Education Act*.

Board approved budgets are submitted to the Minister of Education, Culture and Employment for final approval as directed by Sections 117(2)k, l and m of the *Education Act*.

This annual budget includes estimates of revenues and expenses for the Operating Fund surplus (deficit) along with estimates of source and application for the Investment in Tangible Capital Assets fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Board.

The budget may be amended within a given fiscal year in accordance with Board policy, regulations and approved budget procedures. The budget data presented in the financial statements reflects the original Ministerial approved budget for the school year. Schools carry forward surplus or deficit amounts from their school budgets.

i) Measurement Uncertainty

The preparation of these consolidated financial statements in conformity with Canadian Public Sector Accounting Standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the amounts of revenues and expenses during the period. Actual results could differ from these estimates.

j) Inventories Including Materials and Supplies

Supplies inventory held for consumption or use are recorded at the lower of historical cost and replacement cost.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

k) Payroll Liabilities

Payroll costs for teachers are accrued for July and August.

l) Post-employment Benefits, Compensated Absences and Termination Benefits

Under the terms and conditions of employment, education board employees may earn non-pension benefits for resignation, retirement and removal costs. Eligible employees earn benefits based on years of service to a maximum entitlement based on terms of employment. Eligibility is based on a variety of factors including place of hire, date employment commenced, and reason for termination. Benefit entitlements are paid upon resignation, retirement or death of an employee. The expected cost of providing these benefits is recognized as employees render service. Termination benefits are also recorded when employees are identified for lay-off. Compensated absences include, sick, special, parental and maternity leave. Accumulating non-vesting sick and special leave are recognized in the period the employee provides service, whereas parental and maternity leave are event driven and are recognized when the leave commences. An actuarial valuation of the cost of these benefits (except maternal and parental leave) has been prepared using data provided by management and assumptions based on management's best estimates.

m) Expenses

Expenses are recorded on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Transfers include grants and contributions and are recorded as expenses when the transfer is authorized and eligibility criteria have been met by the recipient.

n) Foreign Currency Translation

Foreign currency transactions are to be translated in Canadian dollars. Revenues and expenses denominated in a foreign currency are reported at a rate in the date of the transaction. Monetary items that have yet to be settled at the exchange rate are translated at the exchange rate in effect on the date of the consolidated financial statements. Exchange gain or loss resulting from foreign exchange rate would be accounted for in the consolidated financial statements.

o) Fund Accounting

The Authority uses fund accounting to separate transactions between its Operating Fund surplus, Investment in Tangible Capital Assets, Decentralized Surplus, Capital Fund Reserve, the LED Reserve, and School Generated Funds.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

Operating Fund Surplus

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. Substantially all territorial, local (primarily property tax), and other operating revenue is accounted for in the Operating fund surplus. In accordance with accounting principles that are considered appropriate for organizations of this type, tangible capital assets acquired and debenture debt repayment that are financed with operating funds are treated as expenses in the Operating fund surplus and then transferred to the Investment in tangible capital asset fund. The Operating fund also accounts for expenses and contributions to or from other funds (transfers) which provide for day-to-day operations. In summary, the Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus.

Decentralized Surplus

The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school.

Investment in Tangible Capital Assets

Investment in tangible capital assets is used to account for financial transactions related to the acquisition of tangible capital assets.

Properties are carried at cost at the date of acquisition and amortization is recorded in the accounts. The cost of additions and repayment of debentures or other long-term debt is charged to Investment in tangible capital assets. This results in a corresponding increase in the equity in tangible capital assets.

Capital Fund Reserve

The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the Authority's tangible capital assets.

LED Reserve

The LED Lights Reserve represents the unspent portion of the ECE's utility funding since the 2014/2015 school year as a result of lower fuel costs. The reserve funds will be used for the Authority to convert current lights to LED lights which are expected to result in a decrease of at least 30% in electricity costs.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

School Generated Funds

School generated funds are generated at the school level from fundraising, and used in a number of different ways to enhance the development of educational activities and to support school initiatives. The school generated funds are internally restricted as to purpose. Examples include student trips or funds specifically designated for the purchase of equipment or materials required to support an activity.

A summary of school generated funds administered by the Authority is disclosed in Note 36.

p) Inter-entity transactions

Inter-entity transactions are transactions between commonly controlled entities and GNWT departments.

Inter-entity transactions are recorded at the exchange amount when they are undertaken on similar terms and conditions to those adopted if the entities were dealing at arm's length.

q) Related parties

The Authority initially measures related party balances in accordance with the substance of the transactions that gave rise to them. The Authority subsequently measures related party balances in accordance with the Authority's policies for financial instruments, as set out in note (d). The Authority is related in terms of common control to all Government of the Northwest Territories departments, board and agencies.

The Authority enters into transactions with these entities in the normal course of business and are measured at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

r) Asset retirement obligations

Asset retirement obligations are recognized for Authority's schools (Mildred Hall School, NJ MacPherson School, Range Lake North School, William McDonald School) and buildings (the Administration building, maintenance shop, and portable classrooms), some of which contain asbestos, mercury and lead-based paint. Management's best estimate of the future expenditures required to settle the legal obligations are recognized to the extent that they can be reasonably estimated and are calculated based on the estimated future cash flows necessary to discharge the legal obligations, discounted using the Authority's cost of borrowing for maturity dates that coincide with the expected cash flows.

The estimated asset retirement obligation ("ARO") is recorded as a liability with a corresponding increase to tangible capital assets. The liability for AROs is increased annually for the passage of time by calculating accretion on the liability based on the discount rates implicit in the initial measurement. Changes in the obligation resulting from revisions to the timing or amount of the estimated undiscounted



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

2. Significant Accounting Policies (Continued)

cash flows or revisions to the discount rate are recognized as an increase or decrease in the related carrying amount of the related tangible capital asset.

DRAFT



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

3. Future Accounting Changes and Adoption of New Accounting Standards*The Conceptual Framework for Financial Reporting in the Public Sector*

Effective July 1, 2026, the Authority will be required to adopt the new Conceptual Framework for Financial Reporting in the Public Sector. Earlier adoption of the new framework is allowed. The Authority is currently assessing the impact of this standard on the consolidated financial statements.

Financial Statement Presentation, Section PS 1202

Effective July 1, 2026, the Authority will be required to adopt PS 1202 Financial Statement Presentation. The standard sets out general and specific requirements for the presentation of information in financial statements. The financial statement presentation principles are based on the concepts in the Conceptual Framework. Earlier adoption is permitted if the Conceptual Framework for Financial Reporting in the Public Sector is early adopted. The Authority is currently assessing the impact of this standard on the financial statements.

4. Cash

	2026 \$	2025 \$
Cash	5,826,523	9,739,729

The cash is held in a bank account with RBC and is invested with the GNWT's investment pool.

5. Special Purpose Funds

The Authority does not have special purpose funds.

6. Restricted Cash

The Authority has restricted cash generated by schools in the amount of \$865,900 (2025 - \$809,437).



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****7. Portfolio Investments**

	2026	2025
	\$	\$
RBC Dominion Securities Investment 1		
Dollar value of interest accrued	–	1,907
Cost of investment	–	1,000,000
Market value at June 30	–	1,001,907

Date purchased: 14 June 2022

Term of investment: 4 year

Maturity date: 14 June 2026

Annual interest rate: 4.350 %

	2026	2025
	\$	\$
RBC Dominion Securities Investment 2		
Dollar value of interest accrued	1,649	1,649
Cost of investment	1,140,000	1,140,000
Market value at June 30	1,141,649	1,141,649

Date purchased: 14 June 2024

Term of investment: 3 year

Maturity date: 14 June 2027

Annual interest rate: 4.40 %

	2026	2025
	\$	\$
RBC Dominion Securities Investment 3		
Dollar value of interest accrued	4,027	4,027
Cost of investment	2,000,000	2,000,000
Market value at June 30	2,004,027	2,004,027

Date purchased: 14 June 2023

Term of investment: 5 year

Maturity date: 14 June 2028

Annual interest rate: 4.90 %



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****7. Portfolio Investments (Continued)**

	2026	2025
	\$	\$
RBC Dominion Securities Investment 4		
Dollar value of interest accrued	—	94
Cost of investment	—	83,333
Market value at June 30	—	83,427

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.430 %

	2026	2025
	\$	\$
RBC Dominion Securities Investment 5		
Dollar value of interest accrued	—	94
Cost of investment	—	83,333
Market value at June 30	—	83,427

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.420 %

	2026	2025
	\$	\$
RBC Dominion Securities Investment 6		
Dollar value of interest accrued	—	94
Cost of investment	—	83,333
Market value at June 30	—	83,427

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.440 %



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****7. Portfolio Investments (Continued)**

	2026 \$	2025 \$
RBC Dominion Securities Investment 7		
Dollar value of interest accrued	—	93
Cost of investment	—	83,335
Market value at June 30	—	83,428

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.410 %

	2026 \$	2025 \$
RBC Dominion Securities Investment 8		
Dollar value of interest accrued	—	93
Cost of investment	—	83,333
Market value at June 30	—	83,426

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.410 %

	2026 \$	2025 \$
RBC Dominion Securities Investment 9		
Dollar value of interest accrued	—	94
Cost of investment	—	83,333
Market value at June 30	—	83,427

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.440 %



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****7. Portfolio Investments (Continued)**

	2026	2025
	\$	\$
RBC Dominion Securities Savings Account		
Cost of investment	2,219,761	500,030
Market value at June 30	2,219,761	500,030

Date opened: 18 June 2025

Term of investment: N/A

Maturity date: N/A

Annual interest rate: Variable

These are guaranteed investment certificates ("GIC") with RBC Investment Securities with fixed income interest rates and fixed term dates. The investments are low risk to the Authority. The total investments with prior year comparative figures are presented below:

	2026	2026	2026	2025
	Cost	Accrued	Market Value	Market Value
	\$	Interest	\$	\$
RBC Dominion Securities Investment 1	—	—	—	1,001,907
RBC Dominion Securities Investment 2	1,140,000	1,649	1,141,649	1,141,649
RBC Dominion Securities Investment 3	2,000,000	4,027	2,004,027	2,004,027
RBC Dominion Securities Investment 4	—	—	—	83,427
RBC Dominion Securities Investment 5	—	—	—	83,427
RBC Dominion Securities Investment 6	—	—	—	83,427
RBC Dominion Securities Investment 7	—	—	—	83,428
RBC Dominion Securities Investment 8	—	—	—	83,426
RBC Dominion Securities Investment 9	—	—	—	83,427
RBC Dominion Securities Savings	2,219,761	—	2,219,761	500,030
Total portfolio investments	5,359,761	5,676	5,365,437	5,148,175



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****8. Accounts Receivable**

	2026 \$	2025 \$
Accrued interest receivable	25,188	64,509
Due from other related parties (Note 23)	364,395	622,726
Due from Government of the Northwest Territories (Note 23)	274,052	9,218
Other	23,082	41,452
Total Accounts Receivable	686,717	737,905
Due from Government of Canada (Note 13)	148,311	128,551
Total Accounts Receivable and Due from the Government of Canada	835,028	866,456

Allowance for doubtful accounts at June 30, 2026 is \$44,395 (2025 - \$54,015).

The Education Body's exposure to credit risk related to accounts receivable is as follows:

	\$	\$	\$	\$	\$
Due from Related parties	25,351	—	—	—	25,351
Due from GNWT	273,147	876	—	29	274,052
Due from Government of Nunavut	—	—	—	—	—
Due from Government of Canada	148,311	—	—	—	148,311
Due from WSCC	—	—	—	—	—
Payroll Chargeback Recoveries	339,043	—	—	—	339,043
Other	34,691	—	—	13,580	48,271
Total	820,543	876	—	13,609	835,028

During the year, \$nil of accounts receivable (2025 \$-nil) were written off and \$nil (2025 \$-nil) were forgiven.

9. Inventories

There is no inventory recorded as at June 30, 2026.



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****10. Accounts Payable and Accrued Liabilities**

	2026	2025
	\$	\$
School Generated Trust Accounts - liabilities	20,469	20,469
Trade payables	1,141,998	1,179,686
Source deductions payable	2,471,951	2,551,673
	3,634,418	3,751,828
	2026	2025
	\$	\$
Payroll Liabilities		
To teachers (July, August wages and deferred NEBS pension)	3,604,477	3,422,438
Total Payroll Liabilities	3,604,477	3,422,438
Vacation payable (annual leave)	193,023	191,533
Total Payroll and Vacation Liabilities	3,797,500	3,613,971



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****11. Deferred Revenue**

Deferred revenue consists of contributions or revenues received from contributors for expenses not yet incurred.

	2026 \$	2025 \$
Government of Canada		
Menstrual Product Federal Funding	22,536	17,371
Jordan's Principle	—	46,474
Government of the Northwest Territories		
GNWT ECE - Healthy Choices (Active After School)	77,417	—
ECE Inclusive School School Based Mental Health & Wellness	21,185	—
GNWT ECE - Healthy Food for Learning	17,301	—
GNWT ECE - Youth Contribution	21,869	—
GNWT - HSS School Health Program	9,836	—
MACA - GOH Program	—	11,400
MACA - ?ORI Program	—	14,350
MACA - ELA Program	—	12,900
National Food Program	—	209,779
Other Education Bodies		
YCS - Funding Transfer	—	76,328
Property Tax (Portion of School Based Mental Health and Wellness)	5,010	—
Other Third Party	17,996	—
	193,150	388,602



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****12. Contribution Repayable**

Contribution repayable consists of contribution or revenue received from funders that will be repaid within the next year.

	2026	2025
	\$	\$
Jordan's Principal - Government of Canada	–	1,654,219
GNWT ECE - Inclusive Schooling	909,362	–
GNWT ECE - French	1,828	–
	911,190	1,654,219

13. Due from Government of Canada

	2026	2025
	\$	\$
GST Receivable	148,311	128,551

14. Capital Lease Obligations

The Authority does not have any capital lease obligations.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

15. Pension

The Authority makes contributions to the Northern Employee Benefits ("NEBS") Pension Plan ("the Plan"), which is a multi-employer plan, on behalf of some members of its staff. The plan is a defined benefit plan which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The amount contributed to the NEBS pension was \$4,721,198 (2025 - \$4,488,018). The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$222,721 as at January 2026, and \$212,788.50 as at January 2025. The maximum monthly contributions is \$3,932.22 as at January 2026, and \$3,756.67 as at January 2025.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 4,741 Employee Members and 119 Employer Members (total active, disabled and on leave: 2,539).

As of January 1, 2026, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$117,444,200 - funded ratio 126.3% (2025 - \$81,271,800 and 120.1%) on a going concern valuation basis. As of January 2026, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$44,393,800 on a solvency basis. The solvency ratio is 107.6%.

As of April 2004 the OSFI has exempted NEBS from compliance with the Pension Benefits Standards Act. On April 2015, the Legislative Assembly passed The Northern Employee Benefits Act (Bill 12) which was enacted October 1, 2015.

16. Long-Term Debt

The Authority does not have long-term debt.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

17. Post-employment Benefits and Compensated Absences

In addition to the pension benefits, the Authority provides severance (resignation and retirement), removal and compensated absence (sick, special, maternity and parental leave) benefits to its employees. The benefit plans are not pre-funded and thus have no assets, resulting in a plan deficit equal to the accrued benefit obligation.

Severance benefits are paid to the Authority's employees based on the type of termination (e.g. resignation versus retirement) and appropriate combinations that include inputs such as when the employee was hired, the rate of pay, the number of years of continuous employment and age and the benefit is subject to maximum benefit limits. Removal benefits are subject to several criteria, the main ones being employee category and length of service. The benefits under these two categories were valued using the projected unit credit methodology.

Compensated absence benefits for all staff are accrued as employees render service and are paid upon the occurrence of an event resulting in eligibility for benefits under the terms of the plan. Events include, but are not limited to employee or dependent illness and death of an immediate family member. Non-accruing benefits include maternity and parental leave. Benefits that accrue under compensated absence benefits were actuarially valued using the expected utilization methodology.

Valuation results

The actuarial valuation was completed as at January 31, 2025. The effective date of the next actuarial valuation is March 31, 2028. The liabilities are actuarially determined as the present value of the accrued benefits at January 31, 2025 and the results extrapolated to June 30, 2026. The values presented below are for all of the benefits under the Compensated Absences and Termination Benefits for the Authority.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

17. Post-employment Benefits and Compensated Absences (Continued)

Changes in Obligation	Severance and Removal \$	Compensated Absences \$	2026 \$	2025 \$
Accrued benefit obligation beginning of year	1,773,467	336,121	2,109,588	2,270,316
Current period benefit cost	145,930	31,540	177,470	169,304
Interest accrued	78,406	15,048	93,454	122,371
Benefits payments	(117,223)	(35,437)	(152,660)	(178,448)
Actuarial (gain) loss	(162,567)	(20,435)	(183,002)	(265,970)
Plan amendments	—	—	—	(7,985)
Accrued benefit obligation end of year	1,718,013	326,837	2,044,850	2,109,588
Unamortized net actuarial gain (loss)	93,697	33,389	127,086	(25,807)
Total employee future benefits and compensated absences	1,811,710	360,226	2,171,936	2,083,781
Benefits expense	\$	\$	\$	\$
Current period benefit cost	145,930	31,540	177,470	169,304
Interest accrued	78,406	15,048	93,454	122,371
Amortization of net actuarial (gain)/loss	(55,184)	25,075	(30,109)	(2,062)
Plan amendments	—	—	—	(7,985)
Total benefits expense	169,152	71,663	240,815	281,628



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

17. Post-employment Benefits and Compensated Absences (Continued)

The discount rate used in the 2026 fiscal year to determine the accrued benefit obligation was an average of 4.7% (2025 - 4.3%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2027	164,336	35,219	199,555
2028	170,792	33,376	204,168
2029	184,157	35,696	219,853
2030	193,252	38,545	231,797
2031	192,675	43,205	235,880
2032-2036	984,952	217,329	1,202,281
Total	1,890,164	403,370	2,293,534



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

18. Tangible Capital Assets

	Cost \$	Additions \$	ARO Adjustments \$	Disposals \$	Ending Cost \$	Amortization beginning of year \$	Amortization \$	Disposals \$	Accumulated Amortization \$	2026 Net Book Value \$	Net Book Value \$
Land and improvements	1,299,476	–	–	–	1,299,476	–	–	–	–	1,299,476	1,299,476
School buildings											
École Sir John Franklin	2,253,436	–	–	–	2,253,436	(1,529,515)	(56,247)	–	(1,585,762)	667,674	723,921
William McDonald	9,666,077	–	(6,211)	–	9,659,866	(7,781,146)	(295,048)	–	(8,076,194)	1,583,672	1,884,931
Mildred Hall	11,860,559	46,359	(25,193)	(29,165)	11,852,560	(8,465,053)	(316,714)	15,312	(8,766,455)	3,086,105	3,395,506
Range Lake North	8,954,740	–	(4,819)	–	8,949,921	(6,727,863)	(241,998)	–	(6,969,861)	1,980,060	2,226,877
N. J. Macpherson	5,337,921	–	(3,413)	–	5,334,508	(5,049,114)	(136,592)	–	(5,185,706)	148,802	288,807
	38,072,733	46,359	(39,636)	(29,165)	38,050,291	(29,552,691)	(1,046,599)	–	(30,583,978)	7,466,313	8,520,042
Other buildings											
Administration office	1,077,944	–	(3,456)	–	1,074,488	(861,624)	(26,863)	–	(888,487)	186,001	216,320
Maintenance shop	88,655	–	(16,625)	–	72,030	(100,613)	28,583	–	(72,030)	–	(11,958)
Total land and buildings	40,538,808	46,359	(59,717)	(29,165)	40,496,285	(30,514,928)	(1,044,879)	15,312	(31,544,495)	8,951,790	10,023,880
Equipment and furnishings											
Schools	3,362,878	164,612	–	–	3,527,490	(3,307,383)	(13,874)	–	(3,321,257)	206,233	55,495
Playgrounds	762,351	–	–	–	762,351	(296,982)	(34,916)	–	(331,898)	430,453	465,369
Administration office	322,132	–	–	–	322,132	(322,132)	–	–	(322,132)	–	–
Vehicles	407,494	119,995	–	–	527,489	(315,165)	(16,096)	–	(331,261)	196,228	92,329
	4,854,855	284,607	–	–	5,139,462	(4,241,662)	(64,886)	–	(4,306,548)	832,914	613,193
Work in progress											
Work in progress	32,512	(32,512)	–	–	–	–	–	–	–	–	32,512
	45,426,175	298,454	(59,717)	(29,165)	45,635,747	(34,756,590)	(1,109,765)	15,312	(35,851,043)	9,784,704	10,669,585



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

19. Prepaid Expenses

	2026 \$	2025 \$
Professional Development	—	7,315
Materials and Supplies	5,611	4,540
Leases	—	10,546
Services	43,788	—
	49,399	22,401

20. GNWT Assets Provided at no Cost

The following assets were provided to the Authority by the GNWT at no cost.

	Cost \$	Accumulated Amortization \$	2026 Net Book Value \$	2025 Net Book Value \$
École Sir John Franklin	25,965,232	25,965,232	—	—
École Sir John Franklin Portable Classrooms	419,724	401,367	18,357	28,848
École Sir John Franklin NACC	2,214,552	2,091,286	123,266	184,899
École Sir John Franklin Sewer Line	108,852	41,001	67,851	72,205
N.J. Macpherson Portable Classrooms	1,413,831	662,581	751,250	786,603
École Sir John Franklin Wheelchair Lift	100,708	64,621	36,087	46,158
École Sir John Franklin Boiler Replacement	51,145	18,185	32,960	36,370
William McDonald School Portable Classrooms	2,242,917	2,242,917	—	1,881,558
	32,516,961	31,487,190	1,029,771	3,036,641

Rent expense of \$125,312 (2025 - \$200,075) was offset by a grant in-kind. The William McDonald School Portable Classrooms were removed from the GNWT Assets provided at no cost.



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****21. Contractual Obligations**

The Authority has a contract with First Student for student transportation. The Authority is invoiced monthly and the amounts vary depending on a number of factors including: the number of students, routes, and bus passes sold. The contract commenced on September 1, 2021 and continued until August 31, 2026. If the contractor and Board of Trustees agrees to extend the contract beyond this date, an additional term not to exceed three years shall commence on the first day of September 2026. The contract has been extended until June 2027.

The Authority leases space for Route 51. The contract has been extended until June 2027.

The Authority entered into several service contracts during the 2025-2026 fiscal year to complete repairs and maintenance between July and September 2026 with a committed total of \$265,377. Services include: flooring repairs and maintenance, safety fencing, entrance repairs and door replacement, and maintenance of washroom partitions. This work could only be completed while the schools are closed. ECE allowed for the Operating Fund surplus to cover these commitment.

On November 12, 2025, the Yellowknife Education District No. 1 Board of Trustees ratified a new 3 year collective agreement with the Northwest Territories Teachers' Association, replacing the previous agreement which expired on August 31, 2025.

On October 31, 2025, the Yellowknife Education District No. 1 Board of Trustees ratified a new 3 year collective agreement with the United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Services Workers International Union (United Steelworkers) Local 1-207, replacing the previous agreement which expired on June 30, 2025.

	Expiry Date	2027 \$	Total \$
Operational Contracts:			
First Student Bussing	June 30, 2027	760,414	760,414
Commercial & Residential Leases:			
Route 51	June 30, 2027	41,282	41,282
Service Contracts			
Elite Flooring	September 2026	138,600	138,600
Diamond Glass	September 2026	14,373	14,373
Horizon Builders	September 2026	87,203	87,203
Accessibility Partners	September 2026	25,200	25,200
Total		1,067,072	1,067,072



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

22. Contingencies

The Authority does not have any contingencies.

23. Related Parties

The Authority is related in terms of common control to all GNWT departments, boards, and agencies. During the year, the Authority entered into transactions with the following related parties:

Yellowknife Public Denominational Education Authority

Ndilo District Education Authority

Dettah District Education Authority

South Slave Divisional Education Council

Government of the Northwest Territories:

Department of Finance

Department of Health and Social Services

Department of Education, Culture and Employment

Department of Municipal and Community Affairs

Department of Environment and Climate Change

	2026 \$	2025 \$
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Ndilo District Education Authority	339,043	507,612
Dettah District Education Authority	–	115,115
South Slave Divisional Education Council	25,000	–
Yellowknife Catholic Schools	351	–
Subtotal - other related parties	364,394	622,727
Government of the Northwest Territories:		
Department of Education, Culture and Employment	274,052	9,218
Subtotal - Government of the Northwest Territories	274,052	9,218
Total Due from Related Parties	638,446	631,945

These balances due from related parties are unsecured, non-interest bearing with no specific terms of repayment.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

23. Related Parties (Continued)

	2026 \$	2025 \$
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education, Culture and Employment - Regular contributions	33,740,169	30,823,512
Department of Education, Culture and Employment - Other contributions	3,171,901	2,853,282
Department of Education, Culture and Employment - French languages	555,410	586,614
Department of Finance - Interest	448,591	580,686
Department of Health and Social Services - GNWT other contributions	24,015	17,850
Department of Municipal and Community Affairs - GNWT other contributions	38,650	120,200
Department of Environment and Climate Change - GNWT other contributions	56,000	48,000
Other Education Bodies:		
Ndilo District Education Authority - Other education bodies	40,000	40,000
Dettah District Education Authority - Other education bodies	197,330	130,051
Yellowknife Catholic Schools - Other education bodies	76,328	51,172
South Slave Divisional Education Council - Other education bodies	25,000	15,000
Total Revenues from Related Parties	38,373,394	35,266,367



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

23. Related Parties (Continued)

	2026 \$	2025 \$
Expenses Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	5,308	5,883
Department of Environment and Climate Change - Professional and technical	1,470	—
Other Education Bodies:		
Yellowknife public Denominational Education Authority - Professional and technical	600	1,418
Commission Scolaire Francophone TNO - Professional	686	1,240
Yellowknives Dene First Nation Housing Division - Rental	1,160	6,960
Total Expenses paid to Related Parties	9,224	15,501

These transactions are in the normal course of operations and have been valued in these financial statements at the exchange amount which is the amount of consideration established and agreed to by the related parties.

24. Budget Data

The *Education Act* of the Northwest Territories requires that Education Bodies prepare an annual budget, as outlined in Section 117, Duties and Powers of Education Bodies. The budget is legally adopted by a motion of the Education Body which includes the establishment of a tax levy to support the approved budget in accordance with Section 135, Assessment and Taxation, of the *Education Act*.

The annual budget includes estimates of revenues and expenses for the Operating Fund. Budgets are considered a management control and planning tool and as such are incorporated into the accounting system of the Authority.

The budget figures presented are those approved by the Trustees of the Authority on June 17, 2025 and submitted to the Minister of Education, Culture and Employment. The Budget for fiscal year 2025/2026 was submitted to the minister on June 27, 2025. The budget deficit is \$2,186,632.

25. Economic Dependence

The Authority is economically dependent on the Government of the Northwest Territories to provide funding for continued operations. If the funding arrangements were to change, management is of the opinion that the Authority's operations would be significantly affected.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

26. Financial Instruments

Financial instruments consist of recorded amounts of cash, portfolio investments, due from GNWT, due from Government of Canada, other accounts receivable and deposit in trust which will result in future cash receipts, as well as accounts payable and accrued liabilities, and wages and employee deductions payable which will result in future cash outlays.

The Authority is exposed to the following risks in respect of certain of the financial instruments held:

a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from mainly two other school districts as well as some smaller related parties, whose funding also comes from the Department of Education, Culture, and Employment. At June 30, 2026, receivables from these two districts is \$364,395 (2025 - \$622,726), which is 88% of total accounts receivable (2025 - 85%). These related parties have been current in paying the monthly invoices for their payroll costs.

There is a concentration risk in cash. The daily balance in the operating bank account is invested with the GNWT Investment Pool. The Authority's investments are managed by Government of Northwest Territories - Department of Education, Culture, and Employment and other stable organizations, which reduces its exposure to credit risk.

b) Interest rate risk

Interest rate risk is the risk that the fair value of financial instruments will fluctuate because of changes in market interest rate. The Authority is exposed to interest rate risk on its fixed and floating interest rate on cash. The Authority complies with the GNWT financial administration policies and guidelines which reduces its exposure to interest rate risk.

c) Liquidity risk

Liquidity risk is the risk that the Authority will not be able to meet all cash outflow obligations as they come due. The Authority mitigates this risk by monitoring cash activities and expected outflows through budgeting and maintaining an adequate amount of cash to cover unexpected cash outflows should they arise. The Authority has disclosed future financial liabilities and commitments in Note 21.



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****27. Expenses By Object**

	2026 Budget \$	2026 Actual \$	2025 Actual \$
Amortization	1,000,000	1,109,765	957,215
Compensation	38,894,145	41,543,760	44,641,891
Other	7,187,038	8,746,082	8,214,236
	47,081,183	51,399,607	53,813,342

28. Subsequent Event

The Authority is still awaiting the GNWT to issue the Certificate of Completion for the École Itł'ò once some deficiencies have been addressed. The value to be transferred to the Authority is estimated at \$30,600,000.

29. Comparative Figures

The consolidated financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

30. ECE Contributions

	2026 Budget \$	2026 Actual \$	2025 Actual \$
Original contribution	34,221,610	33,740,169	30,823,512
Student Success Initiatives ("SSI") project	—	34,000	89,759
ECE Support Assistants Funding	—	1,942,758	—
National Food Program	279,919	581,298	60,698
Healthy Choices (Active After School)	—	123,852	—
Healthy Food for Learning	—	60,738	—
Youth Contribution	—	10,582	—
NWTTA retroactive funding	—	—	17,003
NWTTA contract agreement ongoing	932,233	—	1,577,403
Termination benefits	—	418,673	59,969
UNW retroactive funding	—	—	433,166
UNW collective agreement ongoing	105,611	—	455,285
Updated Contribution	35,539,373	36,912,070	33,516,795
French Language			
French cultural resources	—	—	2,000
French language funding	580,000	544,238	580,000
French partnership funding SSDEC	—	—	—
French language funding other	—	3,000	—
French language communications	—	8,172	4,614
Total French Language	580,000	555,410	586,614
Other			
Itl'o new school deficiencies & WMS Sports Court	—	—	160,000
Total Other	—	—	160,000
Total Contributions	36,119,373	37,467,480	34,263,408



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

31. GNWT Other Contributions

	2026 Budget \$	2026 Actual \$	2025 Actual \$
Department of Municipal and Community Affairs ("MACA"):			
Active After School	—	—	91,800
Drumming	—	—	5,000
GOH Program	—	11,400	11,400
?ORI Program	—	14,350	12,000
ELA Program	—	12,900	—
Department of Health and Social Services ("HSS"):			
Drop the Pop	—	—	17,850
School Health Promotion	—	24,015	—
Department of Environment and Climate Change ("ECC"):			
Take a Kid Trapping	—	56,000	48,000
Total	—	118,665	186,050

32. Contingent Assets

Authority does not have contingent assets.

33. Contractual Rights

The Authority does not have any contractual rights.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

34. Environmental Liabilities

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018 and an update report on estimated abatement costs in October 2023. The 2023 estimates remain the best information available at June 30, 2026. Management will continue its efforts to contract an abatement specialist to update the estimates for the 2027 audit. Items that are recommended for abatement in the next 5-10 years are accrued as environmental liabilities. Building materials that are classified as low risk are earmarked for remediation when the building is demolished in the future and an accrual is recorded and reported under asset retirement obligation instead. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment, and the Department of Finance. The abatement for Sir John Franklin High School was partially completed by the GNWT in March 2018, and the abatement for the maintenance building was partially completed in March 2019. A liability totaling \$229,481 has been recorded for the asbestos abatement of the Maintenance Shop and Mildred Hall School (2025 - \$229,481) Management will continue to monitor these buildings under the Hazardous Materials management plan.

Location:	5402-50th Ave, Maintenance Shop
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring
Status and Next Steps:	Monitoring
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2026	\$157,775

Location:	5408-50th Avenue, Mildred Hall School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring, Abatement
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2026	\$71,706



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

35. Accumulated Surplus

A consolidated statements of funds and surplus and reserves have been prepared as follows:

Details of Funds

	2026	2025
	\$	\$
For the year ended June 30,		
Unrestricted Surplus		
Operating Fund		
Balance, beginning of year	2,904,947	4,586,125
Operating deficit (Statement 2)	(3,713,516)	(2,583,323)
Acquisition of tangible capital assets	(298,454)	(103,073)
Transfer to Investment in Tangible Capital Assets - In Kind Capital Asset Donation	—	(61,739)
Transfer from Investment in Tangible Capital Assets	1,109,765	957,215
Loss on disposition of tangible capital assets	13,853	—
Transfer from (to) Capital Fund Reserve	164,613	—
Transfer from Decentralized Surplus	109,513	128,044
Transfer from (to) Pellet Boiler Reserve	—	—
Transfer (to) School Generated Funds	(56,463)	(50,605)
Adjustment from asset retirement obligations	31,118	32,303
Balance, end of year	265,376	2,904,947
Decentralized Surplus		
Balance, beginning of year	109,513	237,557
Transfer from (to) Operating Fund - FY2022 adjustment	—	—
Transfer from (to) Operating Fund	(109,513)	(128,044)
Balance, end of year	—	109,513
Total Unrestricted Surplus	265,376	3,014,460



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****Details of Surplus and Reserves**

	2026	2025
	\$	\$
For the year ended June 30,		
Investment in Tangible Capital Assets		
Balance, beginning of year	9,988,458	10,813,163
In Kind Capital Asset Donation	–	61,739
Acquisition of tangible capital assets	298,454	103,073
Disposal of tangible capital assets	(13,853)	
Adjustment from asset retirement obligations	(31,118)	(32,303)
Amortization	(1,109,765)	(957,215)
Balance, end of year	9,132,176	9,988,458
Investment in tangible capital assets consists of:		
Tangible Capital Assets (Note 18)	9,784,704	10,669,585
Asset Retirement Obligations (Note 37)	(652,528)	(681,127)
Balance, end of year	9,132,176	9,988,458
Restricted Surplus		
Capital Fund Reserve		
Balance, beginning of year	904,165	904,165
Transfer (to) from operating fund	(164,613)	
Balance, end of year	739,552	904,165
LED Reserve		
Balance, beginning of year	148,583	148,583
Balance, end of year	148,583	148,583
School Generated Funds		
Balance, beginning of year	788,962	738,357
Transfer from (to) Operating Fund for surplus (deficit)	56,463	50,605
Balance, end of year	845,425	788,962
Total Restricted Surplus	1,733,560	1,841,710
Total Accumulated Surplus	11,131,112	14,844,628



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2026****36. School Generated Funds (Trusts under Administration)**

School generated funds are funds that are raised and collected in the school or in the community in the name of the school by school councils, student groups or parent advisory council. The funds are administered by the school principal, and are raised or collected from sources other than the school board's operating and capital budgets.

The following balances represent the school generated funds that are held in trust by the Authority. They are recorded in the audited consolidated financial statements:

	2026 \$	2025 \$
Balances, beginning of year	788,962	738,357
Fundraising revenues	793,099	603,024
Total funds available	1,582,061	1,341,381
Total related expenses	(736,636)	(552,419)
Balances, end of year	845,425	788,962
Net change	56,463	50,605



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2026

37. Asset Retirement Obligations

The Authority recognizes that there are costs related to the retirement of certain assets for which the Authority is responsible.

Type of Asset	2025 liability	New liabilities incurred	Utilized in the year	Accretion expense	Revisions in estimated cash flows	Additions	Disposals	2026 liability
Buildings	\$681,127	\$ –	\$ –	\$ 31,118	\$ (59,717)	\$ –	\$ –	\$ 652,528

The asset retirement obligation primarily consists of demolition and remediation costs related to disposing of asbestos in old buildings: the maintenance shop, Mildred Hall School, N.J. Macpherson School, Range Lake North School, École William McDonald Middle School, and administration building.

The carrying amount of the obligation is based on total expected undiscounted expenditures of \$2,138,959 (2025 - \$2,214,341), expected timing of undiscounted expenditures (majority to occur post-2036), and the weighted average discount rate of 4.82% (2025 - 4.57%). To adjust these undiscounted expenditures between periods, the weighted average discount rate is used to unwind the discount through amortization of tangible capital assets. This rate is estimated at the start of each year and is applied systematically over the year. These obligations will be funded through the regular operations of the Authority and recoveries cannot be estimated at date of the audit report.



YELLOWKNIFE EDUCATION DISTRICT No.1

2026 Financial Statements

Crowe MacKay LLP
September 15, 2026



Agenda

- Summary of Audit Report and Results
- Overview of the Consolidated Financial Statements
 - Statement of Financial Position
 - Statement of Operations
- Management letter points for TCWG
- Upcoming updates in Canadian Auditing Standards (“CAS”)
- Questions and In-camera session

Summary of Audit Report and Results

- Crowe Mackay has remained independent in this audit
- Materiality used: \$1,000,000
- Significant accounting estimates:
 - Accrued liabilities
 - Useful lives of tangible capital assets
 - Post-employment benefits
 - Asset retirement obligations
- No going concern issues noted
- Fraud risks in management override and revenue recognition addressed – no issues to report

Summary of Audit Report and Results

- Unmodified audit opinion
 - All information was available, any errors noted were either not material or corrected by management.
- Financial statements comply with guidelines
 - ECE has specific requirements that were followed
 - Comply with PSAB financial reporting requirements
- No adjusting or unadjusted entries to note
- No significant items or issues to note

Statement of Financial Position

As at June 30,

	2026 \$	2025 \$
FINANCIAL ASSETS		
Cash (Note 4)	5,826,523	9,739,729
Restricted Cash (Note 6)	865,900	809,437
Portfolio Investments (Note 7)	5,359,761	5,140,030
Accounts Receivable (Note 8)	686,717	737,905
Due from Government of Canada (Notes 8 & 13)	148,311	128,551
	12,887,212	16,555,652

Statement of Financial Position Highlights – Assets

- Cash has decreased by \$3.9M from prior year, mainly due to the following:
 - Used by operations \$3.4M
 - Operating deficit \$2.6M (net of amortization and other non-cash adjustment) – fairly consistent with budgeted deficit of \$2.2M
 - Movements in financial assets and liabilities, including:
 - Increase in financial assets, leading to cash to be received of \$0.6M
 - Net cash used to repay financial liabilities of \$0.2M
 - Cash for investing transaction
 - Net acquisition of portfolio investments \$220K
 - Cash for capital transaction
 - Acquisition of tangible capital assets \$298K (see Slide 10 for details)

Statement of Financial Position

As at June 30,

	2026 \$	2025 \$
LIABILITIES		
Accounts payable and accrued liabilities (Note 10)	3,634,418	3,751,828
Payroll Liabilities (Note 10)	3,604,477	3,422,438
Vacation Liabilities (Note 10)	193,023	191,533
Deferred Revenue (Note 11)	193,150	388,602
Contribution Repayable (Note 12)	911,190	1,654,219
Post-employment Benefits and Compensated Absences (Note 17)	2,171,936	2,083,781
Environmental Liabilities (Note 34)	229,481	229,481
Asset Retirement Obligations (Note 37)	652,528	681,127
	11,590,203	12,403,009

Statement of Financial Position Highlights - Liabilities

- Decrease of \$117K in accounts payable and accrued liabilities – fairly consistent from year to year as expected, mainly due to fluctuations in source deductions and benefits payable for June, July and August
- Payroll liabilities increased by \$0.8M due to higher rates from newly ratified collective agreements
- Decrease of \$195K in deferred revenue from lack of Jordan's Principles funding and recognition of National Food Funding.
- Decrease of \$743K in contribution repayable to GNWT ECE and Government of Canada (2025 repaid - \$1.7M + 2026 repayable \$909K for ECE Interim Support Assistants funding)

Statement of Financial Position Highlights

- Net financial assets decreased from \$4.2M to \$1.3M, a decrease of \$2.9M – largely consistent with operating deficit before amortization and consistent with expectations

Statement of Financial Position

As at June 30,

	2026 \$	2025 \$
Represented by:		
Operating Fund	265,376	2,904,947
Decentralized Surplus	—	109,513
Investment in Tangible Capital Assets	9,132,176	9,988,458
Capital Fund Reserve	739,552	904,165
LED Reserve	148,583	148,583
School Generated Funds	845,425	788,962
	11,131,112	14,844,628

Statement of Financial Position Highlights - Non-financial Assets

- Investment in tangible capital assets decreased - \$856K
 - Decrease is mainly due to amortization of \$1.1M and asset retirement obligations adjustment of \$31K
 - Countered by acquisition of tangible capital assets of \$298K
 - Mildred Hall School – Variable Frequency Drive (“VFD”)
 - New phone system
 - Kubota RTV and tractor

Statement of Financial Position Highlights - Accumulated Surplus

- Accumulated Surplus decreased \$3.7M from \$14.8M to \$11.1M
 - Broken down:
 - Operating fund decreased \$2.6M from \$2.9M to \$265K
 - Consistent with budgeted operating deficit before other items of \$2.2M
 - Current year balance represents 0.56% of total audited revenues – below the 7% threshold.
 - Investment in TCA decreased \$856K from \$10M to \$9.1M
 - Decentralized surplus decreased \$110K to \$nil
 - Capital Fund Reserve – decreased \$164K from \$904K to \$740K
 - LED Reserve – no change
 - School Generated Funds increased \$56K from \$789K to \$845K

Statement of Operations – Revenues

For the year ended June 30,	2026 Budget	2026 Actual	2025 Actual
	\$	\$	\$
REVENUES			
Government of the Northwest Territories			
Regular Contribution	34,221,610	33,740,169	30,823,512
ECE Other contributions	1,317,763	3,171,901	2,853,282
French Language revenue	580,000	555,410	586,614
Total ECE (Note 30)	36,119,373	37,467,480	34,263,408
GNWT other contributions (Note 31)	–	118,665	186,050
Government of Canada			
Jordan's Principle	–	64,768	7,809,055
Menstrual Product Funding	–	17,525	92,995
Total Government of Canada	–	82,293	7,902,050
Other Education Bodies	316,693	338,658	236,223
Property tax requisition	8,038,923	8,044,789	7,026,420
Education authority generated funds			
Portfolio investment income	400,000	664,880	807,438
School Fees	–	89,251	–
School generated funds - revenues (Note 36)	–	793,099	603,024
Other	19,562	100,829	143,667
	419,562	1,648,059	1,554,129
Total revenues	44,894,551	47,699,944	51,168,280

Revenues Highlights

- Overall revenue decreased by \$3.5M from prior year with majority of the decrease attributed to:
 - Decrease of \$7.8M mainly from the Government of Canada – Jordan's Principle funding
 - The decrease above was mainly compensated by:
 - Increase of tax requisitioned of \$1M from higher school rate
 - Increase of GNWT ECE contributions of \$3.2M (regular funding, Healthy Choices, Termination benefits, Support Assistant Funding)
 - Increase of Education authority generated funds of \$94K

Statement of Operations - Expenses

For the year ended June 30,

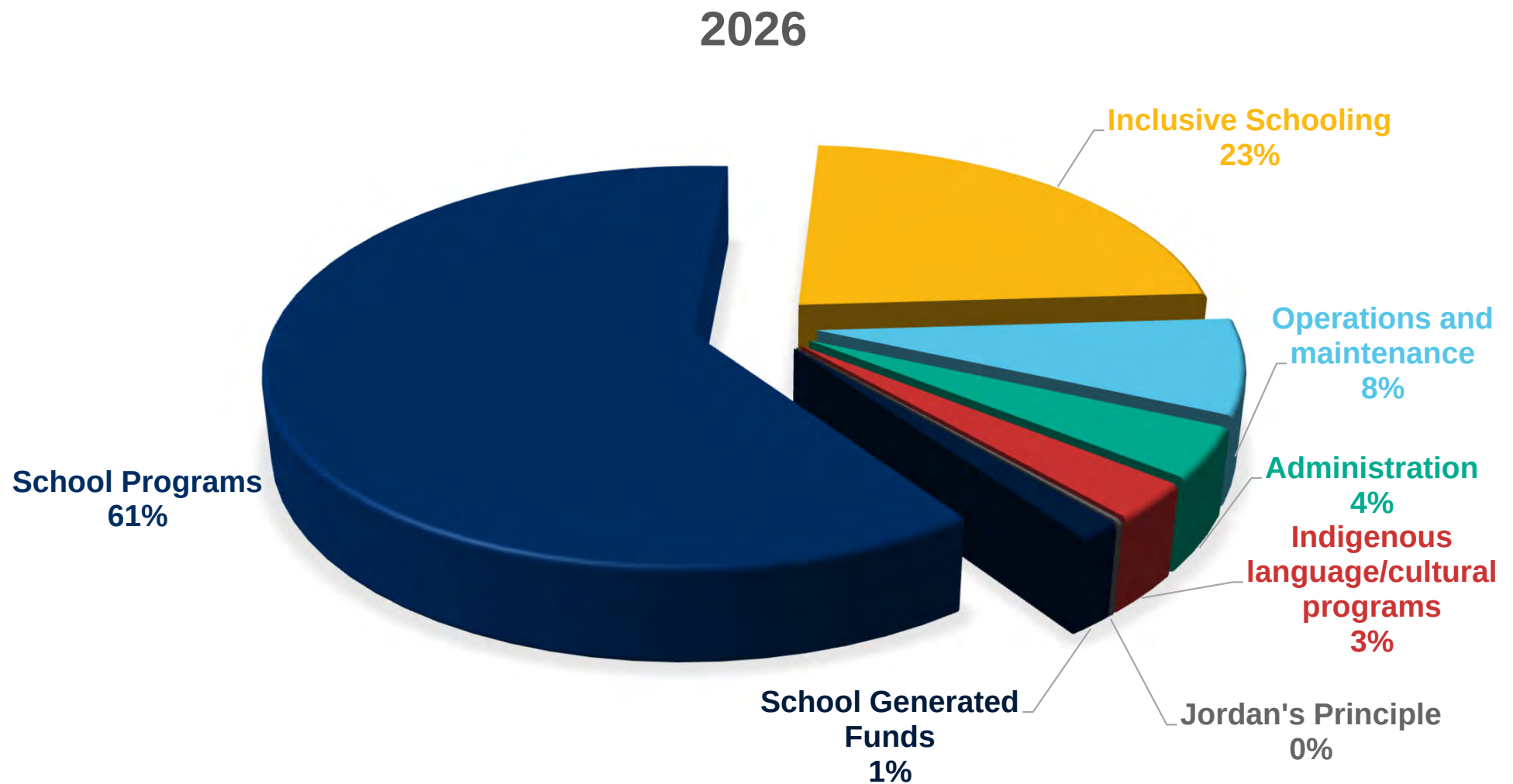
	2026 Budget	2026 Actual	2025 Actual
	\$	\$	\$
EXPENSES			
School programs	29,719,215	30,614,095	29,859,567
Inclusive schooling	8,906,960	11,501,791	8,435,276
Operations and maintenance	3,799,425	3,879,689	3,628,877
Administration	2,207,335	2,019,765	1,926,784
Indigenous language/cultural programs	1,448,248	1,451,610	1,352,117
Jordan's principle	—	86,256	7,101,087
Amortization	1,000,000	1,109,765	957,215
School generated funds - expenses	—	736,636	552,419
Total operating expenses	47,081,183	51,399,607	53,813,342

FY2026 Expense Budget Comparisons

Expenses	Budget	Actual	Difference	Δ
School Programs	29,719,215	30,614,095	(894,880)	-3.01%
Inclusive schooling	8,906,960	11,501,791	(2,594,831)	-29.13%
Operations and maintenance	3,799,425	3,879,689	(80,264)	-2.11%
Administration	2,207,335	2,019,765	187,570	8.50%
Indigenous language/cultural programs	1,448,248	1,451,610	(3,362)	-0.23%
Jordan's Principle	-	86,256	(86,256)	-
Amortization	1,000,000	1,109,765	(109,765)	-10.98%
School generated funds	-	736,636	(736,636)	-
Total	47,081,183	51,399,607	(4,318,424)	-9.17%

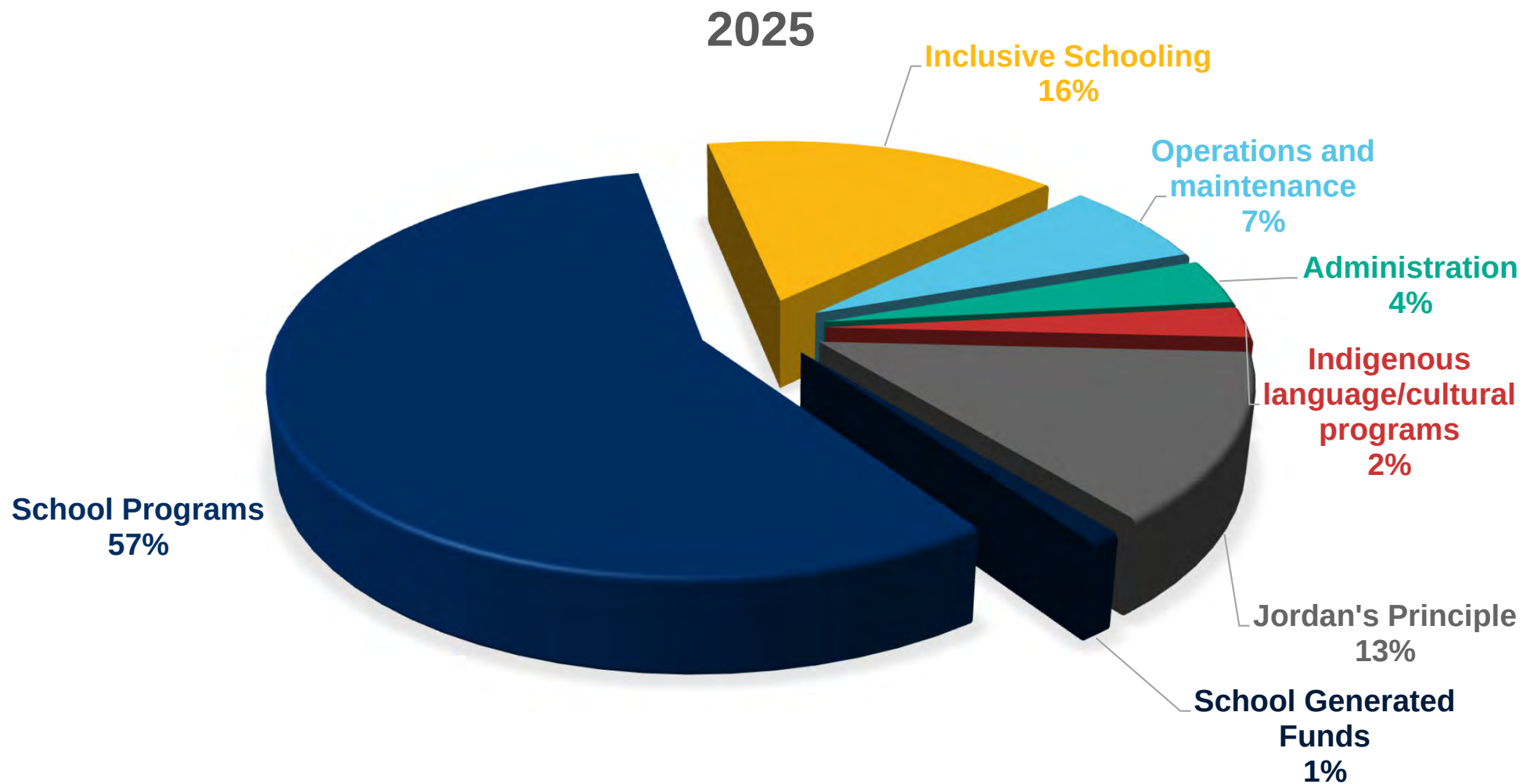
Note: bracketed figures represents unfavorable variances

Operating Expenses 2026



The above operating expenses exclude amortization.

Operating Expenses 2025



The above operating expenses exclude amortization.

Operating Expenses 2026

- Actual expenses (excluding amortization and school generated funds) were 7.54% (2025 – 3.52%) over budget mainly due to additional expenses almost across all segments (except Administration).
- 87% of expenses (excluding amortization) in 2026 relate directly to the classroom
- 88% of expenses (excluding amortization) in 2025 relate directly to the classroom

Expenses Highlights

- School programs
 - Increased by \$754K – Mainly due to higher pay
- Inclusive schooling
 - Increased by \$3M – due to increased and unexpected hiring and higher pay
- Operations & Maintenance
 - Increased by \$250K from prior year – in accordance with budgeted amount as previously mentioned

Expenses Highlights

- Jordan's Principle
 - Decreased by \$7M – expected given that the funding stopped
- Administration
 - Increased by \$93K – fairly consistent.
- School generated funds
 - Increased by \$184K from prior year mainly due to fluctuations in school activities during the year.

Management Letter Points for TCWG

Observation

We noted that the Authority continues to utilize Serenic, which is no longer supported or is being phased out by the software vendor, Sylogist

Implications

Continued reliance on unsupported software increases the risk of system failures, processing errors, security vulnerabilities, and incompatibility with future technology environments. In addition, software deficiencies may affect the efficiency and reliability of financial reporting and operational processes.

Recommendation

Management should keep working with Government of Northwest Territories - Department of Education, Culture and Employment for the development and implementation of a transition plan to a supported financial management system that meets the Authority's operational, reporting, and information security requirements.

Management Letter Points for TCWG

Observation

The organization does not have a formal investment policy in place. Current investments are limited to GICs and High Interest Savings Accounts.

Implications

Without a formal investment policy, the Authority may be exposed to inconsistent decision-making, unclear authority levels, and reduced governance oversight over investment activities. As investment balances increase or investment options evolve, the absence of approved investment parameters may increase operational and compliance risks.

Recommendation

Management should develop and present a formal investment policy for Board approval that defines investment objectives, risk tolerance, permitted investments, authorization levels, and monitoring requirements.

Management Letter Points for TCWG

Observation

We noted that new vendor setups and changes to existing vendor information in Serenic do not require independent review or approval.

Implications

The absence of independent review over vendor master file additions and modifications increases the risk of unauthorized, duplicate, fictitious, or inaccurate vendor records. Such weaknesses may increase the risk of fraudulent or erroneous payments and reduce the effectiveness of key procurement and disbursement controls.

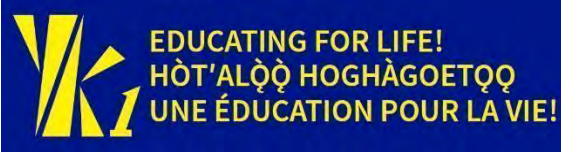
Recommendation

Management should establish a documented vendor maintenance approval process requiring independent review and authorization of all new vendor setups and vendor information changes before they are processed within the system. Evidence of review should be retained to support accountability.

Upcoming updates in Canadian Auditing Standards (“CAS”) – for periods beginning on or after Dec 15, 2026

- CAS 240, *The Auditor’s Responsibilities Relating to Fraud in an Audit of Financial Statements*
- CAS 570, *Going Concern*
- CAS 620, *Using the Work of an Auditor’s Expert*

-
- Question(s)?
 - In-camera session



BOARD REPORT

Title:	Request for International Professional Development
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	September 9th, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	• Staff benefit from opportunities to learn from and with colleagues. We have received three requests for international travel to attend professional development.
Looking ahead	Attached is one request for travel to the US for professional development
Recommendations	Approve the request for travel for professional development
Attachments?	Yes__x__ No____ (list attachments) Teacher request and supporting documents

**PROFESSIONAL DEVELOPMENT REQUEST**

All Staff (Admin/ Teachers/ EA/ USW/ Excluded)

REQUEST FOR CONFERENCE/WORKSHOP ATTENDANCE and/or LEAVE

(*REQUIRED FIELD)

***A copy of the conference/workshop brochure or agenda MUST be attached**Upon completion of Professional Development, submit Expense Claim Form and/or Visa receipts within 30 days.

Name:	Darryl Mitchener	Phone:	(867) 445-6184
School/Department:	Ecole William McDonald Middle School		

Conference/Workshop Information:

Name of Conference/Workshop:	ature of Education Technology Conferen
Sponsored by:	Location: Orlando, Florida
Conference/workshop duration:	January 26-29, 2027
Dates away from school/office including travel:	5 Days

Estimated cost of Conference/Workshop: (Required)

Domestic travel outside of Yellowknife is required:

Yes ☒No ☐

Conference Fee:	\$680.00
Travel:	\$1,080.00
Accommodation:	\$1,100.00
Ground Transportation/Car Rental:	\$78.00
Per Diem:	\$685.25
TOTAL ESTIMATED COST:	\$3,623.25

Approvals required based on estimated trip cost	
\$499 & under	Principal/Manager only
\$500 & over	Principal/Manager Superintendent Chairperson (outside Canada)

Approvals:

Signature of Applicant

August 31, 2026

Date Submitted

Principal/Manager

08/31/26

Date

Superintendent

Date

Is travel outside Canada required?	YES ☒	NO ☐
Chairperson, Board of Trustees (required for travel outside Canada)	Date	

SCHOOL OR DISTRICT OFFICE USE ONLY

Payment & Sub Information (Required):				YES	NO
NOTE - All PD now requires a PO# created (see School or District Finance staff for assistance)					
*PO #:	Budget Amount	*Are subs required:		☐	☐
*Budget line 1:		How many days?			
Budget line 2:		*Bill to NWTTA?		☐	☐
*Payment Method(s):	Expense Claim ☐	Visa ☐			



Approval Request for Duty Travel Outside of Canada

All duty travel outside of Canada must receive documented approval by the Minister of Education, Culture and Employment per the Financial Administration Manual (FAM) policy 760. Additional information can be found in [Information Bulletin 760.01 Employee Duty Travel](#) of the FAM. Please ensure that the *Request for Approval for Duty Travel Outside of Canada* form is completed and submitted to your Superintendent no less than 6 weeks prior to requested travel.

Applicant Information

Name of Applicant (Person requesting travel): <i>Darryl Mitchener</i>	Date: <i>August 28, 2026</i>
Name of School: <i>Ecole William McDonald School</i>	Name of Community: <i>Yellowknife</i>
Name of Education Body: <i>YKI</i>	

Travel Information

Destination: <i>Orlando Florida</i>	
Travel Dates: <i>January 25-30</i>	Meeting / Conference / Event Dates: <i>January 26-29</i>
Name of Meeting / Conference / Event: <i>Future of Education Technology Conference</i>	
Link to Website (if available): <i>fetc.org</i>	
Describe alignment to education body, school, or personal professional learning / growth plan: (Attach additional pages as needed.) <i>K-12 teachers, IF & admin hands on experiences & cutting edge technology, and materials & insights. Hands on workshops, expo hall, and keynotes & networking opportunities.</i>	

Estimated Costs

Airfare / Mileage	\$ 1080	Funding Source ☒ NWTTA Professional Development Fund ☐ Funded by Employer ☐ Other: _____
Accommodations	\$ 1100	
Tuition / Course fee	\$ 680	
Per diem	\$ 685.25	
Total Estimated Cost	\$ 3545.25	

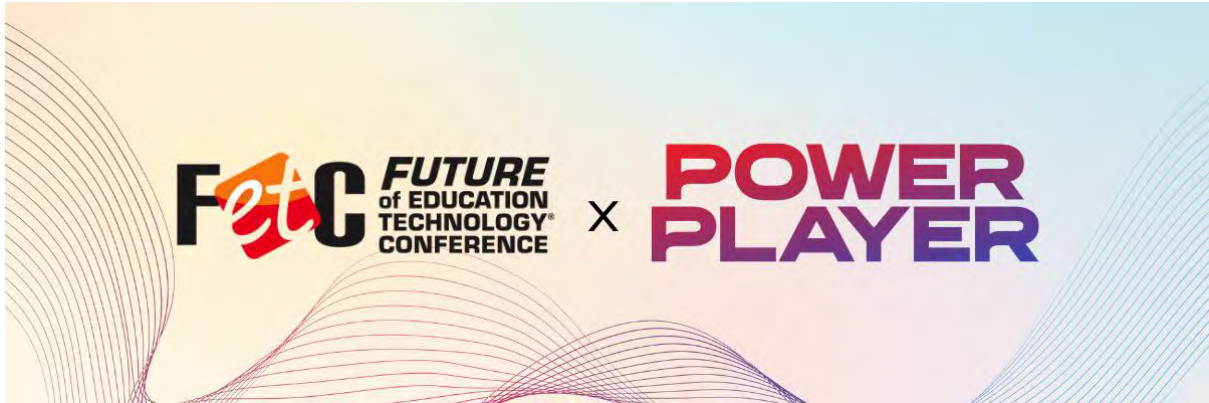
Approvals**Approval for Travel Outside the NWT** (and endorsement of requested travel outside Canada)
☐ Travel Outside the NWT - *Approved*
☐ Travel Outside the NWT - *NOT Approved*

Education Body Superintendent
(Signature)

Date
Approval for Travel Outside Canada
☐ Travel Outside Canada - *Approved*
☐ Travel Outside Canada - *NOT Approved*

Minister, Education, Culture and Employment
(Signature)

Date
Supporting Information (Optional: Additional information if approval request has not been approved.)



Darryl Mitchener

Assistant principal and ADST teacher

Ecole William McDonald Middle School

Yellowknife, NT

August 28, 2027

Dear Ms. Zouboules,

I am writing to request approval and support for professional development funding to attend the Future of Education Technology Conference (FETC) taking place January 26–29, 2027, in Orlando, Florida. As an Assistant Principal and ADST teacher, I recognize the growing importance of strategic technology integration, AI readiness, cybersecurity, instructional innovation, and future-focused leadership in K–12 education.

FETC is one of the nation’s leading conferences for education and technology leaders, bringing together the “Power Players” shaping the future of teaching and learning. Attending this event directly aligns with my professional growth goals and supports our school/district priorities related to Learning and Community.

FETC offers hands-on professional learning, practical implementation strategies, and direct access to emerging technologies and instructional best practices. With hundreds of sessions, workshops, and leadership-focused learning opportunities,

the conference provides actionable strategies that can immediately support our district's work in areas such as AI integration, student engagement, instructional innovation, digital equity, STEAM.

In addition to educational sessions, FETC provides opportunities to evaluate tools and solutions that may improve efficiency, strengthen student outcomes, and support long-term strategic planning across our schools.

The sessions and workshops I plan to attend will focus on AI, student engagement and STEAM projects, which directly support our school/district initiatives surrounding Learning and Community. FETC also offers opportunities to earn Continuing Education Units (CEUs), supporting ongoing professional growth and reinforcing our district's commitment to educational excellence and innovation.

The knowledge and strategies I gain will help strengthen our efforts in areas such as technology integration, AI literacy, and student-centered learning. I believe the insights gained at FETC can help improve implementation, increase staff confidence with emerging technologies, and positively impact student achievement and engagement.

FETC provides valuable opportunities to collaborate with educators, district leaders, and industry experts from across the country. These conversations and connections often lead to practical solutions, innovative ideas, and partnerships that extend well beyond the conference itself. Learning from districts facing similar challenges will provide meaningful insight that can help inform our own strategies and decision-making.

Following the conference, I am committed to sharing key takeaways, resources, and implementation strategies with our staff. This ensures the value of the

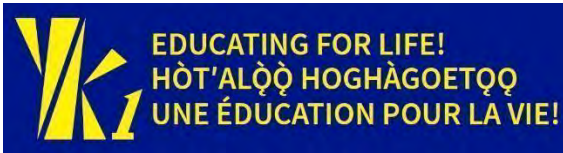
conference extends beyond my individual participation and benefits our broader school and district community.

I believe attending FETC 2027 is a strategic investment in both my professional development and EWMMS continued growth and innovation. I appreciate your consideration and welcome the opportunity to discuss how this experience can support our goals for the upcoming school year.

Thank you for considering my request and for supporting opportunities that strengthen teaching, learning, and leadership within Yellowknife Education District #1.

Sincerely,

Darryl Mitchener



BOARD REPORT

Title:	Final Approval Planning & Accountability Framework Mandate Review (PAF)
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	September 9, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Updates	Final data was incorporated into the PAF, formatting and revisions conducted.
Looking ahead	
Recommendations	Accept as information
Attachments	Yes__x__ No_____ (list attachments) Updated PAF

Planning and Accountability Framework
Mandate Review for the
Yellowknife Education District No.1

Submitted by:
Shirley Zouboules, Superintendent



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Executive Summary

The Planning and Accountability Framework (PAF) was introduced by the GNWT in June 2016 with the passage of the *Financial Administration Act*, SNWT 2015, c.13 (the FAA) and sets out the requirements to meet the for financial accountability that supports transparent and accountable government operations. All public agencies, listed in Schedules A, B, and C of the FAA, such as Yellowknife Education District No. 1 (YK1), are required to undertake a mandate review at least once every five years. This review took place from April 2026-August 2026. .

In this document the “Board” shall mean the governing elected body of the Yellowknife District No. 1 Education Authority; and, the “District” shall mean the Yellowknife Education District No. 1.

YK1 was established in 1939. Seven publicly elected officials serve on the Board and have a key role in the continued success of the District and the approximately 2, 200 students it serves. YK1 operates six schools and provides contract superintendent services to the nearby First Nations schools of Ndilo and Dettah. The Board has an annual operating budget of \$44 million with about 324 staff employed at district office and in YK1, Ndilo and Dettah schools.

YK1’s strategic priorities consider all students and staff to be learners. The areas of Wellness, Indigenous Language & Education, Learning and Community speak to the development of a capable person as a lifelong learner. In particular, they support the first and fifth education priorities of the 20th Legislative Assembly: Inclusive Education & Early Interventions, and; Culture, Heritage & Language Preservation At YK1, we believe in and respect the diversity, identity and growth of all learners. Below is an overview of the Boards strategic priorities.

For reference, the five priorities of the 20th Legislative Assembly, as set out in the Premier’s mandate letter to the Minister of Education, Culture and Employment,

are: 1) Inclusive Education & Early Interventions; 2) Modernizing Social Support & Income Assistance; 3) Workforce Development & Post-Secondary Education; 4) Early Learning & Childcare Access; and 5) Culture, Heritage & Language Preservation. YK1's strategic priorities align most directly with the first and fifth of these.



The Mandate Review began in June 2026 and included input from many District stakeholders in order to provide input and data and inform the final report. Participants included the Board, Superintendents, Finance Department, Education Services and School Administration YK1 has had significant turn over with superintendents in the past five years and a new Board elected in October 2022. Stabilizing the system in the aftermath of both Covid 19 and a city wide evacuation due to forest fires has been the imperative.

Key findings are influenced by several years of system disruption, including pandemic-related interruptions to in-school learning, the Yellowknife wildfire evacuation, and significant turnover in senior leadership. Canadian research cautions that school closures and shifts to remote or hybrid learning can affect academic achievement, social development, mental health, and equity, with the greatest impacts often experienced by students who were already vulnerable or who required additional learning supports. Statistics Canada notes that school closures affected the learning and academic success of Canadian children and youth and that it may take years to fully measure longer-term effects, including potential learning loss. Haeck and Larose similarly argue that school closures may have medium- and long-term consequences for academic achievement, learning loss, and learning gaps in Canada, while Volante and Klinger observe that pandemic-related disruption intensified concerns about student achievement in foundational areas such as reading, writing, mathematics, and science. Within this context, YK1's post-disruption work must continue to focus on stabilizing learning conditions, monitoring student progress, strengthening mental health and wellness supports, and targeting interventions for learners most affected by interrupted in-school learning.

YK1 has met the legislated mandate under the Education Act and the Planning and Accountability Framework.

Research cited: Statistics Canada, *School closures and COVID-19: Interactive Tool*; Catherine Haeck and Simon Larose, "What is the effect of school closures on

learning in Canada? A hypothesis informed by international data,” *Canadian Journal of Public Health* (2022); and Louis Volante and Don A. Klinger, “COVID-19 and the Learning Loss Dilemma,” *EdCan Network* (2023).

The pandemic and recent natural disasters exposed and deepened existing inequities in education. Evidence from YK1 and other jurisdictions shows that students from low-income households, students with complex learning needs, and younger learners were most affected by interrupted in-school learning, particularly where access to devices, connectivity, electricity, or specialized supports was limited. Although the GNWT provided resources during remote learning, recovery now requires a stronger and more consistent approach to digital access and student safety

Introduction

The Planning and Accountability Framework (PAF) was introduced by the GNWT in June 2016 with the passage of the *Financial Administration Act*, SNWT 2015, c. 13 (the *FAA*), specifically sections 21, 33, and 146. The PAF sets out the requirements to meet the minimum standard for financial accountability that supports transparent and accountable government operations.

All public agencies listed in Schedules A, B, and C of the *FAA* must undertake a mandate review.

The mandate review is a formal assessment of what the agency has been tasked to do primarily by enabling legislation, but also by any governance documents produced by and for the organization and the mandate and priorities of Legislative Assemblies, and how well it is achieving those things. The minimum requirement of any mandate review is:

- An assessment of operations compared to legislation and the organization’s overall mandate;
- An assessment of the effectiveness of the entity, performance of measures and expected results; and

- A plan to address any identified discrepancies between mandate and operations.

Organizational Background and Overview

YK1 is the NWT's largest education district and operates six schools and provides contracted superintendent services to the nearby Yellowknives Dene First Nations schools of K'alemi Dene in Ndilo, and Kaw Tay Whee School in Dettah. In partnership with family and community, YK1's mission is to provide all students with the education required for a life of learning.

The mandate of the publicly elected Board of YK1 is to provide a system of education to all students in accordance with the legislation of the Government of the Northwest Territories (GNWT) and the needs of the students and community. The Board is responsible for *governance*, specifically the development of strategic directions and policies to guide the provision of educational services to students in the District, in keeping with the requirements of government. GNWT legislation defines what school Boards shall do.

The Board must appoint a superintendent and provide clear corporate direction and delegate administrative authority and responsibility subject to provisions and restrictions in GNWT legislation. Superintendent leadership is demonstrated in the knowledge and abilities to implement quality school leadership, quality teaching and optimum learning. The Superintendent engages with the school community in implementing the vision for student success, based on the Board's values and beliefs. The Superintendent directs school authority *operations* and allocates resources in the interests of all students and in alignment with the Board's goals and priorities.

Clear role distinction between the Board (governance) and the Superintendent (operations) is defined in District policy. By adhering to their own policy, the Board can focus on areas of effective governance including:

Engagement – The Board interacts with stakeholders to share information, gather feedback and communicate the mission and values of the school district.

Advocacy –The Board advocates for public education and for the district to other elected officials

including the Minister of Education and local MLAs.

Accountability – The means in which the Board demonstrates they are effective stewards and govern according to local context and NWT legislation.

Assurance – A series of checks and balances to keep track of quality, standards and financial accountability. The Board is transparent and fulfills the obligation to answer for and publicly report.

The Board is responsible to assess its effectiveness through an annual evaluation. Similarly, once a year, the Board must evaluate the Superintendent's performance using the roles and responsibilities defined in policy and included in the Superintendent's employment contract.

Specific Areas of Responsibility of the School Board (GOVERNANCE) defined in Policy:

1. Accountability to the GNWT

- Act in accordance with all statutory requirements in order to implement territorial educational standards and policies.

2. Accountability to the Community

- Establish processes and provide opportunities for community input

3. Strategic Plan

- Provide overall direction for the District by establishing strategic directions

4. Policy

- Determine how the Board fulfills its governance role

5. Board/Superintendent Relations

- Select the superintendent and negotiate contract
- 6. Political Advocacy
- Develop plans for advocacy including focus, key messages and mechanisms, and review annually

7. Board Development

- Review the Board's effectiveness through an annual evaluation.

8. Fiscal Accountability

- Approve the budget annually and review programs to ensure efficiency

Specific Areas of Responsibility of the Superintendent (OPERATIONS) defined in policy.

1. Educational Leadership

- Implement education directives as established by the Board and/or GNWT legislation.

2. Fiscal Responsibility

- Ensure the fiscal management of the District by the Secretary Treasurer is in accordance with the terms and conditions of any funding received.

3. Human Resources

- Have authority and responsibility for all personnel-related issues, except for those mandated in Board policy, labour legislation or collective agreements.

4. Policy and Procedures

- Facilitate the Board's role in establishing policy and the development, implementation, evaluation and revision of Administrative Procedures.

5. Superintendent/Board Relationships

- Establish and maintain positive, professional working relations with the Board.

6. Strategic Planning and Reporting

- Implement the strategic plan as approved by the Board and report annually on results achieved.

7. Organizational Management

- Demonstrate effective organizational skills resulting in District compliance with Board directives and timelines.
- Report to the Minister on matters required by legislation and regulations.

8. Communications and Community Relations

- Develop and maintain positive and effective relations with government agencies, such as the GNWT and the City of Yellowknife.

9. Leadership Practices.

- Lead in a manner that is viewed by the Board as being effective and positive.

The 2025-2026 school year marks the second year of growing stability in the District. The Board elected in 2022 remained in place for their term. With significant changes in district leadership, including a new superintendent in 2024 as well a new secretary treasurer, in the wake of significant upheaval across the North, stabilization continues to be the priority. These changes resulted in weakening of corporate memory and provided opportunity to review and either update or rework past practices.

Students, families and staff continue to feel the impacts of a global pandemic and the evacuation of the city due to wildfires. Schools are seeing the impacts on learning and on the mental health of our community.

The work of modernizing the *Education Act* is on going and the NWT will enter the last year of implementation of the adapted or adopted curriculum, by 2027-2028 .

The focus for the district will remain on stabilizing internal structures and ensuring clear connections between legislation, regulations, policy and procedures. Within a well structured district, students will continue to thrive. The strategic pillars established by the board will guide education delivery and decision making.

A summary of how the District is organized follows.



Operating Environment and Strategic Context

Yellowknife Education District No. 1 (YK1) sets educational goals that align with the five priorities articulated by the Department of Education, Culture and Employment (ECE); Student achievement in Literacy and Numeracy, Language and Culture, Student and Educator Wellness, Personalized and Inclusive Education, and Key Competencies. The priorities are embedded within the strategic direction at YK1.

The YK1 strategic priorities below are listed separately, however, they are intertwined and interwoven in teaching, learning and planning at YK1. The word 'learner' reflects both students and staff - we are all learners. Although the four priorities are presented linearly, but it important to consider them as interconnected, much like learning.

Wellness

Build relationships and cultivate a culture of holistic wellness

Relationships between learners and educators build the foundation for teaching and learning. Now, more than ever, our learners are finding it difficult to connect and engage for many reasons. If we expect and want learners to take risks and try new things, they must feel safe and know they possess their own valuable gifts. The development of self is respected and encouraged. Physical and mental wellness education promotes and develops all aspects of well-being.

Indigenous Language and Education

Honour and celebrate Indigenous Language and Culture for all learners

We are fortunate to be living and learning on Chief Drygeese Territory in the Akaitcho Region, the traditional homeland of the Yellowknives Dene First Nation and homeland of the North Slave Metis. It is our responsibility to honour those who were here before us and continue to learn from the land and people. Balancing Indigenous and Western worldviews is an essential part of learning in our context. Exploring and instilling an appreciation of Indigenous ways of knowing and being speaks to the holistic development of our learners. A capable person is someone who is able to thrive and contribute in different contexts. Appreciating and

honouring the language and culture, particularly of our area, allows everyone to participate by respecting and learning from different perspectives.

Learning

Ensure inclusive, equitable and authentic learning experiences

Learning, once thought of as imparting facts and knowledge, is now realized to be a complex, many faceted experience. Educational researchers agree that learning is much deeper than memorization and information recall. Deep and long-lasting learning involves understanding, relating ideas and making connections between prior and new knowledge. It requires independent and critical thinking and the ability to transfer knowledge to new and different contexts through authentic learning experiences. It also means ensuring we assume competence in all learners. Teaching is focused on the processes of learning as competencies that support the 21st Century learner.

Community

Foster critical understanding of local, national and global issues

Communities exist as mechanisms of mutual support, interest and necessity. As part of a global community, we want our learners to recognize their place and their responsibilities as members. National and local challenges impact us and provide opportunities to demonstrate innovation and creativity. As learners in this time and in the future, what we come to know about and understand will strengthen our ability to contribute to our immediate and further reaching communities.

A summary chart follows with student enrolment, staff allocation and programs by school.

STUDENT & STAFF ALLOCATION

				Staff			
School	Grades Offered	Student Total	*Programs Offered	Teachers	Education Assistant	Other Staff	Staff Total
École Itl'ò	JK - 5	307 369	FI	22	13	4	39
Mildred Hall School	JK - 8	286	Eng	20	16	4	40
NJ Macpherson School	JK - 5	325	Eng.	23	20	4	47
Range Lake North School	JK - 8	207	Eng.	17	16	4	37
École William McDonald Middle School	6 - 7	325	Eng, FI, IF, PIF	21	9.5	4	34.5
École Sir John Franklin High School	8 - 12	687	Eng, FI, IF, PIF	42	12	9	63

FI = French Immersion, IF = Intensive French, PIF=Post Intensive French

YK1 employs teachers with a wide range of experience, from 0 to over 30 years. Our largest demographic are teachers of five years or less experience (approximately 32%) while our smallest demographic are teachers over 25 but less than 30 years (approximately 4%). Approximately 12% of our teachers have more than 20 years of service with the District, while approximately 61% of our teachers have 10 years of service or less.

Areas where we experience the most challenges in staffing are in French Programming, Indigenous Language Instruction, and Administration. The high demand for French teachers across Canada makes it difficult to attract and retain qualified French teachers due to the isolation and high cost of living. While we have experienced some success, staff interest in applying for administrative roles is inconsistent due to the perceived high expectations and overwhelming demands of the assignment. It is challenging to maintain and staff Indigenous Language programs due to extremely low numbers of qualified Indigenous Language certificated teachers. To meet need, Wiiliideh is taught at two schools, Mildred Hall and Sir John Franklin, with an Elder and a certified Language teacher. YK1 has been successful in securing an Indigenous Language Instructor Employment Plan candidate for the 2026-2027 school year. This person will learn from skilled teachers as well as be mentored by a language speaker with the expectation that they will become a language instructor in our schools.

YK1 trains 'new to the north' educators to enhance retention, while continually offering Professional Development for experienced educators. Previously, new YK1 hires attended the ECE New to the North In-service each August. This has since been replaced by ECE with digitally delivered offerings through ConnectEd NWT. YK1 continues to provide a day of orientation to new staff prior to the start of school. YK1 offers two cultural learning days for the entire district to explore topics such as Residential School legacy, reconciliation and Indigenizing education. Several conferences are available to staff throughout the year, such as Inspire and the Alberta FNMI regional gathering. Courses available to staff offer insight into cultural

orientation and language revitalization such as Dechinta. YK1 continues to work closely with ECE to provide in-services on curriculum renewal and new assessment practices.

Organizational Mandate

The mandate of the Board of Trustees of the YK1 is to provide a system of education to all students in accordance with the legislation of the GNWT, primarily the *Education Act*, and the needs of the students and community.

Legislated or Policy Mandate

Legislated Mandate

The legislated mandate to which YK1 reports against here is that found in the Education Act, SNWT 1995, c.28 (the '*Education Act*').

The operations of education authorities in the NWT are affected by other pieces of legislation which will be listed below, however, these pieces of legislation do not form part of the official mandate of education authorities for Planning and Accountability Framework purposes:

- *Education Act, 1995*
- *Local Authorities Election Act, 1988*
- *Child and Family Services Act, 1997*
- *Safety Act, 1988*
- *Employment Standards Act, 2007*
- *Official Languages Act 1988*
- *Financial Administration Act, 2015*
- *Regulations of the Education Act, 1996*

Mandates derived from policy or other non-legislative documents include:

- *Truth and Reconciliation Commission of Canada's (TRCC) Calls to Action*
- *United Nation's Declaration of the Rights of Indigenous Peoples (UNDRIP)*
- *United Nations Convention on the Rights of the Child (UNCRC)*

- JK-12 School Curriculum Renewal; BC's Competency-Based Framework; 2023
- [*ILE Policy*](#); 2018
- Aboriginal Student Achievement Education Plan; 2011
- Department of Education Ministerial Directives
- Ministerial Directive on Strengthening Teacher Instructional Practices; 2020
- NWT Ministerial Directive on Inclusive Schooling; 2016
- NWT School Handbook 2
- Educating All Our Children: Departmental Directive on Student Assessment, Evaluation, and Reporting; 2010
- NWT School Improvement and Reporting Directive and Framework; 2010
- Standardized Testing – Alberta Achievement Testing; 2004 (Diploma exams have been phased out)
- Directive on Aboriginal Language and Culture-Based Education
Departmental
Directive;
- School Fees for Treaty Rights Holders;
- Management of Information in the Student Record and Other Records
Pertaining to Students; 1998
- School Handbook for Suspected Child Abuse and/or Neglect; 2020
- Use of Education Facilities; 1998
- Home Schooling; 1997

The *Education Act* is the primary piece of legislation that education authorities are accountable to. See APPENDIX A for details as to how YK1 complies with the *Education Act*.

YK1 Policy Mandate

As the corporate body elected by the voters that support the YK1, the Board is responsible for the development of strategic direction and policies to guide the provision of educational services to students in the District and meet the requirements of government.

Board Policy supports the governance function of the Board. It defines the role of the Board, the role of the Superintendent and the delegation of authority from the Board to the Superintendent. Policies include the following:

1. Foundational statements which provide guidance and direction for all activities within the District;
2. Directions for how the Board, its committees and representatives function and how individual Trustees are to conduct themselves;
3. Statements as to how appeals and hearings will be conducted, and;
4. Specific matters that the Board has chosen not to delegate to the superintendent.

Board Policies are operationalized through District Administrative Procedures, the primary written document by which the superintendent directs staff. The development of two separate and distinct documents, Board Policy Handbook and Administrative Procedures Manual, is meant to reinforce the distinction between the Board's responsibility to govern and the superintendent's executive or administrative duties related to operations.

Link to the detailed YK1 Board Policy Handbook:
<https://www.yk1.nt.ca/page/377/board-policies>

Link to the detailed YK1 Administrative Procedures Manual:
<https://www.yk1.nt.ca/page/2807/administrative-procedures>

Legislative Assembly Priority or Mandate Commitment

Minister of Education, Culture and Employment, Cleveland's key directives, through to 2027:

In the Northwest Territories, official mandate letters assigned by Premier R.J. Simpson outline key directives for each Cabinet Minister, setting their priorities through 2027.

The Minister of Education, Culture and Employment (ECE), Honourable Caitlin Cleveland, oversees an expansive portfolio. Rather than working in a silo, her department's mandates are tied directly to the broader 20th Assembly priorities:

1. Inclusive Education & Early Interventions

- Major Funding Boost: Secure long-term stability for NWT classrooms with expanded investments in inclusive schooling to ensure equal access to quality education regardless of location.
 - YK1 will utilize additional funding resources to ensure student needs are met. For the purposes of this review, prior to this funding boost, YK1 did not have the resources required to ensure equity and stability in our schools.
- Early Screening & Support: Introduce early screening processes and improve access to essential in-school services—such as speech-language therapy, occupational therapy, and mental wellness counseling—by coordinating directly with the Department of Health.
 - YK1 has supported early screening for junior kindergarten through to grade 2 for learning readiness
 - YK1 has utilized contracted services for both Speech and Language therapy and in-class support.
 - YK1 contracts mental health experts as needed. This would be when needs surpass the mandate of the School Based Mental Health staff who specifically work with students on prevention and promotion rather than counselling.

- Staff Support & Training: Provide enhanced training and resources for Support Assistants and educators working in inclusive classrooms.
 - YK1 provides training for educational assistants via contracted services or in-house expertise, during the Strengthening Teacher Instructional Practices time as YK1 EAs are part of the NWTTA/YK1 collective bargaining unit. Teachers and other support staff are also provided with training on a variety of topics to support inclusivity.

2. Modernizing Social Support & Income Assistance

- Trauma-Informed Services: Redesign existing income assistance and social benefit applications using a trauma-informed, person-centred approach, ensuring benefits are easier to access and navigate.
 - YK1 acknowledges and actively seeks to support students, staff and families through a trauma-informed lens. Through culturally appropriate means, staff participate in learning opportunities with Elders and Knowledge Keepers to inform our approaches.

3. Workforce Development & Post-Secondary Education

- Skills Training & Trades: Strengthen northern workforce readiness by improving local apprenticeship pathways, Red Seal certifications, and trade recognition programs to match upcoming industry and critical mineral opportunities.
 - YK1 believes that learning happens in many ways and there are many paths to success. Through the implementation and support of the Schools North Apprenticeship Program (SNAP), students can experience success in trades while attending high school.
 - Through Locally Developed Courses, YK1 high school students are offered a Teacher Assistant program, Cosmetology, Construction & Industrial Arts, and next year, Aviation.
- Post-Secondary Transformation: Continue supporting the multi-year transition of Aurora College into an accredited polytechnic university.

- While the future of this work remains uncertain, YK1 continues to support and encourage students to attend the College for programs such as Early Childhood Education and Nursing.

4. Early Learning & Childcare Access

- Affordable Childcare: Expand early learning programming across NWT communities to support young families and lower the overall cost of living.
- Service Delivery Partnerships: Work directly with Indigenous and community governments to design, fund, and maintain local, culturally safe early education programs.
 - YK1 partners with Aurora College and their ECE program to provide practicum opportunities for their students, in our schools. As many program students have cultural knowledge and practices that benefit primary students, we are pleased to have a reciprocal relationship that allows both groups of students to learn in a culturally safe environment.

5. Culture, Heritage & Language Preservation

- Indigenous Languages: Promote, preserve, and fund the use of official Indigenous languages across schools and public services.
 - As part of the School Funding Framework, YK1 also receives funding to support promotion and preservation of official Indigenous languages. Since the last mandate review, we have implemented a language speaker and/or knowledge keeper at each of our schools. At two schools, there are regular Wíílídeh classes offered. At the other four, language instruction is part of weekly hands-on cultural activities.
 - Incorporating Indigenous traditions/ceremony into school events (feeding the fire) mandatory curriculum implementation of Dene Kede, Inuuqatigiit and Our Languages curricula
 - Staff have also been supported to take part in Tlicho lessons through College Nordique.

- Cultural Safety: Ensure departmental programs actively center cultural safety, acknowledging intergenerational trauma and systemic barriers.
 - YK1 has provided cultural awareness training through The Blanket Exercise for all staff, offered cultural awareness activities through hands-on sessions with Elders as part of a District approach both during the workday and after hours and hold various ceremonies with support from Indigenous Knowledge Keepers that support on-going understanding of deep-rooted trauma.
 - Through the School Based Mental Health and Wellness initiative with ECE, YK1 has provided wellness supports for students that are based in healing centred engagement.

GNWT

Boards are required by the GNWT to submit Annual Budget/Audit Report, Operating Plan, and Annual report. Below is the schedule of reporting:

Budget and Audit		Operating Plans (OP)		Annual Reports (AR)	
Jan/Feb	Budget details available to Board (preliminary)				
Feb	YK1 prepares preliminary budget	ECE provides draft Accountability Framework for input and feedback			
March		ECE Sends Accountability Framework template to			

		Superintendents		
April	Ratepayers meeting to present YK1 preliminary budget	Ed Bodies submit draft of OP to ECE		
May/June	Board approved budget	ECE provides feedback to Ed Bodies. Ed Bodies submit final OP to ECE		
June	Approved budget must be sent to GNWT			
July	Education Bodies conduct annual audit			Education Bodies submit Draft AR to ECE
Aug	Audit report submitted to audit			ECE provides AR feedback to Education Bodies
	committee for review			
Sept	Board approves audit report Minister must receive audit report			Education Bodies submit Final AR to Minister, ECE

Oct					
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The current YK1 reporting documents that are mandated, submitted and reviewed by the GNWT are:

Annual Reports

Operating Plans

Audited Financial Statements

These reports are found at: <https://www.yk1.nt.ca/page/370/annual-reports>

Implementing the Mandate

Yellowknife Education District No. 1's current Operating Plan Report 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 GNWT Mandate and the Minister of Education's direction.

Operations

YK1 offers a variety of specialized programs to meet the needs of diverse learners. Below is a summary by school, followed by detailed description and connection to legislative priorities.

	District
Grades:	JK to 12
Student:	2202 (FTE) students as of June 3, 2026
Staff	288.18 (FTE), 293 actual staff, plus 210 active casual staff (substitutes)
Programs:	6 schools (two JK to gr. 5, two JK to gr. 8, one gr. 6 to gr. 8, and one gr. 9 to gr. 12)

NJ Macpherson School	
Grades:	JK to 5
Student:	325 (FTE) students as of June 3, 2026
Staff	48.85 (FTE) staff
Programs:	Junior Kindergarten, Core French, Ori (ILE programming – Wíílídeh language instruction)
École It'ò	
Grades	JK-5
Student:	369 (FTE) students as of June 3, 2026
Staff:	26 (FTE) staff
Programs:	Junior Kindergarten, French Immersion, Outdoor programming - Wíílídeh language instruction
Range Lake North School	
Grades:	JK-8
Student:	207 (FTE) students as of June 3, 2026
Staff:	44 (FTE) Staff
Programs:	Junior Kindergarten, Intensive and post Intensive French (not currently an option), Core French, Outdoor programming - Wíílídeh language instruction
Mildred Hall School	

Grades:	JK-8
Student:	286 (FTE) students as of June 3, 2026
Staff:	54.5 (FTE) staff
Programs:	Junior Kindergarten, Birchbark Program, Outdoor programming -Wíílídeh classes
École William MacDonald School	
Grades:	6-8
Students:	328 (FTE) students as of June 3, 2026
Staff:	30.5 (FTE) staff
Programs:	French Immersion, Intensive and Post Intensive French, Core French, Outdoor education – Tlicho language instruction
École Sir John Franklin High School	
Grades:	9-12
Students:	687 (FTE) students as of June 3, 2026
Staff:	68.5 (FTE) staff
Programs:	French Immersion, Intensive and Post Intensive French, Core French, Knowledge and Employability, Night School Rout 51, Outdoor programming - Wíílídeh classes

Enrolment data *FTE Sept. 20

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
JK-12 all students	2182	2169	2095.5	2098	2106	2155.25
JK-12 French Immersion	468	503	498	538	625	652

JK-12 Programs**1) Junior Kindergarten and Kindergarten**

20th Legislative Priority: Improve early childhood development indicators for all children.

Education Act Section 19

Strategic Priority “Learning”

YK1 Administrative Procedure 210: Early Childhood Development

NWT Right from the Start: Early Childhood Development Framework and Action Plan

Early Childhood Services programs address the developmental needs of each child and provide an early start to school readiness. Where such programs are offered by the District, an integrated model of services involving staff, parents and the community is followed. YK1 offers JK and Kindergarten programs at four schools. Kindergarten registration is held during the month of February at each individual YK1 school. Early screening & support (20th Legislative Priority) are conducted in Kindergarten via the EDI, or Early Years

Development Instrument. This tool offers insight into the skills and experiences children bring with them to school.

2) Birchbark

20th Legislative Priority: Improve early childhood development indicators for all children. Legislative Priority: Increase student education outcomes to the same level as the rest of Canada. (20th Legislative Assembly Priority 1: Inclusive Education & Early Interventions)

Education Act Section 11: Choice of Access

The Birchbark Discovery Centre is a community-based, multi-aged group, alternative education program based out of Mildred Hall School. Its 5 Guiding Principles are: Children are at the centre of their own learning; learners are encouraged to be creative, innovative and take risks; diverse and flexible learning pathways are supported; learning is a partnership; and, everyone is a learner and everyone is a teacher. Children in Birchbark have the freedom to select learning opportunities that will meet their needs and interests while supported by the Learning Advisor(s) to meet appropriate curriculum benchmarks and beyond.

4) Indigenous Programming

Legislative Priority: Implement the United Nations Declaration on the Rights of Indigenous Peoples.

Legislative Priority: Increase student education outcomes to the same level as the rest of Canada. (20th Legislative Assembly Priority 5: Culture, Heritage & Language Preservation)

National Commission Truth and Reconciliation Calls to Action

Education Act Section Part III: Cultural Diversity

Curriculum Renewal: What we Heard Report: The GNWT is committed to implementing the TRCC Calls to Action and the UNDRIP

YK1 Strategic Priority “Learning”

YK1 Strategic Priority “Indigenous Language and Education”

YK1 Strategic Priority “Community”

YK1 Strategic Priority “Wellness”

YK1 Administrative Procedure 202 Multiculturalism

Administrative Procedure AP 251 Selection of Learning Resources

District Employee positions at YK1 to support this priority:

Indigenous Language Teachers and Dene Kede Facilitator

Indigenous Language and Culture Education Coordinator (RILE)
(YK1 also employs a number of Elders and Knowledge Keepers and provides superintendent services to Dettah and Ndilo schools)

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, YK1 is committed to an authentic response to the Truth and Reconciliation Commission of Canada’s (TRCC) Calls to Action and the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP). Ensuring an alignment between this commitment to Indigenous perspectives, culture, and languages and the curricula that is developed, adopted, or adapted is an important consideration necessary to meet these commitments. The newest YK1 French Immersion school (replacing École J.H. Sissons) opened in September 2022. The Board chose the name École It’o (Wíílídeh for cranberry) to honour the history of the land on which it dwells.

YK1 has implemented programs to explore and instill an appreciation of Indigenous ways of knowing which speaks to the holistic development of learners. Appreciating and honouring the language and culture allows everyone to participate by respecting and learning from different perspectives. Learning from Elders and Knowledge Keepers is an integral component of the YK1 response to the TRC Calls to Action. Indigenous programs provide culturally relevant learning into instructional programming in order to:

- To increase the offerings of the Wíílídeh language
- To ensure all schools reflect Indigenous language and culture

- To engage all students in Indigenous cultural experiences
- To increase the number of skilled instructors of Indigenous language and culture-based education.
- To strengthen relationships with Indigenous communities.

The following are incorporated into JK-12 programs: culture camps, school-community feasts, trapper training, Dene drumming, Elders in the classroom, Indigenous guest speakers, cultural safety training, Indigenous art, cooking Indigenous foods, Dene games, moose hide tanning, traditional sewing, Indigenous language learning, Metis fiddling and jigging lessons and canoeing.

Building the school community relationship is one of the most important aspects of Indigenizing education at YK1. There are a variety of strategies and activities to fulfill this goal. YK1 starts the school year with a District-wide and school Feed the Fire Ceremonies, directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in Cultural Experiences according to the themes of Dene Kede. Each school at YK1 has the autonomy to invite elders to be involved in activities such as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.

Schools teaching Wìlììdeh use the language in signage, announcements and assemblies. Wìlììdeh language is incorporated into other aspects of the curriculum. The schools that do not offer Wìlììdeh language are in the infancy of a whole school approach. YK1's approach to indigenizing curricula includes:

- Strategic allocation of funds to promote Indigenous Language and Culture
- Integration of the Language speakers and Elder into the regular programming in schools
- Inviting local Elders into special cultural events and into classrooms whenever possible
- Planning student visits into our local Indigenous community

- Offering formal Willìideh language classes at Mildred Hall School and École Sir John Franklin High School in addition to language instruction as part of immersive hands-on learning activities at all other schools

5) French Language Programs

Legislative Priority: Increase student education outcomes to the same level as the rest of Canada. (20th Legislative Assembly Priority 1: Inclusive Education & Early Interventions)

Charter of Rights and Freedoms (Section 23) - Right for children to be educated in the minority language.

Education Act Section Part III: Cultural Diversity/ Language Instruction

Strategic Priority “Learning”

Strategic Priority “Community”

YK1 Administrative Procedure 202 Multiculturalism

YK1 Administrative Procedure 212: Second Language Programs

YK1 Administrative Procedure AP 251 Selection of Learning Resources District Employee positions at YK1 to support this priority:

Supervisor of Instruction, French Programs

Instructional Coordinator, French Programs

YK1 French programs are:

a. Immersion

Designed to help students develop a functional level of bilingualism by the end of Grade 12.

b. Intensive French and Post Intensive French

A literacy-based approach to teaching French as a second language that is incorporated into the core French program for five months of the school year at grade 6. It is based on the use of French for authentic communication in the classroom and the development of literacy skills

in French. Classroom activities are related to projects and there is a high degree of interaction between teacher and students.

Intensive French is designed for students who have no previous, or limited, exposure to French language.

Post Intensive French is offered to students who successfully complete Grade 6 Intensive French, or have 1-2 years' experience in French Immersion.

c. Core French

Taught as a separate subject within the regular English program and offers students, whose first language is not French, the opportunity to acquire basic French language communication skills by the end of Grade 12.

6) Outreach (Route 51)

Legislative Priority: Increase student education outcomes to the same level as the rest of Canada. (20th Legislative Assembly Priority 3: Workforce Development & Post-Secondary Education)

Education Act Section Part I (5): Access to Education

Education Act Section Part I (11): Choice of Access

Strategic Priority "Learning"

Administrative Procedure AP 220 Alternative Programs

Administrative Procedure AP 251 Selection of Learning Resources

YK1 Administrative Procedure 300: Access to Education

Route 51 Learning Institute is a YK1 outreach program designed to accommodate students over 19 years of age, as an alternative setting to daily high school programming. Courses are offered in a modular format and are flexible to meet the needs of the adult learner pursuing a high school diploma or post-secondary qualifications.

7) A recent initiative, Stabilizing Education Partnership between YK1, YCS and Home Base will provide students specific learning opportunities, in situ, at the Youth Centre for students housed with Home Base and not attending traditional classes. This unique partnership will support youth in their goals for education, which may include employment, course completion, and graduation.

8) Student Supportive Programs

Legislative Priority: Increase student education outcomes to the same level as the rest of Canada. (20th Legislative Assembly Priority 1: Inclusive Education & Early Interventions)

Education Act Section Part I (5): Access to Education

Education Act Section Part I (7): Inclusive Schooling

Education Act Section Part I (11): Choice of Access

Strategic Priority “Learning”

Administrative Procedure AP 220 Alternative Programs

Administrative Procedure AP 251 Selection of Learning Resources

YK1 Administrative Procedure 300: Access to Education
YK1 Administrative Procedure 340: Specialized Services District Employee positions at YK1 to support this priority: Regional Inclusive Schooling Coordinator (RISC), Wellness Mentors

YK1 approach to inclusivity:

a. Regular Programs with Accommodations

Students with diverse education needs supported with accommodations made in the classroom through instructional methodology or assessment practices.

b. Modified Education Program (MEP)

When students require instruction at a curricular grade level different from their grade placement, an individual Modified Education Program (MEP) is developed and written to identify specific modifications.

c. Individual Education Plans (IEP)

When a student requires very individualized learning outcomes, an Individual Education Plan (IEP) is developed in collaboration with parents, teachers and any specialists involved with the student.

YK1 is continually working towards its objectives as identified in the section above. Summary of quantitative measures related to student success can be found in the subsequent appendices as outlined in the chart below.

Student Success Initiative Priorities	Appendices
Student & Staff Wellness • Safe & Caring Schools Social Emotional Learning Programs and staff development • Healthy Relationships (discontinued for the 2026-27 school year) • GSA • Wellness Mentors • EDI • MDI	Appendix F: Safe & Caring Schools Planning Appendix B: Early Years Development Instrument (EDI) data Appendix C: MDI (Middle Years Development Instrument) data Appendix E: Student Programming data Appendix G: Staff Training Health

Literacy & Numeracy/Inclusive practices • SAER Directive Developing staff capacity • Math & Literacy residencies • Lesson studies • Mentorship program (Offered internally by YK1)	Appendix H: Reading - Fountas and Pinnell (F&P) data Appendix I: District Wide Write (DWW) data Appendix J: Northern Lights Numeracy Performance Assessment (NLNPA) data Appendix K: GB+ (French reading) data
Consultant visits	Appendix L: Foundation Skills & Graduation Assessments Appendix M: Diploma Exam Data Grade 12 Appendix N: Graduation Numbers Appendix O: Minister's Medal Winners Appendix P: Overview of Professional Development
Indigenizing Education • Indigenous Framework and Action Plan • Bushkids (fits within all areas)	Appendix Q: Indigenous Language and Education

Governance

The Minister of Education, by regulation, divides the Territories into education districts. The *Local Authorities Elections Act* applies to all matters respecting the election of the members of a District Education Authority. The residents of an education district shall elect trustees in accordance with the regulations.

Seven publicly elected officials serve as YK1 Trustees for a school authority of approximately 2, 200 students. In October 2021, seven trustees were elected for the term of one year. In February 2022, a trustee resigned and the vacant position was filled by appointment of the individual who had the next greatest number of votes in the most recent election (as per procedure in Policy 5). The next election for trustees was held in October 2022. This is an anomaly for the district, two elections in twelve months, in order to align School Board trustee elections with four-year cycles of elected officials in Yellowknife. Going forward, elections will be held every four years, with an election scheduled, in conjunction with the City of Yellowknife and Yellowknife Catholic Schools, October 19, 2026.

As the corporate body elected by the voters that support the YK1, the Board is responsible for the development of strategic directions and policies to guide the provision of educational services to students in the District, in keeping with the requirements of government and as defined in legislation. GNWT legislation defines what school Boards shall and may do and Board Policy further outlines areas of governance. A Board makes decisions through motion at a public monthly Board meeting or through Policy. Policies support the important governance function of YK1's Board including defining the role of the Board, the role of the superintendent, and the delegation of authority from the Board to the superintendent.

Policies also include:

1. Foundational statements which provide guidance and direction for all activities within the District
2. Directions for how the Board, its committees and representatives function and how individual Trustees are to conduct themselves
3. Statements as to how appeals and hearings will be conducted and
4. Specific matters that the Board has chosen not to delegate to the superintendent

The mandate of the Board of Trustees of the Yellowknife Education District No. 1 is to provide a system of education to all students in accordance with the legislation of the Government of the Northwest Territories and the needs of the students and community.

The Board has adopted the following mission statement and motto in order to identify its purpose and guide its activities:

Our mission: Yellowknife Education District No. 1, in partnership with family and community, will provide all students with the education required for a life of learning.

Our motto: Educating for Life!

Board Beliefs:

- Education is the holistic process of imparting or acquiring knowledge and for developing skills, values, reasoning and judgment in the preparation an individual for a life of learning, meeting future challenges and in becoming a responsible members of society.
- Every student can learn and experience success in preparation for life through a cooperative, collaborative, and caring environment that enhances student learning.
- Students, parents, staff, Trustees and the community share in the responsibility of ensuring quality education.
- Every student has a right to schooling that recognizes and is sensitive to their needs, interests, and abilities.
- Schooling will incorporate learning opportunities available in the community.

YK1 is decentralized through a dispersal or delegation of authority from the Minister to the Board; from the Board to the Superintendent; and, from the Superintendent to other levels of operations. Although the Board has the right to delegate certain powers and responsibilities to others, the Board still retains ultimate responsibility.

Section 78 of the *Education Act* supports that the Superintendent is responsible for the administration and delivery of the education program (operations) and individual education plans in accordance with the directions of the Minister and the Board. Board Policy defines the role of the Superintendent and the delegation of authority.

During their time 'in office', Trustees attend monthly DEA/Board meetings and participate in regularly scheduled DEA/Board committee meetings. In addition, Trustees make every effort to increase their awareness and understanding of community concerns and school-based issues by attending Parent Advisory Committee (PAC) Chair meetings three times a year, public gatherings and community events. Student participation, as described in the Education Act, at Board meetings is encouraged. However, to date, students have not attended regular meetings of the Board unless they are part of a school delegation. The Board is currently reviewing meeting structures that may encourage more student interest.

YK1 Trustees play a vital role in the continued success of the District. Trustees lead with diligence and sound judgment, with the best interests of students at the forefront of decision making.

Accountability

According to the *Planning and Accountability Framework* (PAF), each NWT Education Authority is required to develop an annual Operating Plan and report on their progress through an Annual Report - the two key components of the current Education Accountability Framework. The Framework consists of a combined template to be used by Education Bodies to annually plan for and report on their operations, compliance with funded education directives, and implementation of activities and initiatives that align with the GNWT Mandate and the Minister of ECE direction, performance indicators directly linked to Education Act, policies and directives and core programs.

YK1 Annual Report - Educational Accountability Framework:

Operating Plan - Educational Accountability Framework:

Found out at: <https://www.yk1.nt.ca/page/370/annual-reports>

Summary of quantitative measures related to student success can be found in the appendices. The analysis, which occurs later on in this report, describes the types of measures or systems the organization has in place to assess whether it is achieving its objectives.

School Improvement

YK1 schools develop yearly School Improvement Plans based on the previous year's data. Each Principal identifies goals, targets and performance indicators that align with YK1 strategic priorities. School plans are shared with senior administration and the Board. At the end of the year attainment of goals and performance results inform the subsequent year's plan.

School Improvement Plans incorporate district strategic priorities and include ECE directives:

- Inclusive Pedagogies
- Indigenizing Our Practices
- Social Emotional Learning (SEL), Wellness, and Key Competencies

Site-based data will inform school plans, to ensure student and school community needs are considered.

YK1 2025-2026 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.
Place-based, culturally responsive initiative, Engaging Learners in the Elementary, Middle and High school years		Ongoing review of assessment practices and reporting student progress Continued work on incorporating Growth as a Learner into the new reporting model
Math/Science/Early Literacy foci EN/FR: • JK-2 Playful Inquiry • Literacy and numeracy residencies • Early Oral Language Development – Now Play	Cross-curricular planning and integration of <i>Dene Kede</i> .	Continued expansion of Outdoor Classrooms
Continued growth of our understanding of renewed curriculum competency to support the development of An NWT Capable Person	Continued Indigenization of learning environments and Resources	Fostering Open eXpression among Youth [FOXY], and Strength, Masculinities, And Sexual Health [SMASH]

Assessment to Instruction - cycle of inquiry for students and staff learners	Elders and Knowledge Keepers	Gay Straight Alliance (GSA)
Teaching for equity using flexible instructional practices	Key Cultural Experiences	Safe and Caring School Plans
Participation in ECE implementation of Competency-Based IEPs	School-based ILE Committees	Community partnerships
Following expected guidelines for PSTs		
Technologies to support equity for all learners		
Supporting complex learners in the classroom setting		
Supporting Educational Assistants in their role		

Policies and Practices

As the corporate body elected by the voters in Yellowknife, the Board is responsible for the development of strategic directions and policies that guide the provision of educational services to students in the District, in keeping with the requirements of government.

This YK1 Board Policies outline the governance function of the Board and can be found at:

<https://www.yk1.nt.ca/page/377/board-policies>

Policy Review

The Board has a mandate to regularly review, revise and develop all Board policies. Policy Committee of the Board is created to regularly:

1. Make suggestions to the Board for revision or deletion of existing policies.
2. Develop and draft new policies for the Board to address governance issues.
3. Review new policies that are submitted by administration or other committees of the Board.
4. Review any concern and make recommendations on issues that are related to legislative matters.
5. Make recommendations to the Board for approval.

This Administrative Procedures Manual is the primary written source of administrative direction for the District. It is designed to be consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures and practices. It provides specific guidelines and process on selected matters related to operations. There are 5 categories of administrative procedures:

- 100 General Administration
- 200 Instructional Programs and Materials
- 300 Students
- 400 Personnel and Employee Relations
- 500 Business Administration

The Administrative Procedures Manual can be found at:

<https://www.yk1.nt.ca/page/2807/administrative-procedures>

Analysis

Operations

YK1 is the largest school board in the Northwest Territories. In order for the organization to function optimally, it is essential it is built on a solid foundation. This foundation consists of policies, procedures, priorities and strategic plans. These frameworks provide structure for successful implementation and delivery of programs in our schools. In alignment with the *Education Act*, associated directives, and accountability frameworks, YK1 delivers JK-12 programming in English and French. Framing the analysis around the Board's strategic priorities, our programs and evidence gathered, leads us to identify gaps.

Student and Staff Wellness

Mental Health Professional Development

The Child and Youth Counsellor Initiative was in Year 2 of implementation at YK1 in 2021-22. The original CYC in school programming was restructured starting in the 2023-24 school year. Funding in this area was redistributed in order for education bodies to hire staff that would provide tier 1 and 2 prevention, promotion and referral for student mental health and wellness in schools.

YK1 continues to have access via referral to CYCs outside of school where they are able to provide direct therapeutic services to support the needs of children and youth in our community. CYCs have been part of the work as part of school-based support team in supporting individual students and school wellness and mental health priorities. CYCs have engaged with staff in supporting student, family and staff education surrounding mental health in schools.

School Based Mental Health and Wellness initiatives started in the 2024-2025 school year with funding from ECE. This flexible, responsible framework allowed YK1 to build a team of Wellness Mentors to support the work of prevention, promotion and early intervention. The work of the mentors is to, as a team, provide services to all schools around a variety of topics rather than provide counselling services. (see APPENDIX D) This supports the Minister's

mandate of implementing school-based mental health and wellness programs and services for JK-12 students.

Student Learning

In 2025-2026, students and staff at YK1 are supported by 16.25 Program Support Teachers and 86.25 Education Assistants. In an inclusive context, students may benefit from additional supports and/or accommodations and programming to support their learning (APPENDIX E). Staff are supported through school-based professional development initiatives that respond to YK1 strategic priorities (see pg.4).

External therapists and consultants are hired from within the NWT and from southern provinces to support school-based teams with inclusive practices and programming for students, JK -12. Specific therapy services are provided by partners in the schools for students in grades 1 - 12, Northwest Territories Health and Social Services Authority - Stanton, in areas of occupational therapy (OT), speech language therapy (SLP), physiotherapy (pt) and Audiology. Some students in JK and K are followed by preschool therapists at NWT HSSA - Stanton Clinic. In recent years, there has been a steady decline in the rehabilitation services YK1 is able to access within the territory. This has resulted in YK1 utilizing virtual services and contracted services to meet the needs of students in our schools. Data is collected throughout the year to determine the need of services at each school and track how and when services are delivered. In 2025, 12 students received private SLP services and 16 students received services not related to a school, through Stanton Clinic. Some of these services may include virtual.

Social Emotional Learning

One dimension of the 20th Legislative Assembly's mandate is to track improvements in the early childhood development. The tool that we use to measure this is the Early Development Instrument (EDI) assessment (see Appendix B). A readily available measure within the EDI is the proportion of children who show vulnerability in one or two domains. Currently, the results for 2022-2023 through to 2024-2025 are available, with results for 2025-2026 expected in the Fall of 2026. When reviewing data over time for populations,

we pay attention to trends as opposed to individual years. The data shows that the students in YK1 consistently show more vulnerability in one or two domains that is notably higher than in the normative population (which represents a national normative sample). This data reinforces that significant needs within our population of youngest learners continue to be evident. Addressing these needs must happen in collaboration with partner agencies and organizations, and also be appropriately supported within the education system, but also the health and social systems in the Territories. YK1 remains committed to working with our partners to improve the outcomes and life experiences for our youngest learners, and addressing their vulnerabilities. In this way, we can expect future improvement in all domains measured by the EDI, and anecdotally observed improved school readiness amongst our youngest learners.

The Middle Years Development Instrument (MDI) (see Appendix C) attempts to represent the extent to which students in Grades 4 and 7 self-report on five domains. These are: Social and Emotional Development, Connectedness, School Experiences, Physical Health and Well-Being, and Use of After-School Time. The results are categorized on the extent to which students experience, high, medium or low well-being.

For the years 2023-2024 to 2025-2026 YK1's Grade 4 students consistently show a lower number of those with low well-being as compared to the NWT average. The Grade 7 students for YK1 also show a similar trend for the years in question. It is important to note that the proportion of students in Grade 4 reporting low well-being ranges from 36% to 44%, and from 37% to 44% for those in Grade 7. This represents at least a third of the students in each of these groupings. YK1 continues to work to improve services to our students through our wellness programming, including the placement of Wellness Mentors in each of our schools, and streamlining access to Child and Youth Counsellors organized in collaboration with Health Services. We expect that these initiatives will continue well into the future as we continue to develop an understanding of the long-term impacts of the COVID Pandemic, and the more recent evacuations and disruptions due to wildfires.

Literacy and Numeracy

Using a variety of performance based and standardized assessments there is evidence that YK1 students are performing better than some regions in the NWT and less than other areas in Canada. We continue to focus on flexible, integrated and authentic experiences and assessments. We collect data from these assessments, which we analyze and use to drive our instruction, professional development and programming.

During the COVID-19 pandemic, three different, but equally significant changes, deeply impacted student learning. First, schools in YK1 were closed with no learning opportunities on different occasions over a two-year span. Second, schools were required to switch to remote learning for weeks at a time on multiple occasions. Finally, while schools were open, new practices and protocols were implemented to protect students and staff alike but impacted how students could interact and learn. During remote learning periods, there was a shift to provide basic needs to families. This included food security, transportation, safety, technology, peer support, family support, etc. Though this support was necessary and happily provided, it did mean less emphasis was placed directly on academics. While online learning, we are also limited to certain modalities where we weren't able to manipulate objects and make connections via concrete activities like we typically would. As a result, learning was more abstract than was ideal for many of our students. This was exacerbated by the fact that not all students were able to engage in online learning and had to rely on paper packages which meant the students were unable to receive direct instruction from their teachers. When we were able to be in person, the protocols put in place to ensure everyone's safety also meant that for long periods of time students had to wear masks, meaning they were unable to see important facial expressions and sound word formations. They were also not able to engage in the same level of cooperative learning that they would typically be able to.

Students experienced another unplanned event that led to school closure for a three-week period, a city-wide evacuation due to wildfires. There was no

instruction during this time. Additionally, families experienced varying levels of support while forced to flee their homes. While some families had stable accommodations and access to resources, others were subjected to trauma inducing situations. The impacts on staff and students were significant. Once the emergency evacuation order was lifted, staff reported to work with one day to prepare for the arrival of students. Some staff were unable to return to Yellowknife in time for the adjusted start of school due to their own situations. Staff experiences varied as widely as those of our families.

The overall experience of this event in 2023 still resonates deeply within the community. Fears of another event such as this are renewed with the on-going attention on increased fire activity across the country. The mental health of students, families and staff was greatly affected, however, there is very little hard data to support this. What data we do have on the mental health and wellbeing of students is likely a combination of the impacts of repeated learning disruptions and socially isolating events.

Though it will be some time before we know the full extent of the impacts these disruptions had on our students, there is already information available telling us that they have had a negative impact. Anecdotally, teachers and parents alike are expressing concern that students are behind where they should be for the age/grade level. With more stability for students in-school learning, data has again become more reliable.

When we examine the reading data (Appendix H) using a cohort approach for grades 1-3, we see improvement in the reading results for students as they progress from grades 1 to 3. For example, the grade 1 cohort in the fall of 2022-23 showed 57% of students approaching expectations in reading. The number of students meeting and exceeding expectations was 43%. By the time these students completed the spring assessment in their grade 3 year 2025-2026, 19% of students were approaching expectations, while 81% were meeting or exceeding expectations. While the numbers might reflect concern for students in grade 1, our data shows that instruction in YK1 puts students on track for long term success in reading.

In reviewing the results for writing, students in the 2023-2024 grade 1 cohort showed 20% approaching expectations with 80% meeting or exceeding expectations. By their grade 3 year, this cohort demonstrated 17% approaching expectations and 83% meeting or exceeding expectations in the spring assessment, 2025-2026. (Appendix I)

In terms of numeracy, the grade 1 cohort in the spring 2023-2024 Northern Lights Numeracy Performance Assessment showed 28% of students approaching expectations and 72% meeting or exceeding. The same cohort in grade 3 in the spring of 2025-2026 showed 24% of students approaching expectations and 76% meeting or exceeding expectations.

Foundation Skills Assessment (FSA) were introduced in the Northwest Territories in 2024-2025 school year. We have a new measure that we can analyse in relation to a large population across the Northwest Territories and British Columbia. The FSA is now in its third year of implementation and we look forward to a similar cohort analysis once the grade 4 cohort completes the FSA in 2027-2028, their grade 7 year. Initial results for grade 4 literacy are promising in the 2024-2025 school year. They show 15% of the students as emerging and 85% as meeting or exceeding expectations. A similar promise is showing in the grade 7 assessments first undertaking in 2025-2026 with 11% emerging and 89% meeting or exceeding expectations. In numeracy in 2024-2025 10% of the students were emerging and 90% were meeting or exceeding expectations. In numeracy for grade 7, 22% were emerging and 78% were meeting or exceeding expectations.

In 2024-2025 school year, the first grade 10 cohort in the Northwest Territories, wrote the literacy and numeracy assessment. These mandatory assessments are reported as either 'complete' or 'incomplete' on a student's formal transcript. (Appendix M) We currently only have the 2024-2025 results as the 2025-2026 results are still pending.

On the literacy component of this assessment, 23% of our grade 10 students were emerging/developing and 77% were proficient/extending. In numeracy, this same groups results show 40% emerging/developing and 60% proficient/extending.

The 2025-2026 school year was the last year for Alberta diploma exams across the NWT for students in grade 12. The last exams were written in June of 2026 and the results are pending. The most recent available data is from 2024-2025. Results for English Language Arts 30-1 show 100% of the students who wrote the assessment achieved acceptable, meaning they achieved the expected standard. This includes students who achieved a standard of excellence which means they earned a mark of 85% or higher. Similarly, grade 12 completing the mathematics 30-1 exam, show 100% of students achieved the standard of acceptable. (Appendix N)

Graduation results are based on the number of students who are eligible for graduation, usually in their grade 12 year. (Appendix O) The trend for YK1 has been mostly positive historically. However, the data is showing in 2022 and 2025 a downturn in the number of potential graduates and successful graduates. These results do not capture students who may have been a potential graduate in one year and successfully graduated in the following year.

Indigenous Language and Culture:

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 2018 NWT JK-12 Indigenous Languages and Education (ILE) Policy highlights the ongoing commitment of ECE and Education Bodies in welcoming all students within learning environments that center, respect, and promote Indigenous worldviews, cultures and languages of the community in which the school is located. The ILE Policy is supported annually by conditional funding that is allocated to Education Bodies to provide Indigenous language education and enhance cultural teaching and learning within NWT schools. Indigenous language and cultural programming is one of YK1's strategic priorities and as such, plays a large role in the day to day and special event programming at all of our schools. One area in which there is a gap between our performance and the performance of some regions of the NWT, is in Indigenous Language programming. YK1 currently does not have an Indigenous language immersion program and only two of our six schools have regularly scheduled Indigenous

language classes. Other schools utilize shared language speakers to provide hands on learning experiences (working with animals, sewing, preparing food) and embed language instruction into the activity, This may look like a rotating schedule in which over a 5 or 6 week period, 3 to 4 classes will receive age appropriate language instruction based on Dene Kede themes and other topics chosen by the teachers and their classes. Strong connections to community members, Elders and knowledge Keepers allow opportunities to strength cultural program and Language building. (see APPENDIX Q).

Legislative Assembly Priority Commitment in Operations

- ‘Reconciliation & Cultural Safety’

There are a variety of strategies and activities to fulfill this priority. YK1 starts the school year with a District-wide and school level Feed the Fire Ceremonies. This is directed by the Yellowknives Dene First Nation (YKDFN). Throughout the year, each of the grades participate in a Cultural Experience camp according to the themes of Dene Kede. Each school at YK1 is allocated “Elders in School” funding so that they can have the autonomy to invite elders to be involved in such activities as feasts, assemblies, outdoor excursions, and class lessons. YK1 has a close relationship with the YKDFN in Yellowknife, Dettah and Ndilo and is continually striving to collaborate in reconciliation, language revitalization, and the celebration of traditional knowledge.

An essential component in advancing reconciliation efforts is education and training. YK1 is committed to culturally appropriate and safe opportunities for staff development.

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 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**.

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

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>	
It'q	Year's first ILE day professional learning day will be coordinated at the district level with Cindy Blackstock. Additional first day activities include cultural experiences, and planning for a whole school approach to integrating language	100% for all district schools	100%		
Mildred Hall			85% (for second ILE Day)	Several staff were asked to attend another PD that was required for student safety and only available on this day.	
N.J. Macpherson			100%		
Range Lake			The second professional learning day for the year will be school-based and supported by ILE committees to meet the needs of individual schools	100%	
Sir John				100%	
William McDonald	100%				

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.

Student Mental Health & Wellness: Implement school-based mental health and wellness programs and services that support mental health promotion and preventative intervention for JK–12 students territory-wide.

These priorities are developed through:

On-going, recursive goal setting, training and review.

The following tables detail regional priorities and goals for the school year related to School Improvement Planning, School Reviews, and training.

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 will inform 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 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.
Regional approach to the completion of Training and In-Service, including	Yellowknife Education District No.1 will ensure that all district and school-based training, in-

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.	servicing, and professional development fits under the identified pillars for 2025-2026. 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/Wilhìdeh) • 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.
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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		

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

Type of Training & Topic	Audience Intended (<i>PSTs, Educators, Support Assistants, Principals, etc.</i>)	Training Provider (<i>RISC, ECE, Contractor, etc.</i>)	Planned Date & Location	Was the training held as planned? (<i>Yes/No</i>)	If No, why not?
Restorative practices	All	YK1 Staff	Throughout the year		
Inclusive Curriculum Delivery	PSTs, Teachers, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Throughout the year		
Education Program Planning with the new curriculum	PSTs	Shelley Moore, RISCs, ECE	Throughout the Year		
CB IEP	RISCs, PSTs, Teachers	RISCs	Throughout the Year		
Further Developing Student Self-Regulation	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	RISCs, Contractor (Robyn Combres, Monique Thomas, Others TBD)	Throughout the Year		

Implementing Inclusive Practices	RISCs, Shelley Moore, Others TBD	Shelley Moore, Others TBD, RISCs, PSTs	Throughout the Year		
Implementing Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Winter		

School Based Mental Health and Wellness Programs and Services

Community/ School	Programs and Services <i>(i.e. programs, resources, training)</i>
Community/ School	Programs, resources, training)
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

YK1 district staff worked with the Board to develop new Strategic Priorities. Although the direction and focus of the district will continue, there will be some areas to be developed in response to current initiatives, including curriculum renewal and modernization of the *Education Act*.

Work with outside consultants is often necessary to support goal attainment. The effects of COVID-19, school closures due to wildfires and significant increases to costs for services have impacted professional development. Covid revealed the possibilities of remote or virtual learning for staff. While not ideal, virtual professional development for staff has become part of the reality of most NWT regions. When an expert is available to travel to Yellowknife, it is costly. Providing time for teachers to participate in professional learning communities within the instructional day will be an ongoing challenge.

Areas of ongoing importance are inclusion, meeting the diverse needs of students in the classroom setting. Often outside consultants or experts (ie speech language pathologists, occupational therapists, psychologists.) are not available as many specialized support positions in the health sector remain unfilled. The cost associated with using contracted expertise is also prohibitive. It is difficult at times to provide wraparound services for diverse learners. A continued focus will remain on supporting staff and building capacity through professional learning and training for our teachers. The addition of the School Based Mental Health and Wellness initiative has been a positive addition to schools.

Governance

The *Local Authorities Elections Act* applies to all matters respecting the election of the members of a District Education Authority. The residents of an education district elect members to the District Education Authority in accordance with the regulations. In YK1, seven trustees are elected in Yellowknife every four years.

GNWT legislation defines what School Boards must and may do. As the corporate body elected by the voters, the Board is responsible for the development of strategic directions and policies to guide the provision of

educational services to students in the District, in keeping with the requirements of government and as defined in legislation.

Governance roles, structures and principles that identify the distribution of rights and responsibilities among different participants in the District, including the rules and procedures for making decisions in corporate affairs, are defined in Policy and Bylaws. The YK1 Board has several types of policies:

General – Establish overall goals or direction of the organization. These policies may be reviewed and modified with the evolving needs of the Board or as the education landscape changes.

- Policy 1 – Board Mandate, Beliefs and Goals

Functional – Define specific functions of the Board. These policies may change with the election of a new Board or with changes in legislation. They reflect the local autonomy of the Board to define its governance structure.

- Policy 2 – Role of the Board
- Policy 3 – Role of the Trustee
- Policy 6 – Role of the Board Chairperson
- Policy 7 – Role of the Board Vice-Chairperson
- Policy 8 – Committees of the Board
- Policy 9 – Board Delegation of Authority
- Policy 10 – Role of the Superintendent
- Policy 11 – Recruitment, Selection and Recognition of Personnel

Regulatory – Policies that define rules of effective governance. These policies may change with new legislation or authority.

- Policy 4 – Trustee Code of Conduct
- Policy 5 – Board By-Laws
- Policy 9 – Board Delegation of Authority

Specific– Developed to define a specific position on an issue or in response to an emergent issue.

- Policy 12 – Hearings on Teacher Matters
- Policy 13 – Teaching Staff Reductions
- Policy 14 – Student Discipline
- Policy 15 – Appeals and Hearings Regarding Student Matters
- Policy 16 – Parent Advisory Councils
- Policy 17 – Return to Work Program
- Policy 18 – Health & Safety
- Policy 21 – Duty to Report Policy

Policy 28 – Safe, Caring & Respectful Working & Learning Environments

Each school year, the Policy Committee extensively reviews policies to determine relevance and adherence to governance structures and legislations. Changes to policy are approved at regular board meetings.

Based on evidence taken from Monthly Financial Reports, External Audit Report, Audited Financial Statements, Annual Report, negotiations mandates, collective agreements, Board Work Plan, relevant correspondence, Superintendent’s evaluation, and Board self-evaluation questionnaire results on the Board role, the Board believes:

- Budget assumptions are clearly understood by the Board.
- Needs are determined and prioritized.
- The basis for resource allocations within the District is established by the Board.
- The approved budget clearly reflects the Board’s goals and priorities.
- Capital and facility plans allow for suitable student and program accommodation.

- Quality indicators for financial operations are established by the Board and confirmed by internal and/or external audits.
- Resources are used efficiently and effectively.
- Variance analyses and year-end projections are received on a regular basis.
- Negotiation processes and mandates are clearly established, with due consideration for fairness, equity and economic conditions.
- Successful completion and execution of collective agreements occurs.
- The Board has monitored this entire area very studiously. Audits have been done to confirm proper handling of fiscal matters.

Audited Financial Statements as part of the Annual Report can be found at:

<https://www.yk1.nt.ca/page/370/annual-reports>

The Board undergoes an annual evaluation to determine if they are meeting the policy expectations and making progress on strategic priorities.

As stated in Policy, the Board must evaluate its effectiveness through an annual evaluation. The purpose of the annual Board evaluation is to assess how well the Board has fulfilled its roles over the previous year. The following is a qualitative summary of the most recent assessment.

Overall, the Board demonstrated resilience, commitment to students, stronger policy governance practices, improved superintendent relations, and meaningful advocacy efforts during a challenging term marked by organizational transition and fiscal pressure.

Trustees consistently expressed pride in the Board's work related to Indigenous partnerships, student supports, advocacy, policy modernization, and organizational stabilization. It will be important to renew focus on governance when the new Trustees are confirmed in October 2026. Evidence suggests the Board made meaningful governance progress over the term, but continued growth in strategic focus, governance cohesion, accountability practices, and long-term planning will be important for future board effectiveness.

Reflective of this summary, the following recommendations were established:

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

Accountability

The Annual Accountability Report defines the educational goals, actions, outputs, and outcomes as performance measures).

Annual Reports - Educational Accountability Framework:

<https://www.yk1.nt.ca/page/370/annual-reports>

The following are additional YK1 public documents that deal with both qualitative and quantitative measures:

Operating Plan - Educational Accountability Framework:

Audited Financial Statements:

<https://www.yk1.nt.ca/page/370/annual-reports>

Boards also have a responsibility to conduct an annual independent audit which begins in late Spring.

Responsibilities of the District

- Responsible for the preparation and presentation of consolidated financial statements in accordance with Canadian public sector accounting standards
- Assess the Authority's ability to continue as a going concern, disclosing, as applicable, matters related to going concern.

Responsibilities of the Board

- Responsible for overseeing the Authority's financial reporting process, selecting an auditor and establish an audit committee

Auditors' Responsibilities

- Obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.
- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

Accountability to the GNWT

Based on evidence taken from the Three-Year Strategic Plan, Annual Report, Budget Report Form, Audited Financial Statements, , Superintendent's evaluation, policy review, District litigation status, relevant correspondence, and Board self-evaluation questionnaire results on the Board role, the Board believes:

- Statutory obligations are fully met in a timely manner.

- Legislated functions are performed in an exemplary fashion.
- All students are provided an education program consistent with the *Education Act* and the statutory regulations.
- Board governance policies clearly specify required Board functions.

Accountability to the Community

Based on evidence taken from briefing notes and reports, public meetings/focus groups,, satisfaction survey data, Annual Report, Audited Financial Statements, District publications, appeal processes in place, media reports, Superintendent's evaluation, relevant correspondence, and the Board evaluation, the Board believes:

- Decisions are based on relevant data and are representative of the interests of the community.
- Mechanisms for community input are available.
- Processes are established to communicate Board decisions to its constituents.
- Information is disseminated to appropriate publics.
- Appeal hearing processes are transparent and cognizant of due process.
- The Board and individual trustees model a culture of respect and integrity and operate in an open, transparent fashion.
- The Board has operated as a cohesive unit during times of significant upheaval. The Board has deferred specific operational matters to its administration.

The Board worked in collaboration with other education bodies on advocacy efforts and communication.

Strategic Plan

Based on evidence taken from the foundational statements, annual goals and priorities,

Strategic Plan, Budget Report Form, Three-Year Capital Plan, Facilities Master Plan, Annual Report, Strategic Plan Reports, Superintendent's evaluation, relevant correspondence, and the Board evaluation, the Board believes:

- Strategic directions for the District are established which allow it to move forward.
- Planning processes and timelines allow for development with appropriate Board and stakeholder input.
- The Strategic Plan identifies student outcomes and other desired results which move the District forward.
- District performance and achievement is monitored, evaluated and reported.

Board/Superintendent Relations

Based on evidence taken from the hiring and re-appointment process, policy review, Board motions summary, Superintendent's evaluation, and succession planning, the Board believes:

- The Board has absolute and final authority in Superintendent selection.
- Clear corporate direction is provided to the Superintendent.
- The Superintendent has been delegated responsibility for all executive functions together with commensurate authority.
- The Superintendent's authority to carry out executive action within the delegated discretionary powers of the position is supported.
- The Superintendent is evaluated annually, fairly and thoroughly in relation to specific roles and responsibilities and Board direction.
- The Superintendent's compensation package is reviewed upon renewal with due consideration for fairness, equity and economic conditions.

- Provision is made for Superintendent succession planning as required.
- The Board has had an excellent relationship with its Superintendent.

Political Advocacy

Based on evidence taken from the Board Work Plan, meetings with MLAs, Ministers, municipal partners, neighboring educational/public service authorities; relevant correspondence, media releases, active participation in regional, territorial and national organizations, and Board self-evaluation questionnaire results on the Board role, the Board believes

- Strategies for political advocacy are developed.
- The Board participates in advocacy processes at the local, territorial and national levels.
- The Board conveys key messages regularly to MLAs, Minister, municipal and other partners and the media.
- The Board conveys key messages to its MP when appropriate.
- The Board believes it has secured additional funding for COVID-19 through its advocacy efforts.
- The Board believes it must still develop its political advocacy plan; it must also develop more relationships with politicians across the Territories.
- The Board believes it was part of extensive advocacy in Yellowknife during the past general election campaign.
- The Board has met with local politicians regarding challenges on an ad hoc basis.

Board Development

Based on evidence taken from the Board Work Plan, Board strategic planning sessions, Board workshops, conference/activity reports, and Board self-

evaluation questionnaire results on the Board role and on interpersonal working relationships, the Board believes:

- An annual Board self-evaluation, which defines a positive path forward, is completed.
- Individual trustees participate in conferences and other activities to further Board and trustee effectiveness.
- Planning sessions and workshops are scheduled to enhance Board effectiveness.
- Interactions amongst trustees demonstrate respect, understanding and integrity.
- The Board believes there is additional need for development; it must be more futuristic in its approach.
- The Board further believes that additional professional development opportunities would be beneficial for the Board, especially with new trustees as a result of an October 2026 election.
- The Board made considerable effort since the last mandate review to increase and improve engagement with learning and community partners. Virtual options have presented unique challenges but opportunities as well. Board meetings and school Parent Advisory Committees for example, are more accessible.

Limitations:

Unique contextual factors, which were outside the control of the Board and the Superintendent, that may impact or limit governance and/or operations, include:

- Residual impacts of the pandemic

Families and staff reluctance, out of an abundance of caution, to return to in-person learning and work. Governance and operations have largely returned to pre-pandemic practices. However, more attention is given to

staff and student wellness during the day and both are expected to not attend work/school.

- New Board and new Superintendent

YK1 has experienced significant turnover in leadership with the Board and superintendency (four superintendents since the last review - retirement of long term superintendent June 2020, 1 year acting superintendent until July 2021, new superintendent hired August 2021, new superintendent hired August 2022 and the current superintendent). Significant shifts in leadership in both governance and operations results in a division redefining vision and goals for the future. While new leadership and Trustees can create gaps where historical information and data is sometimes missing, this is also an opportunity to refocus.

- Wildfires

In 2023, a significant natural disaster closed Yellowknife schools for three weeks and affected many NWT residents. While the wildfire disruption was substantial on its own, its impact was compounded by earlier pandemic-related school closures and ongoing health concerns, creating effects that are still not fully understood. Both operations and governance were at a stand still as the evacuation was sudden and did not allow for either to mindfully plan.

Policies and Practices

Based on evidence taken from policy development and review, Board motions summary, and the Board self-evaluation, the Board believes:

- A Policy Committee with designated terms of reference is appointed.
- Board governance policies clearly specify required Board functions and implementation standards.
- Established policies facilitate smooth, effective provision of quality educational services for the District.

- Policy impact is regularly evaluated to determine if policy is producing the desired results.
- The Superintendent's roles and responsibilities are clearly outlined in Board policy.
- The Board believes it must do additional work in its analysis of the impact of its individual policies.

Policy	Is it Working?	Why or why not?	Assessment cycle	Area of Improvement
Policy 1 – Board Mandate, Beliefs and Goals	yes	Sets out the mission and beliefs of the Board of Trustees	Last Revised June 2022	Updated the format and title of this policy from 'Board Mandate, Beliefs and Goals' to 'Vision, Mission, Priorities and Values'; Provided definitions; Summarized previous details
Policy 2 – Role of the Board	Yes	Lists the areas of responsibility and accountability	Last revised October 2025	- changed strategic plan from 3 to 4 years to reflect Board term, updated purpose and areas of responsibility reformatted

Policy 3 – Role of the Trustee	Yes	Lists the role of trustees	Last revised March 2024 Under review	- POLICY 3 - ROLE OF THE TRUSTEE (updated March 2024) substantial changes – see link
Policy 4 – Trustee Code of Conduct	yes	States code of conduct with conduct sanctions	May 2026 under review	-Update template format - Add Administration Procedures References

Policy 5 – Board ByLaws	yes	Outlines steps for selecting Chairperson and Vice Chairperson - Rules of Order - Meetings Through electronic means - Order of Business etc	Last Revised June 2026	-change to org mtg agenda – any trustee may nominate themselves for Chair or Vice Chair; removal of requirement for Board to appoint a general solicitor; moved Board org mtg to Aug in non election years; add section regarding elections below ‘purpose’ page 1.
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Policy 6 – Role of the Board Chairperson	yes	Lists specific responsibilities of Board Chairperson	March 2017	-Update template format - Add Administration Procedures References
Policy 7 – Role of the Board Vice Chairperson	yes	Lists specific responsibilities of Board Vice Chairperson	June 2017	-Update template format - Add Administration Procedures References
Policy 8 – Committees of the Board	yes	Lists the standing, ad hoc and external committees with each committee detailed	January 2024	- POLICY 8 COMMITTEES OF THE BOARD (substantial changes, see link)
Policy 9 – Board Delegation of Authority	yes	Highlights when board authority can be delegated	March 2017	

Policy 10 – Role of the Superintendent	yes	Lists specific areas of responsibility for the Superintendent	March 2024	POLICY 10 ROLE OF THE SUPERINTENDENT (substantial changes see link)
Policy 11 – Recruitment, Selection and	yes	List specific recruitment, selection and recognition of personnel	June 2017	Update template format - Add Administration

Recognition of Personnel				Procedures References
Policy 12 – Hearings on Teacher Matters	yes	Provides a structure to refer to if there are hearings on teacher matters	June 2017	Update template format - Add Administration Procedures References
Policy 13 – Teaching Staff Reductions	yes	Lists why you may need to reduce teachers	June 2017	Update template format - Add Administration Procedures

				References
Policy 14 – Student Discipline	yes	Provides guidance and direction on student discipline.	Feb 2020	Update template format - Add Administration Procedures References
Policy 15 – Appeals and Hearings Regarding Student Matters	yes	Provides guidance and direction on student discipline appeals including details on notice of process. Provides definitions and steps regarding student suspension and expulsion.	Oct 2020	Update template format - Add Administration Procedures References
Policy 16 – Parent Advisory Councils	yes	Allows for the establishment of the PAC.	April 2023	Removed “All pack funds shall be held by the school in trust.” • Added “or the elected Treasurer for the respective PAC” Added Superintendent

				meeting with PAC representatives
Policy 17 – Return to Work Program	yes	Provides the employee and employer roles with return to work	Feb 2012	Update template format - Add Administration Procedures References

Policy 18 – Health & Safety	yes	Provide guidance on workplace hazards and the employers required to regularly address hazards	April 2014	-Update template format - Add Administration Procedures References
Policy 19 – Nutrition in Schools	yes	Promotes health eating and healthy eating choices	September 2022	Removed – combined with Policy 28

Policy 20 – Bullying Prevention & Intervention	yes	Provides belief statement, definition on bullying and implementation of bullying prevention and intervention	September 2022	Removed – combined with Policy 28
Policy 21 – Duty to Report Policy	yes	Provides direction on when there is a duty to report when a board member or employee is not meeting their responsibilities	December 2025	under review currently
Policy 22 – Harassment Prevention & Resolution Policy	yes	Provides direction on preventing harassment and resolving harassment	September 2022	Removed – combined with Policy 28
Policy 23- Environmental Education and Sustainability	yes	Provides details on several learning opportunities, green initiatives and ethical sourcing for the district to follow	Tabled for review/ approval	New policy that has not been approved yet
Policy 24- COVID-19 Vaccination	yes	Provides guidance on COVID-19 vaccination for staff	Tabled for review/ approval	repealed

Policy 26 – Namine/Renaming of School Buildings & School Areas	Yes	Provides guidance on process	May 2022	
Policy 27 – Student Engagement with the Board	Yes	Designed to provide opportunities for engagement	September 2022	Update format
Policy 28 – Safe, Caring & Respectful Working & Learning Environments	Yes	Provides details on expectations for students and staff	September 2022	Approved to combine & replace existing policies
Policy 29- Visual Identity	Yes	Provides guidelines to express the YK1 identity consistently	October 2022	Handbook to provide additional guidance under development

Conclusions

Unique contextual factors that characterize the time frame that the Mandate Review was conducted which may influence performance are:

- **New leadership at governance and district office**

Shifts in leadership in the past five years at both the administrative and Board level resulted in the district redefining vision and goals for the future. Several senior leaders are new within the last two years. Strategic priorities were revisited and a learning curve exists that may result in slowed, but continual progress.

- **Disruptions to Learning**

Since March 2020, the district has experienced evolving changes to education delivery due to a global pandemic and forced evacuation due to wildfires. The platform for education shifted from in person delivery to remote learning and to a halt to learning for a period of three weeks. Due to the pandemic schools were closed to in person learning for 35 days. There was significant disruption to traditional exams for high school or complete cancellation as a result of reduced instruction.

A system traditionally relied upon for stability and predictability became significantly less so. Even the return to in person learning looked different. Families and students reacted to these disruptions differently. Reluctance to return to school physically for a variety of reasons as well as challenges in returning to Yellowknife further exacerbated the situation.

The impacts continue to be felt far beyond academic success. Students, families and staff have not fully recovered from these disruptions. The long-term effects on mental health and wellness continue to be a concern. While staff turnover has returned to more normal numbers, absenteeism has been significant. In 2025-2026, the district budget for substitute staff was \$1214993.91. A request for more mental health supports and professional development was shared by the NWTTA with TBAC (Teacher Board Advisory Committee) in March 2022 and again in 2025. While supports have been put in place for students, mental health supports for staff are lagging. The most recent Collective Agreement between YK1 and the NWTTA include leaves that are less defined, allowing staff to address personal problems as needed as well as provision for staff providing extra-curricular activities for students. It is recognized that students benefit from opportunities to socialize beyond the classroom. This acknowledges staff going above the contractual workday.

Education Act Modernization

While this work is important for all northerners, it is also difficult work that takes time. YK1 continues to contribute where appropriate in working

groups, providing feedback from the board of trustees or as an education body.

ECE (Education, Culture and Employment) has taken a two-phased approach to modernizing the Education Act.

- **Phase 1** will focus on urgent issues that need to be addressed during the current engagement period — specifically, problems already flagged in past Auditor General audits as barriers to the education system's ability to improve student outcomes.
- **Phase 2** will involve broader continued engagement with Indigenous governments, stakeholders, and the public on the longer-term question of how the NWT's education system should be structured and governed.

Curriculum Renewal

The Northwest Territories (NWT) Department of Education, Culture and Employment (ECE) is currently in the middle of a multi-year transition away from Alberta's curriculum to an adapted or adopted version of British Columbia's competency-based curriculum.

The shift is being phased in gradually across grade cohorts.

- **The Partnership:** In late 2021, ECE officially announced it would partner with BC's Ministry of Education. While BC provided the baseline framework, ECE and local educators worked at adapting the content to reflect NWT communities, Indigenous cultures, local history, and languages.
- **Credit & Assessment Shifts:** High schools are transitioned from Alberta's 5-credit system to BC's 4-credit system. Standardized testing shifted to BC's Foundational Skills Assessments (FSAs) in Grades 4 and 7 and Literacy & Numeracy graduation assessments in high school.

The transition uses a 5-year phased rollout designed to give teachers time to trial draft materials before full implementation:



Government of
Northwest Territories

NWT JK-12 Curriculum Renewal

Implementation Timeline

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Junior Kindergarten/ Kindergarten				Implement draft JK/K curriculum	Implement finalized JK/K curriculum
Grades 1-3			Trial draft curriculum	Implement draft curriculum – all subjects	Implement finalized curriculum – all subjects
Grades 4-6	Trial draft curriculum	Implement draft curriculum – all subjects	Implement finalized curriculum – all subjects		
Grades 7-8 and Grade 9 ** Option A		Trial draft curriculum	Implement draft curriculum – all subjects	Implement finalized curriculum – all subjects	
Grade 9 Option B	Trial draft curriculum	Implement final Grade 9 curriculum			
Grades 10		Implement draft Grade 10 curriculum: first cohort using new graduation requirements	Implement final Grade 10 curriculum		
Grade 11			Implement draft Grade 11 curriculum	Implement final Grade 11 curriculum – all subjects	
Grade 12				Implement draft Grade 12 curriculum	Implement final Grade 12 curriculum – all subjects
Locally Developed Courses (LDC)	Last year for current LDC (5 credit system)	Renew and New LDCs (4 Credit system)			
BC Assessment Tools		Implement new Grade 4 FSA and Grade 10 Literacy and Numeracy exams	Optional – Grade 7 FSA	Implement Grade 7 FSA and Grade 12 Literacy and Numeracy	All BC assessment tools are in place
Alberta Assessment Tools			Last year of Grade 12 Diploma Exams***		

* Trial/ing refers to schools having the choice to try one, some, or all subject areas of the draft curriculum.

** Schools where Grade 9 is more closely aligned with Junior High School can choose for those students to be included in a 7-9 grouping; if Grade 9 is more closely tied to Senior High School, schools can opt for the multi-grade division of 9-12.

*** Licence agreement with Alberta Education expires Aug. 31, 2026.

Updated May 2025

High School Graduation: Students who entered Grade 10 under the old graduation requirements finish under those existing rules. The new graduation structure applies to cohort groups moving into Grade 10 under the BC model.

- **Teacher Support:** ECE and regional superintendents set aside dedicated annual professional learning days specifically for teacher training on the new competencies and draft units.
- **Public Drafts:** Educator feedback is continuously gathered via ECE's *ConnectEd NWT* platform, where trialling units are reviewed and refined before becoming final policy.

The YK1 board of trustees has been in strong support of the changes as well as continued support from ECE in order to succeed in the implementation of the renewed curriculum.

The key area for continued attention is system capacity. YK1's ability to fully realize its mandate depends on stable leadership, sufficient funding, qualified staff, consistent access to specialized services, strong Indigenous language partnerships, and reliable data to monitor student progress after years of disruption. The narrative therefore points to a District that is compliant and committed, but still rebuilding. The next phase of work should focus on strengthening stability, improving consistency across schools, deepening supports for vulnerable learners, and ensuring that strategic priorities are translated into measurable outcomes for students, staff, families, and the broader community.

Addressing Performance Gaps

Learning loss

A big concern going forward will be loss of learning as a result of disruptions to learning. The extent of learning loss is yet to be determined and environmental catastrophes may continue for the unforeseeable future. Although the quality of remote learning improved with more experience, staff and families report students experiencing gaps in learning. These are being addressed as much as possible and have altered both planning and delivery of programs. An unexpected, but not surprising concern has been an increase in

mental health issues and delayed social behaviors as a result of extended periods of isolation and fear of an uncertain future.

These priorities encompass five potential actions going forward:

1. More flexibility in education delivery. Consider the possibility of multiple platforms and focus on a more fluid transition between education delivery options. Partnering with the BC Ministry to provide on-line platform as needed. Flexibility will be key going forward.

2. Ensure students are provided supports to address learning loss in core curriculum. Target essential learning gaps and consider movement among grades. Much of the ability to manage this strategy is met by the curriculum renewal and assessment cycle.

3. Strengthen mental health and wellness supports

The introduction of School Based Mental Health and Wellness funding supports early intervention, promotion and prevention in schools. The need for dedicated, well-trained therapists as part of the school community is growing for more complex mental health concerns.

- Continue school-based mental health promotion and prevention work.
- Build clear referral pathways for students whose needs exceed school-based supports.
- Maintain healing-centred, culturally safe practices, including land-based and Elder-supported learning.

4. Strengthen early intervention

It has been five years since the last mandate review. The disruptions, while demanding attention, also highlight a need to return to basics as children get ready to enter school. Early screening allows for early interventions and supports. Public Health currently does not provide basic hearing, speech and readiness screening as once was the practice as children reached school age. Many easily addressed issues were identified well before the child entered

school. More significant needs, or complex needs were also identified and supports determined both in and out of school.

- Expand early screening in Junior Kindergarten to Grade 2.
- Coordinate speech-language, occupational therapy, mental health, and learning support services as early as possible.

5. Invest in educator professional learning

Educators have a responsibility to keep pace with changing practices and in response to a changing role. As a result of the last few years, the need to be trained and be provided with professional growth opportunities is essential. Students present with increasingly more complex needs both academically and social-emotionally. Targeted and timely training has been and will continue to be embedded in the work of the district.

- Focus professional development on evidence-informed literacy and numeracy instruction, inclusive practices, trauma-informed approaches, and competency-based assessment.
- Use professional learning communities so teachers can examine student work and respond to common learning needs.
- Use Strengthening Teacher Instructional Practices (STIP) opportunities to build educator capacity

Based on the evidence reviewed, YK1 is substantially meeting its legislated and policy mandates under the Education Act, Planning and Accountability Framework, Ministerial Directives, and Board policy framework. Identified gaps relate primarily to system-wide challenges associated with learning disruption, staffing capacity, mental health supports, and evolving legislative and curriculum requirements rather than failures of mandate compliance

Recommendations

Recommendations for future organizational or GNWT action:

That the modernization of the *Education Act* incorporates the ability for a Districts or school to offer more choice in education delivery. This will allow

greater opportunity for students to thrive in their preferred learning style and enhance high school completion. Many students were successful and preferred the digital learning platform during the pandemic. Teachers were burdened by lesson planning and instruction in two platforms. More flexibility allows schools to be creative, and solution focused in how they offer courses to serve the needs of their students. Going forward it will be important to invest in an enabling environment to unlock the potential of digital learning opportunities for all students. More emphasis will be needed to ensure teachers have support and access to high-quality professional development related to software platforms and teaching in digital platforms. Students and staff would benefit from the establishment of a territory-wide standard for equitable digital learning access, including clear expectations for safe use of student-owned and district-owned devices, reliable connectivity, and targeted supports for students most affected by learning disruption. The infrastructure for on-line learning exists in BC. An agreement with the province to allow access to on-line learning would provide that flexibility for students and interested teachers.

Predictable and sustainable funding is essential to prevent upheaval in the education system and to allow districts to plan responsibly for the students they are actually serving. Funding should reflect current-year enrolment rather than prior-year enrolment, particularly where student numbers have shifted in ways that materially affect staffing, programming, inclusive schooling supports, and school operations. The current look and feel of a classroom and school has changed substantially over the last five years. The propensity and growing complexity of student profiles demand intense and frequent training of staff, support for staff in the face of dysregulated students and recognition of when a student requires more than school can provide.

Enrolment is a large driver of funding from ECE to YK1. Official reporting shows continued stability in overall enrolment. However, as demonstrated in this one example of lagging funding impacts, it is problematic:

WMS September 2024 FTE = 286

WMS September 2025 FTE = 329. There is an increase of 43 students.

Extraordinary funding according to the School Funding Framework is triggered when *community* level enrolment increases by at least eight percent and at least 10.0 FTE. This threshold does not account for changes within a district that may significantly impact the district's staffing, programming and student support requirements. The funding increase would not be realized, and only across the district, for the 2026-2027 school year. As of August 27, 2026, one school had 22, additional, unexpected registrations.

YK1 continues to advocate that the School Funding Framework include an avenue to address district-level enrolment changes outside of extraordinary enrolment by community, so that funding remains responsive, equitable, and aligned with actual enrolment in the year services are delivered.

Finally, aging infrastructure has threatened operations at five YK1 schools and three more specifically - substantially, this year. The capital needs are outpacing funding from existing YK1 resources and ECE's capacity. It is critical that the schools in YK1 be repaired and upgraded, which we do not have capacity for. Thorough capital needs assessments are needed on district assets.

Appendices

(next pages)

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Appendix A: The Education Act / YK1 Compliance

Heading	Section	Description	Analysis
Duties of education body	117(1)	(a) Education program	The education program being delivered is consistent with legislative requirements, standards based on consistent enrolment, enrolment verification reports from ECE and classroom attendance reports. Education programs are discussed at length earlier in the report.
		(b) Enforce mandatory registration	Compliance is assumed by the parent. Identified student/s not reporting to school -the school works with the family to get the child to school. This is especially challenging with families who do not have phones, computers or email. Registered letters are sometimes sent. Families may move from Yellowknife and not notify the school. There has been more student mobility since the Pandemic and evacuation closures. Tracking down residence of some students to determine enrolment is a challenge.
		(c) Run the authority consistent with the obligations in the Act	Compliant. The education authority has no evidence or knowledge of a breach of the procedural requirements of the Act in the conduct of its business. YK1 reporting documents that are mandated, submitted and reviewed related to compliance to the Act: Annual Report - Educational Accountability Framework: Operating Plan - Educational Accountability Framework:

		Audited Financial Statements: https://www.yk1.nt.ca/page/370/annual-reports
(d)	Consider input from students, parents, and staff	Opportunities for parent input: - Surveys - Town halls - Website access - Email - Meetings at schools - Ratepayers meeting - Quarterly PAC Chair meetings - Public board meetings - Union meetings and negotiations - Internal meetings - Public Engagement & Advocacy -committee - Newsletters YK1 is working toward better and more active engagement with families. Many of methods listed above are not getting substantial feedback or turnout.

		(e)	Student representation at authority meetings	In the past year, there has been no student participation at regular public Board meetings. The Board has arranged meetings with school Student Councils or Student Leadership to discuss matters of importance to the students. The Board continues to look for ways to engage with students in meaningful ways. .
		(f)	Power to enter into agreements	Compliant when needed.

		(g)	Duty to provide inclusive schooling supports	RISC and RILE coordinators, school counsellors, language coordinators, indigenous coordinators are provided for inclusive supports. Peer support groups, such as GSAs, are active.
		(h)	Duty to provide educational materials	Compliant including providing chrome books and turbo sticks for at home learning during the pandemic.
		(i)	Duty to provide resource materials	Compliant including providing chrome books and turbo sticks for at home learning during the pandemic. District provides monetary supports for school supplies or materials if a family cannot provide.
		(j)	Settle disputes	District policy and procedure outline how to settle disputes. Link to YK1 Board Policy Handbook (Policy 12, 14, 15, 28): https://www.yk1.nt.ca/page/377/board-policies Link to YK1 Administrative Procedures (AP 105, 152, 170, 171, 175, 390,

		422) https://www.yk1.nt.ca/page/2807/administrative-procedures
(k)	Duty to deliver culture-based programs, where required by the curriculum	Yk1 Indigenous programs provide culturally relevant learning into instructional programming in order to: • To increase the offerings of the Wíílídeh language • To ensure all schools reflect Indigenous language and culture • To engage all students in Indigenous cultural experiences • To increase the number of skilled instructors of Indigenous language and culture-based education. YK1 will participate in the ILIEP program for the 2026-2027 school year. • To strengthen relationships with Indigenous communities. • Honouring the calls to action by indigenizing teaching - training staff in trauma informed practice, professional development around Indigenous teaching and learning practices (circles, inquiry, land based learning) supporting access to schools by honouring treaty rights holders - covering costs of school supplies. • Incorporating Indigenous traditions/ceremony into school events (feeding the fire) mandatory curriculum implementation of Dene Kede, Inuuqatigiit and Our Languages curricula.

				• Adhering to the Inclusive Schooling Mandate and Indigenous Education policy (funding for language and community resources, development of activities to encourage language, Indigenous language instruction, supporting positions in schools for culture and language instruction). • Adoption of neurolinguistic approach for Indigenous language instruction. Publication and inclusion of books authored by Indigenous story tellers that revitalize and transmit Indigenous legends and stories in schools.
		(l)	Duty to effectively supervise and direct the superintendent	Compliant. Adhere to Education Act and Policy expectations related to the annual evaluation and supervision of the Superintendent. A new superintendent hired in July 2024 and evaluated in June 2025 and 2026. .

		(m)	Duty to get a superintendent	Compliant. Adhere to Education Act and Policy related to the recruiting and hiring of the Superintendent. Board hired an outside contractor (ASBA) to facilitate the recruitment and selection of a new superintendent. Board interviewed and offered the position in January 2021 for August 1, 2021 start.
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(n)	Duty to set out superintendent powers and duties	Compliant. Defined in YK1 Board Policy 10 https://www.yk1.nt.ca/page/377/board-policies
(o)	Duty to hold annual public meeting	Compliant. Board holds a regular public meeting on the second Tuesday of every month at 7 pm.
(p)	Duty to "monitor, evaluate, and direct" the delivery of education	Compliant. Expectations for delivery of education are defined in policy and administrative procedure. Link to policy https://www.yk1.nt.ca/page/377/board-policies Link to Administrative Procedures: https://www.yk1.nt.ca/page/2807/administrative-procedures Reported through 2020-2021 Annual Report - Educational Accountability Framework: 2021-2022 Operating Plan - Educational Accountability Framework: https://www.yk1.nt.ca/page/370/annual-reports
(q)	Duty to assess ("evaluate") school plans	District office superintendents (chief and assistant) meet quarterly with each school administration team to review school plans including goals and actions related to strategic priorities. Annually school admin teams present and discuss school plans with the Board.
(r)	Duty to assess ("evaluate") and support home schooling	Family has to outline school plans at time of registration. Each family is assigned to a school for monitoring. Principals monitor and assess each home school program and offer parents materials, curriculum and assessment supports. Senior administration meets with school principals and may conduct an internal audit such was the case with Sir John Franklin in November of 2021.

		Obligations defined in YK1 Administrative Procedure 270 and 280.
(s)	Duty to advise the minister on school hours and academic years	The Superintendent is responsible for developing and providing a school year calendar to the Board for consideration in February. School calendars are compliant to instructional hours defined in the <i>Education Act</i> . Board must approve the calendar which includes instructional days (students and staff), non-instructional days (staff only – PD and STIP) and nonoperational days (no staff – schools closed -Stat holidays, December, March and summer break). Calendars are shared with schools and the NWTTA and approved by the Board in March.
(t)	Duty to submit assessment reports	Compliant.
(u)	Duty to follow <i>intra vires</i> ministerial direction	Compliant.
(v)	[Applies to CSF only.]	Compliant.
(w)	Duty to provide accommodation to students	Compliant

Further duties	117	(a)	Duty to provide recreational equipment	Compliant. Every school has recreational equipment for gym and outdoor use. Every school has outdoor recreational facilities including playgrounds, sports fields. Several schools have indoor fitness centers. Schools access community sites including ice rinks and swimming pools to fulfill curriculum and healthy lifestyle expectations. The district provides after-hours access to recreational areas and equipment through the municipality user group agreement. The district offers indigenous culture camps at each grade level. Maintenance of playground equipment, gyms and other recreational areas are done by the school authority. There can always be greater access – swimming pools, recreation centers and equipment to meet all needs. Needs exceed availability.
		(b)	Power to enter into agreements to use education facilities for other purposes	Done through municipality user group agreement. Ongoing issues with user group regarding wear and tear, accidents, loss of equipment, types of requests. Cost to the district (replace equipment, additional cleaning, listening and responding to user group issues). Often mixed messages between the district and the municipality. Not really a reciprocal agreement. District has really limited access to municipality facilities (ie pool). User groups complain about lack of gym availability especially the high school. The high school is heavily used on weekends and evenings by students already.
		(c)	Duty to inform municipality about (i) plans for use, and (ii) development, of education	Compliant.

	facilities	
(d)	Duty to take reasonable care of education facilities	Compliant.
(e)	Duty to obtain corporate seal	Compliant.
(f)	Power to employ a financial officer	Compliant.
(g)	Power to receive monies	Compliant.
(h)	Power to make expenditures	Compliant.
(i)	Duty to keep accurate and complete records	Compliant.
(j)	Duty to maintain insurance	Compliant. Due to the exorbitant rise in insurance rates of previous provider (ASBIE) the district transferred insurance to the GNWT portfolio. MOU signed in the Fall of 2021.
(k)	FAA and planning requirements	Compliant.

Powers of education bodies	118(1)	(a)	Power to develop resources for culture and local programs	This is described under the program section of the mandate report.
		(a.1)	Honourary teaching certificates for elders	Not a YK1 practice.
		(b)	"Authorize, supervise, and evaluate" distance learning	Compliant.
		(c)	Power to charge fees for things not required for instruction	YK1 does not charge school fees. In addition, indigenous students with Treaty Rights are reimbursed for school materials. YK1 on occasion will charge for extracurricular activities, travel trips, optional materials. No student is denied participation in extracurricular as a result of inability to pay fees.
		(d)	Option to provide student transportation	YK1 contracts out busing to an out of district provider. Yearly bus user costs are \$225 for K- 7/8 or \$480 if they live within walking distance to the school. \$275 for high school transit (City Bus) \$600 families
		(e)	Operate and charge fees for student residences	Not applicable.

		(f)	Power to establish internal committees	Defined in Policy 8 – Committees of the Board <i>Standing Committees</i> • Finance Committee • Policy Committee • Public Relations Committee • Audit Committee • Committee of the Whole <i>Ad Hoc Committees</i> • Negotiations Committee
		(g)	Power to establish external committees	Compliant. <i>External Committees</i> • Teacher-Board Advisory Committee • Parent Advisory Committee
		(h)	Power to provide interpreters	Contract when needed.

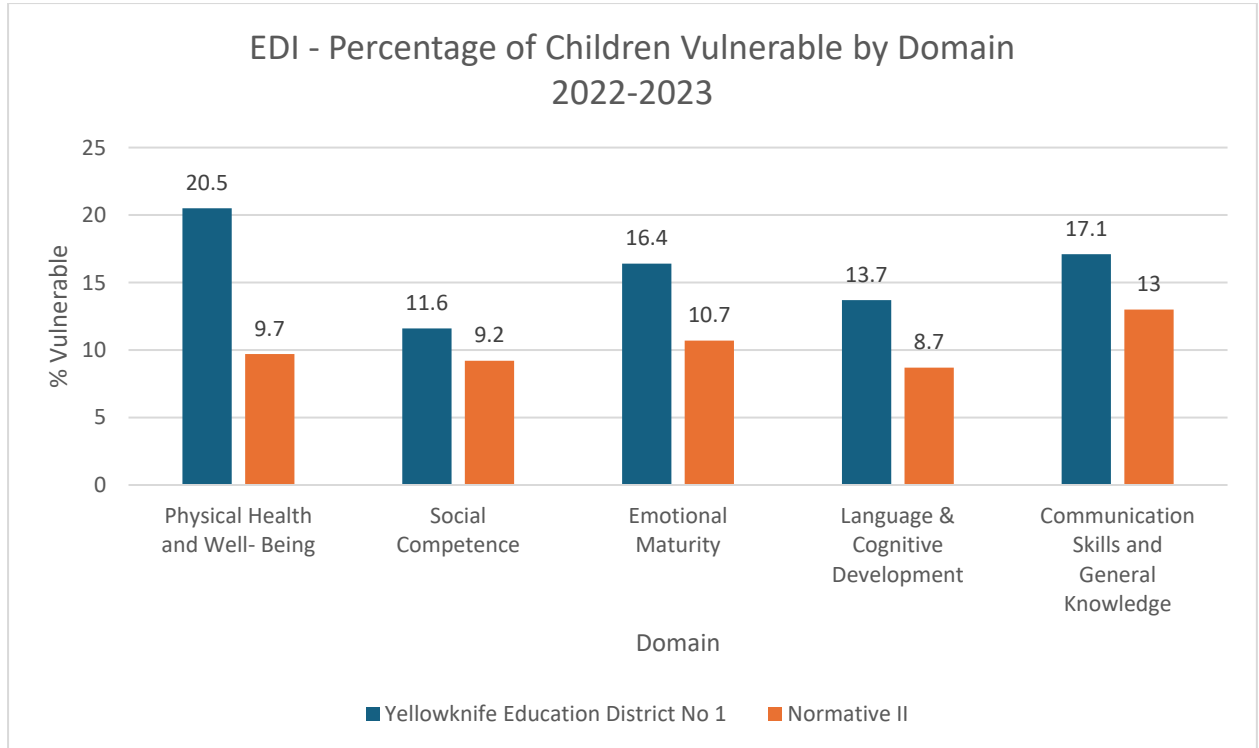
		(i)	Payment of authority honourariums	Compliant.
		(j)	Power to acquire and dispose of personal property	No examples. Compliant when needed.

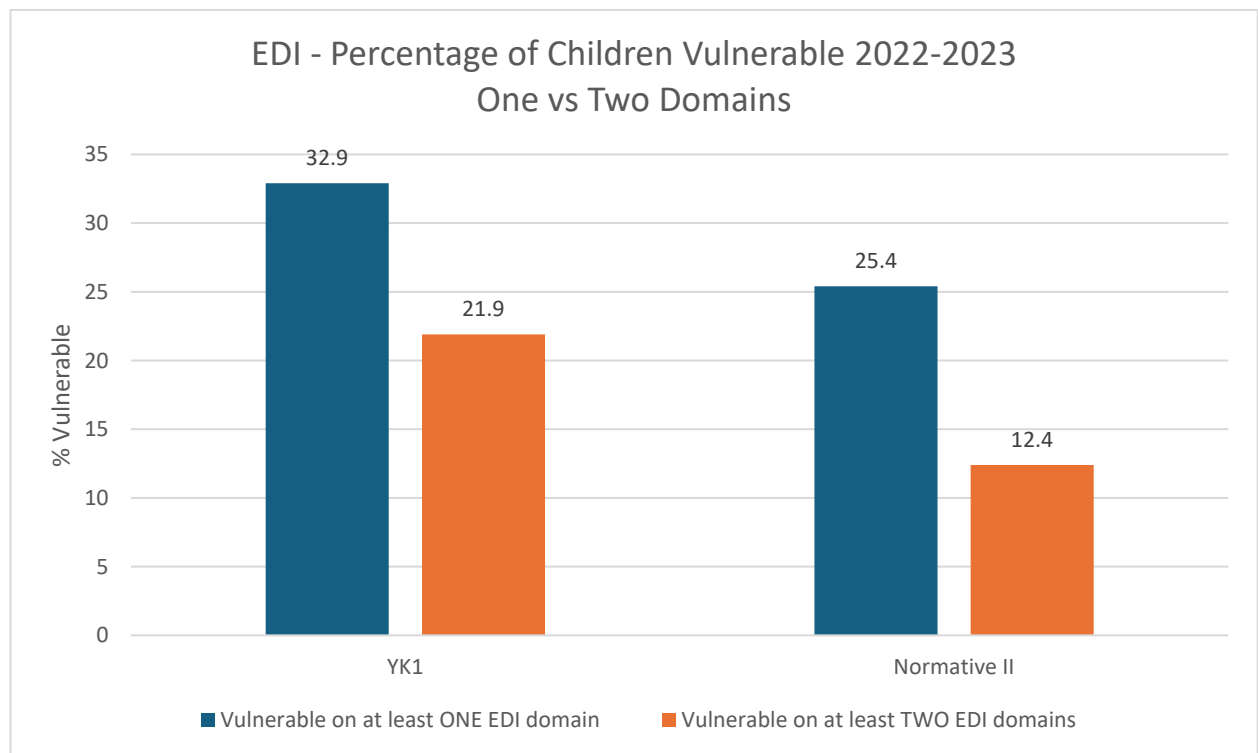
		(k)	Power to deliver early childhood, adult, cultural, religious, or other programs	Junior Kindergarten Described under programs section of Mandate review.
		(k.1)	Power to employ persons	Compliant.
		(l)	Power to charge tuition where permitted	Not applicable. No tuition fees charged including international students.
		(m)	Power to keep student records	Compliant. Records are secure and safe.
		(n)	Power to admit non-resident students	Compliant.
Further powers	118(2)	(a)	Teacher education program agreement (Aurora College)	Not applicable.
		(b)	Education program delivery agreement (other EAs)	YK1 assists French language program delivery, as requested under contract.
		(b.1)	Aboriginal school agreement	YK1 provides contracted superintendent services to DEAs in Ndilo and Dettah. Monetary value of contract is in financial records and includes managing all HR

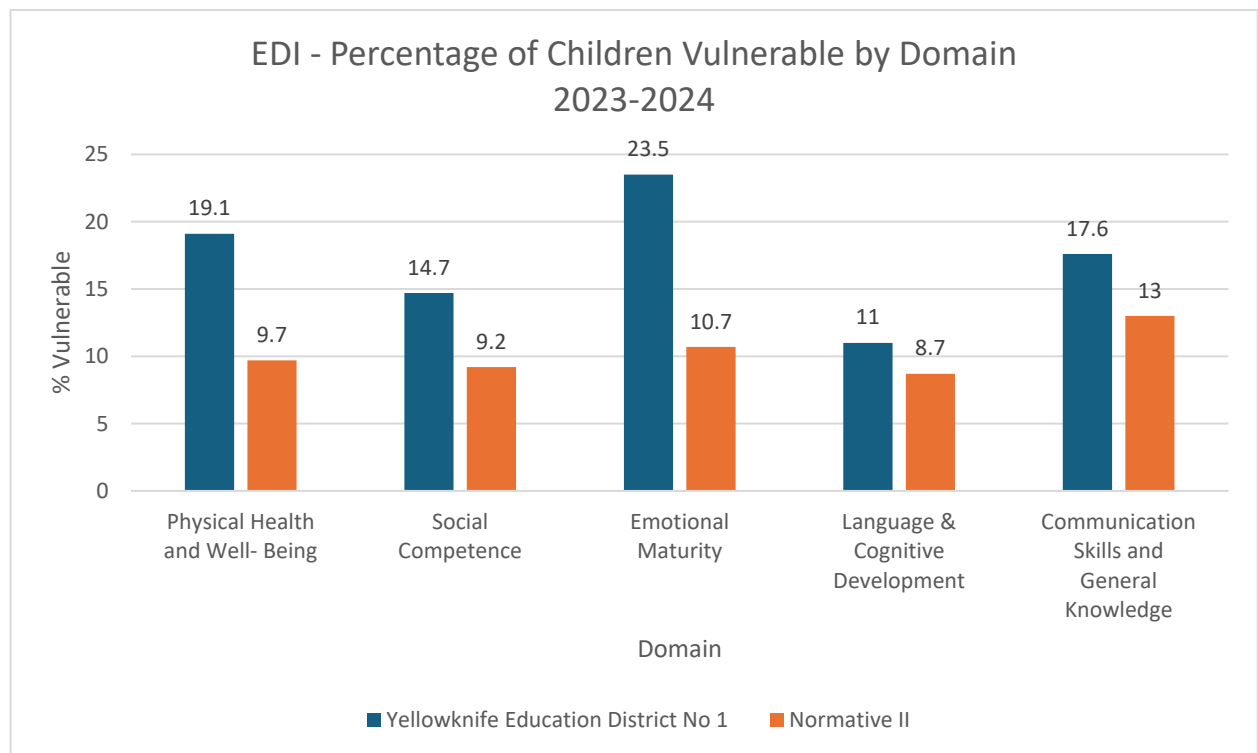
				and Superintendent role responsibility consistent with the <i>Education Act</i> and YK1 Policy.
		(c)	Agreement to send student to another district	This occurs rarely. YK1 currently has one student directed to another school authority as a result of inadequate program to support child in Yellowknife. YK1 entered into a contract (direct student to alternate program). This contract is reviewed regularly,
		(d)	Power to hire outside staff	Varies by need. May include service contractors for maintenance, consulting outside areas of expertise.
		(e)	Teacher transfer agreement	Substitute teachers are shared among school authorities.
		(f)	Power to pay pension to 118(2)(d) staff	Compliant.
		(g)	Power to allow education leave	Defined in collective agreements.
		(h)	Power to bond financial officers	
		(i)	Power to join education associations	Yes, includes NWTTTA (teachers), CASS and CASSA (Superintendents), ASBA and CSBA (Boards)
		(j)	General contracting power	May include learning or teaching supports, consultants, practioners outside of district expertise (for example Speech pathology, indigenous language translators, OT).

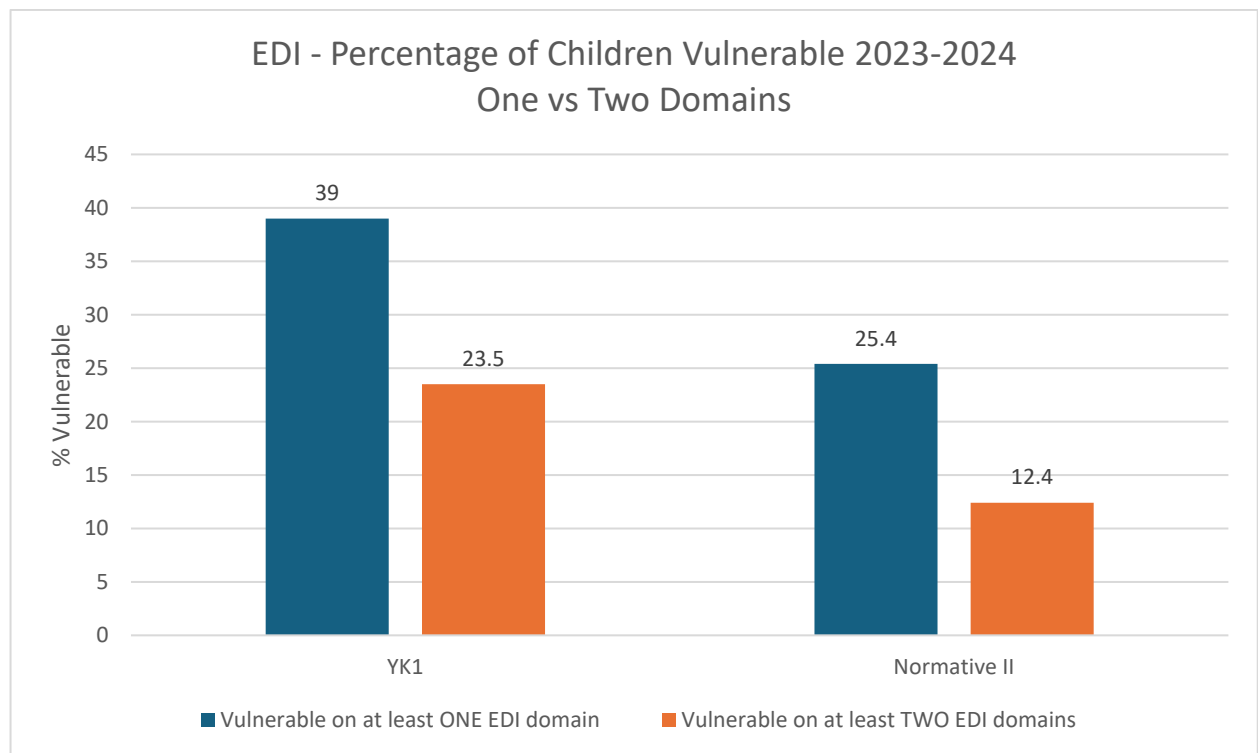
Additional powers of education body	119(1)	(a)	Power to hold property	The Nordic Arms was sold in February 2022 and purchased by the Northwest Territories Housing Corporation with an April 1, 2022, possession.
		(b)	Power to acquire and hold land and buildings	None currently
		(c)	Power to receive municipal taxes	Revenues are captured in the budget and financial documents.
		(d)	Power to borrow short-term	None currently.

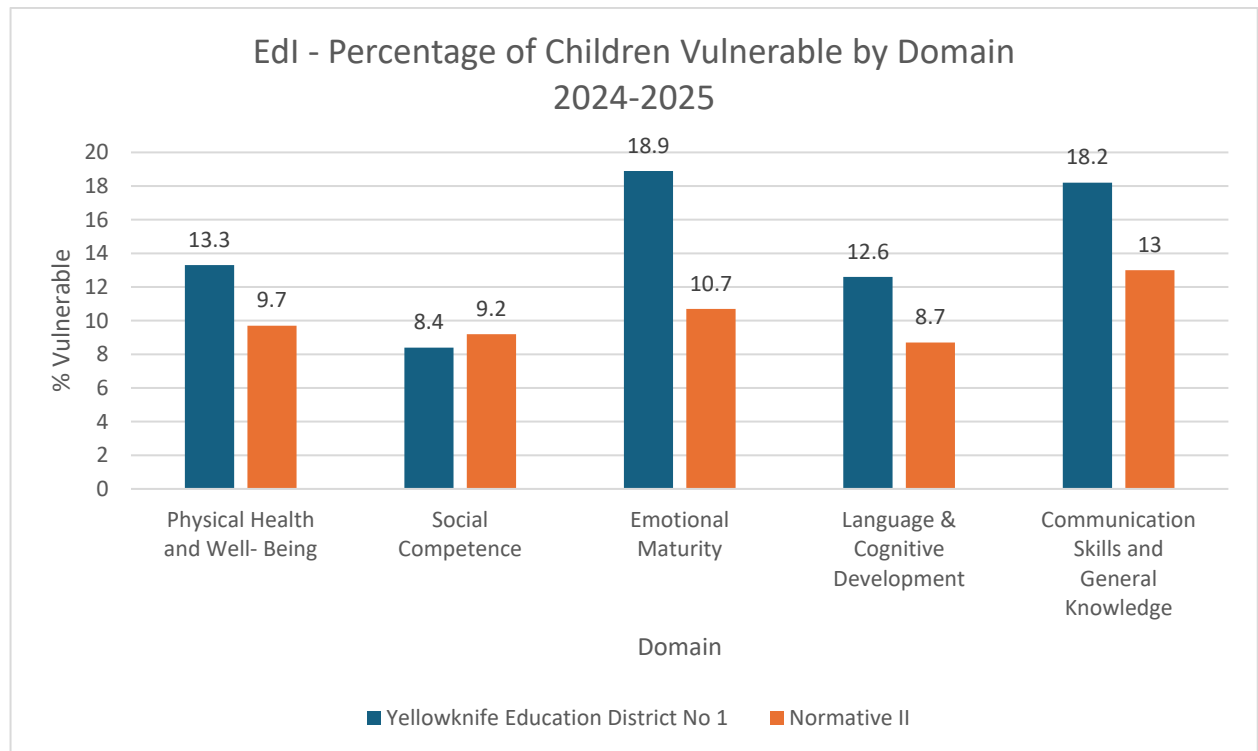
Appendix B: Early Development Instrument (EDI)

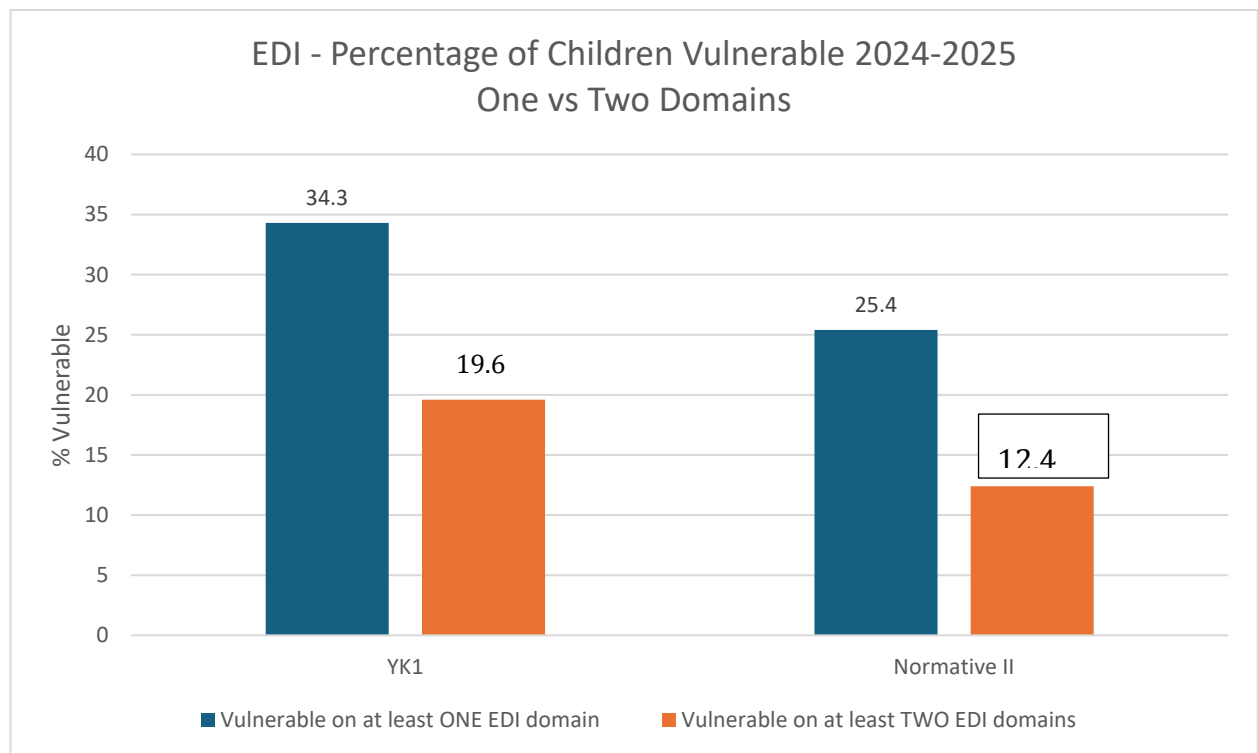




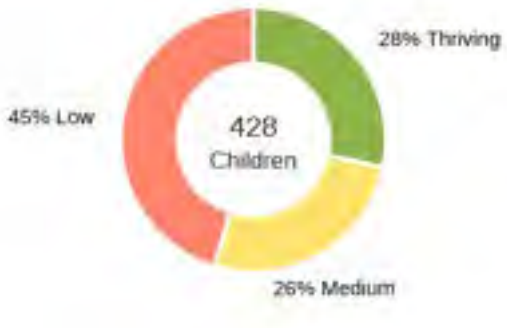
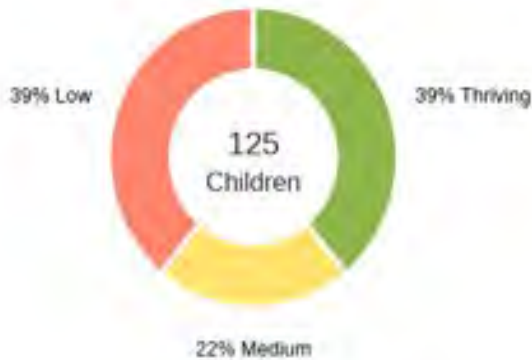
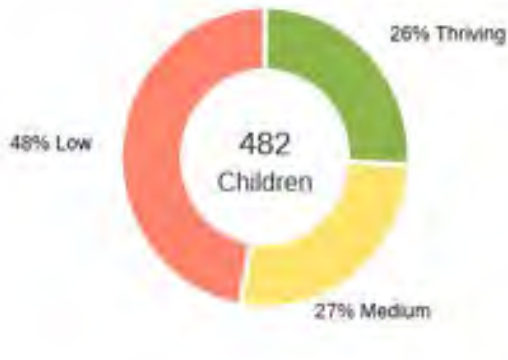








Appendix C: Middle Years Development Instrument (MDI)

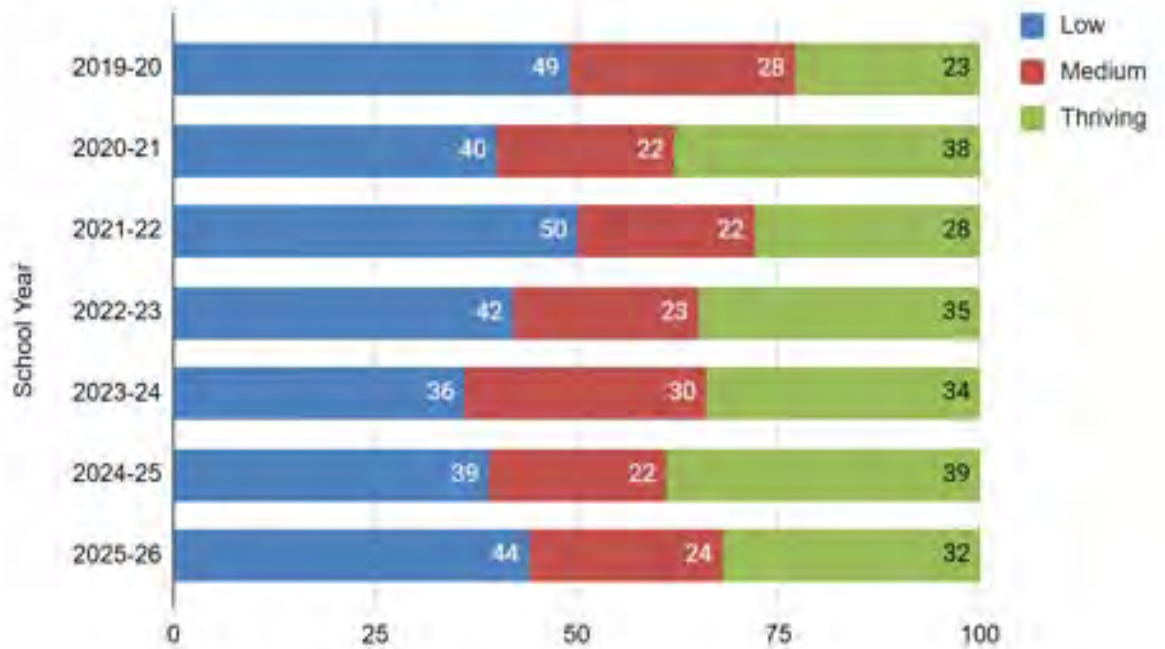
	 High Well-being (Thriving) Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.  Medium Well-being Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.  Low Well-being Children who score in the low range on at least 1 of the 5 measures of well-being.
Grade 4 2023-2024	YELLOWKNIFE EDUCATION DISTRICT NO. 1  36% Low 34% Thriving 129 Children 30% Medium NWT AVERAGE  45% Low 28% Thriving 428 Children 26% Medium
Grade 4 2024-2025	YELLOWKNIFE EDUCATION DISTRICT NO. 1 GRADE 4  39% Low 39% Thriving 125 Children 22% Medium NWT AVERAGE GRADE 4  48% Low 26% Thriving 482 Children 27% Medium



Grade 7 2024-2025	YELLOWKNIFE EDUCATION DISTRICT NO. 1 GRADE 7 44% Low 24% Thriving 32% Medium 132 Children NWT AVERAGE GRADE 7 51% Low 23% Thriving 26% Medium 431 Children
Grade 7 2025-2026	YELLOWKNIFE EDUCATION DISTRICT NO. 1 GRADE 7 40% Low 33% Thriving 27% Medium 114 Children NWT AVERAGE GRADE 7 52% Low 27% Thriving 21% Medium 427 Children

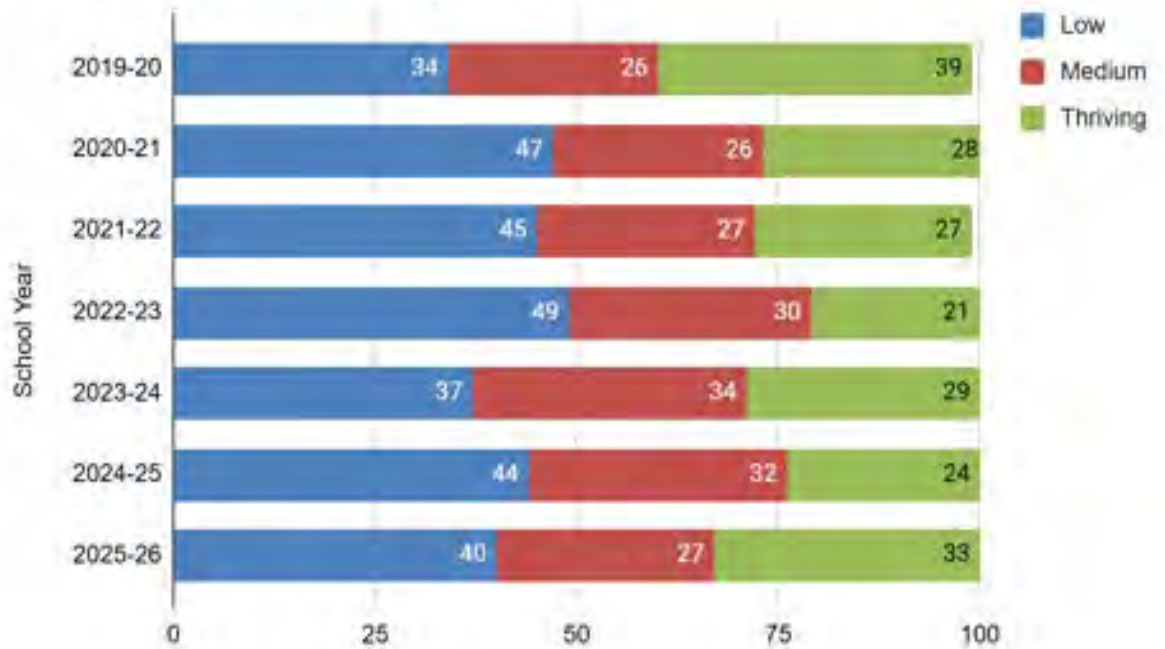
YK1

Grade 4 MDI Well Being Index



YK1

Grade 7 MDI Well Being Index

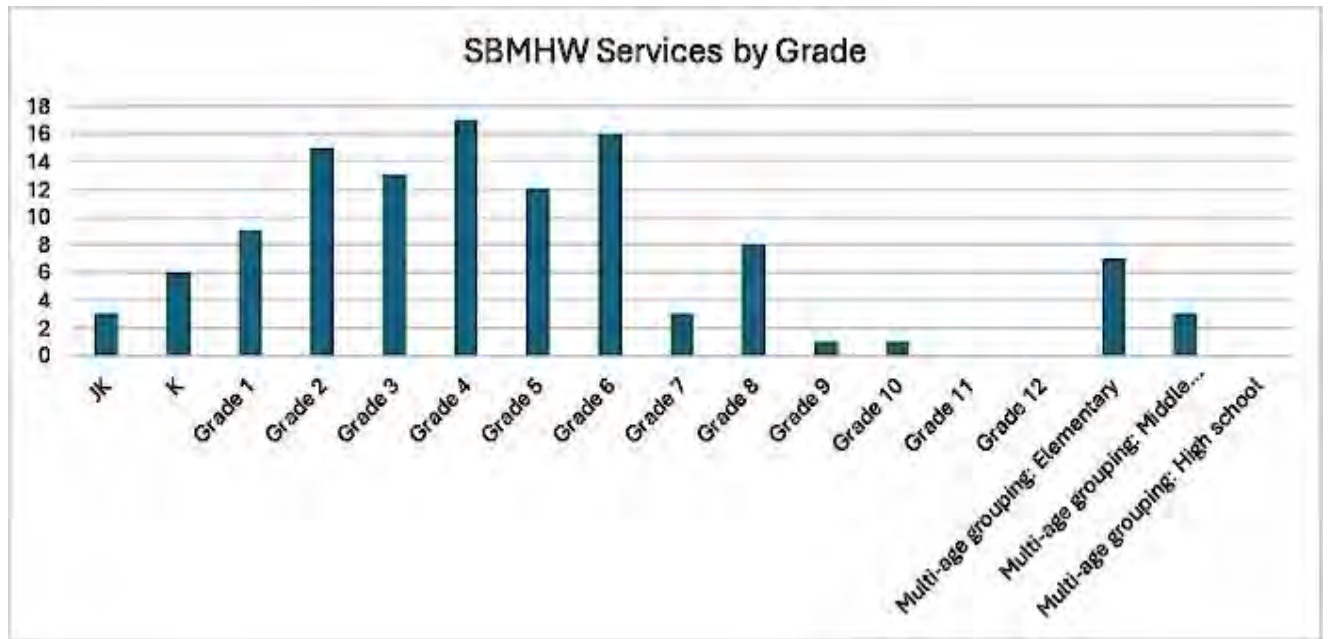


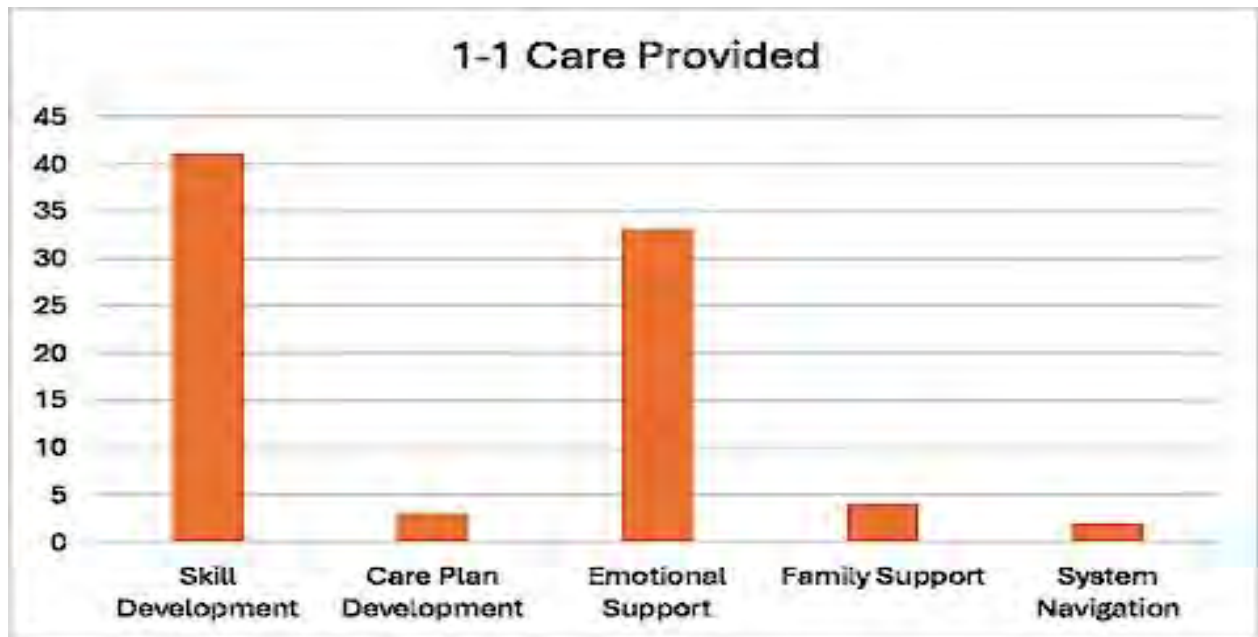
Appendix D: Social Emotional Learning: School Based Mental Health & Wellness

April Data Loop-Back from Wellness Mentors

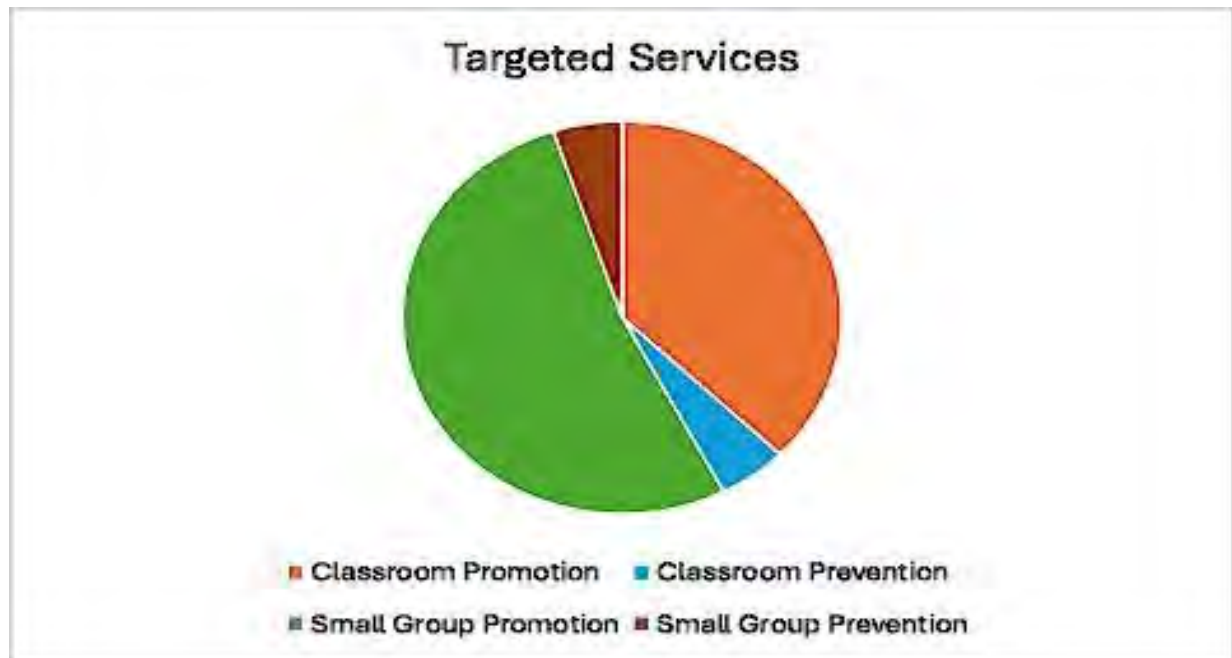
- 6 out of 6 schools reported
- A total of 505 students received SBMHW services in April
- 1-1 services = 53 participating students (Level 2)
- With referrals coming primarily from school staff
- No identified referrals to the local Community Counselling Program
- Group Services = 452 participating students (Level 1/2)
- 119 group sessions were completed, targeting mental health promotion and prevention

- 9 universal services with a whole school approach to promoting student mental health and wellbeing, primarily through student programming (Level 1)

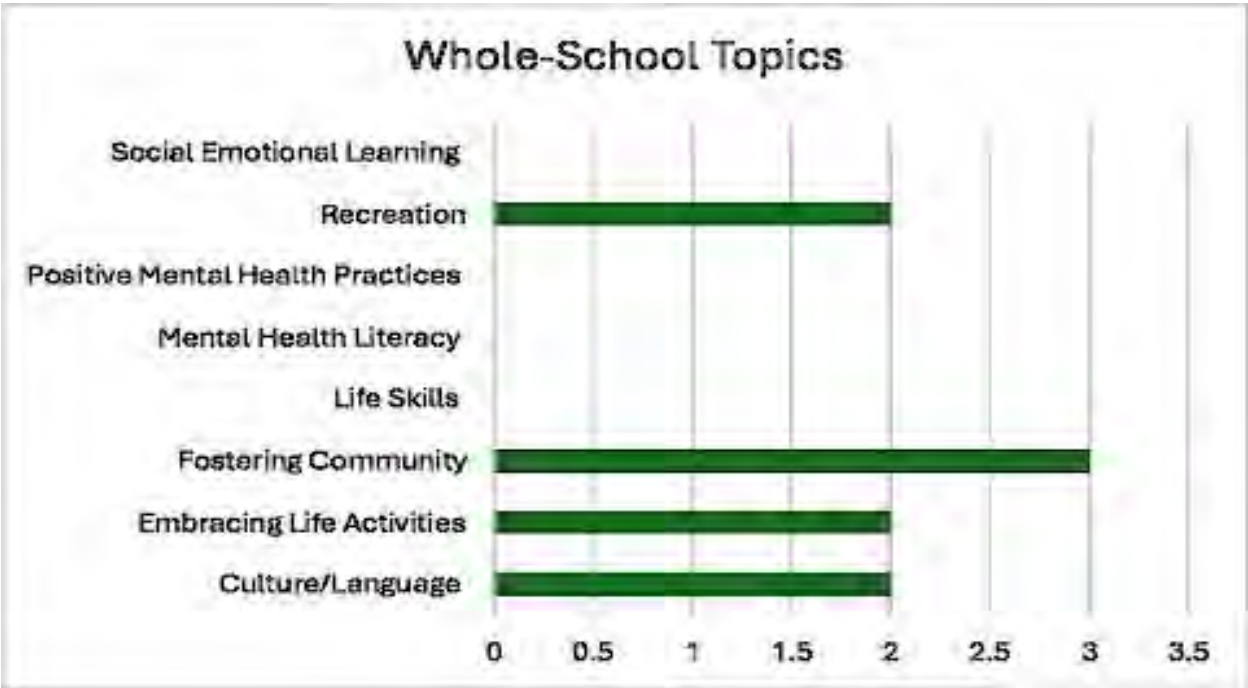












Appendix E: Student Programming Data

Program Information Report - Yellowknife District No. 1 Education Authority						
Total Students in the Jurisdiction: 1110						
Program Category	Number of Students	Percentage of Students	Assigned	Percentage of Assigned	Non-Assigned	Percentage of Non-Assigned
Students on a Regular Program	1098	98.92%	1043	94.9%	155	14.02%
Regular Program with Accommodations/Adjustments for Involvement	10	0.9%	1	10%	9	90%
Regular Program with Accommodations/Adjustments for Learning Difficulty	110	9.91%	10	9.09%	100	90.91%
Modified Education Program Above Grade Level	10	0.9%	5	50%	5	50%
Modified Education Program Below Grade Level	10	0.9%	5	50%	5	50%
Number of Students with Modified Education Levels or Accommodations for Difficulty	130	11.71%	20	15.38%	110	84.62%
Number of SP Students	40	3.60%	10	25%	30	75%
Number of SP Students w/ unmodified SP	2	0.18%	2	100%	0	0%
Number of SP Students	100	9.01%	100	100%	0	0.00%
Number of SP Students w/ unmodified SP	10	0.9%	5	50%	5	50%
Number of Students Receiving Specialized Instruction	14	1.26%	1	7.14%	13	92.86%
Number of Students on a Behavioral Plan	12	1.08%	1	8.33%	11	91.67%

Appendix F: Safe and Caring School Reviews

As per ECE's direction, all NWT regions will submit their Safe and Caring School plans and will undergo a review of these plans on a rotating basis. The plans include:

- Emergency Response plans

Education programs aimed at bullying awareness and prevention, healthy relationships, policies and guidelines

YK1 Safe and Caring Schools plans are scheduled for full review as per the following schedule:

2022-2023

2025-2026

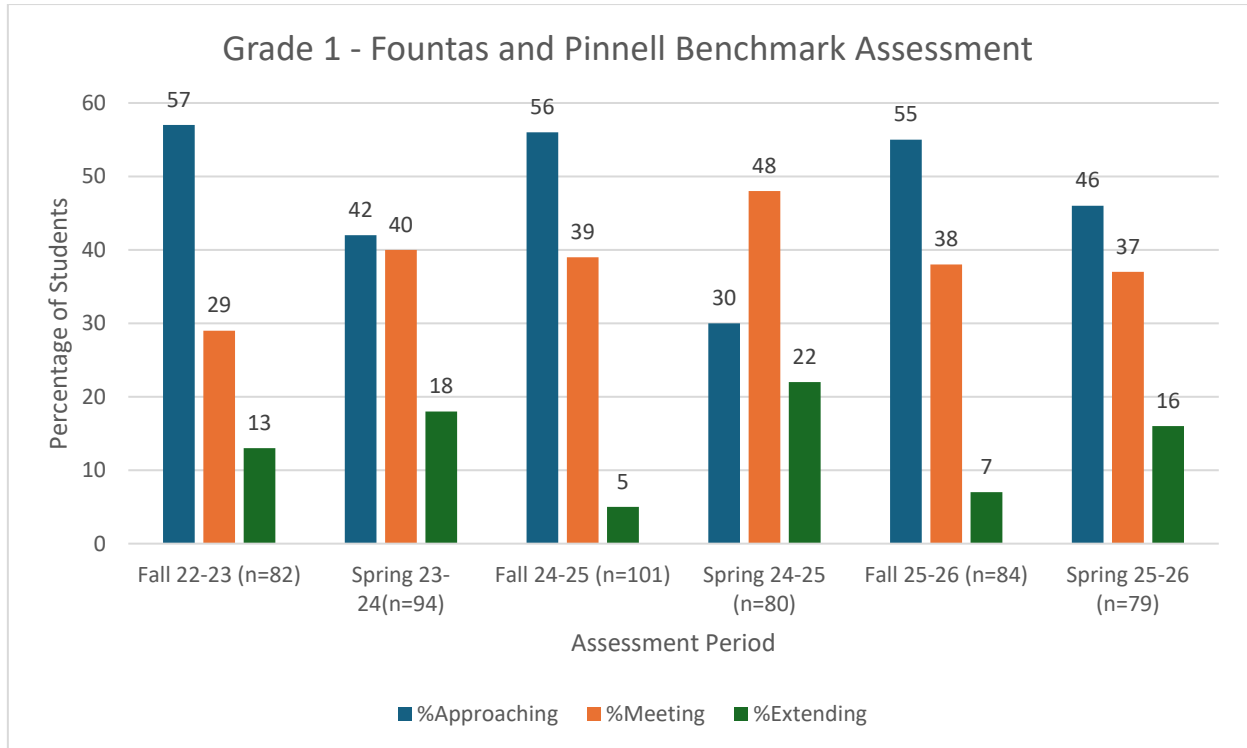
2028-2029

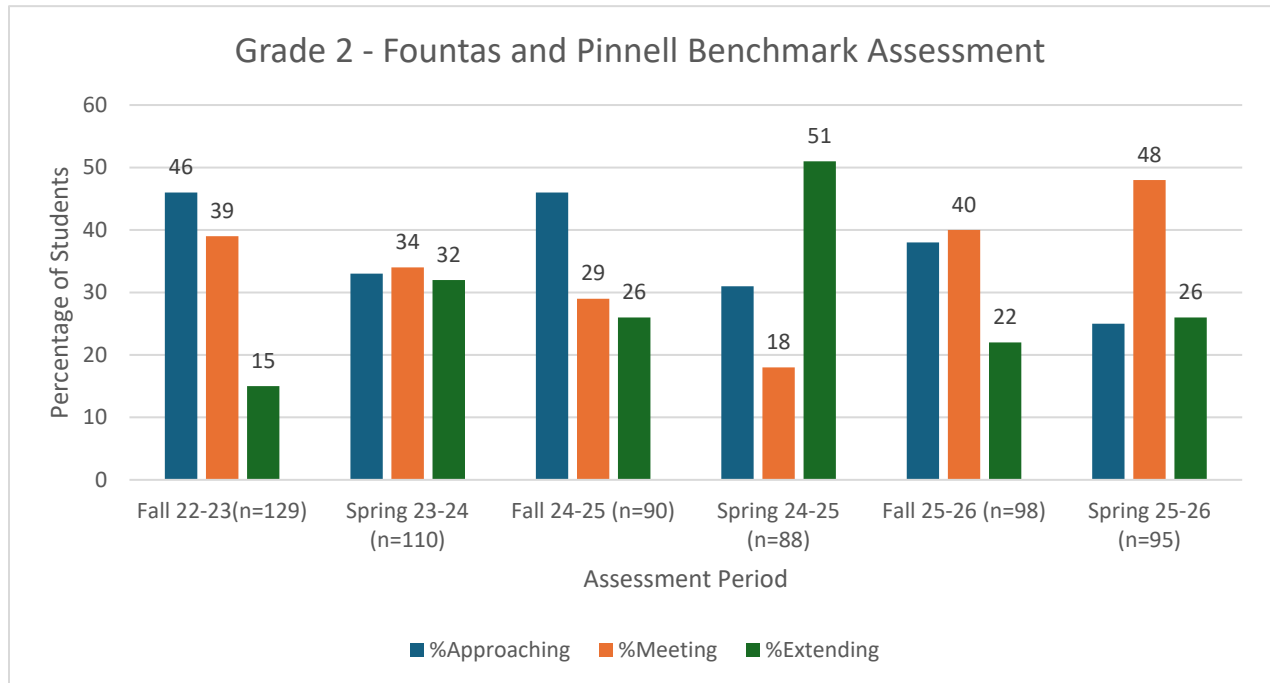
2031-2032

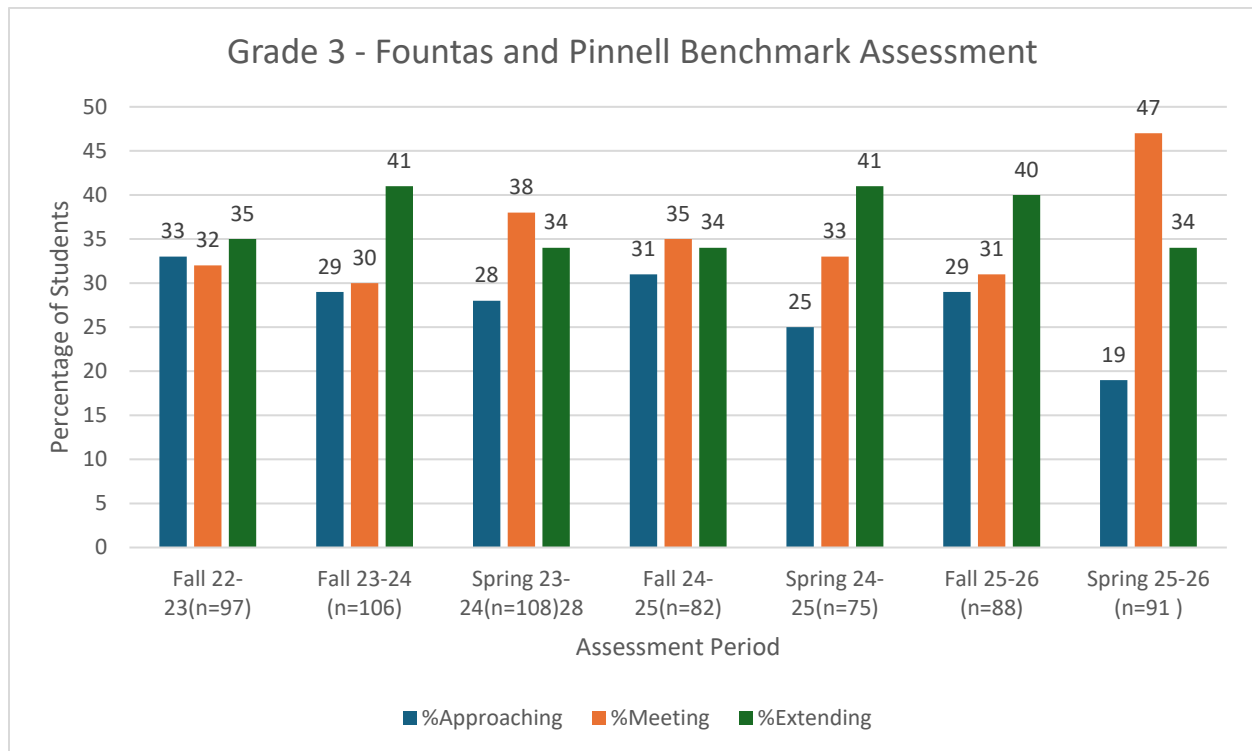
Appendix G: Staff Training Health

- Healthy Relationships - Training was discontinued by ECE in 2025-26. The expectation is that education bodies will identify evidence based healthy relationship programming and provide training for staff. GSA Training - Training provided as needed to new staff each year through the Northern Mosaic Network
- Safe Management Group Crisis Intervention Training (in addition to Train the Trainer sessions)
- SafeTalk - LivingWorks SafeTALK is an interactive, engaging workshop that helps you see and respond to the signs of suicide – safely, confidently and compassionately

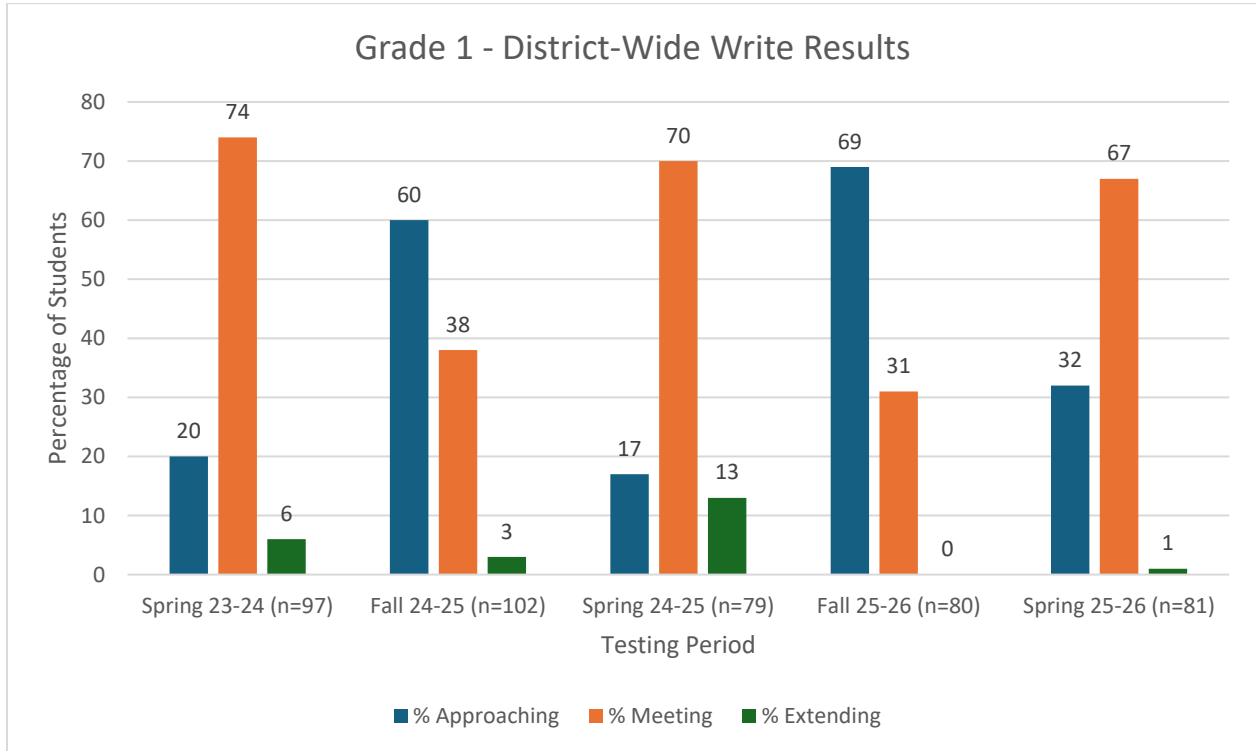
Appendix H: Reading Data Grades 1-3

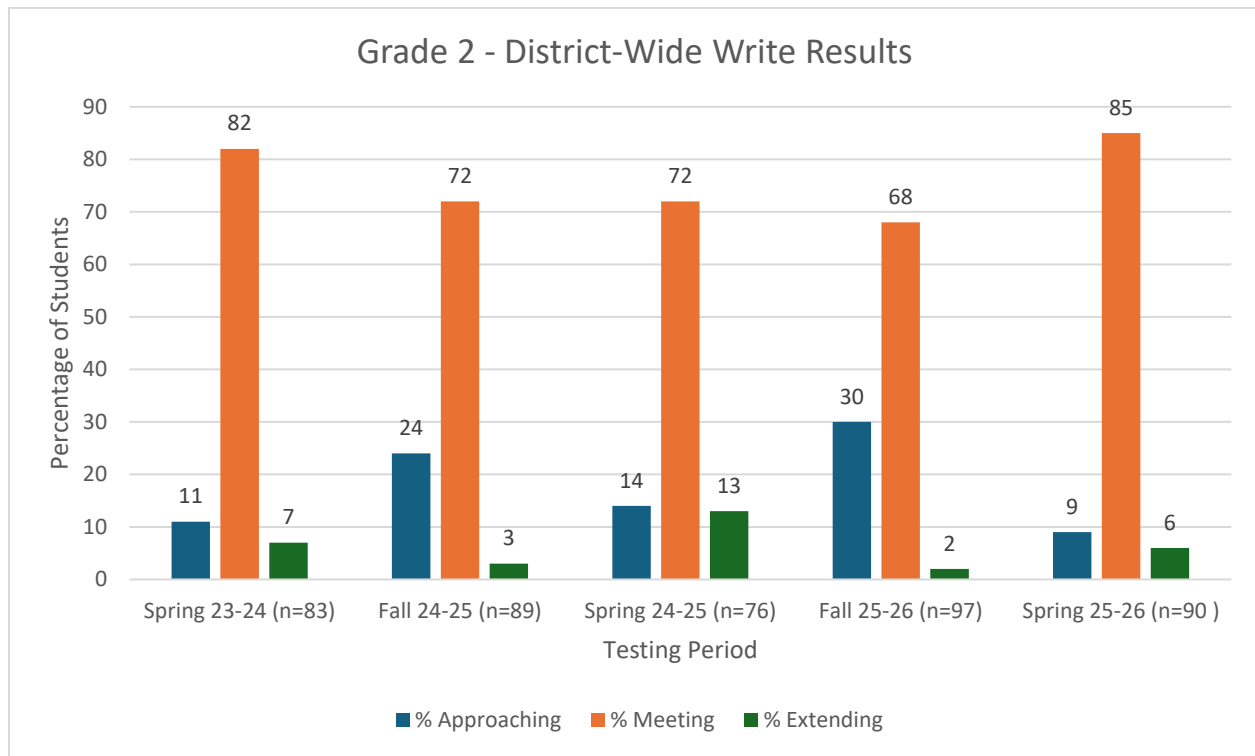


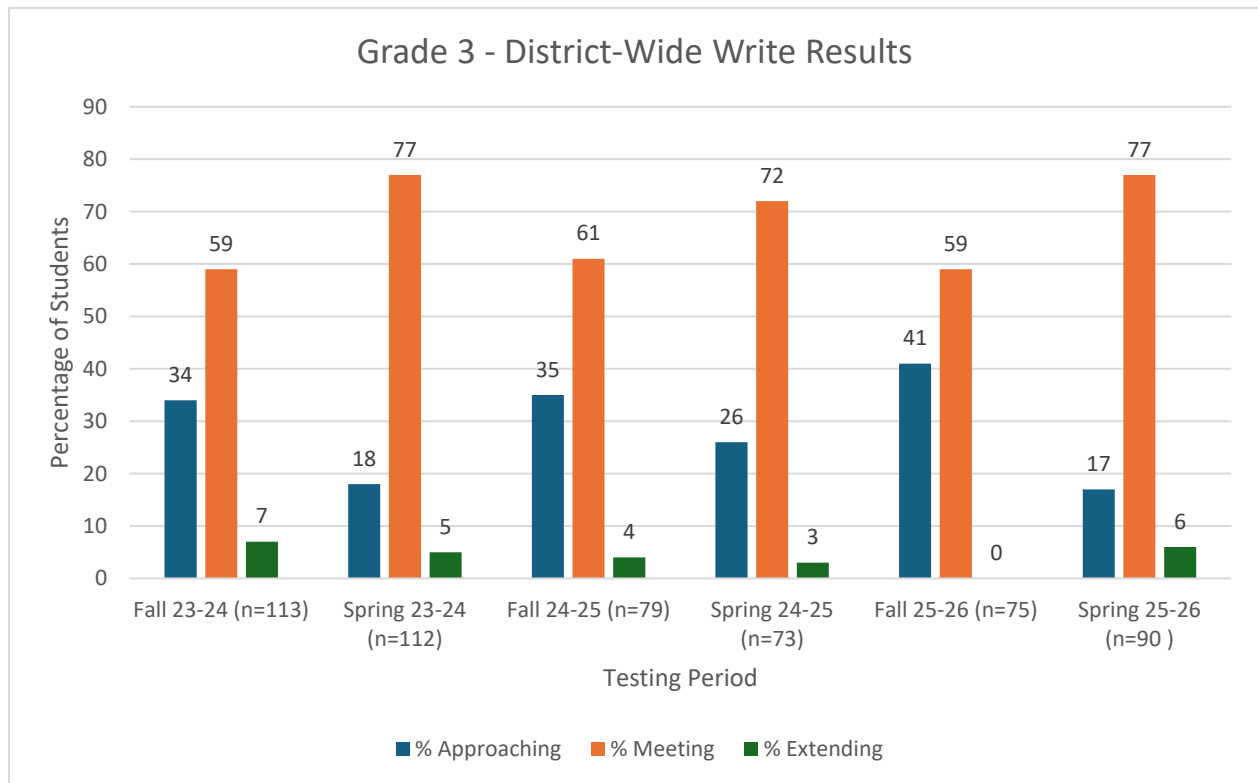




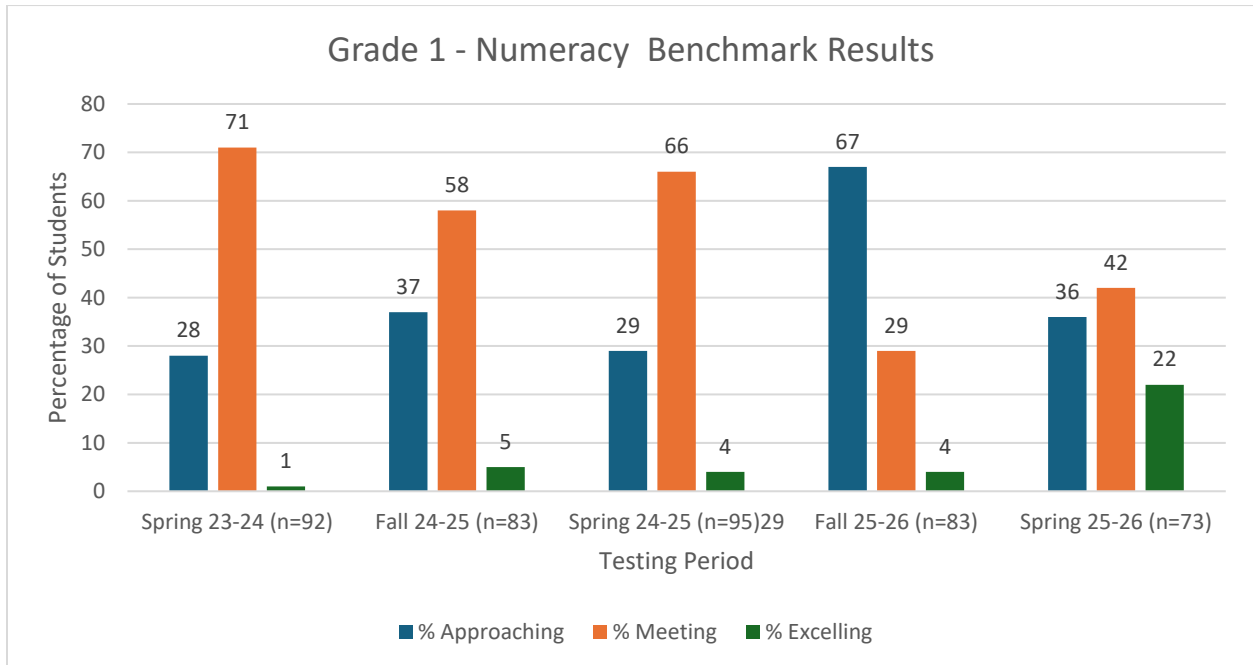
Appendix I: District Wide Write Grades 1-3

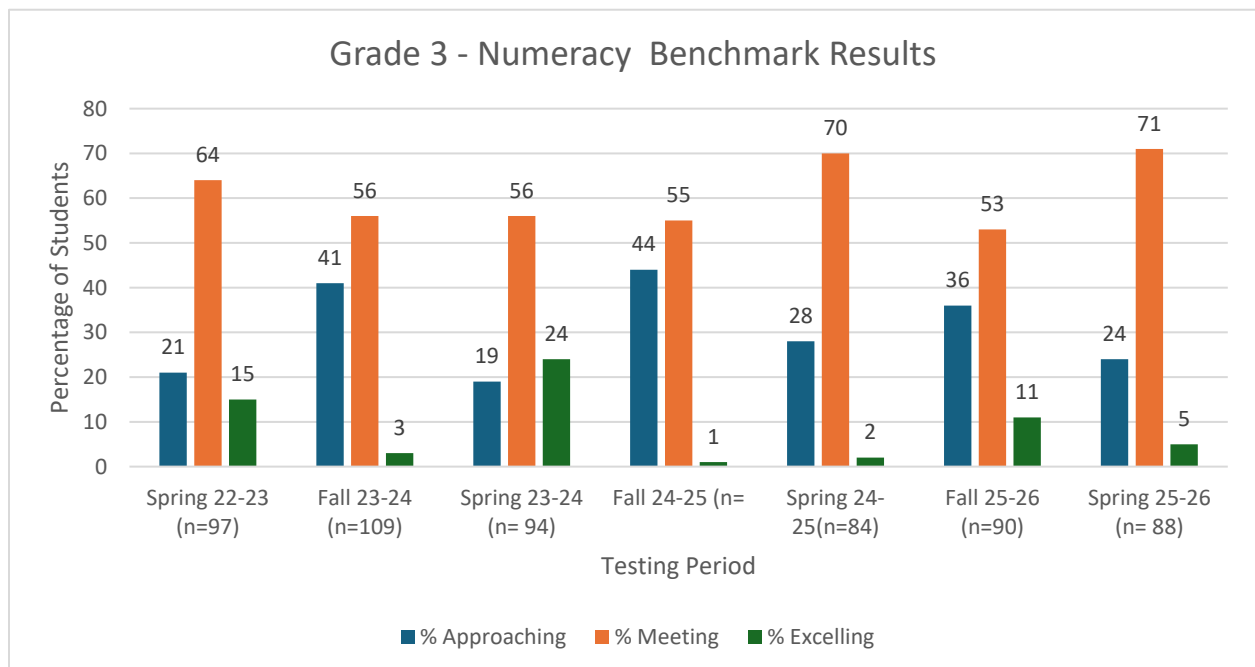
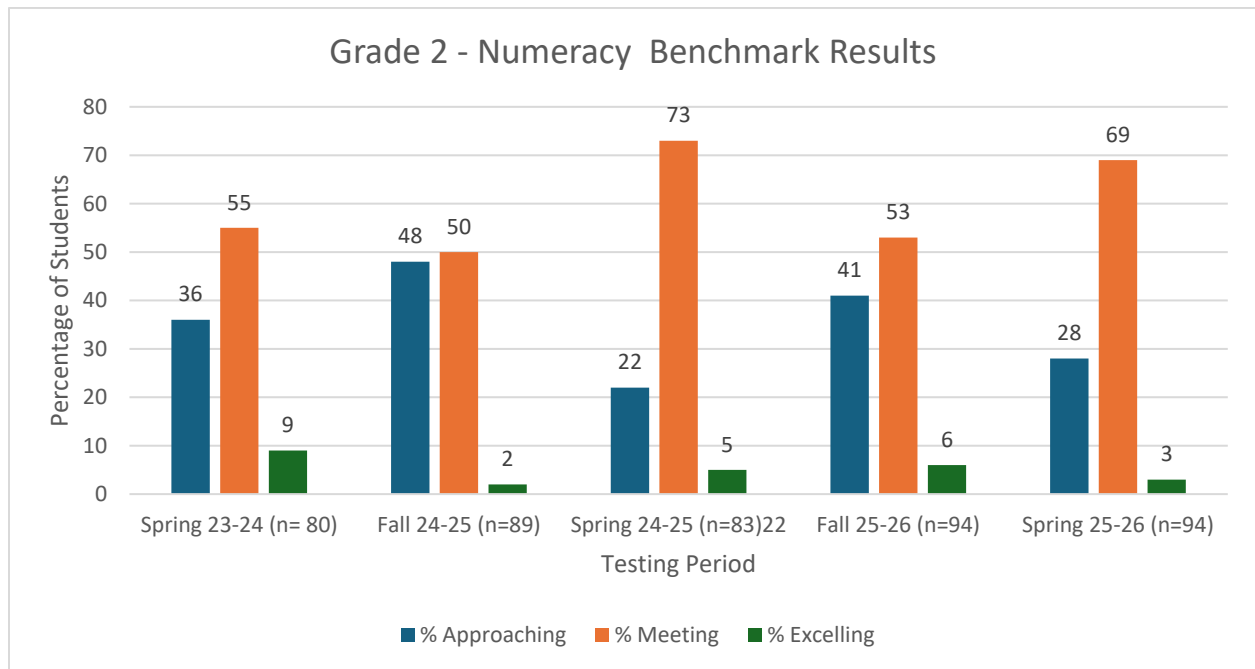




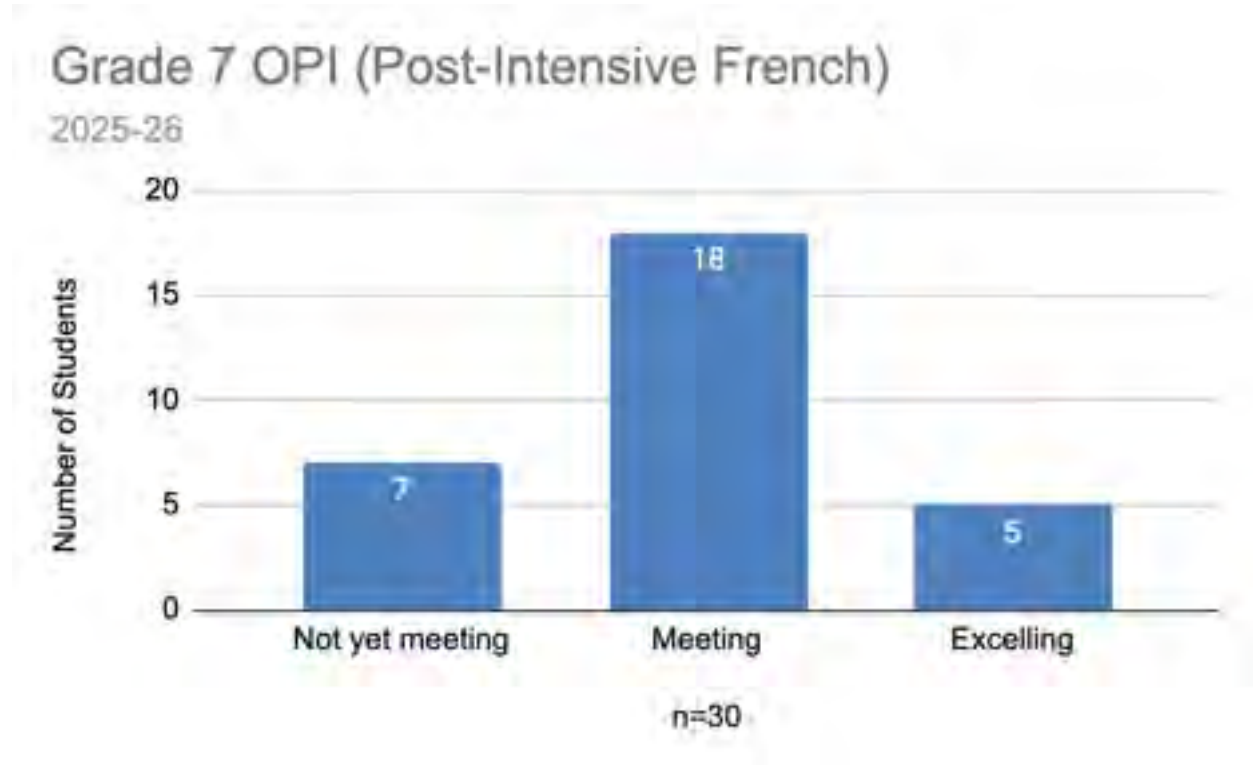


Appendix J: Northern Lights Numeracy Performance Assessment



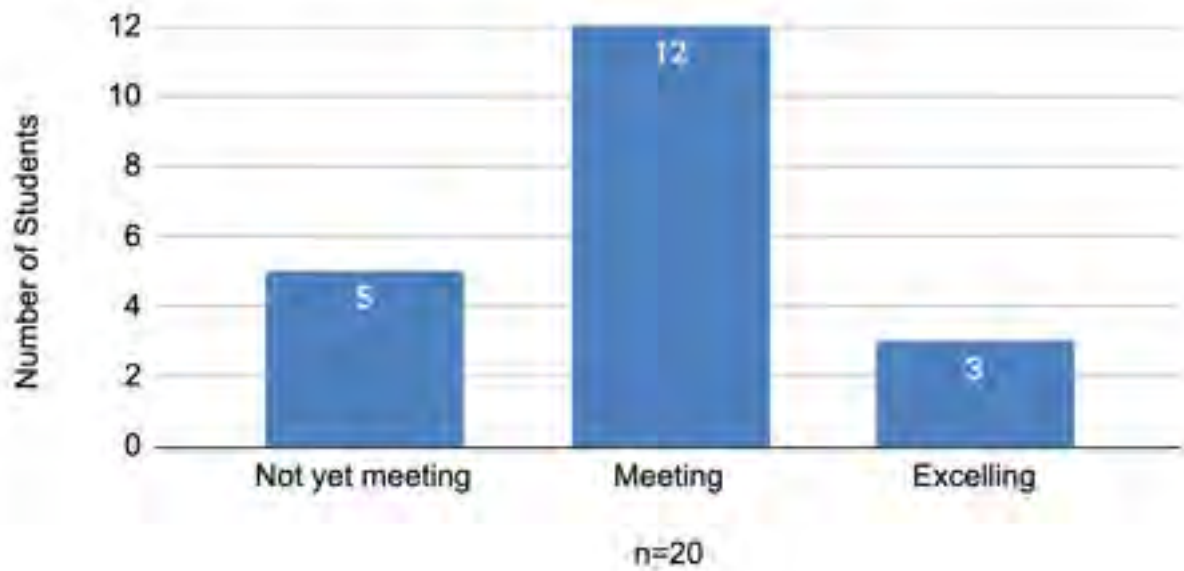


Appendix K: Oral Proficiency Index



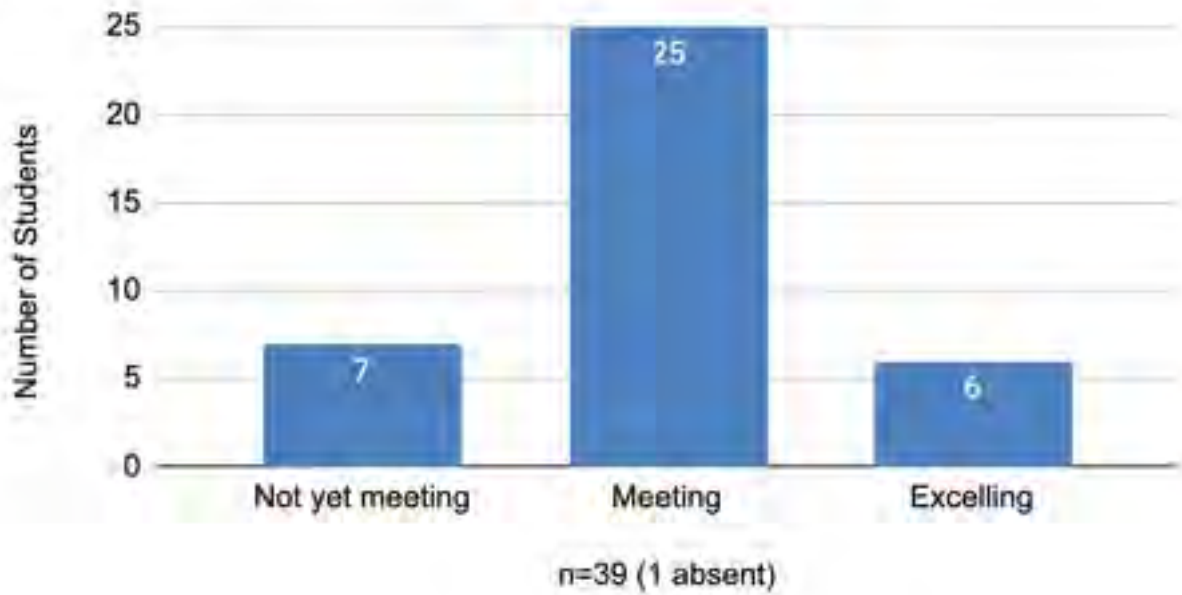
Grade 8 OPI (Post-Intensive French)

2025-2026



Grade 9 OPI (Post-Intensive French)

2025-2026



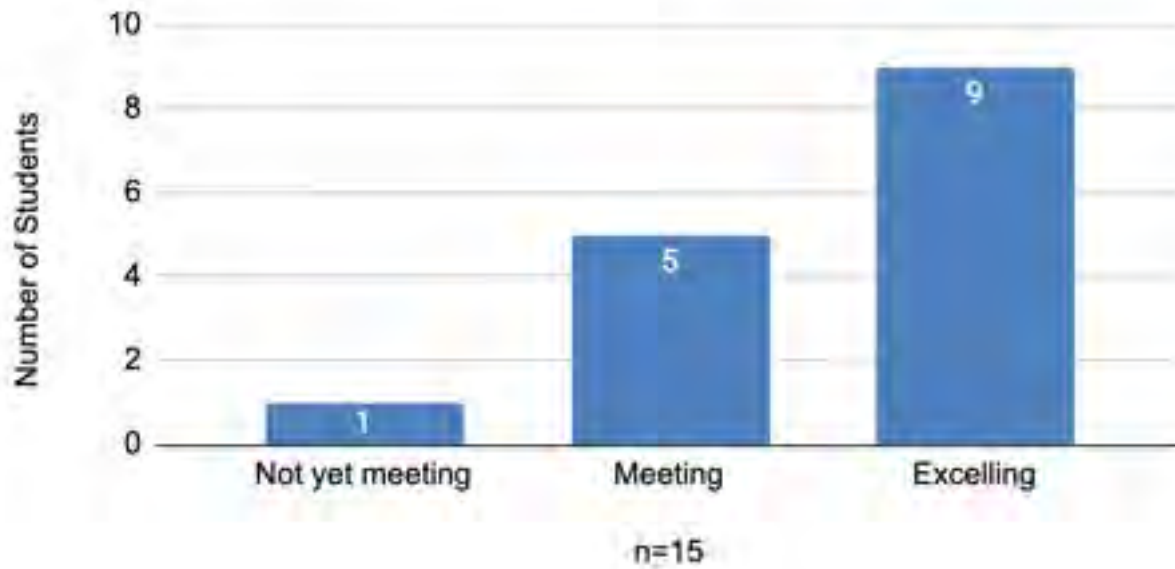
Grade 10 OPI (Post-Intensive French)

2025-2026



Grade 11 OPI (Post-Intensive French)

2025-2026



Grade 12 OPI (Post-Intensive French)

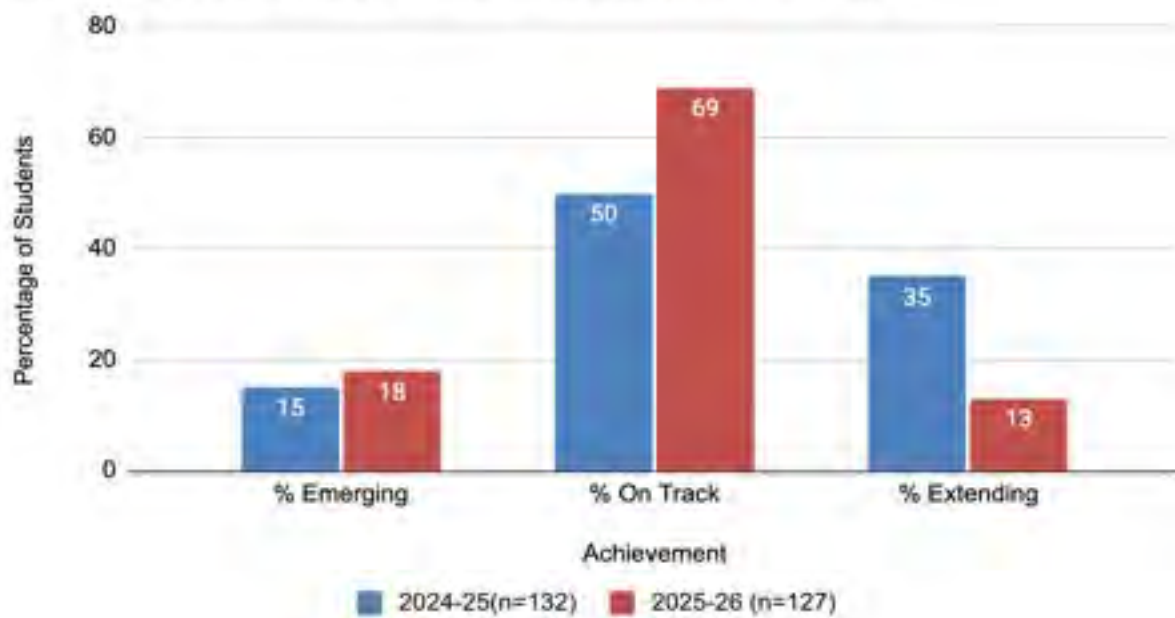
2025-2026



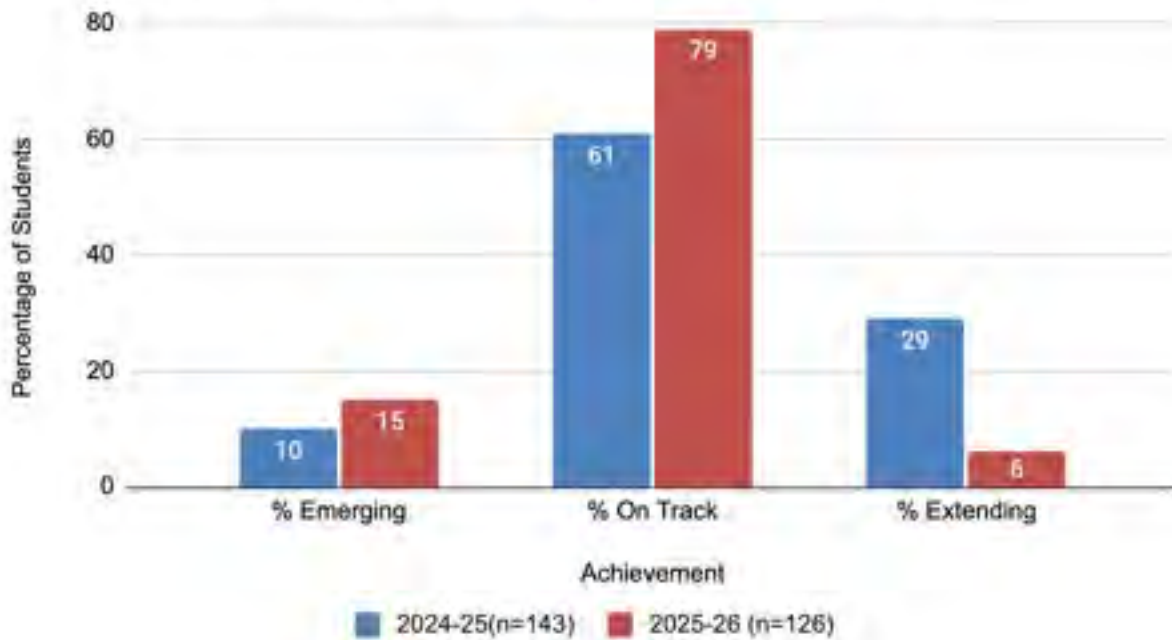
Appendix L: Foundation Skills and Graduation Assessments

Grade

Grade 4 Foundation Skills Assessment - Literacy

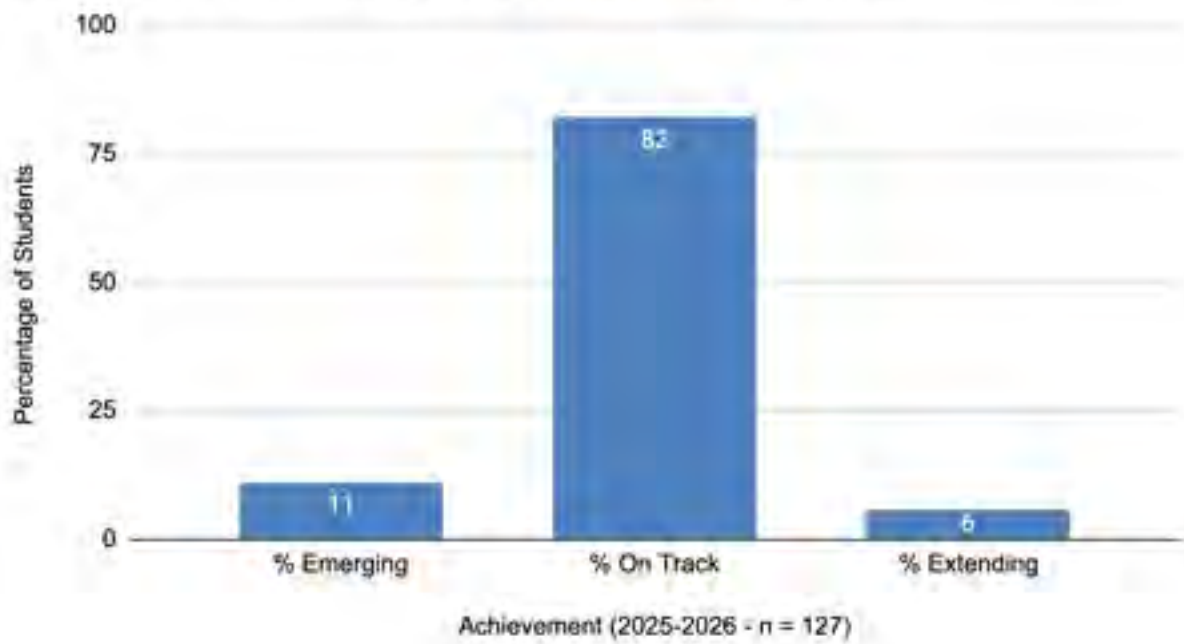


Grade 4 Foundation Skills Assessment - Numeracy

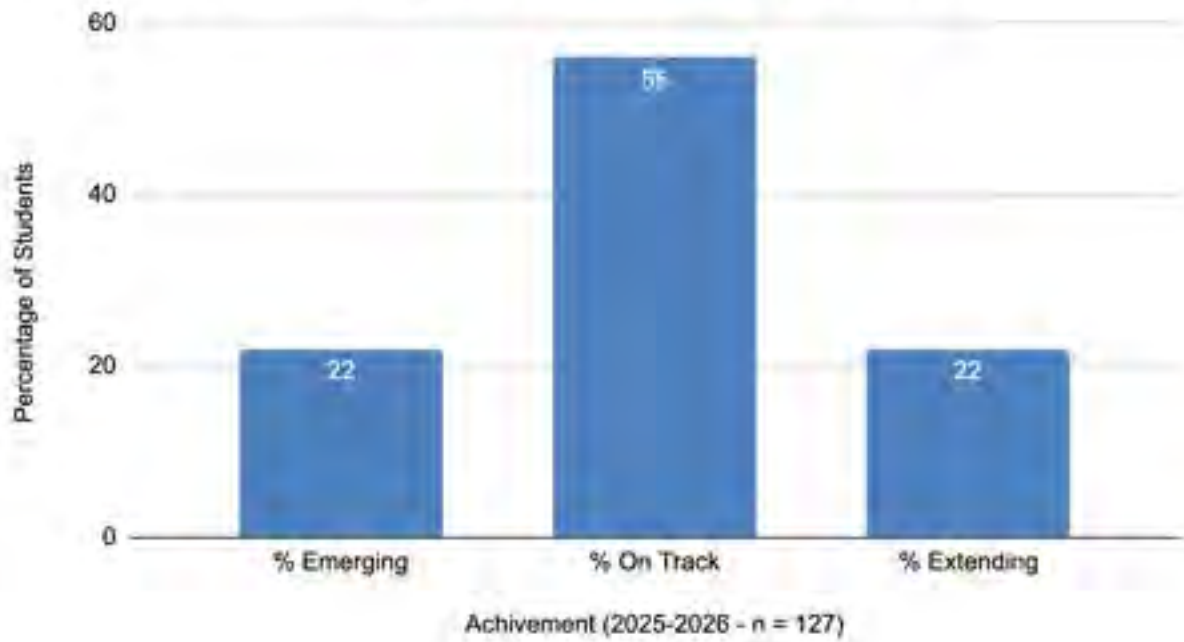


Grade 7

Grade 7 - Foundation Skills Assessment - Literacy



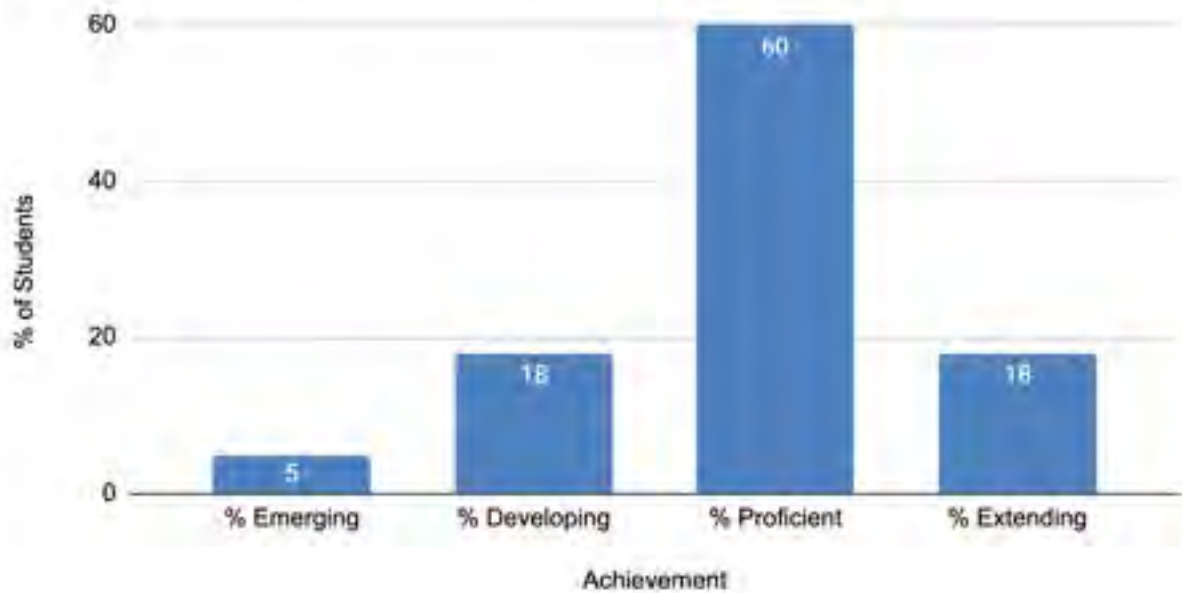
Grade 7 - Foundation Skills Assessment - Numeracy



Grade 10

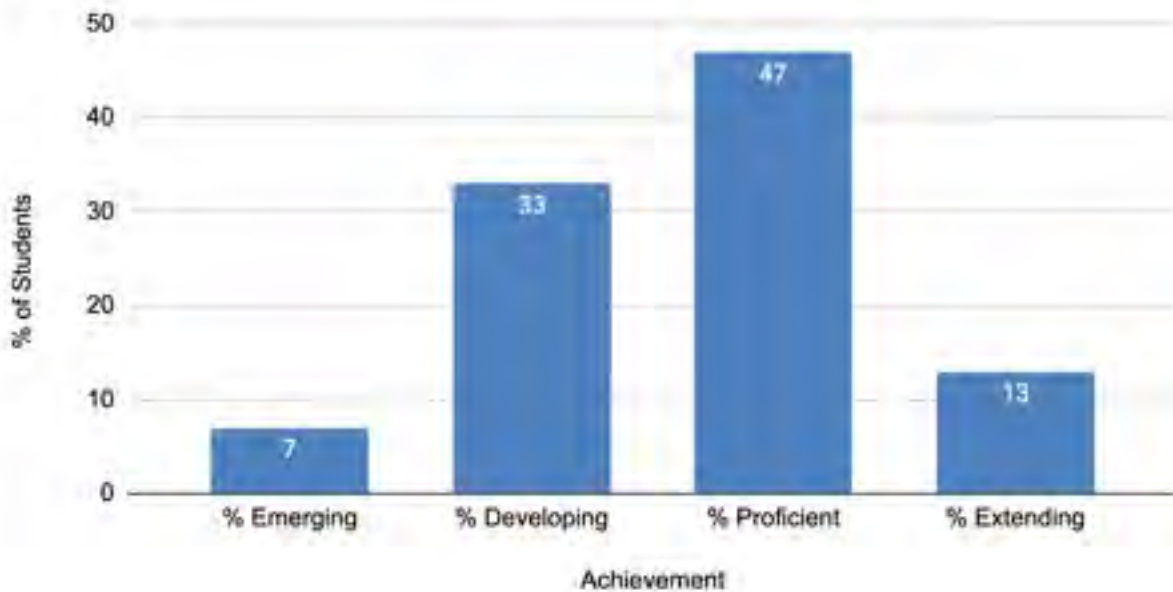
Grade 10 Literacy 2024-2025 - YK1 All Students

(n=131)



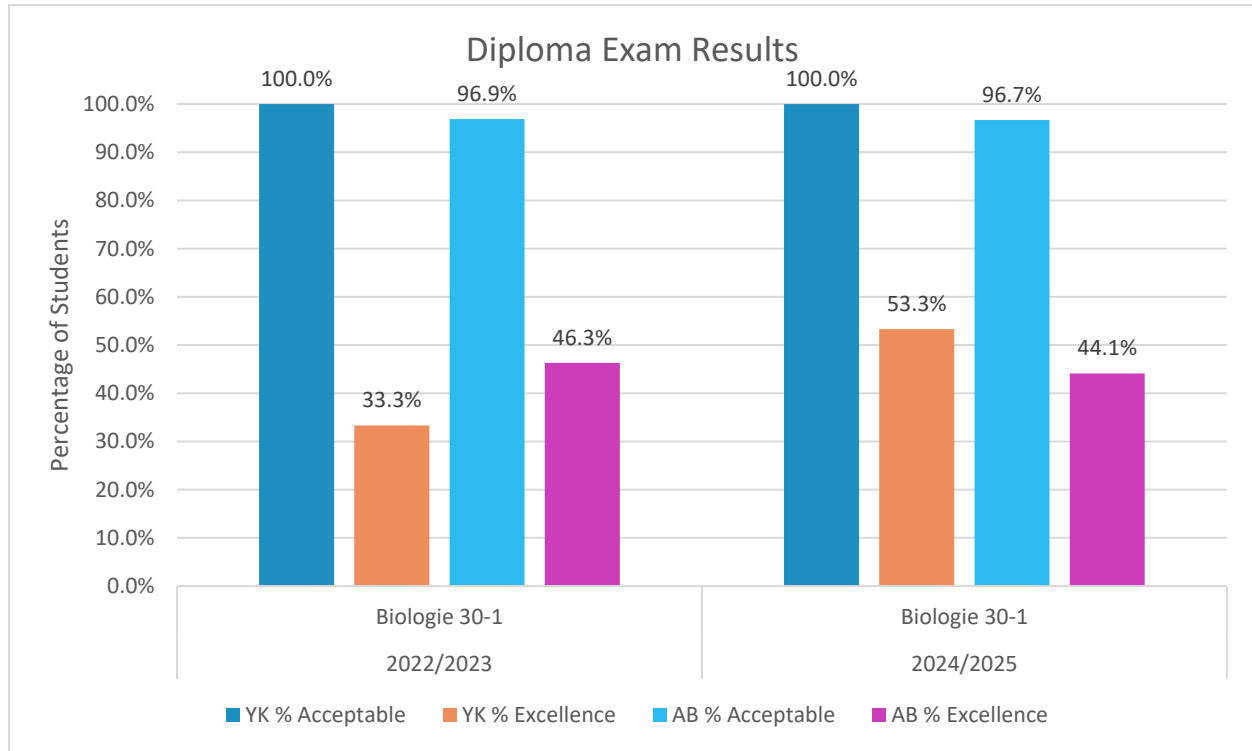
Grade 10 Numeracy 2024-25 - YK1 All Students

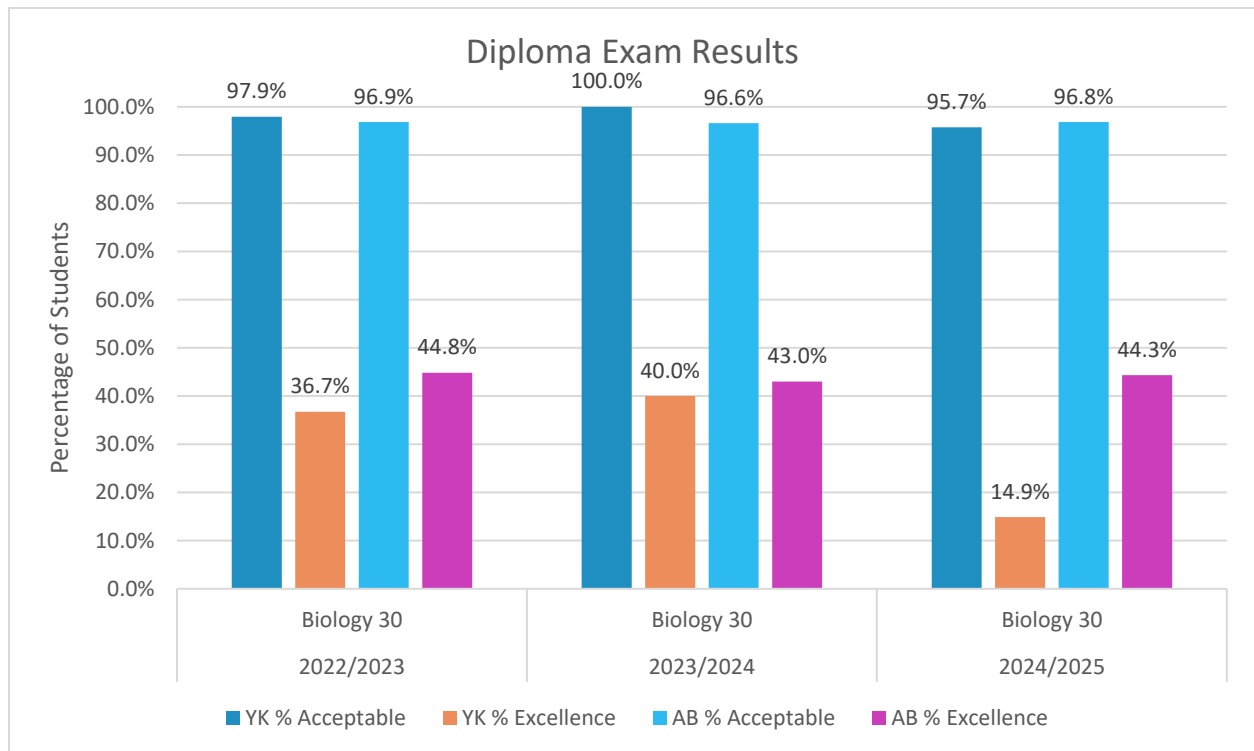
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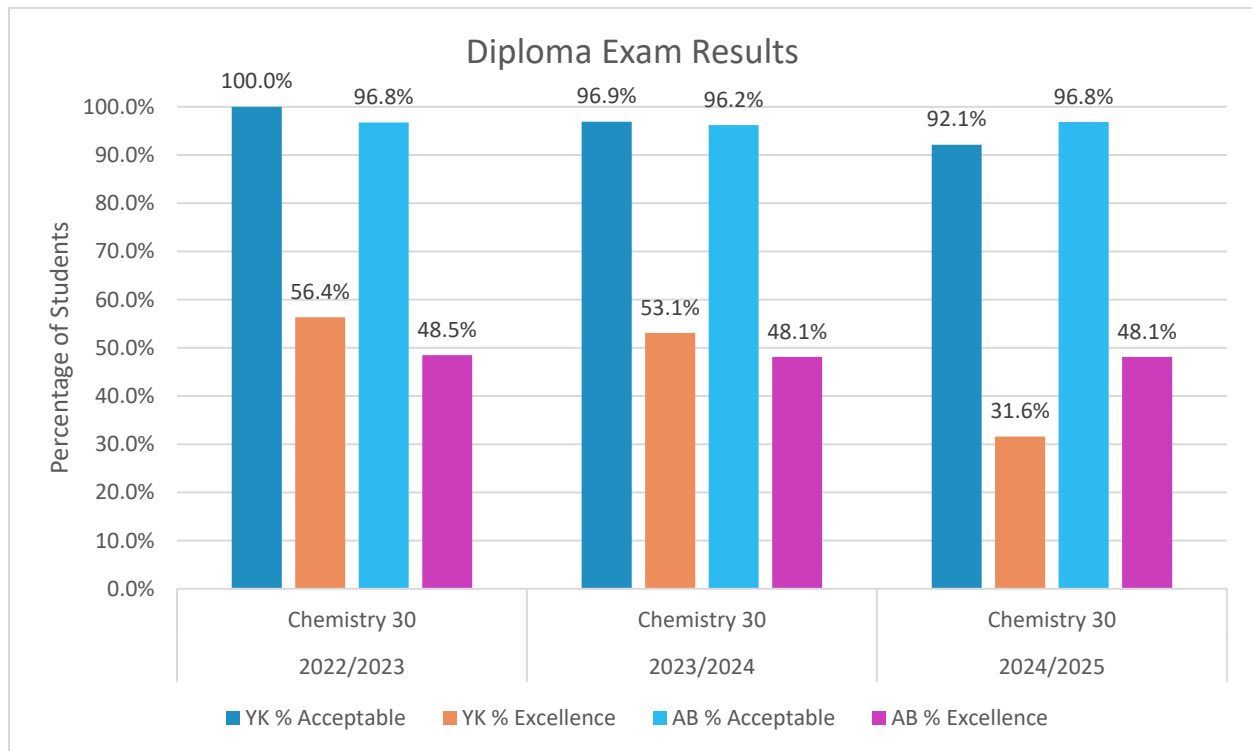


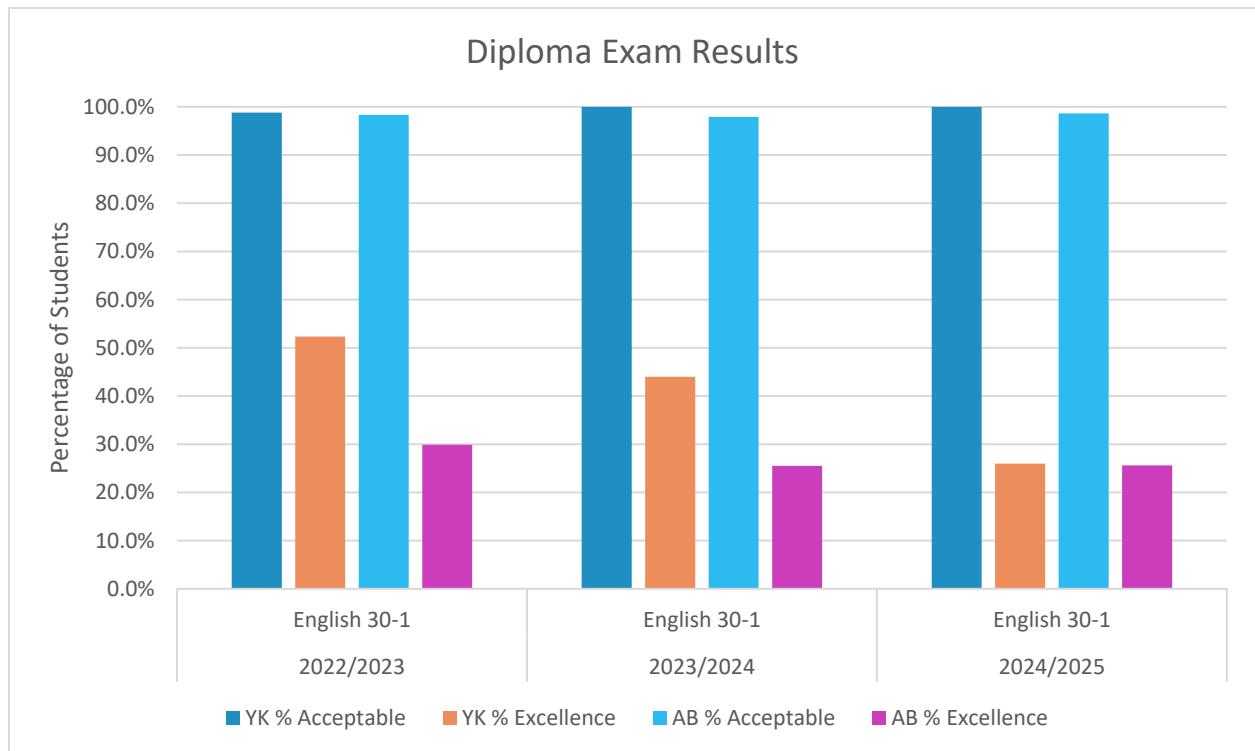
Note: The number of students writing these assessments may not correspond exactly to the number of students registered in Grade 10 for the year in question. Students may write these assessments at any time between Grades 10 to 12 but MUST complete them before the end of Grade 12 in order to meet Graduation Requirements.

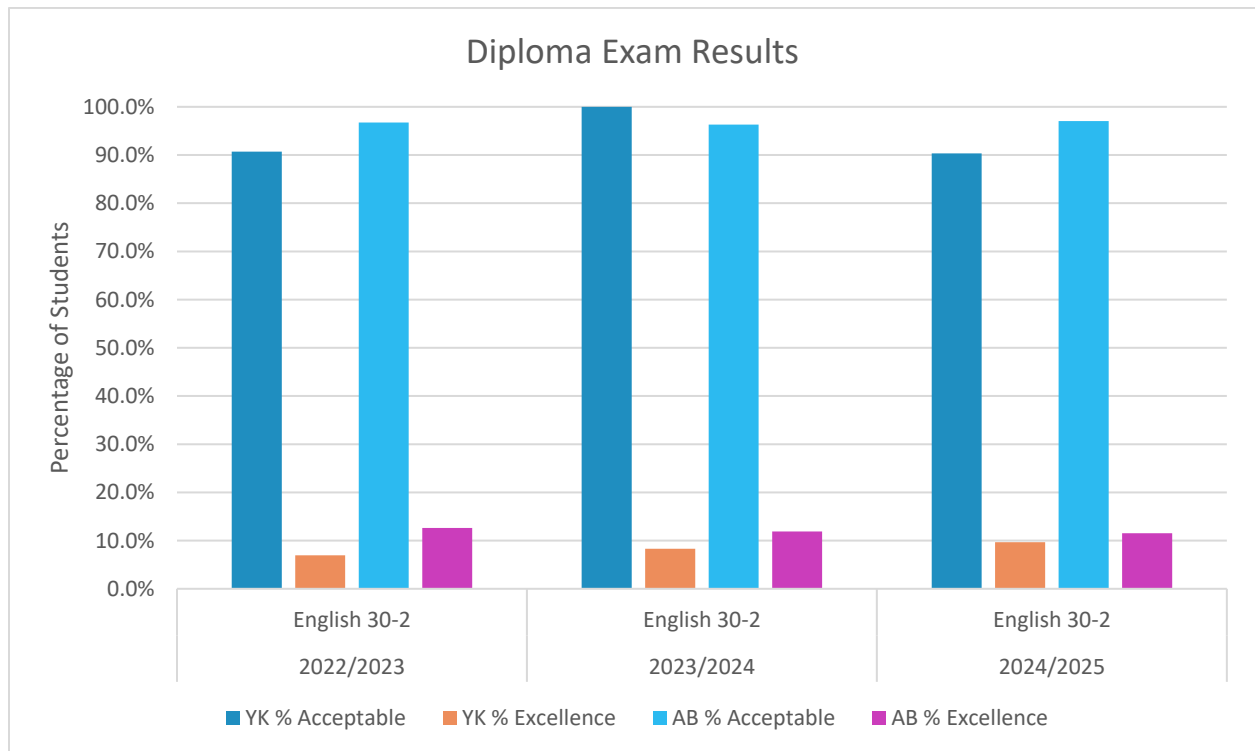
Appendix M: Alberta Diploma Data for YK1

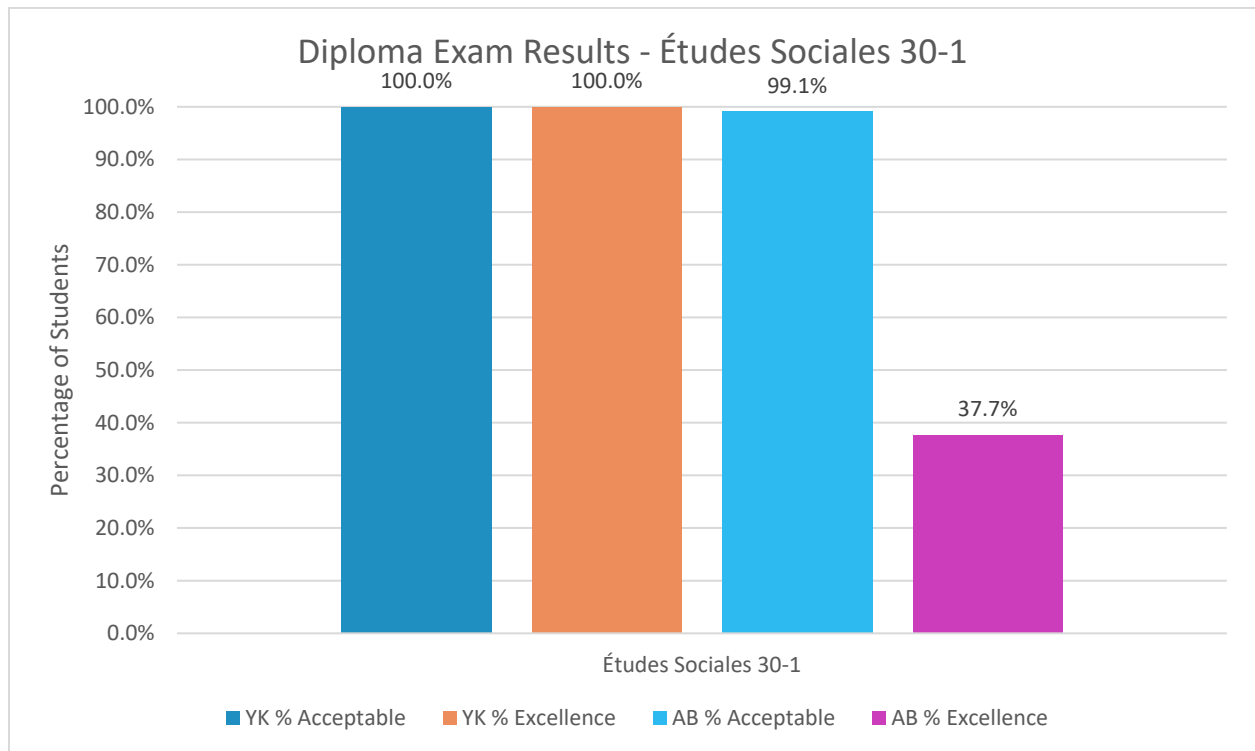


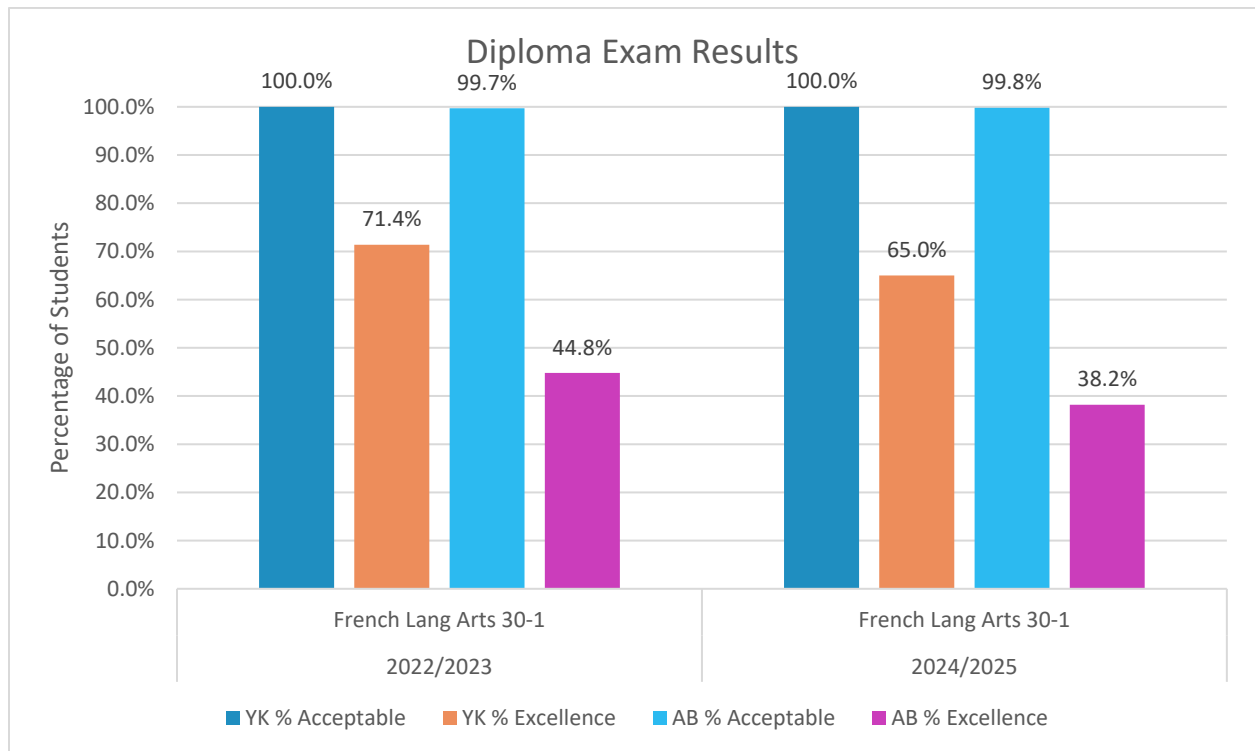


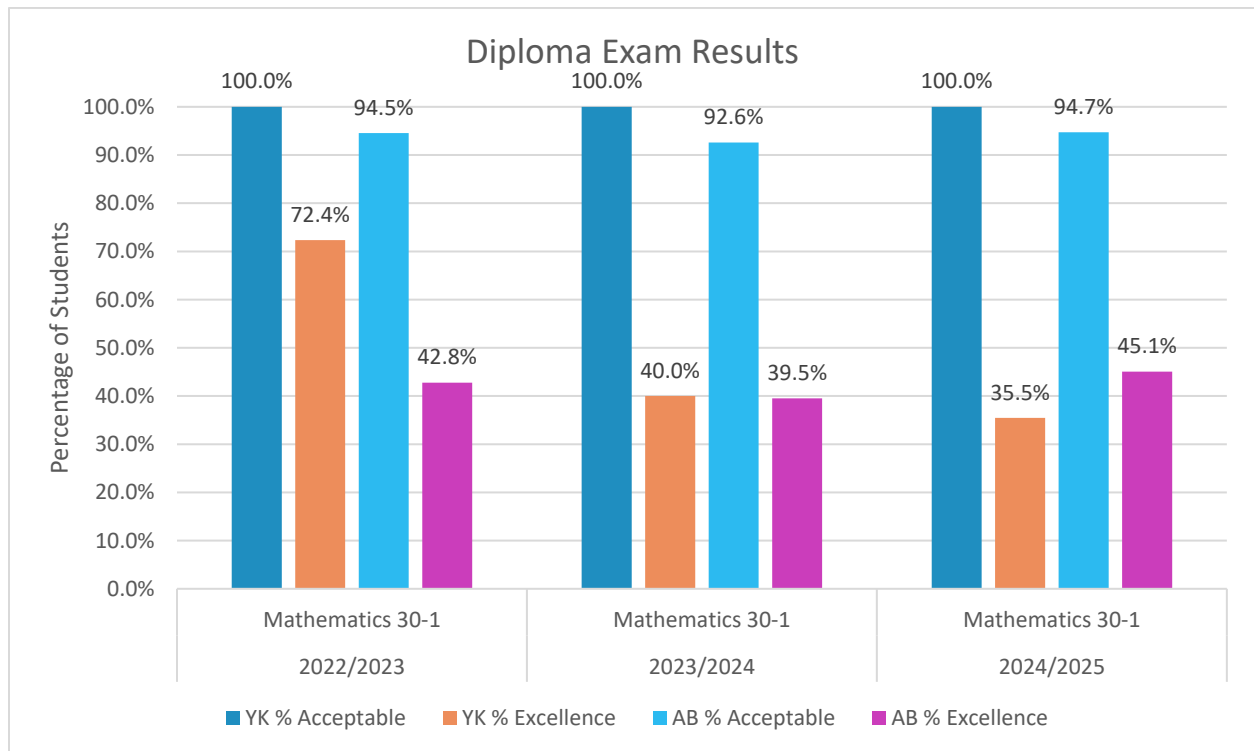


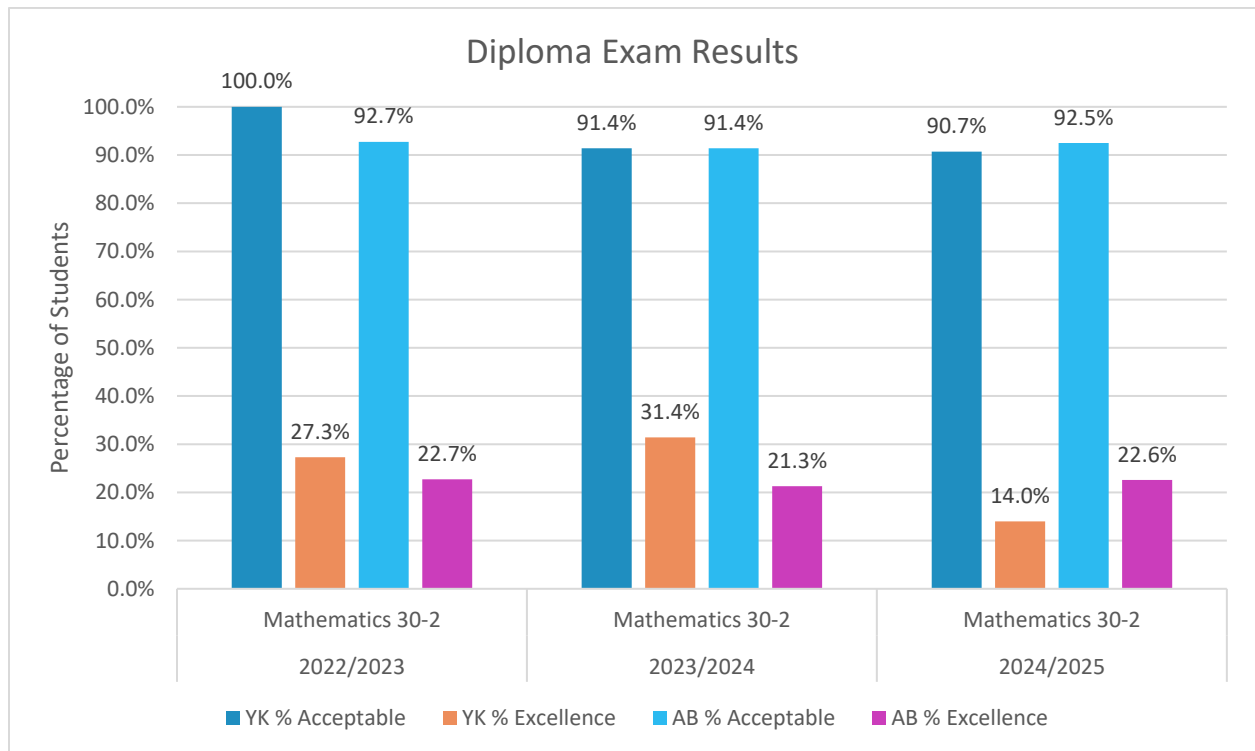


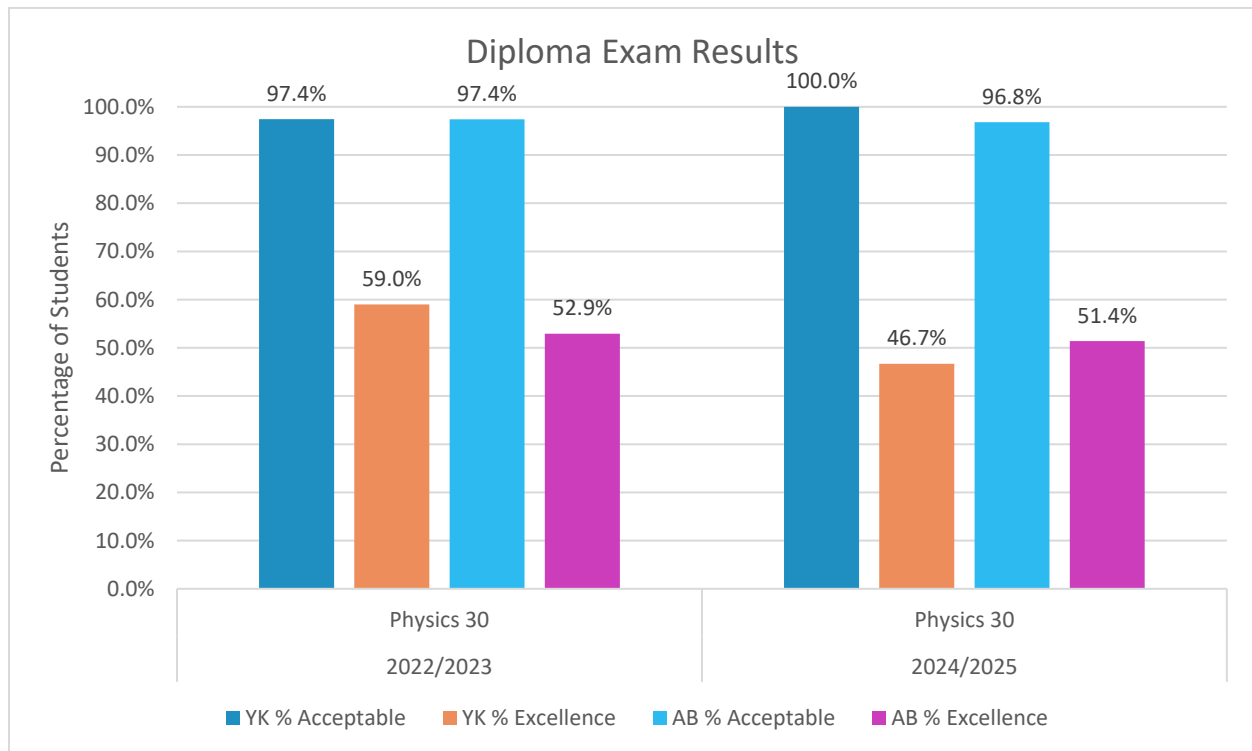


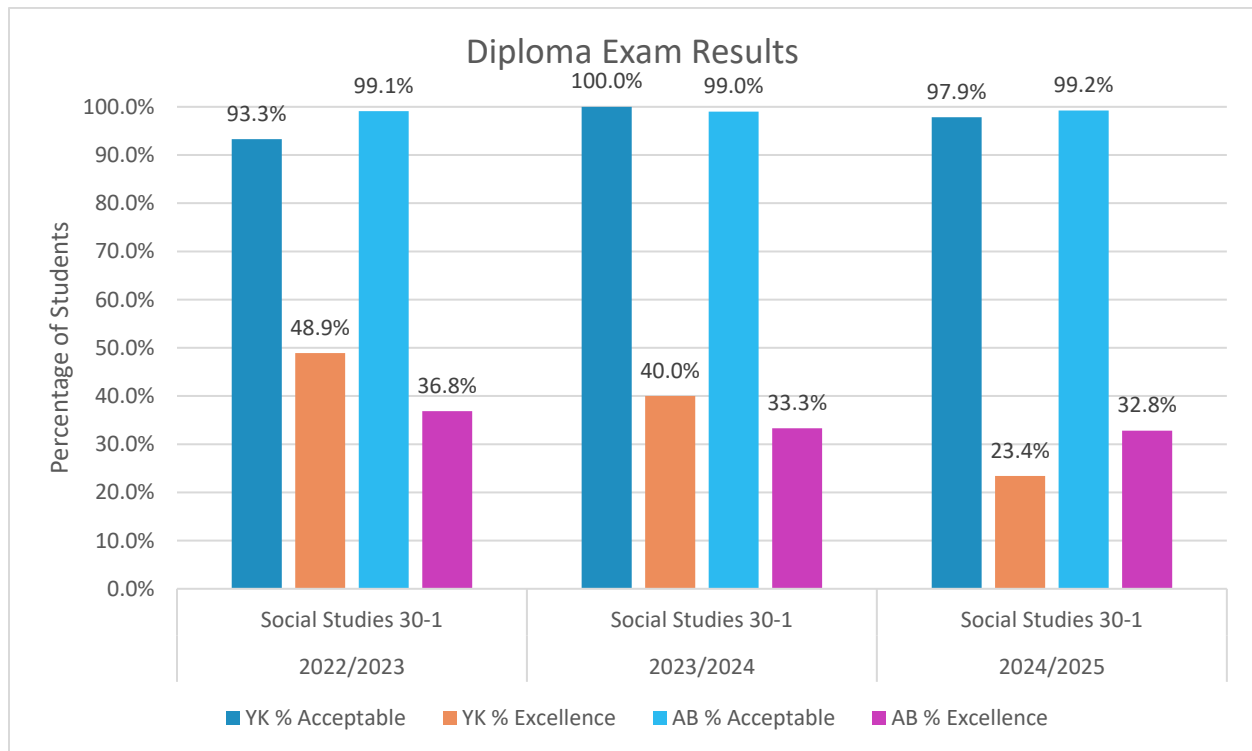


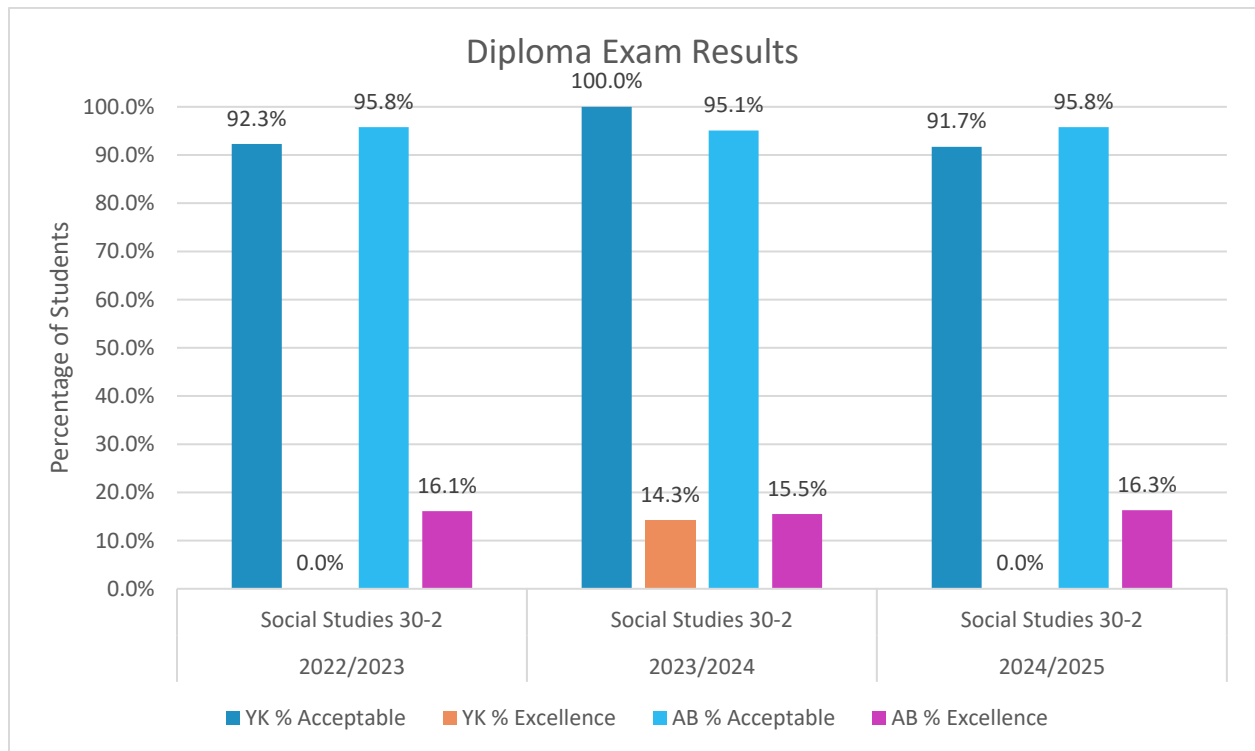




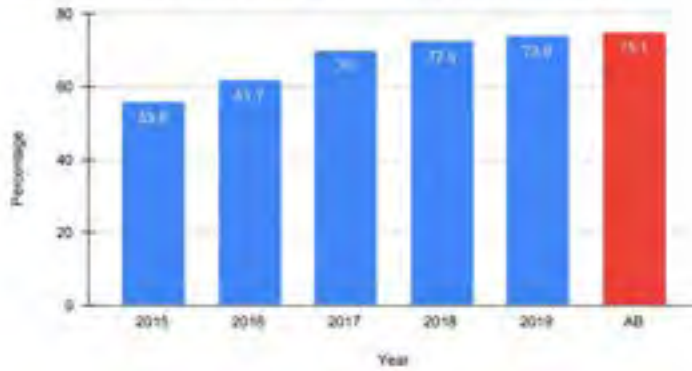




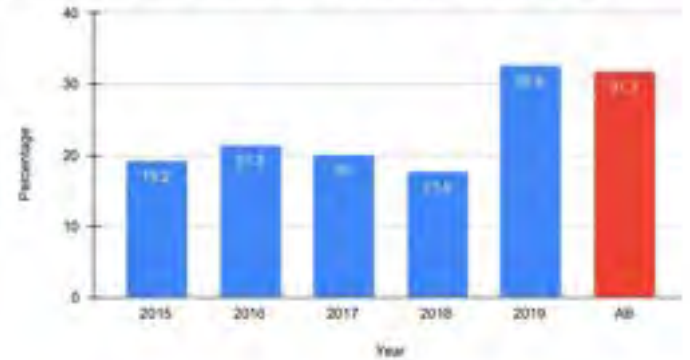




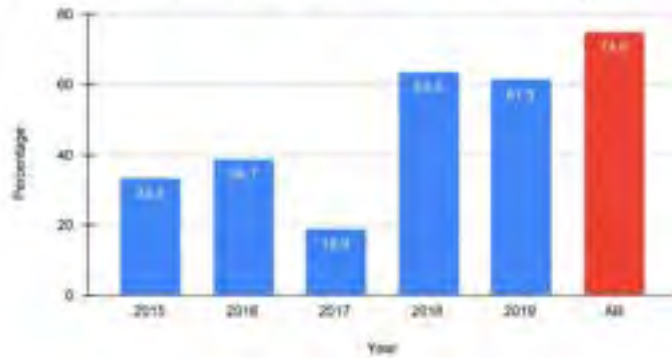
Math 30-1 Acceptable Standard YK1 vs AB (5 year avg.)



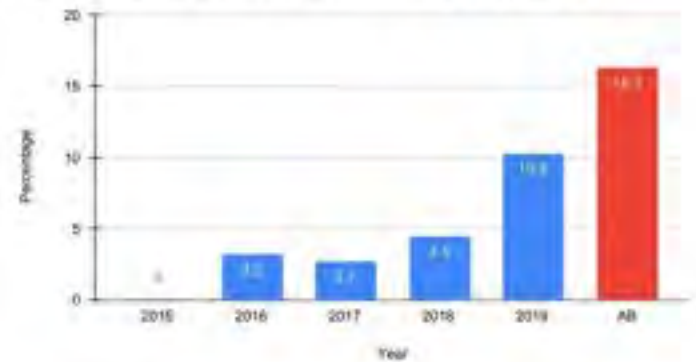
Math 30-1 Excellence Standard YK1 vs AB (5 year avg.)



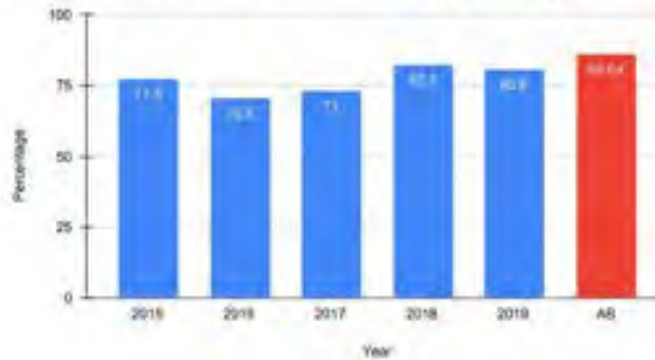
Math 30-2 Acceptable Standard YK1 vs AB (5 year avg.)



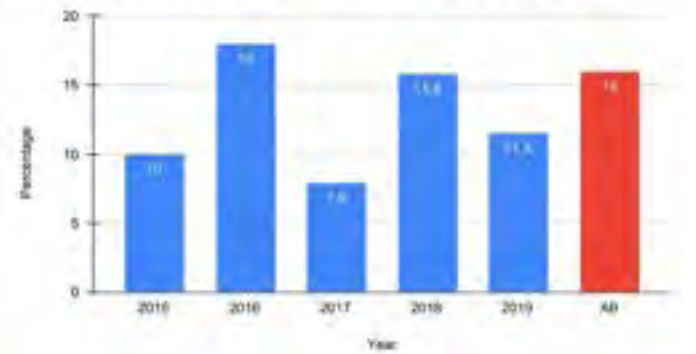
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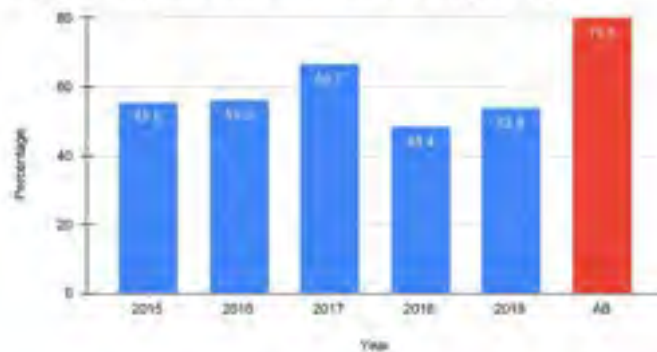
SS 30-1 Acceptable Standard YK1 vs AB (5 year avg.)



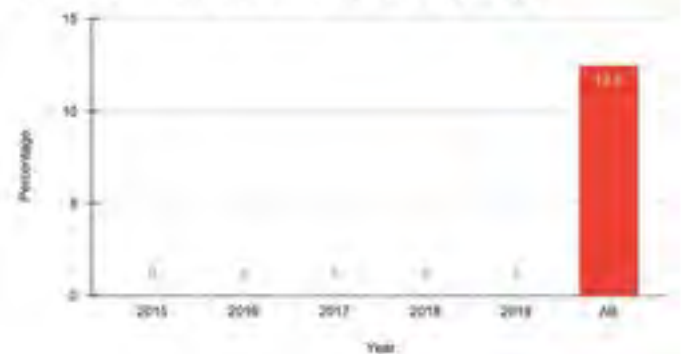
SS 30-1 Excellence Standard YK1 vs AB (5 year avg.)



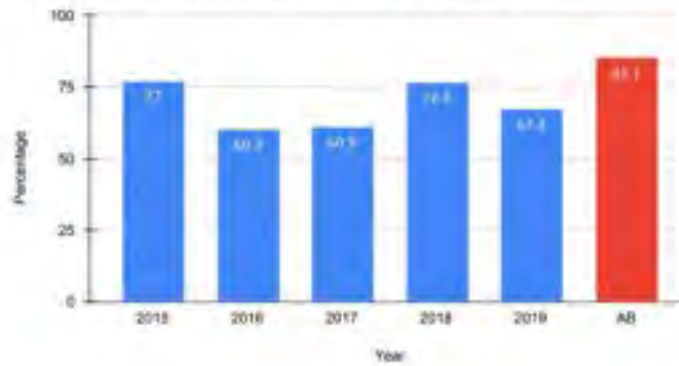
SS 30-2 Acceptable Standard YK1 vs AB (5 year avg.)



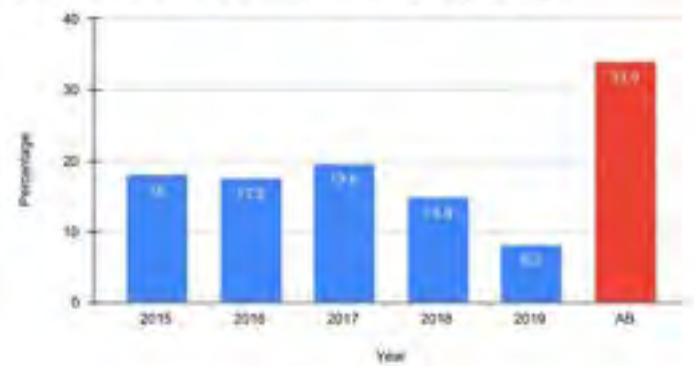
SS 30-2 Excellence Standard YK1 vs AB (year avg.)



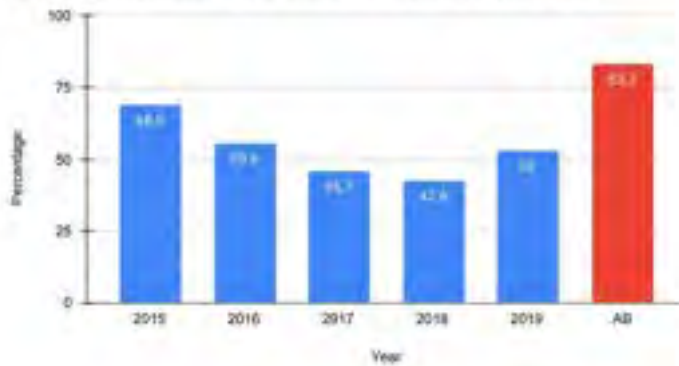
Bio 30 Acceptable Standard YK1 vs AB (5 year avg.)



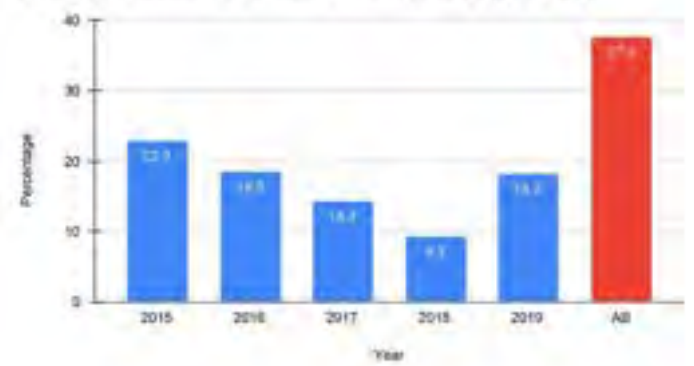
Bio 30 Excellence Standard YK1 vs AB (5 year avg.)



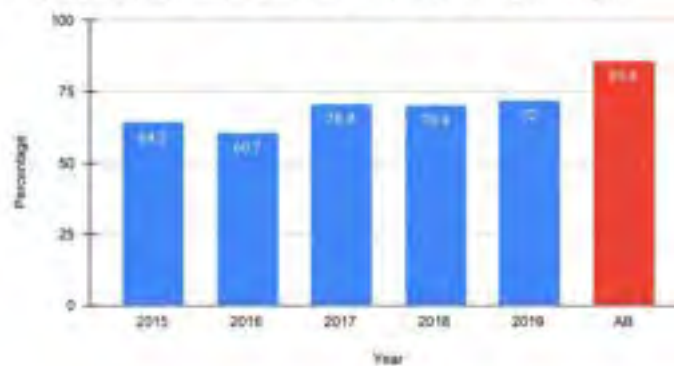
Chem 30 Acceptable Standard YK1 vs AB (5 year avg.)



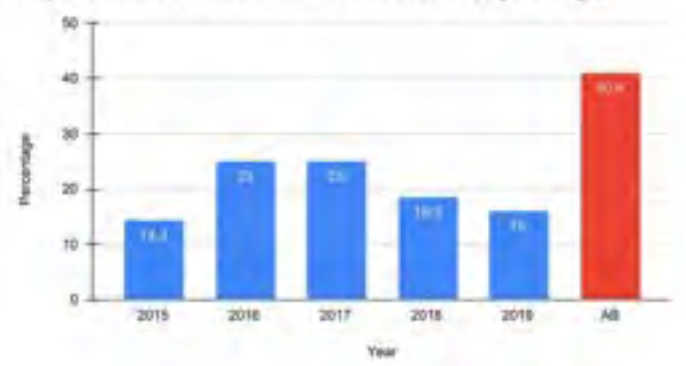
Chem 30 Excellence Standard YK1 vs AB (5 year avg.)



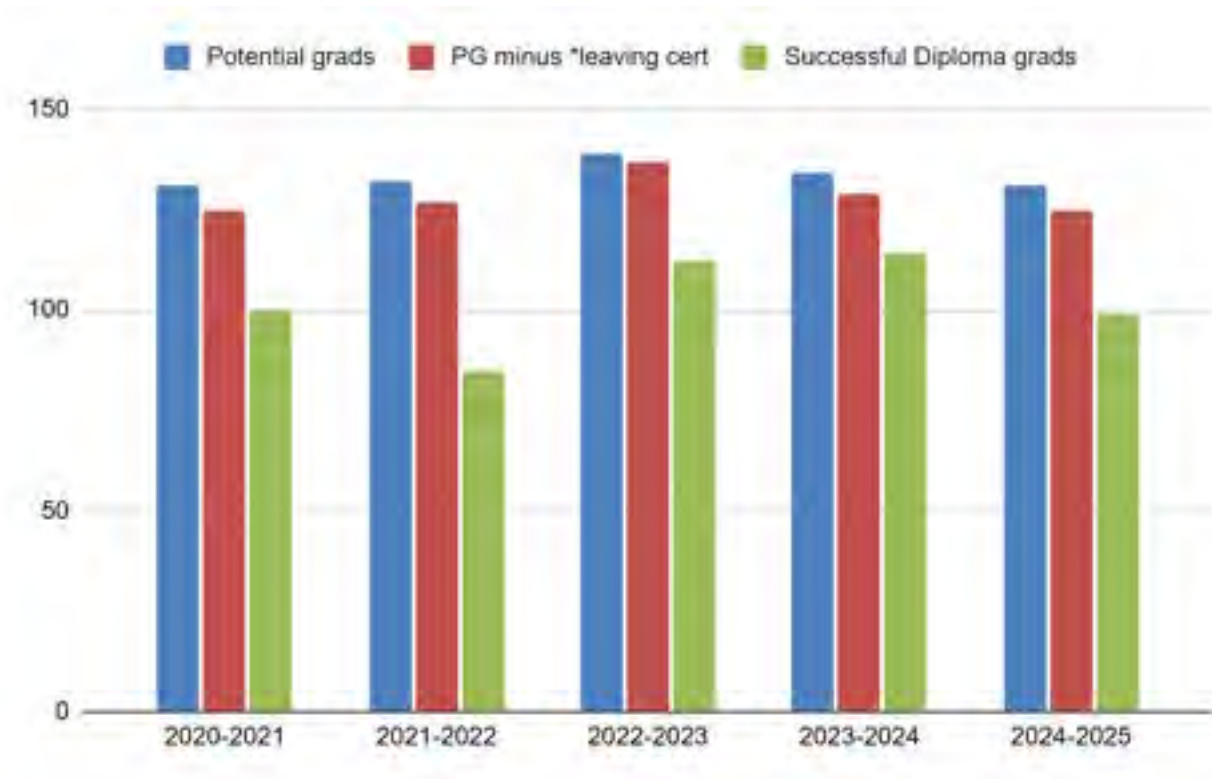
Physics 30 Acceptable Standard YK1 vs AB (5 year avg.)



Physics 30 Excellence Standard YK1 vs AB (5 year avg.)



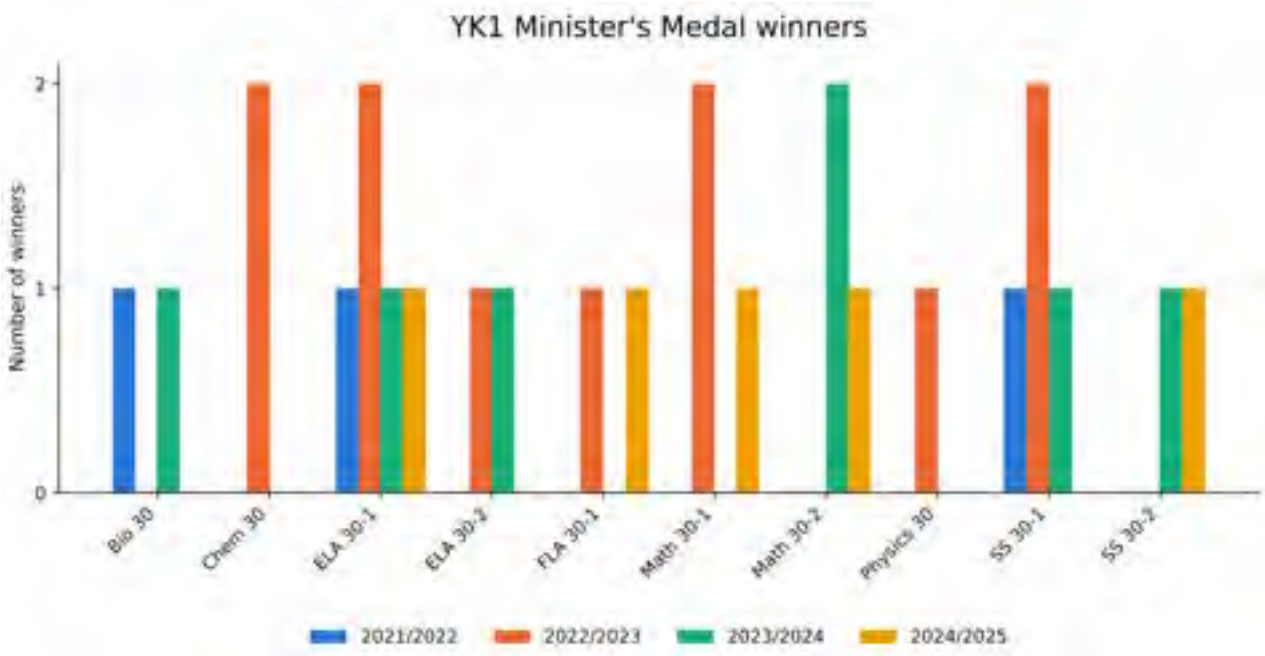
Appendix O: Graduation Numbers



Appendix P: Minister's Medals

Each year, the Government of the Northwest Territories awards a Minister's Medal to the student that receives the highest mark amongst all students in the Northwest Territories on the grade 12 diploma exam in each subject. 2026 is the last year Alberta Diploma exams will be written and the results for the exams students elected to write, are not yet available. Students must receive a mark of at least 80% on the diploma exam in that subject to qualify. There are 10 subjects that can be awarded Minister's Medals each year. Below are the

number of Minister’s Medals won by YK1 students over the past 4 years where diploma exams were written.



- 2019/2020 - Diplomas were written first semester only (COVID)
- 2020/2021 - Diplomas were cancelled for the year (COVID)
- 2021/2022 - Diplomas were written second semester only (COVID)
- 2023/2024 - Diplomas were written second semester only (Evacuation)

Appendix P: Overview of Professional Development

PD for Education Assistants		
Supporting All Learners: Approaches for Purposeful Support in the Numeracy Classroom- Kim Lee, YK1 Instructional Coordinator	This professional learning session explores how educational assistants can support numeracy development in meaningful and practical ways. Participants will learn about tools and techniques to foster numeracy development, promote student	

	engagement, and collaborate effectively to support all learners. They will also be able to walk away with quick "grab and go" activities to build student confidence, fluency and understanding.
Supporting Regulation through Sensory Strategies in the Classroom-Kerri Egan, OT (C)	This session will provide an overview of the factors that influence a child's ability to feel regulated and manage stress, emotions and their behaviour during the school day. It will specifically explore how to use sensory processing strategies within classrooms and learning activities to reduce common stressors, meet the sensory needs that support regulation, and help children to begin to seek the supports they need for self-regulation.
Understanding & Supporting Behaviour- Robyn Combres, Registered Psychologist	Building on last January's professional development on understanding the function of behaviour, participants will deepen their understanding of behaviour as communication and explore how stress, motivation, and relationships influence engagement and regulation. The session will focus on practical strategies for supporting students who show strong resistance, frequent power struggles, or persistent challenges with flexibility and transitions. Participants will learn ways to reduce tension, de-escalate conflict, and respond to opposition with empathy, predictability, and clear structure. Emphasis will be placed on supporting students to build the skills needed for regulation and cooperation.
Vagus Nerve Reset & Breathwork for Regulation-Monique Thomas MEd. CCC. CCTP-II	Join Monique Thomas for a hands-on session exploring the vagus nerve and practical somatic techniques to support emotional and physiological regulation. Learn simple, evidence-informed strategies you can use personally and with students to reduce stress, increase focus, and promote calm in the classroom or workplace
Small-Group Q&A on Regulation & Behaviour Strategies-Robyn Combres, Registered Psychologist	Robyn Combres will lead a highly requested, small-group Q&A session focused on practical strategies for supporting regulation and behaviour. Bring your questions and leave with actionable approaches you can use immediately in your work.

Q&A on Trauma-Informed & Somatic Practices- Monique Thomas, MEd. CCC. CCTP-II	Monique Thomas will host a relaxed, small-group Q&A session. This is an opportunity for professional conversation, reflection, and practical discussion on applying these strategies in your work.
LivingWorks – Safe TALK	LivingWorks safeTALK is an interactive, engaging workshop that helps you see and respond to the signs of suicide – safely, confidently and compassionately

Professional Development

PD Opportunity	Description
Keynote and cultural activities	Jo Chrona, author of Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education (2022), a powerful resource that explores how Indigenous-informed approaches can transform education for all learners. Her keynote focused on how we can collectively strengthen Indigenous language and cultural education in our schools through meaningful, systemic change.
Territorial Educator's Conference	Keynote speakers: Richard Van Camp, Dr. Shelley Moore, Jo Chrona, Niigaan Sinclair Sessions included: Standards-based Grading: implementing Proficiency Scales and Competency-Based Assessments, NWT School Sports and Safe Sport Training, Making the BC Curriculum Work in Your Classroom, Making Learning Visible, Impactful and Joyful – The Orff Way, Languages Work! What the Indigenous Languages Secretariat does and how they can support you.
Foundational Skill Assessments	Training sessions for teachers, program support teachers and school administration on facilitating the assessments with students.

	Two days for all grade 4 teachers and 2 days for all grade 7 teachers to moderate-mark student work, facilitated by YK1.
Literacy Residencies with Faye Brownlie – Middle years	The goal of Literacy Residencies is to deepen understanding of the elements of effective and inclusive literacy instruction. The model is built on responsive professional learning focused on specific goals for each school. This initiative is also rooted in collaborative practitioner inquiry.
Math with Carole Fullerton Grades 1-8	The goal of mathematics PD with Carole Fullerton is to develop knowledge and methods of effective practice to support all learners in a math classroom. Sessions were offered to teachers, educational assistants, program support teachers, administration and ed. services staff at YK1. Specific emphasis is placed on math planning with YK1's Math Literacies consisting of a PST/Teacher team from each school. Focus of this collaborative work is on the three-part lesson to help develop deep conceptual understanding by using hands-on problem solving, questioning and purposeful talk. Work included revisions to the performance-based assessment "Northern Lights Number Sense"
Danielle Palopski Grades 9-12	Worked with the high school, specifically on specializes in standards-aligned, competency-based assessment. She is a contributing author to the British Columbia K-12 Reporting Policy
Tech After School	Tech After School provides all staff at YK1 with the opportunity to dive into learning opportunities to support teaching and learning in classrooms, with specific emphasis on technology. Topics for 2021/2022 included: Braining Camp, Book Creator, SORA Digital Library and Minecraft Edu.

Supporting school Leaders	Adelee Penner; supporting leaders with school improvement planning, goal setting and moving the work forward. Adelee also conducted school reviews for all six YK1 schools. Moving from manager to leader. Compassionate Leadership
Foundation Skill Assessment Collaborative Marking	ECE and YK1 partnership to be trained while marking new assessments for Grades 3, 7 and graduation assessment.
Supporting Communication for Students with Autism	SLP trained specifically on working with students with Autism and communication

French Programming

PD Opportunity	Description
Sabine Lecorre-Moore French art workshops for French teachers (she also did some workshops for Fr imm students)	French-language development and art workshops for teachers with the goal of making teachers more comfortable integrating fine arts activities into their classrooms
Mathematics with Carole Fullerton French immersion	Math workshops for school teams

Literacy with Kim Lockhart JK-5 French immersion	FLA pedagogy
DELf (Diplôme d'études en langue française) Evalueur Training	Training to be able to offer DELF assessments for Grade 12 French immersion students at YK1
Neurolinguistic Approach PD with David Macfarlane Intensive, Post-Intensive and Core French (new teachers only)	NLA Approach training (Part 1) NLA Approach Training (Part 2) Workshop and check-in for new teachers

Appendix Q: Indigenous Language and Education

Elders in School

Elders and Knowledge Keepers have become an integral part of schools and learning. YK1 is allocated funding according to the Indigenous enrollment of the school. This funding allowed Elders to work within classrooms to tell stories, teach traditional cultural skills, make connections with the students.

ILE Cultural camps

The most effective cultural experiences are planned and delivered collaboratively with community members. Enriching the cultural learning experience by providing relevant and engaging activities serves to strengthen the relationship between students, educators, and community members. These experiences not only improve educational outcomes, they also increase a sense of belonging and overall wellbeing. Through participation in cultural

experiences, educators learn new ways to Indigenize their practices and further develop a lived understanding of the community's worldview. At YK1, every student from kindergarten to grade 9 participates in an Indigenous Cultural Experience camp organized by the district according to the themes outlined in Dene Kede. The majority of these camps take place at B. Dene Adventures in Dettah.

Regional Indigenous Education Coordinator

The RILE worked with school leadership and committee members to consider ways to promote and encourage language use, provide hands on activities as part of all school learning opportunities and celebrate local expertise and knowledge. In collaboration with community members, Elders or Knowledge keepers visited classrooms to work with the teacher on language instruction and integration of Dene Kede.

Indigenous Excursions

There were many opportunities for students to learn outside of the classroom. These could be local on-the-land experiences such as a canoe trip, moose hunt or bringing in fishnets, or southern travel such as youth conferences, Dream Catchers, or cultural exchanges between schools.

Dene Language classes

Wiłhìdeh language instruction, with an Elder and a certified Language teacher, was offered from K to 8 at Mildred Hall School (MHS) to all classes. The instruction was conversational and interactive. Wiłhìdeh language was also offered at Ecole Sir John Franklin High School (SFJ) from grade 9 to 12. The curriculum used is called Our Languages and was developed by the department of Education, Culture and Employment. This programming follows the Neurolinguistic approach, which is what is used in Intensive French, but not immersion. We are not at the immersion level yet with students, teachers, or resources.

Dene Language Program Enrolment 2025/26

Junior Kindergarten MHS	20		
Kindergarten (MHS)	21	Grade 7 (MHS)	26

Grade 1 (MHS)	24	Grade 8 (MHS)	36
Grade 2 (MHS)	32	Grade 9 (SJF)	20
Grade 3 (MHS)	30	Grade 10 (SJF)	22
Grade 4 (MHS)	24	Grade 11 (SJF)	18
Grade 5 (MHS)	28	Grade 12 (SJF)	10
Grade 6 (MHS)	32		

Employing a Whole School Approach to Language Use

Employing a whole school approach to language takes steps to bridge a gap created by colonization. Whole school use of the language of the community sets educators along a pathway to reconciliation, which begins with the recognition of the past and an acknowledgement of the valuable gifts of language and culture. The whole school approach is a relatively new and challenging practice for many YK1 Schools. Schools teaching Wìlìhìdeh use the language in signage, announcements and assemblies. Wìlìhìdeh language is incorporated into other aspects of the curriculum. The schools that do not offer Wìlìhìdeh language class yet have embarked on a whole school approach.

Outdoor Learning Centers

Each school in the district constructed a traditional tent frame outside of the school. The tent is used to facilitate traditional activities such as cleaning fish, skinning animals, practicing language or learning handicrafts.

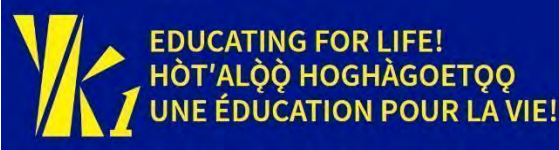
School Ceremonies

All of the schools would begin the year with a school wide Feed the Fire Ceremony. Many of the assemblies included drumming and drum songs. Many of the schools organized traditional feasts to celebrate holidays. All of the school marked days such as Orange shirt day, National Indigenous Peoples day, or Red Dress day.



BOARD REPORT

Title:	Canadian School Board Association (CSBA)
Contact:	Terry Brookes - CSBA Representative
Date Submitted:	9 th September 2026
Mandate	Policy 8 Committees
Background	- YK1 is a member of the Canadian School Board Association. - I represent YK1 on the CSBA Board, as well I was appointed to their Governance Committee, and Health & Wellness Committee. - The CSBA is scheduled to have its next main Board Meeting on October 5th to 7th. Tentatively, as a cost saving, I plan to attend via on-line virtual participation.
Other Headings as appropriate. For Example: - Current - Survey Response - Information	I continue to forward to the YK1 Board any CSBA information or education articles that I receive.
Recommendations	Accept as information
Attachments?	___Yes or <u>X</u> No If yes, list attachments below.



BOARD REPORT

Title:	Superintendent's Monthly Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	September 9, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Updates	Met with ECE & NWTSA August 27th, welcoming two new Superintendents and one returning Superintendent Completion of the 2025-2026 audit Met with Dr. Gina Cherkowski of Werklund Centre in Calgary to discuss opportunities for supporting student and staff wellness Submission of the Annual Report complete with audited statements Submission of the Planning and Accountability Framework Mandate Review
Looking ahead	School Open Houses Hay River Elk's Soccer Tournament (18-20) CAFLYN (Canadian Assessment for Learning Network) conference October 1-3 Completion of enrolment September 30th Acknowledging Truth and Reconciliation Day, September 30th
Recommendations	Accept as Information
Attachments	Yes__x__ No_____ (list attachments) Superintendent's Monthly Report



September 9, 2026

Superintendent Board Report

This report highlights the work being done in educational leadership, fiscal responsibility, human resources, policy & procedures, superintendent & board relationship, strategic priorities & reporting, organizational management, communications and community relations, and leadership practices. Through the lens of our strategic priorities, here are some of the activities reflective of our work in the past month:

Wellness:

Wellness remains a cornerstone of our district's mission. Staff returned to school on August 24th and students on August 27th. The first few days of professional learning for staff was excellent! There was a lot of energy and enthusiasm at the full day of learning with Carolyn Roberts. The theme of story-telling rang true for everyone. How and who we share our stories matter. Looking at ways to engage learners through relationships was a resounding success.

Highlights include:

- Welcome back assemblies
- Open Houses
- School Based Mental Health and Wellness meeting
- Terry Fox walks
- Annual Mud Run - volunteering

Indigenous Language & Education:

We are committed to Indigenous education, guided by principles of reconciliation, respect, and understanding. Students and staff are taking full advantage of the lovely fall weather to get outside and learn about the seasons and how they inform when we gather food, prepare for winter and enjoy the harvest.

Recent efforts include:

- Plant & Berry Camp planning
- Planning for Truth and Reconciliation learning
- Planning for October 23rd District Wide learning with Denize

Learning:

Academic excellence remains a key focus as we strive to provide high-quality learning experiences for all students. Schools are already planning for the Foundation Skill Assessments, the first window, starting

September 28th. All grade 4 and 7 students need to be registered in order to receive the applicable materials for the assessment.

This 'moment in time' assessment provides a baseline for where our students are in terms of literacy and numeracy skills. The two assessments capture learning from other areas and allow students to show what they know. In conjunction with other forms of assessment, they provide teachers with information about their students individually and as a group. This informs how teachers plan.

Notable achievements this month include:

- Preparing for FSAs
- Curriculum Adaptation Working Groups are established
- Between YK1 and YCS, we have successfully registered 12 students in STEP

Community:

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

Recent endeavours include:

- Met with Dr. Gina Cherkowski from Werklund Centre in Calgary. We met to talk about opportunities for YK1 staff to participate in training for mental health and wellness. Dr. Cherkowski is working with another Yellowknife school board for the 2026-27 school year
- Terry Fox Walks
- Truth and Reconciliation gatherings for students, staff and community
- Attended the Ndilo and Dettah District Education Authority meetings



BOARD REPORT

Title:	Monthly Education Services Report to the Board
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	Thursday, September 10, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Highlights	• Our ILE day to start the year was another success. While all of Education Services was involved in supporting the day, the bulk of the credit for planning and the day's resulting success goes to our RILE Andrea Harding • Our RISC has been meeting with schools, consulting and helping to organize supports for students with inclusion needs who are returning to YK1, and for students who are new arrivals. • Curriculum coordination has been focused on collaborative planning meetings with school teams, as well as preparing for the Foundation Skills Assessment for the Fall of 2026. The assessment window opens on September 28th and remains open through to November 6th.
Recommendations	Accept for information
Proposed Motion (if applicable)	N/A
Attachments?	Monthly Educational Services Activity Details for September, 2026

Board Report
September 9, 2026

Assistant Superintendent for Curriculum and Learning Report - Educational Services Report

	Wellness Cultivate a culture of holistic wellness <i>1.1 Recognize the importance of relationships in learning</i> <i>1.2 Foster and promote personal wellness</i> <i>1.3 Create healthy, safe and caring learning environments</i>	Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners <i>2.1 Create a welcoming environment for all learners</i> <i>2.2 Integrate an Indigenous approach to education</i> <i>2.3 Strengthen Indigenous Language Instruction</i>	Learning Ensure inclusive, equitable and authentic learning Experiences <i>3.1 Engage learners through meaningful and innovative teaching and learning practices</i> <i>3.2 Strive for excellence</i> <i>3.3 Celebrate diversity of all learners</i>	Community Foster critical understanding of local, national and global issues <i>4.1 Inspire critical thinking through innovation and pursue sustainable practices</i> <i>4.2 Embrace diversity and encourage empathy to promote global citizenship</i> <i>4.3 Model and encourage ethical leadership and engage in opportunities for service learning</i>
Education Services Updates	District Wide ILE PD Day. YK1 welcomed Carolyn Roberts as a keynote to discuss re-storying education. All 6 YK1 schools, along with Kaw Tay Whee and K'alemi Dene attended the day which began in circle together feeding the fire, followed by a keynote and a large range of Key cultural experiences, and ended in circle with a drum dance. Inclusive Schooling/RISC: -Worked with Dr. Hayley Watson to establish access to Open Parachute, an SEL, mental health, and resiliency resource available to Wellness	YK1 is excited to welcome back Aurora College ECC students into schools to integrate and assist with teaching Dene Kede in our JK/K classes. YK1 has received funding to be a part of the ILIEP program (Indigenous Language Instructor Employment Plan), for the first time. We have hired a recent graduate, Shayla Evans, to work in the SJF language class to further develop their own language proficiency, while also learning how to deliver lessons. The cohort is part of a larger ECE program, where 6 participants from across the NWT will meet	-Preparing for Grade 4 and 7 Foundation Skills Assessment -Updates made to support documents: a) Learning Plan b) Instruction, Assessment and Reporting c) Report Card Guide d) District assessment guides and data recording -Collaborative meetings with school teams and district coordinators Inclusive Schooling/RISC: -Connected and met with all schools to review programming	YK1 is excited to partner with Wilfrid Laurier University to work with Teachers at Ecole Itlo to answer the question "How do we make the North more food sovereign?" This partnership will include cultural and food related experiences for staff and students.

	Mentors and PSTs to explore with teachers and school teams where it may be a good fit for student and classroom needs. -Coordinated and invited administrators, PSTs, and Wellness Mentors to a September 25 introductory session with Dr. Watson to learn more about the platform and how its resources may support student wellness and skill development. -Supported the onboarding of the final Wellness Mentor at MHS, including professional learning, resources, materials, and ongoing mentoring. -Facilitated the first SBMHW team meeting of the year, including program planning, resource sharing, and professional learning with Monique Thomas on Duty to Report, suicide and self-injury prevention, and safety planning. -Working with ECE to confirm data submission dates and training dates to ensure SBMHW Leads and team	weekly for a half day with ECE representatives to follow their progress and learn together. YK1 is excited to partner with KTW to begin discussions and co-fund a large scale Wiiliideh Language project that will create language resources available to schools and community alongside speakers from YKDFN. Cailey Mercredi will be working with students at EI to prepare bannock for an upcoming art gallery. YK1 will benefit from working alongside knowledge keeper Cailey, while donating the bannock to an event organized by NWT parks and recreation. Knowledge keeper fees are covered for us to participate in this collaboration.	and support needs for the 2026–27 school year. -Completed student observations at SJF, NJ, RLN, ITLO, and MHS to support planning for new students requiring Inclusive Schooling supports. -Coordinated Inclusive Schooling opportunities with community partners, including gymnastics and all-abilities swimming. -Reviewed Inclusive Schooling IS transportation accounts and processes with each school. -Connected with Inclusive Schooling contractors and service providers to coordinate OT, SLP, DHH, CNIB, Children's Autism Services Edmonton, behaviour/regulation specialists, and psychoeducational assessment supports. -Coordinated school dates for CDTs and rounds with Stanton Territorial Health -Connected with the Education Assistants of BC Society to	
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	members have access to PD and support required for their roles.		explore additional virtual professional learning opportunities for Educational Assistants. -Coordinated Safety Management facilitator training for January, including airfare and accommodations, shared related training information and resources with school teams. -Prepared and shared Safety Management facilitator school tracking spreadsheets, several options/dates for schools to coordinate both online and inperson staff training.	
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BOARD REPORT

Title:	Assistant Superintendent of HR and Learning Report
Contact:	Landon Kowalzik, Assistant Superintendent
Date Submitted:	September 11, 2026
Mandate	• HR: To recruit, support and retain staff in order to provide students with the best possible opportunities and educating for life. • Learning: Providing students with the best possible opportunities and educating for life.
Background	• For the 2025/26 school year, we had a total of 210 active substitute teachers. As of September 11, 2026, we have 85 active subs. • Update on projected enrollment for the 2026/27 school year complete. See attachment. • As of September 11, 2026 we are still trying to fill 1 teaching positions for the 2026/2027 school year. • As of September 11, 2026 we are looking to fill 4 education assistant positions for the 2026/2027 school year.
Looking forward:	• Planning is underway for YK1s annual recruitment drive. • District staff will be analyzing teacher retention patterns over the past 5 years.
Recommendations	Accept as information
Attachments?	<u> X </u> Yes or <u> </u> No Projected Enrolment 26/27 report September 11, 2026

Yellowknife Education District No. 1

Enrolment Report: Estimated enrollment as of September 10, 2026

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Jun-25	Totals			
																	Change	est Sep-26	Sep-25	Change
Mildred Hall	30	33	24	26	36	26	23	32	35	24					289.00	286	3.00	289	286.00	3
Ecole Itlo (French)	53	73	47	67	44	53	45								382.00	369	13	382	347.00	35
William McDonald (All)								123	134	102					359.00	328	31	359	323.00	36
N.J. Macpherson	27	41	40	44	45	48	44								289.00	325	-36	289	312.00	-23
Range Lake North (All)	22	20	18	17	28	20	28	16	15	17					201.00	207	-6	201	201.00	0
Ecole Sir John Franklin											162	152	219	131	662.00	687	-25	662	652.00	10
Totals	132	167	129	154	153	147	140	171	184	143	162	152	219	131	2182.00	2202.00	-20.00	2182.00	2121.00	61



BOARD REPORT

Title:	September 15, 2026, Secretary Treasurer Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	September 10, 2026
Mandate	• Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	• Occupational Health & Safety Update: • Sewer vault confined space assessments are being completed in two phases with phase 1 scheduled for October/November 2026. Phase 2 is scheduled for July 2027. • Training for confined space, skid steer and fall protection training will take place this fall. • Other training is required which will be scheduled over the next 12 – 18 months based on a risk priority. • YK1 is in compliance because we are taking reasonable incremental steps to meet the minimum requirement standards for WSCC. • 2026 BOT Election Process: • Elections NWT is overseeing the election process for the City of Yellowknife, YK1 and YCS. • Candidate nominations period is September 8 to 21, 2026. The nomination period closes at 3 p.m. • Board of Trustee information and nomination packages are available on the YK1 website or at the District Office. • Candidates may withdraw their papers until 3 p.m. on September 23, 2026.

	• Voting will take place at the officer of the Returning Officer between October 5 and 16, 2026. • Election Day is October 19, 2026 from 10 a.m. to 7 p.m. • The election budget for YK1 is \$35,000. • Maintenance & Operations updates: • Several capital maintenance and accessibility projects are complete or nearing completion. These initiatives include the following: • Flooring replacements at three schools is complete. • The gym door replacement is scheduled for September or October and main entrance repairs are complete at Sir John School. • The installation of safety fencing is complete at one school and the remaining two will be done by the of October. • The accessibility audits are complete and a report is forthcoming. • The remaining work cost estimate is \$265 thousand which is the remaining operating fund balance on June 30, 2026. • Quotes have been requested to properly route the sump pumps away from the sewer system at MHS and SJF tied into the storm water systems. • Audit • The Draft Audited Financial Statements are being presented at this meeting. • Upcoming Finance Committee meetings: • Tuesday, September 29, 2026 will be the first meeting as I am away the week of September 22, 2026.
Recommendations	Received as information.
Attachments?	_Yes or <u>X</u> No If yes, list attachments below



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

**June 8, 2026 – 12:10 PM
In-person and online via Google Meet**

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

Administration
Present:

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

Meeting

Chairperson: Board Vice-Chair Shortt & Board Chair Bell (as indicated)

Meeting

Recorder: Pat Thagard

1. Call to Order

Vice-Chair Shortt called the meeting to order at 12:10 PM

2. Land Acknowledgement

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

3. Adoption of Agenda

Motion #: 01/06-08/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the June 8, 2026, Committee of the Whole Meeting agenda, as presented.

Moved by: Trustee Peters Seconded by: Trustee Bell

Carried

4. Approval of Minutes

Motion #: 02/06-08/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the May 11, 2026, Committee of the Whole Meeting minutes as presented.

Moved by: Trustee Brookes Seconded by: Trustee Bell

Carried

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

Assistant Superintendent Arts noted the list of Administrative Procedures (APs) that have been published, removed or in development are included in the coversheet for this item. The APs have been uploaded to the District website.

Trustee Wasylciw arrived at 12:13 PM

Responses to Trustee questions:

- New APs will be published when the Board Policy for those items are finalized. Once the associated Policy is finalized the AP will be reviewed to ensure it complies with the Board policy.
- The Staff Accommodation (i.e. staff housing) AP is no longer required because YK1 no longer provides staff housing.
- Finalized APs will be shared, in full, at a subsequent Board meeting.
- The biggest changes were made to two APs. The Homeschooling AP and the Student Use of Personal Mobile Devices and Wearables AP.

6. Strategic Plan Overview (Superintendent Zouboules)

Superintendent Zouboules provided an overview of the document in the meeting package. The Strategic Plan (the Plan) has been designed to meet both governance and operational requirements in a shared commitment to outcomes for YK1 students and the District.

The Governance & Operations areas of responsibility were discussed. School Improvement Plans (SIP) are an important part of the Strategic Plan. Assistant Superintendent Arts will provide information about SIPs at tomorrow's Board Meeting.

Meetings with school administration have been very positive. The renewed focus on assessment is important to all YK1 schools.

Professional development (PD) planning will go hand in hand with the Strategic Plan and renewed focus. Student achievement data and Ed. Services reporting will be brought to the Board as part of the continuous improvement cycle.

Specifics about the assessment tools to be used are not included in the plan. Tools may change over time. Naming specific tools could result in the Strategic Plan becoming outdated.

A lot of work has gone into reviewing every line of the Plan; areas with the same measure are intentional. The selection of measures was used to ensure the best options were used for information gathering and subsequent next steps.

The Strategic Plan will be presented to the new Board for feedback on the areas they would like the focus to be on for the year. Currently, the focus is on the return to assessment. It is important to note that the Strategic Plan will be implemented over time. Measures may change; however, Administration is responsible for regularly presenting results to the Board of Trustees.

Vice-Chair Shortt left the meeting at 12:40 PM, and Chairperson Bell took over chairing the meeting.

An addition to item 2b was suggested to clarify who (students) the item refers to.

The data provided by the Wellness Mentors last month was appreciated.

The intention is for the Strategic Plan to be approved at the June 9, 2026 Board meeting.

7. Date and Time of Next COW Meeting

The date of the next COW meeting is to be determined

8. Adjournment

Motion #: 03/06-08/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the June 8, 2026 COW Meeting.

Moved by: Trustee Wasylciw

Seconded by: Trustee Brookes

Carried

Meeting adjourned at 12:57 PM

COW Chairperson Shortt

Lisa Vass, Secretary Treasurer



YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD of TRUSTEES

COMMITTEE OF THE WHOLE

MEETING AGENDA

September 14, 2026 – 12:10 PM

Meeting Link: <https://meet.google.com/psf-dpwu-miu>

1. Call to Order
2. Land Acknowledgement

We respectfully acknowledge that we live, work and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
3. Adoption of Agenda
4. Approval of Minutes
 - 4.1 June 8, 2026 Committee of the Whole (COW) Meeting Minutes
5. School Improvement Plan - Results (Assistant Superintendent Arts)
6. Date and Time of Next Committee of the Whole Meeting

October 13, 2026	Committee of the Whole Meeting
------------------	--------------------------------
7. Adjournment



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

**June 8, 2026 – 12:10 PM
In-person and online via Google Meet**

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Present:

Shirley Zouboules, Lisa Vass, Landon Kowalzik, Graham Arts,
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Meeting

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Meeting

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Moved by: Trustee Peters Seconded by: Trustee Bell

Carried

4. Approval of Minutes

Motion #: 02/06-08/25-26

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Moved by: Trustee Brookes Seconded by: Trustee Bell

Carried

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Moved by: Trustee Wasylciw

Seconded by: Trustee Brookes

Carried

Meeting adjourned at 12:57 PM

COW Chairperson Shortt

Lisa Vass, Secretary Treasurer

YK1 School Improvement

Year-End Report for Trustees • June 9, 2026

Hôt'alôô Hoghàgoetoo
Educating for Life

The Education Services data summarized in this presentation draws on monthly reports shared with the Board throughout the 2025–2026 school year. Those reports are part of our accountability to Trustees, keeping the Board regularly informed of the work happening across the district that aligns with the four strategic directions.

Data Use in Education

Education data is different

Collected and interpreted differently from other domains — context is always key

Measurement error exists

No tool is perfect; tools change over time; results highlight areas for inquiry, not certainty

Trends over time matter most

Multiple measures used together are more meaningful than any single snapshot

Important Factors

- Use multiple measures in conjunction — individual snapshots are limited
- Trends over time are key: we need baselines before we can measure growth
- Context is essential to accurate interpretation of any data point

Common Pitfalls to Avoid

- Overemphasis on year-to-year fluctuations rather than longer trends
- Confusing correlation with causation, or expecting uniform outcomes across cohorts
- Expecting immediate impact from systemic change — meaningful shifts take time

Key Questions to Consider When Reviewing Data

What are the trends over time?

Are results improving, stable, or declining across multiple years?

What system risks might be emerging?

What patterns suggest areas needing attention or early intervention?

What evidence supports our strategies?

Which practices are showing results, and how do we know?

What adjustments may be needed?

Where should priorities, resources, or approaches shift for next year?

Key Takeaways — Local School Data

Strengths

- Rich, diverse data exists across schools — qualitative and quantitative
- Work actively aligns with strategic directions set by Trustees
- Strong narratives connecting school activity to desired states
- Growing culture of data analysis and subsequent action

Stretches

- School uniqueness makes district-level generalization challenging
- Qualitative data plays a central role — standardized measures are limited
- Local data selection for decision-making is still developing
- Transitioning from the old SIP model to Desired States is ongoing

Moving Forward

- **Coach schools on Desired States in planning:** Continue work with Adelee Penner to support schools in embedding Desired States as the foundation of their improvement planning.
- **Revisit data collection — local to global:** More closely align school-level data collection to the Desired States so that local evidence can be aggregated into a meaningful district-level picture.
- **Build stronger narratives:** Develop richer, evidence-based narratives from existing qualitative and quantitative data to better demonstrate progress toward strategic outcomes.
- **Remember 2025–2026 as baseline:** Use this year as the reference point against which growth toward Desired States will be measured in future years.

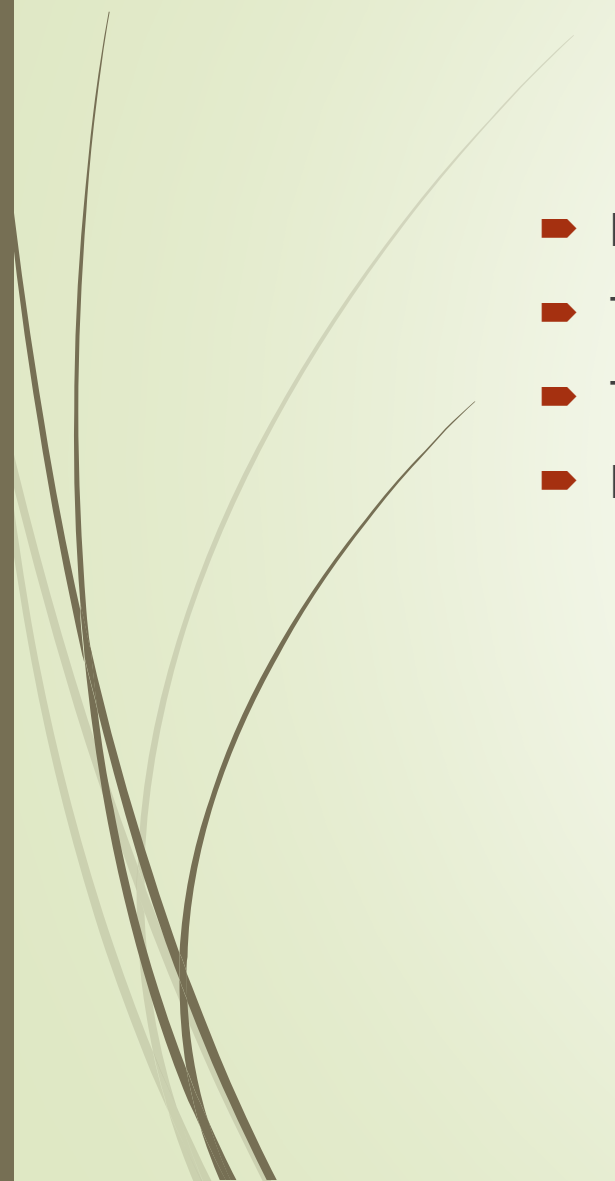


School Improvement

Year-End Report for Trustees
June 9, 2026



Presentation Overview

- Review – Data Use in Education (from January)
 - The Reporting Framework
 - The Data – Global to Local
 - Key Takeaways and Next Steps
- 

Data Use in Education

Data on education is collected and interpreted differently from other domains

Important factors:

- Multiple measures in conjunction vs. Individual snapshots
- Trend over time are key – We need baselines

Common pitfalls:

- Overemphasis on year-to-year fluctuations
- Correlation vs causality
- Expecting uniform outcomes across cohorts
- Expecting immediate impact from systemic change

Data Use in Education

Context is key to helping with interpretation

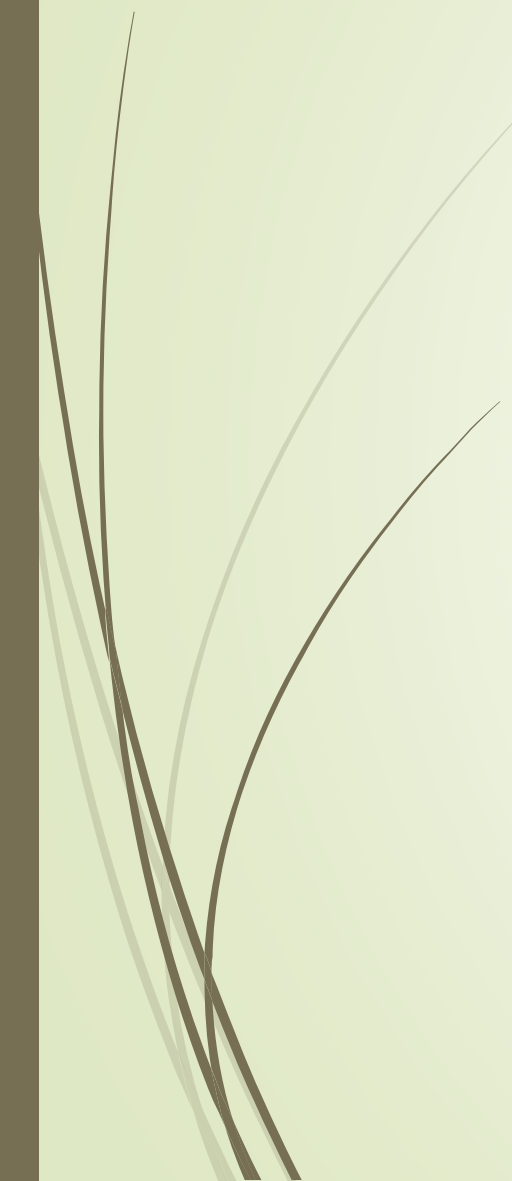
Measurement error exists

Assessment tools change over time

Data highlights areas for inquiry, not certainty of results



Key Questions to Consider



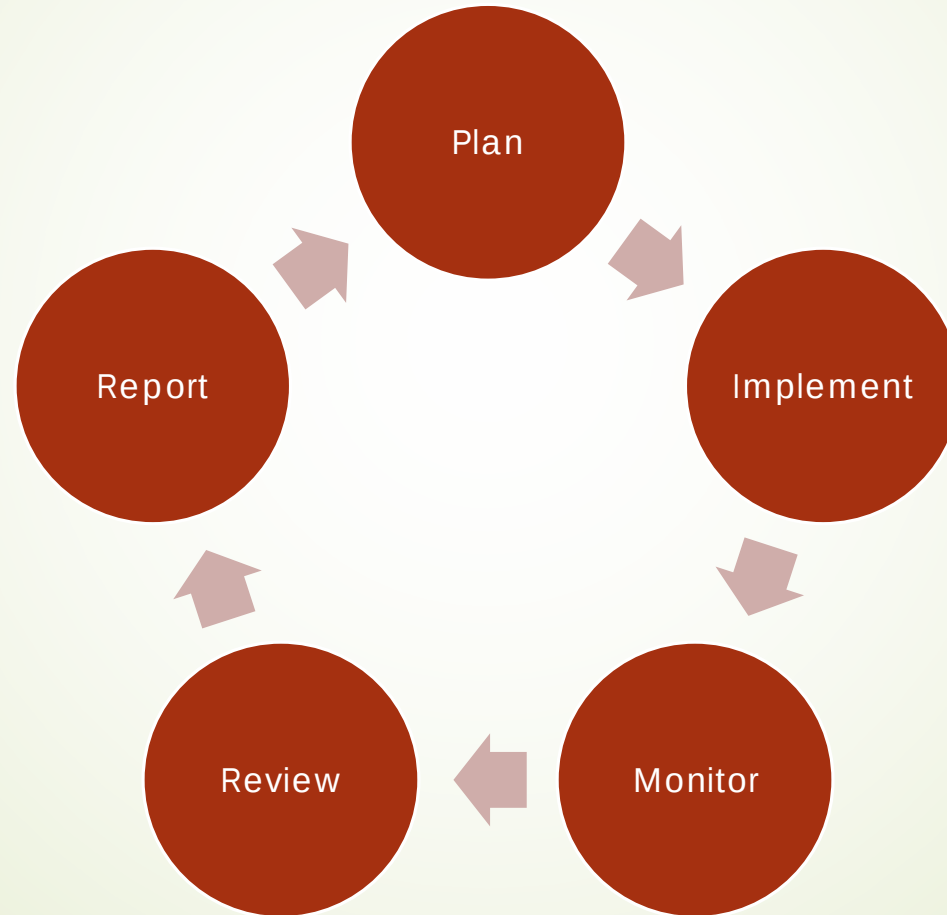
What are the trends over time?

What system risks might be emerging?

What evidence supports current strategies?

What adjustments may be needed?

School Improvement Plan – The Cycle





The Reporting Framework

Moving from individual effort to cohesion

The Reporting Context

Strategic Priorities/Desired States

Indigenous Language and Culture

- Truth and Reconciliation Calls to Action in learning
- Indigenous ways of knowing, being, voice, language and culture into learning
- Working together to welcome Elders and Knowledge Keepers as guides in learning

Learning

- Students explore aspirations and achieve to their fullest potential
- Promote and sustain inclusive learning environments... Every student is welcomed, cared for, respected, and safe
- Using responsive assessment to gather authentic evidence of student success, and inform practice
- Educators bring care, competence and research to their practice
- Learning involves risk-taking, collaboration and problem-solving in authentic environments

The Reporting Context

Strategic Priorities/Desired States

Wellness

- Students advocate for their own wellness and make good decisions.
- Students feel celebrated, accepted and safe to pursue their interests.
- Educators believe in student aspirations, and ensure students have a voice in their learning.

Community

- Encourage connection and belonging to build community and engage in sustainable practices.
- Students will develop critical thinking through engagement with diverse perspectives and demonstrate empathy.
- Welcome families, Elders, Knowledge Keepers and the community to collaborate on Acts of Reconciliation



The Global Perspective

Monthly Board Reports



Board Report
February 4, 2026

Assistant Superintendent for Curriculum and Learning Report				
	Wellness Cultivate a culture of holistic wellness 1.1 Recognize the importance of relationships in learning 1.2 Foster and promote personal wellness 1.3 Create healthy, safe and caring learning environments	Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners 2.1 Create a welcoming environment for all learners 2.2 Integrate an Indigenous approach to education 2.3 Strengthen Indigenous Language Instruction	Learning Ensure inclusive, equitable and authentic learning Experiences 3.1 Engage learners through meaningful and innovative teaching and learning practices 3.2 Strive for excellence 3.3 Celebrate diversity of all learners	Community Foster critical understanding of local, national and global issues 4.1 Inspire critical thinking through innovation and pursue sustainable practices 4.2 Embrace diversity and encourage empathy to promote global citizenship 4.3 Model and encourage ethical leadership and engage in opportunities for service learning
Education Services Updates	January 7: SBMHW team meeting focused on reviewing processes, procedures, materials, and resources. 1:1 RISC/Wellness Mentor check-ins focused on reflective mentoring, role clarity, celebration of effective practices, identification of challenges, and alignment on next steps. January 13: SBMHW providers participated in a virtual ECE Community of Practice on	Artist John Sabourin worked with students in SJF's Northern Studies worked with students at SJF to teach them soapstone carving Cailey Mercredi worked with students at Ecole Itlo to teach them fish scale art in the Goh program John Crapeau worked in the language class at MHS to share his language and prepare rabbits with the students	January 12-22: RISC/SBST meetings across all schools focused on reviewing processes and procedures, strengthening inclusive practices, providing guidance to school teams, and identifying next steps to support student success. January 14 AM: Modified Education Program cohort meeting focused on reviewing best practices and developing exemplar resources for staff.	Indigenous Language Instructors met together for a full day to connect, share experiences, knowledge and resources. New French immersion teacher from Inuvik (BDDEC) visited Ecole Itlo on January 8th to observe some experienced French immersion teachers in action. This observation day was arranged in partnership with ECE. Teacher recruitment for

Truth & Reconciliation

- District-wide ILE Day opened the year: staff met Chiefs Sangris and Betsina, heard Jo Chrona's keynote on Indigenizing Education, and ended with a drum dance
- All six YK1 schools marked the National Day for Truth and Reconciliation — drummers welcomed at every school
- ILE professional development on the Whole School Approach to Language and Culture delivered across multiple schools; JK–8 engaged in whole-school Dene Kede inquiries by year end

Land-Based Learning

- B. Dene Adventures hosted grade-wide camps for all grades: Berry, Bird, Trapping, Fish, and Kindergarten Dogsledding — four consecutive weeks in October
- YK1–Dechinta hide camp: students from RLN and WMS learned every stage of hide preparation at the YKDFN Hide Camp
- Mildred Hall camp week: each class spent a full day with knowledge keepers — duck plucking, beaver, lynx, dry meat, and fish

Knowledge Keepers in Schools

- Knowledge Keepers present in every school, every month — no exceptions; NJM welcomed Lena Moosenose as a full-time language instructor
- Language speakers Mary Jane Drygeese (SJF), Beatrice Sangris (MHS), and Camila Zoe-Chocolate (WMS) provided ongoing language support and cultural teachings throughout the year
- 6 YK1 teams competed at the Traditional Games Championships; Titan Klengenbergs created 7 NWT floor map sets for classrooms; first annual Mini Hand Games Tournament held at NJM

Cultural Practitioners

- Cultural practitioners worked across all schools — harvesting, art, carving, land skills, and traditional foods (Mercredi, Chocolate, Sabourin, Blondin, Catholique and others)
- 5 camp knowledge keepers supported to complete first aid certification — a reciprocal investment in community capacity
- YK1 received GNWT ILIEP funding for 2026–2027; first graduating student hired as language instructor trainee

Assessment & Student Achievement

- Full cycle of district assessments completed: FSA (Grades 4 & 7), French Reading (Grades 6–8), OPI interviews across French programs, and Grade 10 graduation assessments
- DELF B2 offered at YK1 for the first time — 27 of 28 Grade 12 French Immersion students achieved international accreditation
- Sonia Longchamps (SJF) named French Education Leader of the Year; Gabrielle Samson (Itlo) named French Immersion Teacher of the Year — Canadian Parents for French

Professional Learning

- French staff completed Neurolinguistic Approach and OPI training (Aug–Oct); Early Literacy PD with Kim Lockhart at Itlo (Oct and Apr)
- Francophone artist Sabine Lecorre-Moore residency at WMS, SJF, YCS (Feb) via ImmersART; Rik Leaf created a trilingual school song at Itlo
- 4 northern student teachers completed practicums; 4 YK1 staff presented Now Play inquiry research at Kekeenamawkayo Conference, Winnipeg

Inclusive Practices

- RISCs maintained regular presence across all schools — observations, IEP planning, school-based training, and inclusive practice support throughout the year
- ECE hosted a 3-day NWT RISC learning session on the Inclusive School Review (May), with collaborative planning with Shelley Moore; intensive IEP review day facilitated at SJF
- External consultation for a student who is Deaf or Hard of Hearing: consultant Barb Neufeld was highly complimentary of YK1's programming and supports

Student Support

- OT from Ascend Pediatrics completed a third weeklong school visit (May): self-regulation, sensory, and fine motor consultation district-wide
- RBST, PSTs, and RISC held full-day year-end planning to review contracted supports and set priorities for 2026–2027
- 2 YK1 French staff trained as DELF examiners; JK–8 completed spring district literacy and numeracy assessments

Wellness Mentor Network

- All YK1 schools supported by 5 Wellness Mentors or a contracted counsellor; regular 1:1 RISC/Wellness Mentor check-ins maintained throughout the year
- SBMHW team held bi-monthly regional meetings, a district data walk-through (Feb), and an annual data review with priority-setting for the year ahead (May)
- New WMS Wellness Mentor onboarded in May with full orientation and 2-day Mental Health First Aid training; ECE Communities of Practice attended on Life-Promoting Caring Conversations and LGBTQIPA+ Allyship

Crisis & Safety Training

- Crisis Intervention training for all SBSTs (Nov); LivingWorks safeTALK for EAs (Feb); SMG Train the Trainer completed by 8 staff (Apr–May)
- Self-injury information sessions delivered at WMS (Apr), RLN and MHS (May) by Brittany Whitman (ECE)
- KTEA Assessment Training for PSTs with Merrill Dean (Nov and Jan)

EA Professional Development

- Full-day EA PD in November: Crisis Intervention, Numeracy Support, Sensory Regulation, Behaviour, Breathwork, and Trauma-Informed Practice — with a dedicated personal wellness session (beadwork, Vagus Nerve Reset)
- February EA PD built on November: LivingWorks safeTALK, continued Sensory Regulation, and Breathwork for Regulation
- Behaviour Specialist Robyn Combre visited all schools and made recommendations (Nov); Wellness Mentor training with ECE included OARS skills, Trauma-Informed Practice, and Goal Planning

Wellness in School Life

- SJF Music for Mental Health Concert (May): local artists supported Mental Health Awareness; proceeds donated to the Canadian Cancer Society
- National Ballet of Canada at Mildred Hall — full day of creative movement; Ecology North at Range Lake for Earth appreciation and gardening (Apr)
- Family events district-wide: RLN Valentine's Day family dance, NJM ILM Bingo in the language, EA appreciation at all schools

Connection & Belonging

- Family engagement events held across all schools throughout the year — family dances, ILM Bingo, family lunches, and PAC Family Fun Night
- District-wide celebrations: Santa Claus Parade float, Junior Super Soccer, and school concerts and art shows across all schools
- YK1 drummers and NJM student drummers opened the Board and Chairs meeting with a prayer song — community and culture embedded in governance

Sustainability & Stewardship

- Catherine Blondin delivered tree camp for all Grade 5 students district-wide: plant identification, harvesting, and spruce salve
- Dechinta hide camp modelled land stewardship and knowledge transfer; Grade 8s completed canoe theory and pool safety with Narwhal
- 5 camp knowledge keepers completed first aid certification — the district investing in those who bring students to the land

Diverse Perspectives & Global Learning

- Keynote speaker Kendal Netmaker for Grades 8–10 across four schools (Nov); WMS French Immersion Mesopotamian cooking day; National Ballet of Canada at Mildred Hall (Apr)
- Grade 8 PIF exchange to Montreal and Quebec City (May): 18 students, supported by Heritage Canada and Canadian Parents for French
- YK1 represented at the first-ever Pan-Territorial French Education Conference hosted by Collège Nordique in Yellowknife (June)

Reconciliation & Partnerships

- RILE met with Chief Fred Sangris re: YKDFN partnerships; Dechinta and Collège Nordique confirmed as partners for the 2026 hide camp
- ILM theme #LanguageWorks spotlighted language champions; YK1 received ImmersART federal funding for Grades 7–12 French Immersion cultural activities
- YK1 represented at the Welcoming Day for Newcomers (Aug); SWIS/NWT Literacy Council committee membership maintained throughout the year



Local School Contexts

Indigenous Language and Culture – School Snapshots

- [Museum exhibit at Prince of Wales Northern Heritage Centre](#)
- [Grade 1 & 2 student film at Yellowknife International Film Festival](#)
- Indigenizing Education small group collaborative staff discussion groups
- Ongoing language classes at all levels
- Indigenous Languages Month
- Tea & Bannock
- Rock your mocs



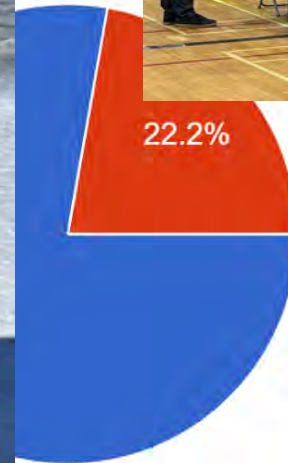
Indigenous Language and Culture – School Snapshots



Indigenous Language and Culture



o partic



● No



Learning – School Snapshots

- Reading FSA – 90% on track or extending
- In Grade 2 - 91% on track or extending for reading, 93% for writing
- Reschedule school daily routines to promote learning and engagement in the morning
- Highlighting the learning in school and making it more visible

Learning – School Snapshots

Student	Score	Local Percentile
	48	0
	54	2
	61	4.1
	71	6.1
	71	8.1
	73	10.2
	86	12.2
	87	14.3
	87	14.3
	93	18.4
	93	18.4
	97	22.4
	98	24.5
	104	26.5
	107	28.6
	109	30.6
	110	32.7
	111	34.7
	113	36.7
	116	38.8
	117	40.8
	120	42.9
	123	44.9
	130	46.9
	132	49
	136	51
	137	53.1
	138	55.1
	140	57.1
	152	59.2
	152	59.2
	153	61.3
	155	63.3
	159	67.3
	160	69.4
	161	71.4
	163	73.5
	168	75.5
	173	77.6
	180	79.6
	184	81.6
	185	83.7
	197	85.7
	200	87.8
	210	89.8
	229	91.8
	241	93.9
	242	95.9
	263	98
	278	100

Writing Descriptive Comments for Report Cards

*adapted from Yukon Framework for Writing Descriptive Comments for Reports

Table 1: Framework for Writing Descriptive Comments

Framework Component	Component Criteria
Strengths, with specific examples	- Describe student strengths and achievements in relation to learning standards (content and curricular competencies) - Focus on what the students knows, can do, and understands - Personalize for each student - Share evidence/examples of what the students has done to demonstrate their strengths
Areas for Further Development	- Communicate success criteria that the student has not yet demonstrated - Use strength-based (not deficit) language

Grade 8 Fall to Spring Comparison

Area	Fall Proficient/Extending	Spring Proficient/Extending	Change
Numeracy	40.00%	53.90%	13.90%
Reading	57.00%	72.70%	15.70%
Writing	53.60%	65.00%	11.40%

Spring	Numeracy		Reading		plus/minus	Writing	
	#	%	#	%		#	%
Grade 1							
Emerging	13	31.0%	12	28.6%	-23.7%	8	20.0%
Developing	14	33.3%	8	19.0%	-15.1%	16	40.0%
Proficient	15	35.7%	9	21.4%	14.6%	16	40.0%
Extending	0	0.0%	13	31.0%	24.2%	0	0.0%



Wellness – Local Snapshots

- MDI (spring) data indicated an increase in anxiety and screen time, a decrease in sleep, outdoor play and overall connectedness to home and community.
- The MDI data also showed a significant increase in students feeling they have a trusting/caring adult at school.
- Wellness mentor data -presented at staff meeting

RESPECTUEUX Respectful 	RESPONSABLE Responsible 	SÉCURE Safe 
J'utilise des mots de gentillesse I use kind words	Je fais de mon mieux I do my best	Je suis le plan du groupe I follow the group plan

Wellness – Local Snapshots

Is your voice heard at school?	Complete this sentence: The <i>worst</i> thing about school at Mildred Hall is	Complete this sentence: The <i>best</i> thing about school at Mildred Hall is
Yes	kkk	nnn
Yes, No	mr max is annoying and the grade 8s dont get dpa	the peeps
Yes	nothing	The teachers and the school and everything ab
Yes	is the girls bathroom and the gossip	everything
Yes	bathrooms are being vandalized	Ms. Hille
Yes	internet sucks	food is free
Yes	bathrooms	lunch and recess
Yes	Bathrooms, nasty	My friends, and no ones mean to me
Yes	the	phys.ed
No	bathrooms	my friends
Yes	the sport coaches	the support
Yes	bathrooms and we dont have dpa	gym
Yes, No	The social hierarchy across classes, meaning the	that we have such a strong community feel.

Areas of Concern from 2024-2025 MDI that drove work on wellness this year:
35% Low Well-Being
32% have no important adult at school
23% report low school belonging
26% report elevated worries/anxiety
61% experienced social bullying
64% experienced verbal bullying
22% report poor sleep
27% regularly miss breakfast
These data points collectively demonstrate that many students require support that extends beyond academic instruction
Strong Relationships Are a Major Asset
Adult Relationships Exceed District Averages
70% of students report strong adult relationships, compared to 69% district-wide.
80% report strong relationships with adults at home.
56% report strong relationships with adults at school.

Community – School Snapshots

➤ Winter Show and Spring Show



Key Takeaways – Local Data

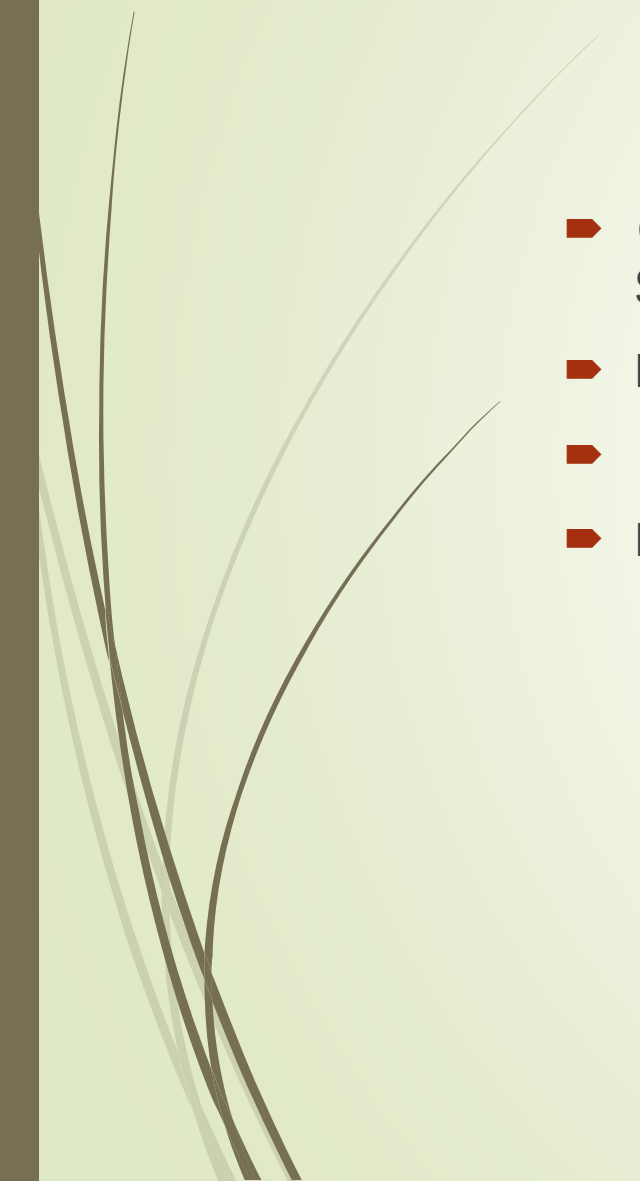
- Strengths
 - Data richness and diversity
 - Work actively aligns with strategic directions set by Trustees
 - Strong narratives related to strategic directions
 - Culture of data analysis, and subsequent action
- Stretches
 - Uniqueness of schools makes generalization challenging
 - Qualitative data plays a key role
 - Data selection for local decision-making
 - Transitioning from old SIP model to Desired States



Moving Forward



Moving Forward



- Continue work with Adelee Penner to coach schools on using the Desired States in planning
- Revisit data collection – Moving from the local to the global
- More closely align local data collection to Desired States
- Build stronger narratives from existing qualitative and quantitative data

BOARD of TRUSTEES - Action Items					
No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Current Update
15	2024-11-12 Board Meeting	Follow up on 1 Year warranty start date on École It'ô, list of rolling completion dates	Administration	Ongoing	Update will be provide monthly until resolved
38	2025-10-14 Board Meeting	Administration to review the current Joint Use Agreement that we have with the City of Yellowknife. Admin will determine whether YK1 will continue with the existing agreement or explore alternative options. A recommendation to be brought forward to the Board following the review.	Administration	Spring 2026	Verbal update. More information to follow.
63	2026-05-12 Board Meeting	Develop a public facing draft Year-in-Review/Annual Report on the 2025-2026 school year for approval at the August Board meeting. (motion # 09/05-12/25-26)	PE&A Committee with Administration	August 2026	Committee provide update
69	2026-06-09 Board Meeting	Review of Trustee expense claims for the current term of the Board to ensure proper procedures have been applied to Trustee travel expense claims.	Administration	September 2026	A review of trustee expense reports are underway.
70	2026-06-09 Board Meeting	Provide an updated bussing report to include: cost of seat per year, funding from the GNWT, amount paid by parents/guardians, and whether or not YK1 has to subsidize bussing.	Administration	September 2026	
76	2026-08-18 Board Meeting	Trustees to provide comments on draft Mandate Review	Trustees	by August 22st	Draft Mandate Review on September Board Meeting agenda
77	2026-08-18 Board Meeting	Add BIP to the list of items to discuss with the Minister.	Board Chair	TBD	

Action Items REFERRED to COMMITTEE					
No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Committee Members
I	2023-04-11 Board Meeting	Finance Committee to work with Administration to create a risk register	Finance & Facilities Committee & Administration	Spring 2025	Brookes All Trustees
II	2024-04-09 Board Meeting	Determine best way to share communications publicly	Public Engagement & Advocacy Committee	Winter 2024/2025	Wasyliciw, Peters, Snaggs
III	2024-08-20 Board Meeting	Continue to explore the creation of a Pride version of the YK1 logo	Public Engagement & Advocacy Committee	Winter 2024/2025	Wasyliciw, Peters, Snaggs
IV	2024-11-12 Board Meeting	Explore development of Risk Management Policy	Policy & Governance Committee	Spring 2026	Drew, Brookes, Snaggs
V	2025-05-13	<i>Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments of Trustees.</i>	Policy & Governance Committee	Fall 2025	Drew, Brookes, Snaggs
VI	2025-11-12 Board Meeting	<i>Review 2025-2026 Board work plan and provide feedback at the December Board meeting</i>	All Committees	December 2025	
VIII	2025-12-09 Board Meeting	Work on incorporating a way for members of the public to ask questions at the Education Information Sessions to the Board By-Laws.	Policy & Governance Committee	Winter 2025	Drew, Brookes, Snaggs
IX	2024-08-20 Board Meeting	Provide an update on the creation of an asset registry (was item #4 on the Board Action Item List)	Facilities Committee	Date TBD	Drew, Shortt, Wasyliciw
X	2026-04-14 Board Meeting	Committee to review, in consultation with the Secretary Treasurer, process for strengthening trustee oversight and bring their suggested process to the May Board meeting for further discussion.	Policy & Governance Committee	May Board Meeting	Drew, Brookes, Snaggs
XI	2026-04-14 Board Meeting	Create updated 2026 version of Trustee Orientation Binder	Public Engagement & Advocacy Committee	June 2026	Wasyliciw, Peters, Snaggs
XII	2026-04-14 Board Meeting	Add OHS updates to Committee monthly meeting agenda	Policy & Governance Committee	May 2026	Drew, Brookes, Snaggs
XIII	2026-06-09 Board Meeting	Investigate the policy requirements noted in the 2026-2027 Operating Plan	Policy & Governance Committee	September 2026	Drew, Brookes, Snaggs
XV	2026-06-09 Board Meeting	Provide a list of policies legislated by the GNWT at the September Board meeting	Policy Committee	September 2026	Drew, Brookes, Snaggs

Recently Completed Action Items (see tabs below for all)		
No.	Date & Meeting	Action Item
61	2026-04-14 Board Meeting	Update from City regarding the upcoming election.
68	2026-06-09 Board Meeting	Include in the cover letter that will accompany the 2026-2027 Operating Plan the Board's concerns about funding for educational assistants for students with needs.
71	2026-06-09 Board Meeting	Move ahead with the necessary steps to partner with Elections NWT, the City of Yellowknife , and YCS for administration of the 2026 local election.
74	2026-06-24 Board Meeting	Work with YCS to draft a public communiqué regarding property tax for Board review.
75	2026-08-18 Board Meeting	Submission to Standing Committee on Social Development - Inclusive Schooling Review

PE & A = Public Engagement & Advocacy

September 2026 Concussion Awareness Month FASD Awareness Month						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	7	8	9	10	11	12
		International Literacy Day Trustee Nominations Open	World First Aid Day	 Official Languages Day Audit Committee Meeting 12:10 PM		Mud Run
13	14	15 *	16	17	18	19
Grand-parents' Day Roald Dahl Day	COW 12:10 PM MHS Open House 6:00 PM	Board Meeting 6:30 PM WMS Open House 7:00 PM	 Itlo Open House 6:00 PM	NJM Open House 6:30 PM SJF Open House 7:00 PM		Talk Like a Pirate Day
20	21	22	23	24	25	26
Terry Fox Run	Trustee Nominations Close at 3:00 PM	Berry Camp >>>>>>>>>>>>>>>>>>>>>>>				
			First Day of Fall	RLN Open House 6:30 PM		
27	28	29	30	1	2	3
	Berry Camp>>>>>>		National Day for Truth & Reconciliation (no school)			
		Orange Shirt Day at schools				

*National IT Professionals Day

October 2026 **Canadian Islamic History Month, Children's Vision Month, Women's History Month, ADHD Awareness Month**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	1	2	3
				NWT Art Centre Akaitcho Gathering 1 – 3 PM National Seniors Day		
4	5	6	7	8	9	10
	Voting in the Office of the Returning Officer >>>>>>>>>>>>>>					World Mental Health Day
					JK-8 STIP	
11	12	13	14	15	16	17
	Thanksgiving 	Voting in the Office of the Returning Officer >>>>>				
		COW Meeting 12:10 PM Board Meeting 6:30 PM				
18	19	20	21	22	23	24
	ELECTION DAY				District PD	
25	26	27	28	29	30	31
		Finance Committee Meeting		National Cat Day		Halloween National Magic Day