

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

March 10, 2026 – 6:30 PM

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

Google Meet link:

<https://meet.google.com/apx-ogkd-cku>

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

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

We respect the histories, languages, and cultures of all Indigenous Peoples, including the Tlicho, North Slave Métis, and all First Nations, Métis, and Inuit whose presence continues to enrich our vibrant community.

3. Chairperson's Opening Remarks
4. Declaration of Conflict of Interest
5. Adoption of Agenda
6. Delegations & Presentations
7. Review and Approval of Minutes
- 7.1 February 10th, 2026
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. Secretary Treasurer Report (Secretary Treasurer Vass)
 - 10.2. Director of Operations Report (Director Martin)
Standing Committee Reports:
 - 10.3. Audit Committee, Chairperson: Trustee Peters
 - 10.4. Committee of the Whole Committee, Chairperson: Trustee Shortt
 - 10.5. Finance Committee, Chairperson: Trustee Brookes
 - 10.6. Facilities Committee, Chairperson: TBD
 - 10.7. NWTTA Teacher-Board Committee, Chairperson: TBD
 - 10.8. Public Engagement & Advocacy Committee, Chairperson: Trustee Wasylciw
 - 10.9. USW Board Advisory Committee, Chairperson: TBD

- 11. New Business
 - 11.1. Education Leaders - Unified NWT cell phone usage policy (Trustee Bell)
 - 11.2. Presentation to Standing Committee on Social Development (Trustee Bell)
 - 11.3. Consideration of Preliminary Reciprocal School Tours (Trustee Bell)
- 12. Reports
 - 12.1 Chairperson’s Report
 - 12.2 Trustee Reports
 - 12.3 Canadian School Board Association Report (Trustee Brookes)
 - 12.4 Superintendent’s Report (Supt. 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 (Sec. Treas. Vass)
 - 12.4.3.1 Director of Operations Report (Director Martin)
- 13. Standing Committee Reports
 - 13.1 Audit Committee, Chairperson: Trustee Peters
 - 13.2 Committee of the Whole Committee, Chairperson: Trustee Shortt
 - 13.3 Finance Committee, Chairperson: Trustee Brookes
 - 13.4 Facilities Committee, Chairperson: TBD
 - 13.5 NWTTA Teacher-Board Committee, Chairperson: TBD
 - 13.6 Policy & Governance Committee, Chairperson: Trustee Drew
 - 13.7 Public Engagement & Advocacy Committee, Chairperson: Trustee Wasylciw
 - 13.8 USW Board Advisory Committee, Chairperson: TBD
 - 13.9 Action Items
- 14. Announcements – events calendar attached
- 15. Date and Time of Next Meetings
- 16. Announcements – events calendar attached
- 17. Date and Time of Next Meetings

March 24, 2026 6:00 PM	Board Education Information Session
April 13, 2026 12:10 PM	Committee of the Whole (COW) Meeting
April 14, 2026 6:30 PM	Executive Session (In-camera)
April 14, 2026 7:00 PM	Regular Board Meeting

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



YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD OF TRUSTEES

REGULAR BOARD MEETING MINUTES

February 10, 2026 – 6:30 PM

In-person and online via Google Meet

(in camera 6:30 - 7:00 PM)

- Trustees Present: Barbara Bell, Allan Shortt, David Wasylciw, Jason Snaggs (online), Terry Brookes (online) and Tina Drew
- Regrets: Michelle Peters
- Administration Present: Shirley Zouboules, Lisa Vass, Landon Kowalzik, Graham Arts, Jordan Martin and Annie Lagomasino
- Regrets: Pat Thagard
- Guests Present: Susan Shantora, President, NWT Music Teachers Association (Presenter)
Sue Epp, Secretary, NWT Music Teachers Association
Karen Hamre, Treasurer, NWT Music Teachers Association
Sean Daly, Director, NWT Music Teachers Association
Bernice Westergreen, Director, NWT Music Teachers Association
Mona Diab-Boucher, Director, NWT Music Teachers Association
Peter Curran, Assistant Principal, Sir John Franklin High School
- Meeting Chairperson: Trustee Bell
- Meeting Minutes by: Annie Lagomasino

1. Call to Order

The meeting was called to order at 6:35 PM. Six Trustees were present. Quorum was met.

Motion #: 01/02-10/25-26

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

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

Trustee Wasylciw arrived at 6:37 pm

Motion #: 02/02-10/25-26

I move that the YK1 Board of Trustees move out of in camera at 6:37 PM.

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

Motion #: 03/02-10/25-26

I move that the YK1 Board of Trustees move to in camera at 6:37 PM.

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

Motion #: 04/02-10/25-26

I move that the YK1 Board of Trustees move out of in camera at 6:45 PM.

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

The Board meeting was called back to order at 7:00 PM

2. Land Acknowledgement

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

3. Chairperson's Opening Remarks

Chairperson Bell welcomed everyone and thanked Trustee Shortt for chairing the last meeting in her absence.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

Motion #: 05/02-10/25-26

I move that the YK1 Board of Trustees adopt the February 10, 2026, Regular Board Meeting agenda, as amended.

Moved by: Trustee Shortt Seconded by: Trustee Wasylciw

Carried

Amendment: Item 11.3 was amended to remove the request from ECE regarding school tours and add Superintendent - Board Evaluations

6. Delegations & Presentations

6.1. NWT Music - Susan Shantora

Susan Shantora, representing the NWT Music Teachers Association, presented on music education in Yellowknife schools and the broader community. The presentation is included in the agenda package.

7. Review and Approval of Minutes

7.1. January 13, 2026 - Regular Board Meeting Minutes

Motion #: 06/02-10/25-26

I move that the YK1 Board of Trustees approve the January 13, 2026, Regular Board Meeting minutes as presented.

Moved by: Trustee Shortt Seconded by: Trustee Drew

Carried

8. Business Arising from the Minutes

8.1. Action Items

Motion #: 07/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move Action Item #4 to the Facilities Committee.

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

Trustees discussed the development of an asset registry and the need to clarify the scope within the Facilities Committee.

Motion #: 08/02-10/25-26

I move that the YK1 Board of Trustees bring this matter (deficit in substitute funding) forward to the MLA meeting, and that all information to be brought to the MLA meeting be provided by Administration.

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

Administration provided an overview of substitute costs and leave funding trends over the past five years, noting a funding shortfall and impacts on the District's financial position. Trustees inquired about the composition of leave costs and funding sources and discussed potential advocacy.

Following the discussion, Trustees noted that committee handoff materials following the fall election remain outstanding, and requested that the Board Chair follow up with individual trustees as needed.

Motion #: 09/02-10/25-26

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

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

9. Trustee Statements

No Trustee statements were received.

10. Unfinished Business

10.1. Follow-up to NSMN, Acknowledgement (Chairperson Bell)

Trustees discussed previous conversations regarding acknowledgements and noted ongoing discussions within the community, including work being undertaken by the City related to acknowledgement language. Trustees discussed the importance of consultation with Indigenous partners and noted differing perspectives regarding acknowledgement approaches.

It was noted that the current acknowledgement would remain in place while further information is gathered and opportunities for collaboration and consultation are explored.

10.2. Nursing Supports in Schools Response Letter (Chairperson Bell)

The response letter regarding Public Health nursing support in schools was included in the agenda package.

Trustees discussed challenges related to service capacity and opportunities to improve coordination with Health and Social Services. Discussion included early childhood screening, access to nursing supports, and potential advocacy regarding student health services.

Break from 8:27 to 8:34

Mr. Peter Curran left the meeting.

10.3. NWT Art Centre Initiative – Request for Letter of Support (Chairperson Bell)

Motion #: 10/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees send a letter of support for NWT Art Centre to use the land by Sir John Franklin High School.

Moved by: Trustee Brookes Seconded by: Trustee Shortt

Carried

Trustees discussed a request for a letter of support related to the proposed NWT Art Centre initiative, including considerations regarding potential use of land in proximity to Sir John Franklin High School and the need to ensure flexibility for

future school requirements.

Trustees discussed providing high-level support while ensuring that any future use of land does not impact school operations or potential expansion. Discussion also referenced opportunities to support initiatives aligned with reconciliation.

10.4. Policy 6 - Role of the Board Chairperson (Trustee Drew)

Motion #: 11/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the second reading of Policy 6 as revised.

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

Trustees discussed the proposed revisions, including considerations related to roles and responsibilities and workload distribution. A concern was expressed regarding the addition of section 10. Trustees also discussed the policy version naming convention and noted that the matter may be referred to committee for further review.

11. New Business

11.1. Joint YK1/YCS Letter - Jordan's Principle (Chairperson Bell)

Trustees discussed a proposed joint letter regarding Jordan's Principle, including awareness of related advocacy efforts by national organizations. Trustees discussed the importance of ensuring that statements within the letter are supported by accurate information and reflect current data. Discussion also included the potential impact of service gaps on students and classrooms.

Trustees discussed refining the draft letter and gathering additional information to support its development.

11.2. Consultation on Amendments to the *Student Record Regulations* Letter (Chairperson Bell)

Trustees discussed feedback on the draft letter regarding proposed amendments to the *Student Record Regulations*. Discussion included clarification of terminology related to modified programming, individualized supports, and student support plans, as well as considerations related to parental or guardian notification and consent.

Trustees discussed potential implications for administrative processes and administration noted that existing practices are in place to support communication and compliance.

Motion #: 12/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees that the Chair write a letter in support of this, but highlight that the word parent should be expanded to include guardian, public guardian, and caregiver.

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

11.3. Board and Superintendent Evaluations (Chairperson Bell)

Motion #: 13/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees hire Chris Smeaton to help us facilitate the Board Superintendent evaluations.

Moved by: Trustee Shortt Seconded by: Trustee Drew

Carried

Trustees discussed coordinating with Yellowknife Catholic Schools to support cost efficiencies and noted that the evaluation is anticipated to occur in late May. Trustees also discussed the need to clarify contract details, including costs, and a concern was expressed regarding approving the engagement without confirmed cost information.

Motion #: 14/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees to go in camera at 9:01 pm.

Moved by: Trustee Wasylciw Seconded by: Trustee Drew

Carried

Motion #: 15/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 9:05 pm.

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

12. Reports

12.1. Chairperson's Report (Trustee Bell)

The report was included in the agenda package. Chairperson Bell highlighted Mildred Hall School's display at the Prince of Wales Northern Heritage Centre.

12.2. Trustee Reports

12.2.1. No reports were submitted.

12.3. Canadian School Board Association Report (Trustee Brookes)

Trustee Brookes reported that the Canadian School Boards Association (CSBA) Symposium will take place in early July and that information has been shared with trustees. Trustee Brookes noted that a report from the most recent CSBA meeting will be provided at a future Board meeting.

Trustees discussed potential attendance at the upcoming symposium, including considerations related to professional development funding, timing within the fiscal year, and opportunities for learning and advocacy.

12.4. Superintendent's Report (Shirley Zouboules)

Superintendent Zouboules shared news of the tragic events at Tumbler Ridge Secondary School and noted that the District has been in contact with colleagues and will be sending a letter of condolence. Trustees expressed support for extending condolences.

Superintendent Zouboules highlighted recent professional development activities, student participation in extracurricular opportunities, and ongoing work related to inclusive schooling. Trustees asked about the status of the inclusive schooling

review, and Administration advised that a response from the Department of Education, Culture and Employment is pending and will be shared when available.

Trustees asked for examples of reconciliation and foundational planning work, and the Superintendent described the integration of Dene K'ede into planning, professional learning, and school practices.

Questions regarding the review of administrative procedures were addressed, with Superintendent Zouboules advising that timelines are being reassessed as outdated components that require additional work are identified.

Superintendent Zouboules provided an update on Jordan's Principle requests, noting that all applications have been denied and that timelines for potential appeals remain under consideration.

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

Trustees asked about staff presentations at an upcoming conference, and Administration advised that staff will be presenting on the "Now Play" project focused on oral language development and Indigenous language integration.

Clarification was provided on project costing of phone systems and capital work, with Assistant Superintendent Arts advising that contracts are in place and final costs are expected to be favourable, with some adjustments anticipated.

Questions regarding public address systems and phone integration were addressed, with Assistant Superintendent Arts noting interim solutions are in place while longer-term options are explored.

Discussion included alignment between school improvement plans and strategic priorities, with Assistant Superintendent Arts advising that work is underway to strengthen alignment and identify appropriate data sources.

Trustees also discussed the proposed 2026–2027 school calendar.

Motion #: 16/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees that Administration bring forward updated school improvement goals with identified metrics for each goal to the March meeting.

Moved by: Trustee Wasylciw Seconded by: Trustee Drew

Defeated

Trustees discussed reporting timelines, and Administration advised that more comprehensive updates would be feasible later in the school year. It was noted that further discussion may occur at a Committee of the Whole meeting.

Motion #: 17/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees that the meeting will go back and approve the school calendar

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

Motion #: 18/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the school calendar for 2026-2027

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

Discussion included feedback received on the proposed calendar. Administration advised that limited feedback had been received from the community, with more input provided by staff. Key themes included considerations related to start and end dates, scheduling of breaks, professional development days, and potential impacts on instructional time.

Questions regarding assessment scheduling were raised, and Administration advised that while territorial assessments remain in place, schools are transitioning practices as curriculum evolves and end-of-year assessments will continue.

Trustees asked whether changes to the calendar could affect post-secondary preparation requirements, and the question was deferred as it was not directly related to the calendar.

Administration noted upcoming timelines for submission to the Department of Education, Culture and Employment.

A concern was expressed regarding approving the calendar at this time, noting that approval could occur at a later meeting if needed.

12.4.2. Assistant Superintendent of HR & Learning Report (Assist. Supt. Kowalzik)

The report was included in the agenda package.

Trustees asked about current recruitment efforts, and Administration advised that hiring remains challenging at this time of year, with several vacancies in progress.

Administration further advised that recruitment of education assistants is nearing completion.

Motion #: 19/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees extend the meeting to 10:30pm

Moved by: Trustee Drew Seconded by: Trustee Shortt

Defeated

Motion #: 20/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees amend the agenda to go to the policy committee now

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

Discussion included upcoming policy reviews and updates, including Policies 8, 13, 16, 21, 26, 27, and 28, as well as a proposed Information Technology policy. Trustees discussed the need to ensure policies are shared electronically and made accessible.

It was noted that policies will be uploaded to Google Drive upon staff

availability, and that Trustee Drew will circulate materials to trustees. Discussion also referenced the need to advance Facilities Committee work and monitor potential impacts of *Public Service Act* regulations.

Motion #: 21/02-10/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees table the Policies 8, 13, 16, 21, 26, 27, and 28 and the draft Information Technology policy.

Moved by: Trustee Drew Seconded by: Trustee Brookes

Carried

13. Standing Committee Reports

13.6 Policy & Governance Committee, Chairperson: Trustee Drew

Discussion occurred as noted above (in item 10.4 and 12.4.2.1).

14. Announcements - events calendar attached

15. Date and Time of Next Meeting

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

16. Chairperson’s Closing Remarks

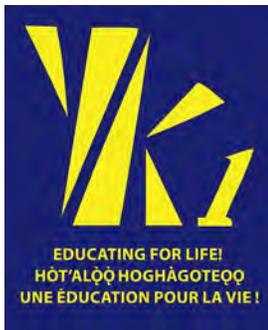
Chairperson Bell thanked everyone for attending.

17. Adjournment

The meeting adjourned at 9:59 PM due to the expiration of time prior to the completion of the agenda.

Chairperson Bell

Secretary Treasurer Vass



BOARD REPORT

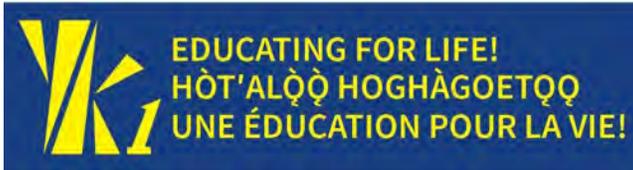
Title:	February 10, 2026, Secretary Treasurer Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	February 10, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● Occupational Health & Safety Update: <ul style="list-style-type: none"> • Phases 1 & 2 are complete. • Phase 3 will begin in late February. Please see the attached summary for more details. • Confined Space Assessments at all schools are complete and the report will be provided to the Senior Leadership Team in late February or early March. • Confined space training will be undertaken in late spring. • JOHSC member training will be scheduled for early April and the first JOHSC meetings will be held in late April. • 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: The Secretary Treasurer confirmed with the City Clerk that the Yellowknife Education District No. 1

	<p>supports partnering with YCS and the City of Yellowknife to undertake the 2026 Elections in October.</p> <ul style="list-style-type: none"> ● Finance Committee: <ul style="list-style-type: none"> • The minutes, budget approvals and financial reports were submitted separately from this report. ● Upcoming Finance Committee meetings: <ul style="list-style-type: none"> • February 24, 2026 • March 13, 2026 • March 24, 2026 ● Audit Committee meetings: <ul style="list-style-type: none"> • Thursday, February 12, 2026
Recommendations	Received as information.
Attachments?	<p><input type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <ul style="list-style-type: none"> • YK1 WSCC Audit Program Summary Report

Yellowknife Education District No. 1

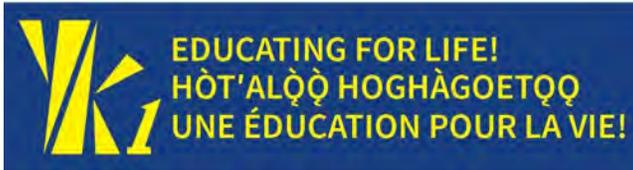
WSCC Program Audit Summary to Date

Phase	Description	Completed Date	Amount	Notes
1	This phase included: first aid and hazard assessments of all eight schools. A review of all district WSCC related forms was completed and updated drafts provided for review.	June 30, 2025	14,000.00	Complete.
2	Phase 2 is looking at: leadership accountability (defining roles and responsibilities); hazard management; training awareness; worker participation in WSCC program, and performance evaluations. In addition, a key piece of phase 2 is the establishment of Joint Health and Safety Committees at each of the schools.	January 2026	12,534.38	Complete. Under budget
2	Supervisor Training for all Principals, Assistant Principals and Senior Leadership	January 2026	5,400.00	Complete. Part of training budget approved using surplus funds.
2	Confined Space Assessment at all six schools are complete. The report is now being compiled and should be ready by late February or early March.	Late February	43,600.00	Quoted price. Budget approved using surplus funds.
3	Inventory controlled products, installation of safety boards, creation of site specific forms, review and implement of program documents, respiratory equipment requirements and FIT testing, PPE review and inventory, administrative control review and signage, training and implementation of JOHSC meetings and minutes at each school/site.	Underway	16,000.00	Estimated costs.
	WSCC Training: Workplace Hazardous Materials; Fire Extinguisher Operations; Fall Protection; Confined Space Training, Asbestos Hazard Awareness; Air Purifying Respirator; Spill Response.	Ongoing into 2027	30,300.00	Supervisor training completed. JOHSC member training - April Training budget approved using surplus.
			121,834.38	



BOARD REPORT

Title:	Director of Operations Board Report
Contact:	Jordan Martin
Date Submitted:	February 05, 2026
Mandate:	<ul style="list-style-type: none"> • Ensure fitness, health and cleanliness of district facilities • Provide a safe learning environment for students and safe workplace for teaching staff
Updates:	<ul style="list-style-type: none"> • Lead remediation in WMS, MHS • New snow removal equipment • Broken glass window replacement •
Looking forward	<ul style="list-style-type: none"> • Sir John Franklin preventative installation of water filters • Mildred Hall water filters
Recommendations:	Accept report as presented



Our new snow removal equipment is now fully operational. With all the new snowfall it has been a great opportunity for staff to start learning all the new ins and outs of the equipment.

Mildred Hall:

The front door has been repaired. It was thought the whole assembly would need to be repaired/replaced. Fortunately, only the door was the cause of the trouble. It is back to being a functional door. We will investigate possibly replacing the door in the summer.

Filters work potable water sources have been identified and filters have been ordered. Hopefully they will arrive in time to be installed over the March break.

Several pieces of broken glass were replaced with new units.

A temporary wall was constructed around the play area of the junior kindergarten making it a closed space to facilitate an additional JK class.

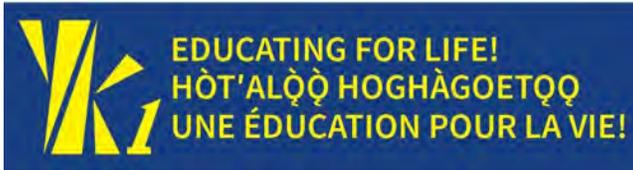
William McDonald:

The water fountains have been turned back on and the do not consume public health order has been lifted. Janitorial staff are performing daily flushing of the fixtures located in the food science room.

Back in the fall we had water back up in room 106, an old science room. The water came up through the old service trench that were used for plumbing in the science workstations. It was assumed at the time there was a water leak in one of the old lines that was stopped when we isolated the line. The service trench backed up again. The main from the hallway to the trench was clogged. Water from the janitor sink upstairs filled the trench and that's where the water was coming from. The drain was steamed clear and shouldn't be an issue. We are currently looking into flooring replacement and what to do with the service trench incase this happens again.

NJ:

The public health order has been lifted and fountains have been turned back on.



SJF:

The sewer line at the top of the school froze over the December break and pushed water back through an old floor drain in one of the French classes. The floor over the area was removed and the surrounding area was disinfected. We are in the process of finding a contractor to investigate what has failed in the floor. As soon as that is fixed, we will make plans to replace the flooring.

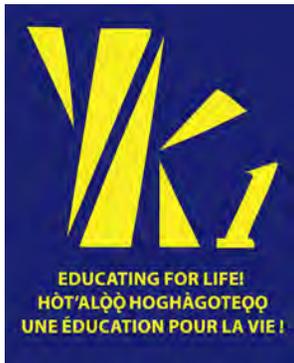
Some of the glass panels in the library were replaced due to the break-ins that happened over the summer. There are still a few more to install but they will need to wait until spring.

One of the fuel pumps from the main fuel tank to the day tank has failed. We have had a contractor

order the new pump and it will be installed when it arrives.

Itlo:

We finally have a reasonable solution for the security gate in the main foyer, isolating the stairs for after-hours access. Plexi glass was installed on top of the trophy case eliminating a possible climbing access point and a removable Plexi glass extensions piece has been made for the folding door. Soon we will be able to offer community access to the gymnasium.



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

February 9, 2026 – 12:10 PM

Meeting Link: <https://meet.google.com/muz-rzvb-aiu>

1. Call to Order

2. Land Acknowledgement

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

3. Adoption of Agenda

4. Approval of Minutes

4.1 January 12, 2026 Committee of the Whole (COW) Meeting Minutes

5. Student Data Presentation follow-up (Assist. Supt. Arts)

6. Tradeshow - Trustee attendance (Trustee Wasylciw)

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

March 9, 2026 12:10 PM	Committee of the Whole Meeting
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8. Adjournment



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

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

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

Regrets: none

Administration

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

Regrets: none

Meeting Chairperson: Trustee Shortt

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:10 PM

2. Land Acknowledgement

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

3. Adoption of Agenda

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

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the January 12, 2026 Committee of the Whole Meeting agenda, as amended.

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

4. Approval of Minutes

Motion #: 02/01-12/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the December 8, 2025, Committee of the Whole Meeting minutes as presented.

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

5. Homeschooling (Assist. Supt. Arts)

Trustee Drew arrived at 12:14 PM

Administration reported that for the past decade, homeschooling reimbursement costs have consistently exceeded the budget, despite a steady population of 65 to 75 students. While the District receives half-funding for these students compared to full-time enrollment, the Department of Education, Culture & Employment (ECE) has not provided a definitive

per-child rate. This year, the per-student allocation was increased from an initial \$1,379 to \$4,000 following a budget amendment in October. Preliminary calculations suggest future rates may sit between \$2,200 for K-9 and \$3,028 for Grades 10-12, though these figures are subject to change.

Legal counsel has provided an opinion regarding the program, and Administration will meet with them to ensure the YK1 approach is compliant and transparent. A comprehensive review is underway to modernize the program's 30-year-old directive, specifically addressing accountability measures, special needs funding, and the significant administrative workload currently required. Administration noted that integrating homeschooled students into regular classes does not reduce Operations & Maintenance costs, and only one student is currently utilizing this option.

Trustees requested that existing directives and regulations be redistributed and that a three-year enrollment projection be provided. They recommended adding a homeschooling update to the Board Action Plan with clear milestones, a funding matrix, and a defined scope of work. Regarding resources, the District is considering providing Chromebooks to students to mitigate costs, though Trustees cautioned about the IT support implications and noted that full-time students do not typically receive take-home devices.

Finalized information for the 2026-2027 school year will be prepared well in advance, and a dedicated information page will be added to the YK1 website. Financial data will be brought back to the Finance Committee or the next Committee of the Whole.

Trustees asked if regular students get computers to take home. Administration indicated this is not common practice.

6. Date and Time of Next COW Meeting

February 9, 2026, at 12:10 PM

7. Adjournment

Motion #: 03/01-12/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the January 12, 2026 COW Meeting.

Moved by: Trustee Drew

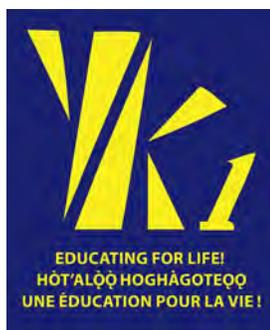
Seconded by: Trustee Peters

Carried

Meeting adjourned at 12:58 PM

Chairperson Shortt

Lisa Vass, Secretary Treasurer



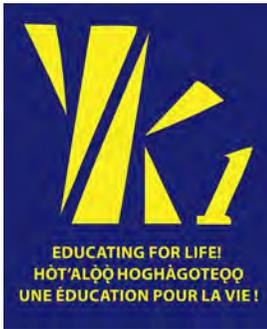
BOARD REPORT

Title:	February 10, 2026, YK1 Budget and Financial Reports
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	February 4, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● Budget Amendments and Financial reports are presented quarterly to the Finance Committee for review and recommendation to the Board of Trustees as information.
	<ul style="list-style-type: none"> ● On November 25, 2025, the Finance & Facilities Committee reviewed and recommended that the Board of Trustees receive the Budget Amendment and Finance Report as of October 31, 2025. ● On January 27, 2026, the Finance Committee reviewed and recommended that the Board of Trustees receive the Finance Report as of December 31, 2025.
Recommendations	Received as information.

Attachments?

Y Yes or ___No If yes, list attachments below

- 2025-11-25 Finance Committee Financial Report as of October 31, 2026
- 2026-01-23 Finance Committee Financial Report as of December 31, 2026



FINANCE COMMITTEE

Title:	November 25, 2025, Budget Amendment and Finance Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	November 24, 2025
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● As the school year progresses, budget amendments need to be approved by the Board for new funding received and unexpected expenditures. The Board's approval formally authorizes the administration to implement the new programs and services. The quarterly financial reports will continue to be presented using the original approved budget which is required for the audited financial statements. ● The financial report provides the actuals, commitments and estimated forecast for the end of October. Variance explanations are provided in the first comment column following the percentage remaining column. <ul style="list-style-type: none"> ○ The Financial Report Format includes the following information: <ul style="list-style-type: none"> ○ Annual Budget ○ Actuals to date ○ Commitments ○ Total ATD and Commitments ○ Authorized Revenue/Expenses (Budget Amendments)

	<ul style="list-style-type: none"> ○ Forecast to Year End ○ Remaining ○ Percentage Remaining ○ Comments on what makes up the variance ○ Prior Month Forecasted Actuals ○ Month Over Month Change ● Capital Project Highlights Report
<p>Updates:</p>	<ul style="list-style-type: none"> ● Expenditure amendments will be brought forward to Finance Committee as new funding is received. ● The second quarter financial report will be presented in late January.
<p>Recommendations</p>	<ol style="list-style-type: none"> 1. That the Finance Committee recommend the budget amendments to the Board of Trustees for approval at the December board meeting. 2. That the Finance Committee recommend the Finance Committee receive the Yellowknife Education District No. 1 Operating Financial Report as of October 31, 2025 as information.
<p>Attachments?</p>	<p><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p>

Yellowknife Education District No. 1
2025-2026 Budget Amendments Schedule - November 25, 2025

Month	Funding Source	Operating/Capital	Program	Details	Program	Revenue	Expense	Reserve/Surplus	Net Change
25-Nov-25	Grant	Operating	National School Food Program,	Food program	School Programs	609,932	330,013		279,919
25-Nov-25	Grant	Operating	GNWT ECE Healthy Choices	Active After School	School Programs	146,920.00	146,920.00		-
25-Nov-25	Grant	Operating	GNWT ECE Youth Contribution	Youth Contribution	School Programs	32,450.00	32,450.00		-
25-Nov-25	Grant	Operating	GNWT EC - Take a Kid Trapping	Taking a Kid Trapping	School Programs	56,000.00	56,000.00		-
25-Nov-25	GRant	Operating	GNWT HSS - School Health Program	School Health Program	School Programs	10,000.00	10,000.00		-
						855,302	575,383	-	279,919
Program Summary - Expenses									
Administration						-	-	-	-
School Programs						855,302	575,383	-	279,919
Operations and maintenance						-	-	-	-
Inclusive Schooling						-	-	-	-
Indigenous Languages and Education						-	-	-	-
Other - Jordan's Principle						-	-	-	-
Amortization						-	-	-	-
Totals						855,302	575,383	-	279,919

Yellowknife Education District No. 1
 Operating Financial Report at October 31, 2025

	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Revenue/Expense	Forecasted Expenditure to Year - End	Remaining \$ (Based on Forecast)	Remaining % (Based on Forecast)	Comment	Prior Month Forecasted Actuals	Month-over-month change
OPERATING FUND											
REVENUES											
Government of the NWT											
ECE Regular Contributions	34,221,610	6,126,277		6,126,277	-	34,221,610	-	0.0%			34,221,610
SSI	34,000	-		-	-	34,000	-	0.0%			34,000
Northern Distance Learning	-	-		-	-	-	-	0.0%			-
Minority Language	580,000	79,067		79,067	-	580,000	-	0.0%			580,000
Education Renewal Initiative	-	-		-	-	-	-	0.0%			-
ECE Other Contributions	1,283,763	57,419		57,419	5,971,168	7,254,930	(5,971,168)	-465.1%	- Interim Support Assistants \$5.2M - National Food Program \$609K		7,254,930
Sub-Total ECE	36,119,373	6,262,763	-	6,262,763	5,971,168	42,090,540	(5,971,168)	-16.5%		-	42,090,540
GNWT Other Contributions	-	-		-	66,000	66,000	(66,000)	0.0%	- HSS - School Health Program \$10K - E&C - Take a Kid Trapping \$56K		66,000
Total GNWT	36,119,373	6,262,763	-	6,262,763	6,037,168	42,156,540	(6,037,168)	-16.7%		-	42,156,540
Federal Government Jordan's Principle	-	-	-	-	-	-	-	0.0%		-	-
Federal Government Other	-	-	-	-	-	-	-	0.0%		-	-
Property Tax Requisitioned	8,038,923	2,066,516	-	2,066,516	-	8,038,923	-	0.0%		-	8,038,923
Other Education Bodies	316,693	15,300	-	15,300	-	316,693	-	0.0%		-	316,693
Education Body Generated Funds											
Rentals	-	-		-	-	-	-	0.0%			-
School Fees	-	-		-	-	-	-	0.0%			-
Investment Income	400,000	247,480		247,480	-	400,000	-	0.0%			400,000
Donations	-	-		-	-	-	-	0.0%			-
School Generated Funds	-	-		-	-	-	-	0.0%			-
Other	19,562	31,820		31,820	-	19,562	-	0.0%			19,562
Total Education Generated Funds	419,562	279,300	-	279,300	-	419,562	-	0.0%		-	419,562
TOTAL REVENUES	44,894,550	8,623,879	-	8,623,879	6,037,168	50,931,718	(6,037,168)	-13.4%		-	50,931,718

EXPENSES

Administration	2,207,335	527,542	-	527,542	-	2,207,335	-	0.0%			2,207,335
School Programs	29,724,015	5,428,710	144,705	5,573,415	854,683	30,578,699	(854,683)	-2.9%	- National School Food Program - \$330K - Home Schooling - \$200K - Take A Kid Trapping - \$56K - Youth Contribution - \$32K - Healthy Choices - \$147K - School Health Program - \$10K		30,578,699
Operations and maintenance	3,799,425	959,662	23,012	982,674	346,417	4,145,841	(346,417)	-9.1%	- USW Contract \$58K - Accessibility Study - \$61K - MHS Hally Flooring - \$88K - Securing Play Spaces/Playgrounds - \$150K		4,145,841
Inclusive Schooling	8,902,160	1,496,544	-	1,496,544	5,342,814	14,244,973	(5,342,814)	-60.0%	- Interim Support Assistants \$5.2M - Training \$50K		14,244,973
Indigenous Languages and Education	1,448,249	211,422	-	211,422	-	1,448,249	-	0.0%			1,448,249
Other	-	-		-	-	-	-	0.0%			-
School Generated Funds	-	-		-	-	-	-	0.0%			-

Yellowknife Education District No. 1
 Operating Financial Report at October 31, 2025

	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Revenue/Expense	Forecasted Expenditure to Year - End	Remaining \$ (Based on Forecast)	Remaining % (Based on Forecast)	Comment	Prior Month Forecasted Actuals	Month-over-month change
Sub-Total Expenses Before Amortization	46,081,183	8,623,879	167,717	8,791,596	6,543,914	52,625,097	(6,543,914)	-14.2%		-	52,625,097
Amortization	1,000,000	-		-		1,000,000	-	0.0%			1,000,000
TOTAL EXPENSES	47,081,183	8,623,879	167,717	8,791,596	6,543,914	53,625,097	(6,543,914)	-13.9%		-	53,625,097
ANNUAL OPERATING SURPLUS (DEFICIT)	(2,186,633)	-	(167,717)	(167,717)	(506,746)	(2,693,379)					
ACCUMULATED OPERATING SURPLUS (DEFICIT) OPEN *	2,904,947					2,904,947					
ACCUMULATED OPERATING SURPLUS (DEFICIT) CLOSE *	718,314	-	(167,717)	(167,717)	(506,746)	211,568					

Yellowknife Education District No. 1 - Finance Committee
 Financial Report: Consolidated Expenses at October 31, 2025

Program	Object	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Expenses	Forecasted Expenditure to Year - End	Forecasted Remaining \$	Remaining %		Prior Month Forecasted Actuals	Month-over-month change	Comment
Administration	Salaries	1,534,432	400,557	-	400,557	-	1,534,432	-	0.0%			1,534,432	
	Benefits	311,903	63,088	-	63,088	-	311,903	-	0.0%			311,903	
	Advertising and Printing	33,000	25,169	-	25,169	-	33,000	-	0.0%			33,000	
	Communication	45,500	17,609	-	17,609	-	45,500	-	0.0%			45,500	
	Contracted Services	-	-	-	-	-	-	-	0.0%			-	
	Maintenance and Repairs	5,000	787	-	787	-	5,000	-	0.0%			5,000	
	Other	156,000	(0)	-	(0)	-	156,000	-	0.0%			156,000	
	Professional and Technical	70,500	4,949	-	4,949	-	70,500	-	0.0%			70,500	
	Rentals and Leases	6,000	1,119	-	1,119	-	6,000	-	0.0%			6,000	
	Student Travel	-	-	-	-	-	-	-	0.0%			-	
	Travel	-	-	-	-	-	-	-	0.0%			-	
	Electricity	-	-	-	-	-	-	-	0.0%			-	
	Heating	-	-	-	-	-	-	-	0.0%			-	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%			-	
	Awards and Student Events	8,000	1,421	-	1,421	-	8,000	-	0.0%			8,000	
	Freight	1,000	-	-	-	-	1,000	-	0.0%			1,000	
	Assistive Technology	-	-	-	-	-	-	-	0.0%			-	
	Materials & Supplies	36,000	12,843	-	12,843	-	36,000	-	0.0%			36,000	
Subtotal Administration		2,207,335	527,542	-	527,542	-	2,207,335	-	0.0%		-	2,207,335	
School Programs	Salaries	21,983,081	4,052,393	-	4,052,393	212,664	22,195,745	(212,664)	-1.0%	- National School Food Program \$266K		22,195,745	
	Benefits	4,463,958	693,732	-	693,732	61,708	4,525,666	(61,708)	-1.4%	- National School Food Program \$266K		4,525,666	
	Advertising and Printing	-	-	-	-	-	-	-	0.0%			-	
	Communication	111,825	31,324	-	31,324	-	111,825	-	0.0%			111,825	
	Contracted Services	439,063	59,010	74,631	133,640	200,000	639,063	(200,000)	-45.6%	- Homeschooling \$200K		639,063	
	Maintenance and Repairs	43,475	21,356	-	21,356	-	43,475	-	0.0%			43,475	
	Other	-	15,000	-	15,000	-	-	-	0.0%			-	
	Professional and Technical	346,797	17,657	-	17,657	237,370	584,167	(237,370)	-68.4%	- Take a Kid Trapping \$56K - Youth Contribution - \$32K - Healthy Choices \$147K - School Health Program - \$10K		584,167	
	Rentals and Leases	160,378	47,435	3,870	51,305	-	160,378	-	0.0%			160,378	
	Student Travel	560,000	150,290	-	150,290	-	560,000	-	0.0%			560,000	
	Travel	230,825	60,695	-	60,695	-	230,825	-	0.0%			230,825	
	Electricity	-	-	-	-	-	-	-	0.0%			-	
	Heating	-	-	-	-	-	-	-	0.0%			-	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%			-	
	Awards and Student Events	8,442	1,486	-	1,486	-	8,442	-	0.0%			8,442	
	Freight	7,292	(0)	-	(0)	-	7,292	-	0.0%			7,292	
	Assistive Technology	-	-	-	-	-	-	-	0.0%			-	
	Materials & Supplies	1,368,877	278,333	66,204	344,538	142,942	1,511,819	(142,942)	-10.4%	- National School Food Program \$63K - OHS Assessments and Training \$79K		1,511,819	
Subtotal School Programs		29,724,015	5,428,710	144,705	5,573,415	854,683	30,578,699	(854,683)	-2.9%		-	30,578,699	

Yellowknife Education District No. 1 - Finance Committee
 Financial Report: Consolidated Expenses at October 31, 2025

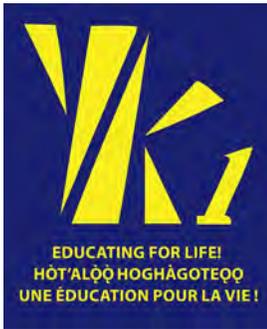
Program	Object	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Expenses	Forecasted Expenditure to Year - End	Forecasted Remaining \$	Remaining %		Prior Month Forecasted Actuals	Month-over-month change	Comment
Operations and Maintenance	Salaries	679,722	216,845	-	216,845	58,000	737,722	(58,000)	-8.5%	- USW - Signing bonus \$1500 per employee		737,722	
	Benefits	141,855	35,395	-	35,395	-	141,855	-	0.0%			141,855	
	Advertising and Printing	-	-	-	-	-	-	-	0.0%			-	
	Communication	8,000	3,031	-	3,031	-	8,000	-	0.0%			8,000	
	Contracted Services	190,000	113,322	-	113,322	-	190,000	-	0.0%			190,000	
	Maintenance and Repairs	733,704	148,242	23,012	171,254	288,417	1,022,121	(288,417)	-39.3%	- Accessibility Study - \$61K - MHS Hally Flooring - \$88K - Securing Play Spaces/Playgrounds - \$150K		1,022,121	
	Other	-	-	-	-	-	-	-	0.0%			-	
	Professional and Technical	5,000	-	-	-	-	5,000	-	0.0%			5,000	
	Rentals and Leases	-	-	-	-	-	-	-	0.0%			-	
	Student Travel	-	-	-	-	-	-	-	0.0%			-	
	Travel	-	-	-	-	-	-	-	0.0%			-	
	Electricity	1,055,000	307,037	-	307,037	-	1,055,000	-	0.0%			1,055,000	
	Heating	753,000	56,480	-	56,480	-	753,000	-	0.0%			753,000	
	Water/Sewerage	228,143	79,308	-	79,308	-	228,143	-	0.0%			228,143	
	Awards and Student Events	-	-	-	-	-	-	-	0.0%			-	
	Freight	5,000	-	-	-	-	5,000	-	0.0%			5,000	
	Assistive Technology	-	-	-	-	-	-	-	0.0%			-	
	Materials & Supplies	-	-	-	-	-	-	-	0.0%			-	
Subtotal Operations & Maintenance		3,799,425	959,662	23,012	982,674	346,417	4,145,841	(346,417)	-9.1%			4,145,841	
Inclusive Schooling	Salaries	7,045,171	1,211,900	-	1,211,900	4,245,047	11,290,218	(4,245,047)	-60.3%	- Intereim Support Assistants \$5.2M		11,290,218	
	Benefits	1,549,989	232,095	-	232,095	1,046,819	2,596,808	(1,046,819)	-67.5%	- Intereim Support Assistants \$5.2M		2,596,808	
	Advertising and Printing	-	-	-	-	-	-	-	0.0%			-	
	Communication	2,000	709	-	709	-	2,000	-	0.0%			2,000	
	Contracted Services	75,000	4,577	-	4,577	-	75,000	-	0.0%			75,000	
	Maintenance and Repairs	5,000	536	-	536	-	5,000	-	0.0%			5,000	
	Other	-	-	-	-	-	-	-	0.0%			-	
	Professional and Technical	110,000	36,310	-	36,310	50,948	160,948	(50,948)	-46.3%	- Safe Management Group Training \$51K		160,948	
	Rentals and Leases	-	-	-	-	-	-	-	0.0%			-	
	Student Travel	15,000	2,547	-	2,547	-	15,000	-	0.0%			15,000	
	Travel	-	-	-	-	-	-	-	0.0%			-	
	Electricity	-	-	-	-	-	-	-	0.0%			-	
	Heating	-	-	-	-	-	-	-	0.0%			-	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%			-	
	Awards and Student Events	-	-	-	-	-	-	-	0.0%			-	
	Freight	-	-	-	-	-	-	-	0.0%			-	
	Assistive Technology	60,000	1,635	-	1,635	-	60,000	-	0.0%			60,000	
	Materials & Supplies	40,000	6,235	-	6,235	-	40,000	-	0.0%			40,000	
Subtotal Inclusive Schooling		8,902,160	1,496,544	-	1,496,544	5,342,814	14,244,973	(5,342,814)	-60.0%			14,244,973	
Indigenous Languages and Education	Salaries	983,116	148,119	-	148,119	-	983,116	-	0.0%			983,116	
	Benefits	200,917	20,574	-	20,574	-	200,917	-	0.0%			200,917	
	Advertising and Printing	-	-	-	-	-	-	-	0.0%			-	
	Communication	-	-	-	-	-	-	-	0.0%			-	
	Contracted Services	-	-	-	-	-	-	-	0.0%			-	
	Maintenance and Repairs	-	-	-	-	-	-	-	0.0%			-	
	Other	-	-	-	-	-	-	-	0.0%			-	
	Professional and Technical	2,000	-	-	-	-	2,000	-	0.0%			2,000	
	Rentals and Leases	-	-	-	-	-	-	-	0.0%			-	
	Student Travel	24,000	-	-	-	-	24,000	-	0.0%			24,000	

Yellowknife Education District No. 1 - Finance Committee
 Financial Report: Consolidated Expenses at October 31, 2025

Program	Object	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Expenses	Forecasted Expenditure to Year - End	Forecasted Remaining \$	Remaining %	Prior Month Forecasted Actuals	Month-over-month change	Comment
	Travel	-	-	-	-	-	-	-	0.0%		-	
	Electricity	-	-	-	-	-	-	-	0.0%		-	
	Heating	-	-	-	-	-	-	-	0.0%		-	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%		-	
	Awards and Student Events	-	-	-	-	-	-	-	0.0%		-	
	Freight	-	-	-	-	-	-	-	0.0%		-	
	Assistive Technology	-	-	-	-	-	-	-	0.0%		-	
	Materials & Supplies	238,215	42,729	-	42,729	-	238,215	-	0.0%		238,215	
Subtotal Indigenous Languages and Education		1,448,249	211,422	-	211,422	-	1,448,249	-	0.0%	-	1,448,249	
Other - Jordan's Principle												
	Salaries	-	-	-	-	-	-	-	0.0%		-	
	Benefits	-	-	-	-	-	-	-	0.0%		-	
	Advertising and Printing	-	-	-	-	-	-	-	0.0%		-	
	Communication	-	-	-	-	-	-	-	0.0%		-	
	Contracted Services	-	-	-	-	-	-	-	0.0%		-	
	Maintenance and Repairs	-	-	-	-	-	-	-	0.0%		-	
	Other	-	-	-	-	-	-	-	0.0%		-	
	Professional and Technical	-	-	-	-	-	-	-	0.0%		-	
	Rentals and Leases	-	-	-	-	-	-	-	0.0%		-	
	Student Travel	-	-	-	-	-	-	-	0.0%		-	
	Travel	-	-	-	-	-	-	-	0.0%		-	
	Electricity	-	-	-	-	-	-	-	0.0%		-	
	Heating	-	-	-	-	-	-	-	0.0%		-	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%		-	
	Awards and Student Events	-	-	-	-	-	-	-	0.0%		-	
	Freight	-	-	-	-	-	-	-	0.0%		-	
	Assistive Technology	-	-	-	-	-	-	-	0.0%		-	
	Materials & Supplies	-	-	-	-	-	-	-	0.0%		-	
Subtotal Other - Jordan's Principle		-	-	-	-	-	-	-	#DIV/0!	-	-	
Total Expenses before Amortization		46,081,183	8,623,879	167,717	8,791,596	6,543,914	52,625,097	(6,543,914)	-14.2%	-	52,625,097	
	Amortization	1,000,000	-	-	-	-	1,000,000	-	0.0%		1,000,000	
Subtotal Amortization		1,000,000	-	-	-	-	1,000,000	-	0.0%	-	1,000,000	
Total Expenses		47,081,183	8,623,879	167,717	8,791,596	6,543,914	53,625,097	(6,543,914)	-13.9%	-	53,625,097	

**Yellowknife Education District No. 1
Capital Highlights @ October 31, 2025**

Project Type	Project	2026 Budget	Estimated	Actuals	Remaining	Notes
Capital	Phone system replacement	350,000.00			350,000.00	Project was awarded to NWTel and phone installations are set to begin at the DO the week of November 24.
Capital	Sub-compact tractor with blade and spreader	52,800			52,800.00	Equipment ordered and expected arrive late November or early December. Vendor will train maintenance team.
Capital	Diesel Utility vehicle with v-plow and spreader	63,800			63,800.00	Equipment ordered and expected arrive late November or early December. Vendor will train maintenance team.
Capital	MHS - Multipurpose Room Roof Replacement		400,000		400,000.00	YK1 is waiting for a memorandum of understanding from ECE. All capital reserve projects have been suspended until the estimated costs for this project are completed.
		466,600	400,000	-	866,600	-



FINANCE COMMITTEE

Title:	January 27, 2026, Finance Report at December 31, 2025
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	January 23, 2026,
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● The financial report provides the actuals, commitments and estimated forecast for the end of October. Variance explanations are provided in the first comment column following the percentage remaining column. <ul style="list-style-type: none"> ○ The Financial Report Format includes the following information: <ul style="list-style-type: none"> ○ Annual Budget ○ Actuals to date ○ Commitments ○ Total ATD and Commitments ○ Authorized Revenue/Expenses (Budget Amendments) ○ Forecast to Year End ○ Remaining ○ Percentage Remaining ○ Comments on what makes up the variance ● Capital Project Highlights Report

Updates:	<ul style="list-style-type: none">● Expenditure amendments will be brought forward to Finance Committee as new funding is received.● The third quarter financial report will be presented in late April.
Recommendations	1. That the Finance Committee recommend THAT the Board of Trustees receive the Yellowknife Education District No. 1 Operating Financial Report as of December 31, 2025 as information.
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below

Yellowknife Education District No. 1
 Operating Financial Report at December 31, 2025

	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Revenue/Expense	Forecasted Expenditure to Year - End	Remaining \$ (Based on Forecast)	Remaining % (Based on Forecast)	Comment
OPERATING FUND									
REVENUES									
Government of the NWT									
ECE Regular Contributions	34,221,610	12,399,522		12,399,522	-	34,221,610	-	0.0%	
SSI	34,000	-		-	-	34,000	-	0.0%	
Northern Distance Learning	-	-		-	-	-	-	0.0%	
Minority Language	580,000	214,400		214,400	-	580,000	-	0.0%	
Education Renewal Initiative	-	-		-	-	-	-	0.0%	
ECE Other Contributions	1,283,763	236,565		236,565	5,525,956	6,809,719	(5,525,956)	-430.4%	- Interim Support Assistants \$314K (Sep-Dec) - National Food Program \$131K (Sep - Dec)
Sub-Total ECE	36,119,373	12,850,487	-	12,850,487	5,525,956	41,645,329	(5,525,956)	-15.3%	
GNWT Other Contributions	-	10,000		10,000	56,000	56,000	(56,000)	0.0%	- HSS - School Health Program \$10K - E&C - Take a Kid Trapping \$56K
Total GNWT	36,119,373	12,860,487	-	12,860,487	5,581,956	41,701,329	(5,581,956)	-15.5%	
Federal Government Jordan's Principle	-	-	-	-	-	-	-	0.0%	
Federal Government Other	-	-	-	-	-	-	-	0.0%	
Property Tax Requisitioned	8,038,923	3,682,573	-	3,682,573	-	8,038,923	-	0.0%	
Other Education Bodies	316,693	30,600	-	30,600	-	316,693	-	0.0%	
Education Body Generated Funds									
Rentals	-	-	-	-	-	-	-	0.0%	
School Fees	-	-	-	-	-	-	-	0.0%	
Investment Income	400,000	373,511	-	373,511	-	400,000	-	0.0%	
Donations	-	-	-	-	-	-	-	0.0%	
School Generated Funds	-	-	-	-	-	-	-	0.0%	
Other	19,562	37,261	-	37,261	-	19,562	-	0.0%	
Total Education Generated Funds	419,562	410,772	-	410,772	-	419,562	-	0.0%	
TOTAL REVENUES	44,894,550	16,984,432	-	16,984,432	5,581,956	50,476,507	(5,581,956)	-12.4%	

Yellowknife Education District No. 1
 Operating Financial Report at December 31, 2025

	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Revenue/Expense	Forecasted Expenditure to Year - End	Remaining \$ (Based on Forecast)	Remaining % (Based on Forecast)	Comment
EXPENSES									
Administration	2,207,335	932,993	-	932,993	-	2,207,335	-	0.0%	
School Programs	29,724,015	10,732,663	56,174	10,788,837	623,370	30,347,385	(623,370)	-2.1%	- National School Food Program - \$330K - Home Schooling - \$200K - Take A Kid Trapping - \$56K - Youth Contribution - \$32K - Healthy Choices - \$147K - School Health Program - \$10K
Operations and maintenance	3,799,425	1,558,259	-	1,558,259	356,500	4,155,925	(356,500)	-9.4%	- USW Contract \$58K - Accessibility Study - \$61K - MHS Hally Flooring - \$88K - Securing Play Spaces/Playgrounds - \$150K
Inclusive Schooling	8,902,160	3,370,616	-	3,370,616	5,028,707	13,930,867	(5,028,707)	-56.5%	- Interim Support Assistants \$5.2M - Training \$50K
Indigenous Languages and Education	1,448,249	389,902	-	389,902	-	1,448,249	-	0.0%	
Other	-	-	-	-	-	-	-	0.0%	
School Generated Funds	-	-	-	-	-	-	-		
Sub-Total Expenses Before Amortization	46,081,183	16,984,432	56,174	17,040,606	6,008,578	52,089,761	(6,008,578)	-13.0%	
Amortization	1,000,000	-	-	-	-	1,000,000	-	0.0%	
TOTAL EXPENSES	47,081,183	16,984,432	56,174	17,040,606	6,008,578	53,089,761	(6,008,578)	-12.8%	
ANNUAL OPERATING SURPLUS (DEFICIT)	(2,186,633)	-	(56,174)	(56,174)	(426,621)	(2,613,254)			
ACCUMULATED OPERATING SURPLUS (DEFICIT) OPEN *	2,904,947					2,904,947			
ACCUMULATED OPERATING SURPLUS (DEFICIT) CLOSE *	718,314	-	(56,174)	(56,174)	(426,621)	291,693			

Yellowknife Education District No. 1 - Finance Committee
 Financial Report: Consolidated Expenses at December 31, 2025

Program	Object	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Expenses	Forecasted Expenditure to Year - End	Forecasted Remaining \$	Remaining %	
Administration	Salaries	1,534,432	685,179	-	685,179	-	1,534,432	-	0.0%	
	Benefits	311,903	96,611	-	96,611	-	311,903	-	0.0%	
	Advertising and Printing	33,000	28,282	-	28,282	-	33,000	-	0.0%	
	Communication	45,500	26,386	-	26,386	-	45,500	-	0.0%	
	Contracted Services	-	-	-	-	-	-	-	0.0%	
	Maintenance and Repairs	5,000	787	-	787	-	5,000	-	0.0%	
	Other	156,000	58,039	-	58,039	-	156,000	-	0.0%	
	Professional and Technical	70,500	18,161	-	18,161	-	70,500	-	0.0%	
	Rentals and Leases	6,000	2,183	-	2,183	-	6,000	-	0.0%	
	Student Travel	-	-	-	-	-	-	-	0.0%	
	Travel	-	-	-	-	-	-	-	0.0%	
	Electricity	-	-	-	-	-	-	-	0.0%	
	Heating	-	-	-	-	-	-	-	0.0%	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%	
	Awards and Student Events	8,000	2,183	-	2,183	-	8,000	-	0.0%	
	Freight	1,000	-	-	-	-	1,000	-	0.0%	
	Assistive Technology	-	-	-	-	-	-	-	0.0%	
	Materials & Supplies	36,000	15,181	-	15,181	-	36,000	-	0.0%	
Subtotal Administration		2,207,335	932,993	-	932,993	-	2,207,335	-	0.0%	
School Programs	Salaries	21,983,081	7,993,144	-	7,993,144	63,189	22,046,269	(63,189)	-0.3%	- National School Food Program \$266K
	Benefits	4,463,958	1,268,802	-	1,268,802	30,767	4,494,725	(30,767)	-0.7%	- National School Food Program \$266K
	Advertising and Printing	-	-	-	-	-	-	-	0.0%	
	Communication	111,825	48,077	-	48,077	-	111,825	-	0.0%	
	Contracted Services	439,063	232,488	15,877	248,364	200,000	639,063	(200,000)	-45.6%	- Homeschooling \$200K
	Maintenance and Repairs	43,475	28,919	-	28,919	-	43,475	-	0.0%	
	Other	-	13,000	-	13,000	-	-	-	0.0%	
	Professional and Technical	346,797	212,544	-	212,544	227,370	574,167	(227,370)	-65.6%	- Take a Kid Trapping \$56K - Youth Contribution - \$32K - Healthy Choices \$147K - School Health Program - \$10K
	Rentals and Leases	160,378	55,430	3,870	59,300	-	160,378	-	0.0%	
	Student Travel	560,000	297,421	-	297,421	-	560,000	-	0.0%	
	Travel	230,825	102,036	-	102,036	-	230,825	-	0.0%	
	Electricity	-	-	-	-	-	-	-	0.0%	
	Heating	-	-	-	-	-	-	-	0.0%	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%	
	Awards and Student Events	8,442	1,550	-	1,550	-	8,442	-	0.0%	
	Freight	7,292	191	-	191	-	7,292	-	0.0%	
	Assistive Technology	-	-	-	-	-	-	-	0.0%	
	Materials & Supplies	1,368,877	479,062	36,427	515,489	102,044	1,470,921	(102,044)	-7.5%	- National School Food Program \$63K - OHS Assessments and Training \$79K
Subtotal School Programs		29,724,015	10,732,663	56,174	10,788,837	623,370	30,347,385	(623,370)	-2.1%	

Yellowknife Education District No. 1 - Finance Committee
 Financial Report: Consolidated Expenses at December 31, 2025

Program	Object	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Expenses	Forecasted Expenditure to Year - End	Forecasted Remaining \$	Remaining %	
Operations and Maintenance	Salaries	679,722	328,728	-	328,728	58,000	737,722	(58,000)	-8.5%	- USW - Signing bonus \$1500 per employee
	Benefits	141,855	50,170	-	50,170	-	141,855	-	0.0%	
	Advertising and Printing	-	-	-	-	-	-	-	0.0%	
	Communication	8,000	4,509	-	4,509	-	8,000	-	0.0%	
	Contracted Services	190,000	130,740	-	130,740	-	190,000	-	0.0%	
	Maintenance and Repairs	733,704	234,558	-	234,558	298,500	1,032,204	(298,500)	-40.7%	- Accessibility Study - \$61K - MHS Hally Flooring - \$88K - Securing Play Spaces/Playgrounds - \$150K
	Other	-	-	-	-	-	-	-	0.0%	
	Professional and Technical	5,000	-	-	-	-	5,000	-	0.0%	
	Rentals and Leases	-	-	-	-	-	-	-	0.0%	
	Student Travel	-	-	-	-	-	-	-	0.0%	
	Travel	-	-	-	-	-	-	-	0.0%	
	Electricity	1,055,000	492,941	-	492,941	-	1,055,000	-	0.0%	
	Heating	753,000	205,820	-	205,820	-	753,000	-	0.0%	
	Water/Sewerage	228,143	110,794	-	110,794	-	228,143	-	0.0%	
	Awards and Student Events	-	-	-	-	-	-	-	0.0%	
	Freight	5,000	-	-	-	-	5,000	-	0.0%	
	Assistive Technology	-	-	-	-	-	-	-	0.0%	
	Materials & Supplies	-	-	-	-	-	-	-	0.0%	
Subtotal Operations & Maintenance		3,799,425	1,558,259	-	1,558,259	356,500	4,155,925	(356,500)	-9.4%	
Inclusive Schooling	Salaries	7,045,171	2,781,401	-	2,781,401	3,956,940	11,002,111	(3,956,940)	-56.2%	- Interim Support Assistants Sep - Dec \$288K
	Benefits	1,549,989	480,198	-	480,198	1,020,819	2,570,808	(1,020,819)	-65.9%	- Interim Support Assistants Sep - Dec \$26K
	Advertising and Printing	-	-	-	-	-	-	-	0.0%	
	Communication	2,000	1,016	-	1,016	-	2,000	-	0.0%	
	Contracted Services	75,000	14,416	-	14,416	-	75,000	-	0.0%	
	Maintenance and Repairs	5,000	634	-	634	-	5,000	-	0.0%	
	Other	-	-	-	-	-	-	-	0.0%	
	Professional and Technical	110,000	68,073	-	68,073	50,948	160,948	(50,948)	-46.3%	- Safe Management Group Training \$51K
	Rentals and Leases	-	-	-	-	-	-	-	0.0%	
	Student Travel	15,000	5,420	-	5,420	-	15,000	-	0.0%	
	Travel	-	-	-	-	-	-	-	0.0%	
	Electricity	-	-	-	-	-	-	-	0.0%	
	Heating	-	-	-	-	-	-	-	0.0%	
	Water/Sewerage	-	-	-	-	-	-	-	0.0%	
	Awards and Student Events	-	-	-	-	-	-	-	0.0%	
	Freight	-	-	-	-	-	-	-	0.0%	
	Assistive Technology	60,000	2,213	-	2,213	-	60,000	-	0.0%	
	Materials & Supplies	40,000	17,246	-	17,246	-	40,000	-	0.0%	
Subtotal Inclusive Schooling		8,902,160	3,370,616	-	3,370,616	5,028,707	13,930,867	(5,028,707)	-56.5%	

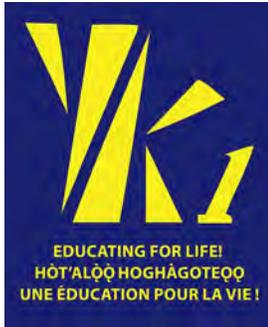
Yellowknife Education District No. 1 - Finance Committee
 Financial Report: Consolidated Expenses at December 31, 2025

Program	Object	2025-2026 Budget	Actuals To Date	Commitments	Total ATD & Commitments	Authorized Expenses	Forecasted Expenditure to Year - End	Forecasted Remaining \$	Remainin g %
Indigenous Languages and Education	Salaries	983,116	296,687	-	296,687	-	983,116	-	0.0%
	Benefits	200,917	36,404	-	36,404	-	200,917	-	0.0%
	Advertising and Printing	-	-	-	-	-	-	-	0.0%
	Communication	-	-	-	-	-	-	-	0.0%
	Contracted Services	-	-	-	-	-	-	-	0.0%
	Maintenance and Repairs	-	-	-	-	-	-	-	0.0%
	Other	-	-	-	-	-	-	-	0.0%
	Professional and Technical	2,000	-	-	-	-	2,000	-	0.0%
	Rentals and Leases	-	-	-	-	-	-	-	0.0%
	Student Travel	24,000	-	-	-	-	24,000	-	0.0%
	Travel	-	-	-	-	-	-	-	0.0%
	Electricity	-	-	-	-	-	-	-	0.0%
	Heating	-	-	-	-	-	-	-	0.0%
	Water/Sewerage	-	-	-	-	-	-	-	0.0%
	Awards and Student Events	-	-	-	-	-	-	-	0.0%
	Freight	-	-	-	-	-	-	-	0.0%
	Assistive Technology	-	-	-	-	-	-	-	0.0%
Materials & Supplies	238,215	56,811	-	56,811	-	238,215	-	0.0%	
Subtotal Indigenous Languages and Education		1,448,249	389,902	-	389,902	-	1,448,249	-	0.0%
Other - Jordan's Principle	Salaries	-	-	-	-	-	-	-	0.0%
	Benefits	-	-	-	-	-	-	-	0.0%
	Advertising and Printing	-	-	-	-	-	-	-	0.0%
	Communication	-	-	-	-	-	-	-	0.0%
	Contracted Services	-	-	-	-	-	-	-	0.0%
	Maintenance and Repairs	-	-	-	-	-	-	-	0.0%
	Other	-	-	-	-	-	-	-	0.0%
	Professional and Technical	-	-	-	-	-	-	-	0.0%
	Rentals and Leases	-	-	-	-	-	-	-	0.0%
	Student Travel	-	-	-	-	-	-	-	0.0%
	Travel	-	-	-	-	-	-	-	0.0%
	Electricity	-	-	-	-	-	-	-	0.0%
	Heating	-	-	-	-	-	-	-	0.0%
	Water/Sewerage	-	-	-	-	-	-	-	0.0%
	Awards and Student Events	-	-	-	-	-	-	-	0.0%
	Freight	-	-	-	-	-	-	-	0.0%
	Assistive Technology	-	-	-	-	-	-	-	0.0%
Materials & Supplies	-	-	-	-	-	-	-	0.0%	
Subtotal Other - Jordan's Principle		-	-	-	-	-	-	-	#DIV/0!
Total Expenses before Amortization		46,081,183	16,984,432	56,174	17,040,606	6,008,578	52,089,761	(6,008,578)	-13.0%
	Amortization	1,000,000	-	-	-	-	1,000,000	-	0.0%
Subtotal Amortization		1,000,000	-	-	-	-	1,000,000	-	0.0%
Total Expenses		47,081,183	16,984,432	56,174	17,040,606	6,008,578	53,089,761	(6,008,578)	-12.8%

Yellowknife Education District No. 1

Capital Highlights @ December 31, 2025

Project Type	Project	2025-2026 Budget	Actuals	Remaining	Notes
Capital	Phone system replacement	350,000.00		350,000.00	Project was awarded to NWTel and phone installations have begun. The District Office system is complete and substantially complete at WMS. Installations are underway at NJM. Installations are scheduled at MHS during the spring break.
Capital	Sub-compact tractor with blade and spreader	52,800.00	54,270.95	(1,470.95)	The equipment is now onsite and training has been completed. The maintenance staff began using the equipment January 23, 2026.
Capital	Diesel Utility vehicle with v-plow and spreader	63,800.00	62,421.48	1,378.52	The equipment is now onsite and training has been completed. The maintenance staff began using the equipment January 23, 2026.
Capital	MHS - Multipurpose Room Roof Replacement	400,000.00		400,000.00	The MOU is now with the Department of Infrastructure (INF) and has been reviewed by the policy teams. The MOU is expected to be sent over before the end of January. ECE is following up with INF regarding cost estimates.
		866,600.00	116,692.43	749,907.57	



BOARD REPORT

Title:	February 10, 2026, Finance Committee Minutes
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	February 4, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> • The Finance and Facilities Committee met on November 4 and 25, 2025.
	<ul style="list-style-type: none"> • The following minutes were approved by the Finance Committee at the January 27, 2026 meeting. <ul style="list-style-type: none"> • Finance & Facilities Committee Minutes November 4, 2025 • Finance & Facilities Committee Minutes November 26, 2025
Recommendations	Received as information.
Attachments?	<u>Y</u> Yes or <u> </u> No If yes, list attachments below <ul style="list-style-type: none"> • 2025-11-04 Finance & Facilities Committee Meeting Minutes • 2025-11-25 Finance & Facilities Committee Meeting Minutes



Yellowknife Education District No. 1 Finance & Facilities Committee Meeting MINUTES

November 04, 2025 @ 12:10 PM

District Office Boardroom & Video Conference

Committee Members Present: Trustee Bell (online), Trustee Brookes, Trustee Drew (online), and Trustee Snaggs (online)

Regrets: Trustee Peters, Trustee Shortt and Trustee Wasylciw

Administration Present: Acting Superintendent Kowalzik, Secretary Treasurer Vass, Director of Operations Martin, Assistant Superintendent Arts, and Executive Assistant Pat Thagard

Guests present: Superintendent Zouboules

Meeting Chairperson: Trustee Bell followed by Trustee Brookes

Meeting Recorder: Pat Thagard

1. Meeting called to order at **12:13 PM. Four (4)** committee members present.

2. Land Acknowledgement

Chairperson Bell 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. Appointment of Finance & Facilities Committee Chairperson

Trustee Snaggs nominated Trustee Brookes, nomination seconded by Trustee Bell

No other nominations were made. Trustee Brookes accepted the nomination. Therefore, Trustee Brookes is the 2025-2026 Chairperson for the Finance & Facilities Committee.

4. Declaration of Conflict of Interest

none declared

5. Approval of Agenda

Motion #: 01/11-04/24-25

I move that the Finance and Facilities Committee accept the agenda for the November 4, 2025, Finance and Facilities Committee meeting, as presented.

Moved by: Trustee Snaggs Seconded by: Trustee Bell

Carried

6. Approval of Minutes

Motion #: 02/11-04/24-25

I move that the Finance and Facilities Committee accept the Finance and Facilities Committee meeting minutes of June 24, 2025, as circulated.

Moved by: Trustee Snaggs Seconded by: Trustee Drew

Carried



Yellowknife Education District No. 1 Finance Committee Meeting MINUTES

November 25, 2025 @ 12:10 PM

District Office Boardroom & Video Conference

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

Regrets: Trustee Wasyliw

Administration Present: Superintendent Zouboules, Secretary Treasurer Vass, Assistant Superintendent Arts, Director of Operations Martin, and Executive Assistant Pat Thagard

Regrets: Assistant Superintendent Kowlazik

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:10 PM. Six (6) committee members present.

2. Land Acknowledgement

Chairperson Brookes 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. Approval of Agenda

Motion #: 01/11-25/24-25

I move that the Finance and Facilities Committee approve the agenda for the November 11, 2025, Finance and Facilities Committee meeting, as presented.

Moved by: Trustee Snaggs Seconded by: Trustee Bell

Carried

4. Current 2025-26 Budget Status

The information provided shows an on-budget projection. More detailed information will be provided in January. Of note: the funds for the multi-purpose/small gym room at Mildred Hall School have not all been spent as yet because the project is still underway, and the cost of bussing is expected to be higher than originally expected. The four new phone systems being installed are different from the systems installed at ȩt'ò and SJF due to manufacturer considerations. Bussing fees are to be discussed in more detail at a later date.

5. Board Budget Directions & Program Priorities for the 2026-27 Budget

Trustees asked that areas where any overspending is occurring be identified, along with the reason for the overspending and any actions being taken to remain in budget. Trustees would also like a 5-year forecast to be developed. They suggest the forecast be reviewed every few months to determine next steps. Trustees also asked that cost drivers where the Board has influence or can advocate be identified. Administration was also asked to highlight priority budget items that should be protected.

Administration asked if trustees would be open to directing Administration by providing guidelines for budget overages/shortfalls, which Administration would then use to develop and return with budget suggestions for how to achieve the Board's budget direction. Trustees would like to receive information about which areas can be controlled, what needs to continue, and what can be cut.

Trustees suggested holding longer, dedicated sessions early in the new year (January) to work on the 5-year plan and the budget process. More information on plans for future Education Assistant funding will also be required for the budget process.

6. Tentative Schedule for Development of the 2026-27 Budget

Trustees were asked to provide feedback on the schedule provided.

7. Status of the "EA Agreement" with ECE

The first installment of the funding has been received, and hiring of Education Assistants (EA) has begun. The funding agreement goes to the end of June 2026. Reports on each installment of funding will be required before the next installment is sent.

A motion from the Board regarding funding will be made at the December Board meeting so that Administration can begin working on the tasks required. Administration was also asked to provide information on the consequences of putting forward a balanced budget. Finance will be working towards a balanced budget until the Board makes a firm decision on the direction of the budget process.

8. Adjournment

Motion #: 02/11-04/24-25

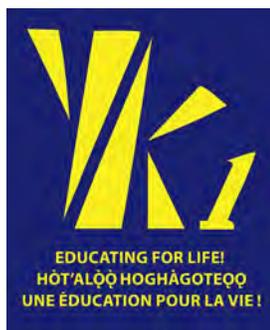
I move that this Finance and Facilities Committee meeting be adjourned.

Moved by: Trustee Bell Seconded by: Trustee Snaggs

Carried

The meeting adjourned at 1:14 PM

Next Finance Committee is scheduled for: January 27, 2026



BOARD REPORT

Title:	Education Leaders – NWT Cell Phone Usage Policy Discussion
Contact:	Barbara Bell
Date:	March 2026
Background	<p>At the Education Leaders meeting in November, a discussion was held regarding the potential for greater alignment across Boards on student cell phone usage policies. The Tłı̄ch̄q Community Services Agency (TCSA) cell phone policy was shared as an example of one approach currently in place within the territory.</p> <p>Education Leaders are gathering perspectives from each Board to determine whether there is interest in exploring common principles or a more unified approach to student cell phone use across jurisdictions.</p> <p>At this stage, no decision has been made at the territorial level. Boards are being asked to provide input on whether alignment is desirable and what considerations should be taken into account.</p>
Key Considerations	<ul style="list-style-type: none"> ● Impact of cell phone use on classroom learning and student engagement ● Student well-being and mental health ● Safety and emergency communication ● Age-appropriate expectations ● Consistency across schools and jurisdictions
Recommendations	That the Yellowknife Education District No. 1 Board of Trustees support exploring greater alignment on student cell phone usage policies across the Northwest Territories and direct the Chair to communicate this position at the Education Leaders table.
Attachments	Tłı̄ch̄q Community Services Agency Cell Phone Policy Scan - cell phones in table



This document references the above categories as “mobile handheld device(s)” or as “mobile device(s)”.

SCOPE/APPLICABILITY

This policy applies to:

- All TCSA Divisions, Boards, Staff (Casual, Part-Time, and Full-Time) and Agencies that use government email provisioned by the TCSA or GNWT email systems.
- The term “Division” throughout this document shall also mean Board(s), Staff, and Agency(ies).

ROLES AND RESPONSIBILITIES:

Program Directors

- A Program Director must, where the approved budget is available, request a mobile handheld device for their staff by following the guidelines provided in this document. See included Mobile Device Eligibility Flowchart (Appendix A) to simplify the eligibility decision.
- A Program Director must complete a Mobile Device Order Form (Appendix B) and submit it to the Corporate Services.
- The Telecommunications Coordinator will assess the request in accordance with this mobile device policy and authorize the purchase. Where necessary the TC will involve the Director of Finance and Corporate Services.
- Corporate Services will provision the device (setting ownership to the TCSA) and provide any appropriate default configuration or usage limitations.
- Program Directors are responsible for returning devices to the Corporate Services team when phone is no longer required or the assigned employee leaves the division (Asset Management).

Telecommunications Coordinator (TC)

- The TC is the person designated as the primary administrative contact for the Division’s mobile handheld device users (usually the IT Manager with the Director of Corporate Services as the backup).
- TCs request purchase of mobile handheld devices for authorized users as detailed in the eligibility portion of this policy.
- TCs coordinate with Finance for account or billing inquiries and with Corporate Services for changes to services, orders and monthly reporting activities.



Users

- Users are employees approved to use a TCSA mobile handheld device.
- Users are responsible for device use and safekeeping and must be aware of, and comply with, applicable TCSA policies, procedures, standards, guidelines, and best practices (refer to the Cross-Reference section).
- Users are responsible to ensure they are familiar with any changes in the policies, procedures, standards, guidelines, and best practices that may take place.
- Users must promptly return unused mobile handheld devices to the Division.
- Users must only respond to work-related messages received via their mobile handheld device outside of regular working hours when their job description specifically includes after-hours or on-call responsibilities.
- Users that lost, damaged, or had their device stolen must immediately notify the Corporate Services team. Remote locking will maximize data security and possibility of device return.

Corporate Services IT

- A combination of the GNWT's TSC and the TCSA's IT Team are responsible for IT infrastructure and network services.
- The TCSA establishes mobile handheld device procedures covering authorization, acquisition, inventorying, security, use and disposal.
- The TCSA provides mobile handheld device users with support including information about device use, security features and contact numbers for service.

PROCEDURE

Eligibility

Eligibility considerations include:

- Senior Management – who may be expected to respond to work-related messages beyond normal working hours;
- Subject matter experts – who may be required to provide immediate responses to Senior Management;
- Highly mobile employees – frequent travelers whose productivity can be maintained through use of a mobile handheld device;
- Front line personnel – who require a mobile handheld device to assist in delivering services directly to clients outside of TCSA offices;



- Safety – personnel who require communications capabilities as they may be subject to health and safety risks;
- Critical systems support personnel – employees who need to be contacted to provide after-hours or crisis response support;
- Service coverage – mobile handheld devices may not work in all NWT communities.

In some cases, users will share mobile handheld devices to resolve rotating requirements shared between multiple users (“on-call” devices are an example).

Please review the Mobile Device Eligibility Flowchart (Appendix A) to help determine the need for a mobile handheld device.

Device Selection

The TCSA selected Apple as the preferred device vendor. Corporate Services will provide appropriate devices for staff. In some cases, the device may not be new-in-box but will still be fully functional.

Compliance

Users must comply with other TCSA legislation, policies, procedures, standards, and guidelines related to mobile handheld device use. Refer to the Cross Reference section of this policy for more information. Users must be familiar with both the TCSA and GNWT policies relating to mobile handheld device usage. Specific considerations include:

Government Records

- Users should be aware that information transmitted or received using a TCSA mobile handheld device is considered a government record and is subject to requests for information under the Access to Information and Protection of Privacy Act (ATIPP);
- An access to information request for cell phone voice or text messages requires authorized personnel to review all records held on the mobile handheld device. Users should be aware this may involve a review of personal messages in addition to work related messages.
- Users should also be aware that Section 47(1) of the ATIPP Act specifically states individual employees have a direct responsibility for the security of the personal information used within their performance of services for a public body.



Security

- Where technically possible, the Corporate Services IT pre-configures TCSA mobile handheld devices with security settings. Whenever a mobile handheld device is lost, stolen, or damaged, security settings will help to ensure that data on the device remains secure. Settings will also help to ensure compliance with ATIPP legislation and TCSA / GNWT policy on electronic information security and records management.
- Device Restrictions are subject to changes.

Limited Personal Use

- The TCSA Code of Conduct and personal limited use provisions of the Internet Use Policy and the Email Use Policy apply to all mobile handheld device users.

Proper Use

- Do not use a TCSA mobile handheld device while driving unless a hands-free kit is used;
- Do not use a camera equipped TCSA mobile handheld device to take pictures of people without their permission, or capture copyright protected, sensitive, or confidential documents;
- Do not leave mobile handheld devices in charging stations in the office overnight. Keep them secure if they're not with you;
- Do not check mobile handheld devices into your luggage when travelling. The device should always remain with you.
- TCSA Mobile Devices should not be taken on personal travel unless approved by the division director.

TCSA IT Support for Standard and Non-Standard Mobile Devices

- Cell Phones: The TCSA has several flip phones used with inexpensive data plans to provide voice and messaging services.
- Smartphones and Tablets: The TCSA standard for smartphones and tablets are Apple models.
- Personal devices will be blocked from accessing TCSA networking but may be able to access email.

Lost, Stolen, or Damaged Mobile Devices

- Staff must ensure their mobile devices remain protected from damage and are always secure to minimize loss or theft.



Tłı̨chǫ Community Services Agency
Do, Nàke Lani Nàts'etso – Strong Like Two People

- Devices may not come with protective cases and the employee should investigate the selection of an appropriate case if they feel their usage may cause damage to the device.
- Corporate Services may require an employee to cover the replacement cost of any lost, stolen, or damaged mobile device.

Corporate Rate Agreement

Corporate Services has negotiated a corporate rate for the purchase and service plans for cell phones, smartphones, and tablet devices. Corporate Services is responsible for selection of the vendor and corporate plan used for mobile devices.

PERFORMANCE MEASURES

JAMF (Apple Device Manager) will be used to validate the device enrollment by the IT Manager of the TCSA.

CROSS-REFERENCES

- Electronic Information Security Policy
- Recorded Information Management Policy - Section 3 (III) a-d, Section 6 (II) bullet4, Section 6 (IV)
- Electronic Records Management Policy - Section 3 (I), (II) b
- Access to Information and Protection of Privacy Act - Sections 42, 47(1)
- Loss of Cash or Other Assets - FAM, Section 4101 (formerly 913)
- Internet Use Policy
- Email Use Policy
- Code of Conduct Respecting Conflict of Interest and Oath of Office and Secrecy (March 2008) - Section 76 and 77
- Mobile Handheld Device Procedures - TSC website
- NWT Health Information Act 2015 – Section 33 Use of Recording Device

ATTACHMENTS

Appendix A-Eligibility Flowchart

Appendix B-Device Order Form

REFERENCES

N/A



Tłıchǫ Community Services Agency
Do, Nàke Lani Nàts'etso – Strong Like Two People

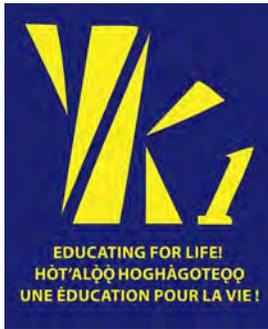
APPROVAL

Reviewed and Approved By:

Kevin Armstrong
Chief Executive Office
28-June-2021

Reviewed and Approved By:

Rose Jiang
Director, Finance & Corporate Services
28-June-2021



BOARD REPORT

Title:	Letter - Standing Committee on Social Development
Contact:	Barbara Bell
Date:	March 2026
Background	<p>On February 26, 2026, the Standing Committee on Social Development invited Yellowknife Education District No. 1 to provide a presentation on the impacts that the reduction in federal Jordan's Principle funding is having on students and educators in the Northwest Territories.</p> <p>The Committee has expressed interest in hearing directly from school boards about the impacts on students, classrooms, and school operations, and how the funding gap is affecting supports going forward.</p> <p>The presentation would consist of a 10–15 minute briefing followed by questions from Committee members and would be livestreamed through the Legislative Assembly.</p> <p>This invitation follows the recent joint letter sent by YK1 and Yellowknife Catholic Schools to the federal government regarding concerns with the reduction in Jordan's Principle funding.</p>
Recommendations	That the Board of Trustees approve the Chair to accept the invitation from the Standing Committee on Social Development and present on the impacts of the reduction in Jordan's Principle funding.
Attachments?	<ul style="list-style-type: none"> • Invitation letter from the Standing Committee on Social Development (February 26, 2026)



February 26, 2026

Ms. Barbara Bell
 Chairperson
 Yellowknife Education District No.1
barbara.bell@yk1.nt.ca

Dear Ms. Bell,

Members of the Standing Committee on Social Development (Committee) at the Northwest Territories Legislative Assembly are deeply concerned about the ongoing impacts that the significant decrease in Jordan's Principle funding is having on students, as well as on the capacity of educators in the Northwest Territories (NWT). Committee also notes the concerns expressed in the February 13th letter written by the Yellowknife Education District No. 1 (YK1) and the Yellowknife Catholic Schools to the federal government, and wishes to hear from the school boards directly.

Committee invites you, as a representative of the Board of Trustees for YK1, to present to Committee on the ongoing impacts of the decrease in federal Jordan's Principle funding, and how this gap effects the needs of your students and educators going forward. This would entail providing a 10 to 15-minute presentation to Committee, followed by answering questions from Committee about the presentation subject matter for approximately 60 minutes. The briefing would be live-streamed to the Legislature's social media platforms and open to the public for their observation only. Please note that if required, there is the option to move in-camera after the public briefing to speak to the Committee confidentially.

If you have interest in accepting Committee's invitation to provide a briefing (either in-person or virtually), please contact the Committee Clerk at Committees@ntassembly.ca to coordinate further or to learn more information about the initiative.

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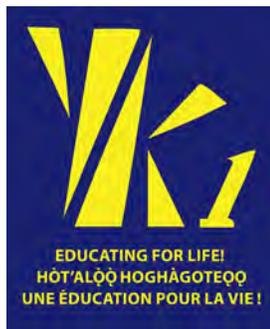
Committee hopes to learn from your expertise to understand the front line impacts of the decrease in Jordan's Principle funding in the Territory from those who are experiencing it firsthand, with the ultimate goal of improving the current circumstances.

Sincerely,

A handwritten signature in blue ink that reads "Jane Weyallon Armstrong". The signature is written in a cursive style with a large initial "J".

Jane Weyallon Armstrong
Chair, Standing Committee on
Social Development

- c. Committee Members, Standing Committee on Social Development
- Clerk, Standing Committee on Social Development
- Advisor, Standing Committee on Social Development



BOARD REPORT

Title:	Consideration of Preliminary Reciprocal School Tours with CSFTNO
Contact:	Barbara Bell
Date:	March 2026
Background:	<p>On February 23, 2026, the Board received correspondence from the Minister of Education, Culture and Employment requesting consideration of preliminary reciprocal school tours between Yellowknife Education District No. 1 (YK1) and the Commission Scolaire Francophone des Territoires du Nord-Ouest (CSFTNO).</p> <p>The purpose of the proposed tours is to support open dialogue regarding the current use, maintenance, planning, and potential partnership of existing JK-12 public education infrastructure in Yellowknife.</p> <p>The Minister proposed Friday, March 6, 2026, as a potential date for these preliminary tours.</p>
Conclusion:	<p>The Board is being asked to consider whether it is open to participating in preliminary reciprocal school tours with CSFTNO.</p> <p>Should the Board wish to proceed, direction is required regarding:</p> <ul style="list-style-type: none"> - Confirmation of participation - Identification of trustees and administration representatives - Clarification of information to be shared and requested - Confirmation or adjustment of the proposed date
Recommendations	<p>Option 1</p> <p>I move that the Yellowknife Education District No. 1 Board of Trustees confirm participation in preliminary reciprocal school tours with the Commission scolaire francophone des Territoires du Nord-Ouest, and authorize the Chair to confirm next steps with the Minister's office.</p> <p>Option 2</p> <p>I move that the Yellowknife Education District No. 1 Board of Trustees direct Administration to release a public feedback summary regarding the proposed preliminary reciprocal school tours, and bring the matter back to the Board for consideration at the April 2026 Board meeting.</p>
Attachment:	February 23, 2026 Correspondence Consideration of Preliminary Reciprocal School Tours



February 23, 2026

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

Dear Chair Bell:

Consideration of Preliminary Reciprocal School Tours

I am writing to formally request the Yellowknife Education District No. 1 (YK1) Board's consideration of preliminary, reciprocal school tours involving YK1 and the Commission scolaire francophone des Territoires du Nord-Ouest (CSFTNO).

The purpose of these tours is to support open dialogue about how existing public education infrastructure is currently used, maintained, and planned for in Yellowknife. Ensuring that Yellowknife education leaders share a clear and common understanding of available facilities is important to meeting student needs and stewarding public resources.

In this context, I believe there is value for both YK1 and CSFTNO to reflect on the current use and potential partnership of existing JK-12 infrastructure under their respective responsibilities, particularly considering the current utilization patterns and retrofit needs across Yellowknife. The school tours would be a joint, fact-based exploration of existing school facilities – without presupposing any future decisions – to help all parties identify both opportunities and constraints within the system.

Any tours would be undertaken in a respectful, reciprocal manner, recognizing that insight flows in both directions. To facilitate planning, I would like to propose Friday, March 6, 2026, as the date for these preliminary reciprocal tours.

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I fully respect YK1's governance and recognize the importance of ensuring that any steps taken are collaborative, transparent, and clearly communicated. As such, should YK1 trustees be open to such tours, I would like to invite your board to indicate the information you would like to share and receive, and those you would like present for the tours from your education body.

Thank you for your ongoing engagement and thoughtful consideration of this matter. I look forward to the Board's discussion and any direction that may arise from its decision.

Sincerely,



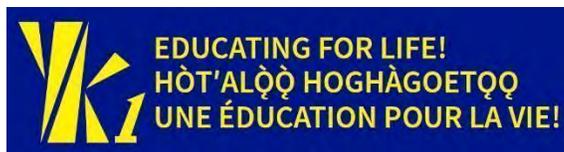
Caitlin Cleveland
Minister
Education, Culture and Employment

c. Jamie Fulford
Deputy Minister
Education, Culture and Employment

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

Terri-Lynn Locke-Setter
Assistant Deputy Minister, Corporate Services
Education, Culture and Employment

Shirley Zouboules
Superintendent
Yellowknife Education District No. 1



BOARD REPORT

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

Chair and Superintendent Weekly Meetings

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

Strategic Planning

- Followed up with Adelee regarding clarification of the Strategic Plan and next steps. Superintendent Shirley will bring an update forward to the Board under her report.

Advocacy and Partnerships

- Emailed Sara and Aderine to confirm that the Board will be sending a letter of support for the NWT Arts initiative. The draft letter was shared with Trustees for review. (letter sent)
- Contacted the Chair of Yellowknife Catholic Schools (YCS) to confirm both boards' approval to share the cost of a contractor for the Board and Superintendent evaluations.

Board Governance

- Followed up with Trustees regarding handover documents and committee assignments.
- Reviewed the following policies: Policy 8, Policy 13, Policy 16, Policy 21, Policy 26, Policy 27, Policy 28, and the draft IT policy.
- Reviewed Board action items and the Board workplan.

Student Engagement

- Drafted agendas for upcoming Student Leadership / Student Council meetings at:
 - Sir John Franklin High School
 - William McDonald Middle School
 - Mildred Hall School

Community Engagement

- Sent a thank-you email to the NWT Music Teachers Association for presenting to

the Board.

- Reached out to Yellowknife Mayor Ben Hendrickson regarding the City of Yellowknife's ongoing work to review and update its Land Acknowledgement as part of broader reconciliation efforts. I expressed YK1's interest in remaining informed as this work progresses and will update Trustees as appropriate.
- Followed up with the NWT Métis Nation regarding their request related to Land Acknowledgement discussions.

Operational / Administrative

- Requested a walkthrough for printing documents from the Board Office shared drive.

Advocacy and Government Relations

- February 17, 2026 – Attended the STEP announcement at the Legislative Assembly.

Correspondence

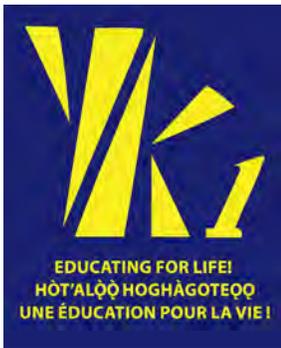
- Reached out to School District No. 59 to share condolences following the tragic events affecting their school community.
- On February 23, 2026, received correspondence from the Minister of Education, Culture and Employment regarding consideration of preliminary reciprocal school tours between YK1 and CSFTNO. I responded to acknowledge receipt.

Meetings and Events

- February 24, 2026 – Finance Committee Meeting
- February 24, 2026 – Education Board Meeting (Range Lake School)
- February 26, 2026 - Received request to attend SCSD
- February 25, 2026 – Sir John Franklin Student Council and Board Meeting
- February 27, 2026 – École William McDonald Middle School Student Leadership and Trustee Meeting
- February 27, 2026 – Mildred Hall School Student Leadership and Trustee Meeting
- March 2, 2026 - Received Engagement letter from Chris Smeaton

Attachments:

- Letter of Support - NWT Art Centre Initiative
- Joint YK1/YCS Letter - Jordan's Principle
- Meeting Notes SJF Board-Student Council
- Meeting Notes WMS Board-Student Council
- Meeting Notes MHS Board-Student Council



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

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

February 18, 2026

Letter of Support – NWT Art Centre Initiative

Sara Komarnisky
NWT Art Centre Initiative
Yellowknife, NT

Dear Ms. Komarnisky,

On behalf of the Yellowknife Education District No. 1 (YK1) Board of Trustees, I am pleased to provide this letter of support for the NWT Art Centre Initiative and its vision to construct a non-commercial art centre at the former Akaitcho Hall site.

The Board recognizes the significant educational and community value that a dedicated visual arts and cultural space could bring to students across our district. The proposed art centre aligns strongly with YK1's Strategic Priorities, particularly in fostering inclusive and authentic learning experiences, honouring and celebrating Indigenous language and culture, supporting critical understanding of local and national issues, and cultivating a culture of holistic wellness.

We appreciate the Initiative's commitment to youth engagement and its intention to explore future partnerships with YK1. Opportunities such as artists-in-schools programming, field trips, classroom resources, exhibitions of student artwork, and professional development for educators could meaningfully enhance arts education within our schools. We also recognize the importance of the proposed site, given the history as Akaitcho Hall, and the potential for the facility to contribute to ongoing learning related to reconciliation and the legacy of residential schools.

The Board's support is provided with the understanding that the proposed development remains within the footprint of the former Akaitcho Hall site and does not encroach into the Sir John Franklin High School property or operational space.

We understand that this letter of support reflects our recognition of the potential educational benefits of the project. Any formal partnership, programming

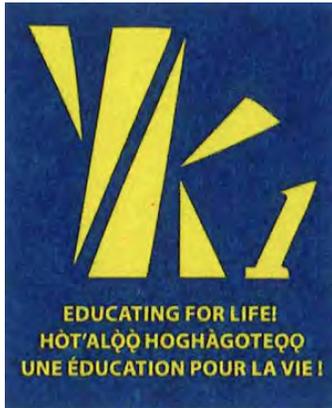
commitments, or operational arrangements would be subject to future Board discussion and approval.

YK1 looks forward to continued dialogue as the project progresses and to exploring opportunities that support students, educators, and the broader Yellowknife community.

Sincerely,

A handwritten signature in black ink, appearing to be 'B Bell', written over a horizontal line.

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



February 13, 2026

The Honourable Mandy Gull-Masty, P.C., M.P.
 Minister of Indigenous Services
 The Honourable Rebecca Alty, P.C., M.P.
 Minister of Crown-Indigenous Relations
 House of Commons
 Ottawa, Ontario, K1A 0A6

Re: Urgent Funding Request for JK-12 Indigenous Students in Yellowknife Catholic Schools and Yellowknife Education District No. 1

Dear Ministers Gull-Masty and Alty,

We are writing on behalf of the Boards of Trustees for Yellowknife Catholic Schools (YCS) and Yellowknife Education District No. 1 (YK1). Jointly, we are deeply concerned with the changes to how Jordan's Principle funding has effectively been denied to support students in our schools. While YCS has benefited from multi-year funding to this point, it is faced with profound cuts to staffing and support levels for Indigenous students at the end of this year. This promises to be a repeat of the situation faced in YK1 at the end of last year, when 79 support positions were eliminated.

We each operate as independent school districts. However, the impacts of the funding changes are of such magnitude that we feel compelled to jointly bring this to your attention. The federal decision has resulted in profound shifts in the stability and safety of classrooms in YK1, and illustrates what YCS can expect when those reductions take place at the end of this school year.

Critical Shortfall: Beyond "Supplemental" Support

Jordan's Principle funding allowed our districts to address unique inequities faced by Indigenous students in the north. These supports have shown us what's possible when schools are appropriately funded and resourced, and have allowed students the opportunity to be supported much like their counterparts in southern Canada. Our progress in aligning with Truth and Reconciliation Commission's Calls to Action is currently predicated on reliable access for our families. Without this access, we risk a serious breach of trust with our youth and families, potentially reversing the gains made in the Northwest Territories of supporting our children and families to thrive. When all levels of

government fail to provide reliable access, it directly contradicts the spirit and letter of Call to Action 3.

The withdrawal of Jordan's Principle funding will continue to create a shortfall that neither district can absorb. We face the permanent loss of hundreds of Student Support Assistants (SSAs) and specialized staff who are critical to the creation and maintenance of supportive, inclusive learning environments.

The Impact of Funding Withdrawal

The impact of funding withdrawal has already been clearly demonstrated in YK1, as manifested in the staffing reductions they were forced to implement at the end of last school year. This will be duplicated in YCS and these reductions will be catastrophic. Specifically:

- Hundreds of children will continue to lose critical support. In some cases, these are one-to-one. However, in all instances, they address academic, therapeutic, behavioural, social and safety needs.
- Students who rely on specialized equipment, health services, speech and occupational therapy will lose that access. The impacts of this loss will be life-changing for them.
- Without specialized teachers or SSAs to support classrooms, the learning experiences of all students will suffer. These positions offer key and timely support for learning, but also to intervene and ensure the safety of all staff and students.
- In addition to the pronounced impacts on all students, we expect a corresponding increase in safety incidents, teacher burnout with corresponding higher staff turnover. While Jordan's Principle is meant to specifically support our Indigenous learners, all students and staff benefit when the learning environment is appropriately staffed and resourced.
- The inclusion staff hired through Jordan's Principle provided meaningful employment to Northern residents, many of whom are Indigenous. In addition to being able to provide cultural insights which inform our approaches at school, these positions also previously provided income security in our region. The reductions implemented to date as well as future reductions, will eliminate stability for these Northerners. This will also result in the removal of essential mentors and advocates from our schools.

A Call for Emergent Funding and Partnership

The Government of the Northwest Territories (GNWT) made \$14 million available for a period of one year for the whole of the Northwest territories. This is interim funding to bridge the gap created by the federal decisions surrounding Jordan's Principle. Our communities and our Indigenous students deserve the support and opportunities available to those in southern Canada. They deserve the stability of a long-term funding framework, allowing long-term growth and success. In serving the needs of the North, our communities and our Indigenous students, we must receive the substantive equality that can only come from predictable funding models. We can no longer rely upon stop-gaps.

We seek the establishment of a proactive system where school districts are recognized as the essential partners they are in helping Indigenous families. This we accomplish by working with families and

communities to access funds in a manner that aligns with the original goals of Jordan's Principle and its framework.

We urgently request a joint meeting with you both to develop a strategic path forward. Our focus is on building a collaborative strategy between the GNWT, school districts and the Federal Government that ensures substantive equality. This will result in the prevention of jurisdictional shifts that create substantial service gaps for children.

We are committed to reconciliation, and believe it is found through the educational journey of our next generation's leaders. We look forward to a meaningful collaboration that ensures every Indigenous child in the NWT grows into a fully-capable person.

Yours sincerely,

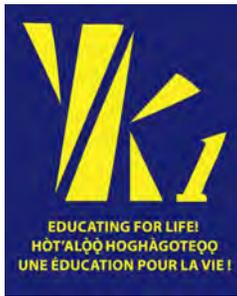


Barbra Bell
Chair, Board of Trustees
Yellowknife Education District No. 1



Tina Schauerte
Chair, Board of Trustees
Yellowknife Catholic Schools

Cc: The Honourable Caitlin Cleveland
Minister of Education, Culture and Employment
Government of the Northwest Territories



YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES &
École Sir John Franklin High School
Student Council/Student Leadership
February 25, 2026, 12:00 PM

Attendance

Trustees: [Allan Shortt](#), Barbara Bell

District Office: Shirley Zouboules

Student Leadership: Leah McShane, London Black and Katelyn Browley

School Staff Support: Angela Martin, Sharon Oldford

1. Welcome & Introductions
2. Board Overview
 - a. Trustees referenced three items from the previous Board meeting:
 - i. The presentation from the NWT Music Teachers Association about the importance of music education and the need to ensure strong, equitable music programming in all schools.
 - ii. The Board's discussion about updating YK1's Land Acknowledgement and the direction to work with the City of Yellowknife.
 - iii. The request for the Board to consider providing a letter of support for the proposed NWT Art Centre Initiative.
3. Student Leadership Overview
 - a. Fundraising:
 - i. Relay for Life – May 30, 2026
 - ii. Breast Cancer Fundraiser
 - b. Programming / Courses:
 - i. French vs English programming discussion
 - ii. Update requested on online classes
 - iii. Class size concerns / growing population
 - c. Drama Program:
 - i. Currently offered for half a semester

ii. At times no drama available

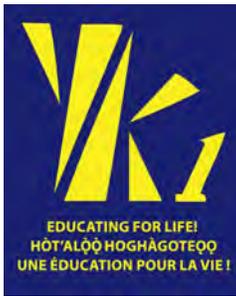
4. Questions/Discussion

a. Student Leadership also followed up on an item from last year regarding scheduling conflicts between committees and groups. They shared that many initiatives were competing for time, so this year they have shifted to a more engagement and support role rather than acting as the primary planners. They reported that this approach is working much better and allowing for stronger collaboration.

5. Optional:

- a. Closing remarks - Follow up items
- b. Photo for YK1 Newsletter





YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD of TRUSTEES &

École William McDonald Middle School

Student Council/Student Leadership

February 27, 2026, 12:00PM

Attendance

Trustees: Barbara Bell

District Office: Graham Arts

Student Leadership:

School Staff:

Student Leadership Meeting Overview

Student leaders from William McDonald School prepared and shared a presentation with Trustees, which included thoughtful questions about how the Board can continue to support their school. In response, Trustees shared information about advocacy efforts already underway, including the letter sent in September to the Minister of Education, Culture and Employment regarding the urgent retrofit needs of the school. Jordan's Principle was also referenced in the broader discussion about ensuring students have access to the supports they need to succeed.

Students shared several recent accomplishments, including organizing a Pancake Breakfast, supporting ongoing school-wide activities, and helping with peer engagement initiatives. When describing what it means to be a student leader, common themes emerged: being role models, helping others, making things possible, knowing what is happening in the school, offering guidance, showing kindness, and demonstrating leadership in meaningful ways.

They also highlighted the programming and opportunities that matter most to them, including Intensive French, Life Skills programming, unique learning spaces, academies, sports, and school trips. Students spoke positively about how these options support different interests and strengths. At the same time, they identified areas needing attention, including bathroom upgrades, parts of the school building that feel tired and in need of refresh, the elevator not currently working, and a Grade 6 classroom requiring repairs. Looking ahead, student leaders are working on a composting initiative and the development of a weather station, demonstrating their commitment to environmental awareness and hands-on learning within their school community.



Welcome Board of Trustees and District Office Staff



We would like to thank you for taking the time to connect with us today to learn more about what goes on at WMS and what we have accomplished as a Student Council. We also look forward to learning more about how you can support us further in accomplishing our goals.



Our Accomplishments

- Supported the **Remembrance Day** Assembly
- Organized **Spirit Days**
- Organized fundraisers including **candy grams** in December and February to raise money for Student Council
- Hosted the **Annual School Breakfast**
- Doing our best to be **role models and leaders** in our classroom and school community
- Showing our **commitment and dedication** to our school community by attending frequent meetings during our lunch or activity periods



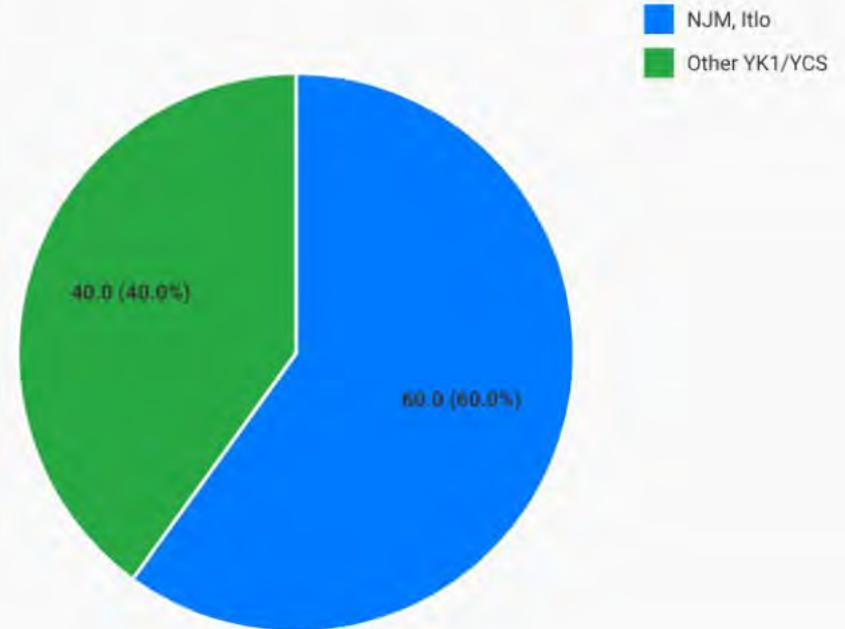
We are familiar with the roles of teachers, educational assistants and principals at WMS. We would like to learn more about the District Office and the Board of Trustees' roles in our school.

Are you able to please share with us how the District Office and the Board of Trustees support Student Council and our school?



- WMS is a rapidly growing school community!
- In our Student Council alone, **40%** of us come from **schools outside** of the Ecole Itlo and NJ Macpherson feeder schools!
- So...why is that? What brings students to WMS? **Do you have any ideas?**

Where did Student Council members come from before attending WMS?





What brings kids to WMS?



- **Athletics Academy** → this year our school partnered with two community groups to offer Dance and Gymnastics programming for students who were interested in non-team activities outside of Futsal and Hockey, which is also offered
- **PIF Program** → WMS is now the only JK-8 school in YK1 to offer three French programming including Core French, Post-Intensive French and French Immersion
- **ADST** → We love having the chance to learn through hands-on experiences with Outdoor Ed, Textiles, Tech, Home-Ec and Industrial Arts. It makes our school unique and teaches us life skills!

What brings kids to WMS?

- **Grade 8 Trips** → Hidden Lake Canoe Trip, Quebec, Camp Akaitcho → These are important learning experiences for kids our age and we are fortunate to have these available to us. Many of us would not have these experiences offered to us without it being an option for us at school.
- **Unique spaces** → Cafeteria, Fitness Room, outside basketball courts → These may go unnoticed but we do recognize how fortunate we are to have these spaces to learn and play

While there are many great things to say about our school, we would also like to highlight some challenges and opportunities for change...



Challenges and areas where we need your support

- **Quality of bathrooms** → many stall doors do not close properly and this makes many students anxious to use the bathrooms
- **Our building is a bit tired in places** → lockers, desks, classroom walls, unreliable elevator (which is a safety concern)
- **Room 105 (6H) flooded on September 6** and we still do not have that classroom back → This means that the Art Room has not been accessible to the rest of the school for over 6 months which means that students have not had an additional space in the school to engage in quality art projects

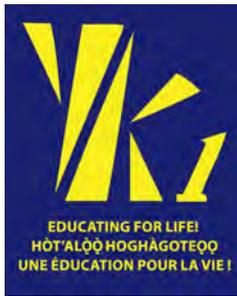
Conclusion

Thank you again, members of the District Office and Board of Trustees for taking the time to be with us today. We are proud students and know our value as leaders in the school. We hope that we can meet with you again to update you on our progress as a Student Council. We also thank you for buying us pizza for lunch today!

After hearing our accomplishments and wishes, are there ways you believe you can support us in what we are doing and help us address our concerns?

Are there things that you would like to see more from us?

Thank you! Merci! Mahsi cho!



YELLOWKNIFE EDUCATION DISTRICT NO. 1

BOARD of TRUSTEES &
MILDRED HALL SCHOOL

Student Council/Student Leadership

February 27, 2026, 12:00PM

Attendance

Trustees: Tina Drew, Barbara Bell, David Wasylciw

District Office: Shirley Zouboules

Students who spoke were:

Jack, Kurtis, Vanessa, Sarah, Mackenzie Sophie

The students who wrote were:

Ori, Mackenzie, Chloe, Chase, Sarah, Vanessa, Lex, Sophie, Kurtis, Mia, Jack LP, Evan, Avyannah, Celestia, Jack Richards, Makya.

The students in the picture are:

Back Row (Left to Right): Chase, Avyannah, Jack LP, Kurtis, Jack R, Sarah, Sophie

Front Row (Left to Right): Val, Lex, Mackenzie, Chloe

At Mildred Hall School, trustees were warmly welcomed at the door by student leadership before being invited to listen to a thoughtful and well-prepared presentation. Students shared who they are as a class – leaders who take ownership of their school, support one another, and work as a team to create positive change. They highlighted a number of accomplishments, including a leadership project focused on lateral reading and world timelines that grew into a larger collaborative museum exhibit involving multiple classes. Their work was strong enough to be featured at the Prince of Wales Northern Heritage Centre, an experience they spoke about with pride.

Students also have clubs such as baking, Dungeons & Dragons, cooking, bracelet-making, and other interest-based groups. They have supported younger students through reading activities and board games during indoor recess and extended their leadership into the community by preparing bannock and dry meat for Elders and listening to their stories, building meaningful intergenerational connections.

Students also shared what is going well at Mildred Hall, including strong learning experiences in math and gym, hands-on Indigenous Language and Culture programming, and a variety of clubs that build relationships and leadership skills. They spoke positively about supportive teachers and the importance of the school food program in helping them focus on learning.

At the same time, they raised important concerns. They described limited and malfunctioning Chromebooks and nonfunctional Smartboards, explaining how this impacts learning and access to inclusive technology supports. They also advocated for bathroom upgrades, including functional locks and paper towel access to support privacy and hygiene. Finally, students spoke about the loss of their MPR due to roof issues and how its closure has reduced space for traditional games, community-building, cultural activities, and emotional

regulation. They respectfully asked for support in restoring the space so the school can once again have two functional gym areas and stronger opportunities for wellness and community connection

Throughout the presentation, several key words stood out: sportsmanship, leading with kindness, personal growth, building relationships, and being welcoming. The tone of their message reflected pride in their school, care for one another, and a genuine commitment to strengthening their community.





Leadership Meeting February 27, 2026

Welcome Superintendent Zouboules and Trustees

Agenda

1. Welcome & Introductions
 2. Board Overview
 3. Student Leadership Overview
 4. Questions/Discussion
 5. Closing remarks
 - a. Follow up items
 - b. Photo for YK1 Newsletter
 - C. Notes for the Board of Trustees
-

Leadership Meeting



Who Are We?

What have we accomplished this year as leaders at Mildred Hall School.



Where Are We Going

What are we working on.



Our Concerns

What issues or challenges would we like to address.



Support

How can you support us.

Grade 8 class Accomplishments: Mildred hall

Projects and initiatives.

We are the leaders of the school and we take ownership and try to understand each other. We are well educated, future leaders. We are the benevolent oligarchy of the school, a class that generates innovative ideas—the grade 8 classroom here at Mildred Hall. We have been working as a team this year and have taken on a variety of initiatives that we would like to share with you today.

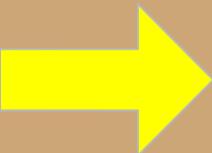
During the year, we have accomplished leadership projects within the school. **A few examples,** We started learning about lateral reading and timelines in class. Ms. HR asked if we wanted to make a large timeline in the empty room nextdoor. So we set up our projects and other classes became interested, starting to add their work. Eventually four classes had added to the museum. We hosted a ribbon cutting event. Eventually an unexpected visitor, who worked for the Museum of Prince Wales asked us if we wanted to place our projects in the museum. Of course that was a great opportunity to build ownership, and represent our school perfectly, and yet again was successful! During our leadership project, we have made history of the world inventions, working on fact checking and lateral reading. Yes, we found it successful—successful enough to get a space at the museum!



Mildred Hall Accomplishments: Who we are as a school

We are people with achievements. We participate in both traditional games and the ones our gym teacher Mr. Max has prepared for us during school. Along the track and field he volunteered to help students learn more of the sports in the game. And even though we lost, we were honoured to receive the Sportsmanship Award, which celebrated our attitude and team spirit over the final score! Which, though is not the biggest achievement it has impacted our skills and was fun! As well as, with other students project, leadership has brought the community together at Avens. **We contacted them, prepared bannock and dry meat.** We eagerly listened to the residents stories, gaining wisdom and perspective from the elders life experience!

Many different clubs have been forming as well: the cooking club, the bracelet club, the Skittles club. All sorts! We like to share our kindness and creativity throughout the whole school! Whether we are winning awards for sportsmanship or bridging generational gaps through storytelling, our goal remains the same: to lead with kindness. We are proud of the diverse community we've built through our clubs and projects, and we look forward to continuing this journey of creative and personal growth together.



9/10

What is going well at Mildred hall School

We are grateful for the learning experiences we have in Math and gym, indigenous language culture gives us many hands-on learning opportunities like making bannock, preparing fish and dry meat and sewing various projects which really gives students an easy skill to keep in mind.

We also have a clubs, such as chess, board game, Lego, arts and crafts, baking, and Messy Book Club give us an opportunity to practice leadership, build community, and play learning games.

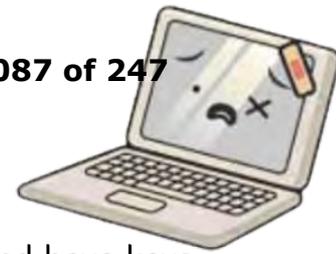
The teachers have made it very clear that they will support us as the leaders of the school and will continue to help the students to recognize our strengths, to grow ownerships and keep up with our wellness.

The food program helps us focus on learning and not worry about food. Mildred hall also welcome every student and families with a smile in their faces.



I will never
forget
about this
school

Limited, old and malfunctioning Chromebooks & nonfunctional smartboards



The network is glitchy, slow, lagging, and frustrating. Some of the chromebooks are damaged and have keys missing. Many of the chromebooks are not even functioning at all. This limits access to our education and learning, especially those who rely on adaptive technology such as Speech to Text and audiobooks for reading. This leaves some students behind and denies them access to an inclusive classroom.

Although most classrooms in Mildred Hall have Smart Boards installed, only 2 out of 13 of them function properly. Most, in fact, are solely used to project with. The interactive functions have long ceased operation. Smart boards were meant to be interactive and engaging in order to enhance student learning. Having a working smart board would also eliminate having to constantly look for working white board markers and erasers that seem to vanish daily and having to spend an catastrophic amount of money to buy a constant supply of these items.

Limited, old and malfunctioning Chromebooks & nonfunctional smartboards (Part II)

Let's talk about chromebooks. We have 20 students in our classroom and we all go to school. We have 16 chromebooks and of those 16 only 12 will connect to the internet. How can we prepare for high school? How can we prepare for our future jobs? We are not even able to use google classroom or do efficient online research, because we do not have an adequate amount of chromebooks or reliable internet access.

What you can do first to help, is to get 8 new chromebooks for this classroom so we can have better access to the internet for our work.

Broken Bathrooms

It's a basic human right to have a bathroom that is safe and provides privacy, along with doors that have fixed locks. It's unfair for students to use bathroom stalls without having privacy. One thing that is essential is that the bathrooms need soap and paper towel. Some younger students usually don't wash their hands after using the bathroom, due to lack of hand soap in the dispensers. Many of the younger students are prone to physical contact in daily school activities, which spread germs all over equipment, and is most likely to occur.

Another problem is the bathroom stalls being wrecked for a long period of time without being replaced, causing lack of privacy and limited stalls. This tragedy has led many students into having to either hold their bladder due to limited stalls and leads to a major violation of privacy and comfortability, such as having to use doorless stalls, making not only themselves uncomfortable, but their peers as well.

We are asking if our bathroom door stalls can be replaced and have fixed locks. As a community, this project will be helpful and support our bathroom privacy. Students in the future will also use this bathroom. Once this problem has been solved, students will surely like their bathrooms to be well maintained.

We need paper towel, as it is a water absorbent material. The hand dryer we have currently, which needs to be pressed, eliminates the idea of washing our hands. The hand dryer also releases a cold air which can cause drying out the moisture from our hands and is quite uncomfortable. That is our conclusion and our request to have action on the problems in both gender bathrooms.

MPR- A wasted opportunity

In the past, we have had a wonderful second space for traditional games, extra gym classes, science experiments, and the After School Program. Unfortunately, due to the leaky and possibly unstable roof, we have had to change or stop most of the activities we had in the MPR. With the MPR out of commission, we have had a significant decrease in the time we spend playing traditional games. In past years, I remember playing traditional games at any point in the year, as opposed to just in the beginning of February. If we could get the MPR fixed, we would have more opportunities to play and acknowledge the culture of many at this school.

The MPR was an essential part of our Mildred Hall school community. It is quite the spacious room. When I was in grade seven, we would occasionally play games with the other grade seven classes, fostering a strong community between us. Without the MPR available for students, it has gotten harder to have inter-class community building activities. If the MPR was repaired, I strongly believe Mildred Hall would have a stronger community than it already does.

While we have the main gym for most physical education classes, we have less space for traditional games. We understand that fixing a roof is quite pricey, yet the MPR was one of the most useful rooms we had in this school.

MPR - A wasted opportunity

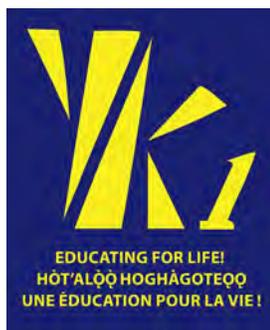
Using for regulation needs of students) Before we lost the MPR, it was commonly used for the regulation needs of some of our students. Without our MPR, physical breaks have likely had to take place in smaller rooms. Without the MPR, the wellness of all of our student body is not certainly 100%. If the MPR was returned to its former glory, everyone would have a space to run around or just sit quietly, whatever will help them feel better.

We do not intend to sit here and complain to you. We have come to ask you if you would be willing to lend our school your funds so the we may have two functional gyms, a place to build community, a space to celebrate indigenous culture, and a room of emotional regulation.

Thank you for joining us for this meeting

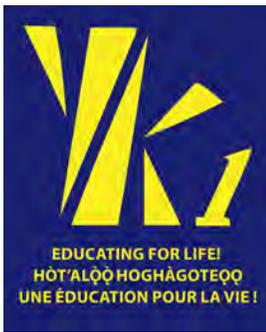
We hope to continue to have productive conversations this year. We will give you our notes to peruse.





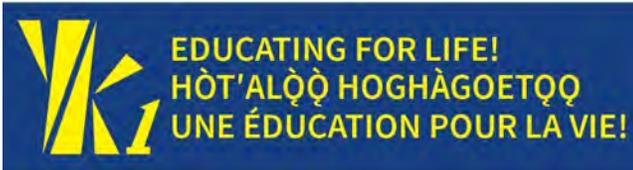
BOARD REPORT

Title:	Canadian School Board Association (CSBA)
Contact:	Terry Brookes - CSBA Rep
Date Submitted:	3 rd March 2026
Mandate	<ul style="list-style-type: none"> Policy 8 Committees
Background	<ul style="list-style-type: none"> YK1 is a member of the Canadian School Board Association. There was a meeting of the CSBA in Saskatoon on the 2nd and 3rd of February 2026. The meeting was held at the Saskatoon Public School Offices.
Other Headings as appropriate. For Example: <ul style="list-style-type: none"> - Current - Survey Response - Information 	<ul style="list-style-type: none"> The agenda consisted of reports from the CSBA President, the Executive Director, and the various committees. There were discussions on the new strategic plan (I had previously forwarded a copy this plan to the YK1 Board.), the national reconciliation award, a new committee structure and the annual conference (which is in Whistler, BC in July). There was also a discussion on potential ways to entice new members to join the CSBA. I will pass along full meeting minutes when they are available. The CSBA also had a tour of a Cree Immersion school that operates in Saskatoon. This was very interesting. There was also a presentation on indigenous education from the Saskatchewan Ministry of Education and the Saskatoon Public School District. The presentations explained the history and future direction of indigenous education in Saskatchewan. I continue to forward to the YK1 Board any CSBA information I receive.
Recommendations	Accept as information
Attachments?	<input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No If yes, list attachments below



BOARD REPORT

Title:	Superintendent Board Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	March 4th, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<p>February was a busy month! Along with the announcement of Homebase STEP - Stabilization Education Program, we have been working to prepare for budget development.</p> <p>The NWTTA Educators Conference was well attended with approximately 900 attendees. Seven YK1 staff members shared their knowledge and experiences as part of the session offerings.</p>
Looking forward	<ul style="list-style-type: none"> ● March Break - 6th to 22nd ● Arctic Winter Games March 8-15th ● Preparing for Long Term Service Awards (April 18th @MHS) ● Preparing for Ratepayer meeting ● New special day: YK1 Educational Assistant Day March 30th ● Traditional Games tournament March 27th ● NWTSA & ECE meetings - April ● Education Leaders meeting - April
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below Superintendent Board Report



March 10, 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. As we approach the March Break, students have been engaged in a wide range of activities both in and out of school, with the community anticipating the return of sunnier days. The YK1 school administration leadership team recommended acknowledging the dedicated work of our educational assistants on March 30th. Recognizing their vital role as members of our learning team, this recommendation was unanimously approved. Schools will celebrate their EAs in their own unique ways, and the District will provide further recognition via social media and a letter from the Superintendent.

Highlights include:

- Arctic Winter Games in Whitehorse, Yukon
- Camp Akaitcho
- Cager Tournaments
- Deferred leaves - we have approved 10 requests for deferred leaves. Staff applying are looking to spend time with family, further their own learning and travel.
- NWTTA Educator's Conference - plenty of sessions with wellbeing as a professional and personal focus

Indigenous Language & Education:

We are committed to Indigenous education, guided by principles of reconciliation, respect, and understanding. Language activities included lunches, bingo, stories and challenges. We are fortunate to have language speakers who support programming and development of resources. Planning has started for staff learning next year and include guest speakers Carol Roberts and Cadmus Delorme. As we look forward, we want to support staff in their own learning and understanding of acts of reconciliation, particularly as it relates to teaching and learning.

Recent efforts include:

- Indigenous Languages Month
- Richard Van Camp - Keynote speaker at the NWTTA Conference - reminding us to honour the place we live and to share our gifts and talents

- Fish Camp for Grade 7 students
- Planning forward - Looking at opportunities with National School Food Funding to support use of traditional foods
- Working with animals; lynx, fish and rabbits

Learning:

Academic excellence remains a key focus as we strive to provide high-quality learning experiences for all students. January and February are months where students and staff really dig into learning. Students are engaged in school wide inquiry projects around caribou and fish, preparing for student leadership presentations and the annual Music Fest.

Notable achievements this month include:

- Term 2 started at Sir John Franklin Hightschool
- Paren/Student/Teacher conferences - or Celebration of Learning evenings
- Report cards went home March 2nd
- Black History in the classroom - including presentations
- Music Fest 2026

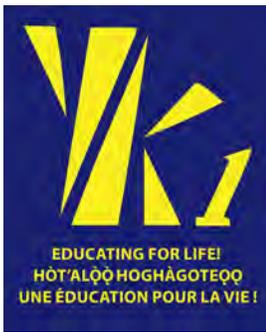
Community:

Strong community partnerships are essential for the success of our district, fostering a sense of belonging and collective responsibility. Yellowknife is hub for many events and activities that bring many people together. YK1 has a long history of building partnerships across the NWT. Most recently, we worked with YCS and NWT Sports Association to develop a plan to ensure student and staff participated in a tournament in a safe environment.

This year, YKDFN will host the Carnival in Dettah during the school Break. I encourage students and staff to take advantage of the sunshine and take part in the activities on March 20th - 22nd.

Recent endeavours include:

- YCS, YK1 and NWT Sports Association collaborate for a safe and successful Senior Cager tournament
- Dettah and Ndilo DEA monthly meeting as well as meetings with both Chairs
- Calendar development
- Mildred Hall School's dinosaur and human timeline installation at the Museum was a huge success! Thank you to the staff at the Museum for their work in making this happen.
- NJ students made beaver fur hand warmers to share with un-housed community members

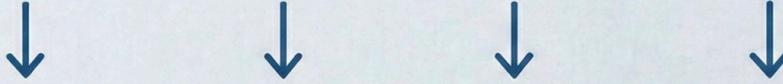


BOARD REPORT

Title:	Strategic Priority Planning
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	March 4th, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<p>The YK1 Board of Trustees in consultation with, Adelee Penner, confirmed the current four priorities. They also developed 14 assurance statements that support the priorities. As part of the responsibility of administration, the framework for strategic planning with these assurance statements is under development.</p> <p>School Leadership teams met with Adelee and administration to review their school improvement plans (SIP) to align the assurance statements to their goals.</p>
Looking forward	School leadership teams will meet with District office staff and Adelee on March 24th to review and provide input into the document in preparation for full implementation in the fall.
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below DRAFT Plan

YKI Board of Trustees

Priorities



ASSURANCE STATEMENTS

STRATEGIC PLAN

Public Document

Annual Report



	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
			Overall Goal	Start Here (actions)		How did we do?
Indigenous Language and Culture	1.a Board, educators, and leaders embed the Truth and Reconciliation Calls to Action into learning environments.	This priority commits the Board to advancing reconciliation through sustained, respectful relationships with Indigenous communities in Yellowknife and across the Northwest Territories, embedding the Truth and Reconciliation Commission’s Calls to Action into governance, leadership, and classroom practice as lived commitments grounded in accountability, learning, and mutual respect.	<p>Students will experience authentic, respectful, and ongoing learning about local Indigenous languages, histories, and perspectives.</p> <p>District policies, resources, and decision-making processes will reflect commitments to Truth and Reconciliation</p>	<p>Provide ongoing professional learning focused on the Truth and Reconciliation Calls to Action and their application in K–12 education.</p> <p>Incorporate learning about historical and contemporary Indigenous perspectives.</p> <p>Incorporate indigenous perspectives, history, and the ongoing legacy of residential schools across subject areas.</p> <p>Provide learning resources that centre Indigenous voices, lived experiences, and local context.</p> <p>Partner with local indigenous community members and organizations in order to provide land based learning and cultural experiences.</p>	<p>Governance: Curriculum Integration and Learning Opportunities</p> <p>Evidence of how historical and contemporary Indigenous perspectives and voices are meaningfully embedded within learning experiences across subject areas. Documentation may include examples of interdisciplinary learning opportunities, inquiry-based projects, authentic engagement with Indigenous knowledge holders, and student work that demonstrates understanding of Indigenous histories, worldviews, and contemporary realities. Comparative data may illustrate how learning opportunities have expanded or deepened from the previous year to the current year.</p>	<p>Summary of Findings Conclusion Next Steps/ Recommendations</p>

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					<p>District leadership: Synthesize and present summary across the District Monthly Board reports [link]</p> <p>School leadership:</p> <p>Curriculum Integration: Samples of lesson plans or curriculum documents that clearly show the incorporation of historical and contemporary Indigenous perspectives and Indigenous voices.</p> <p>Student Experience: Student feedback or observational data that reflects authentic, respectful, and ongoing learning about NWT Indigenous language, histories, and perspectives. Survey/student videos [link]</p> <p>School Documentation: Annual documentation from each school outlining the specific Truth and Reconciliation Call to Action they selected and focused on, including implementation activities and reflections. (SIP) [link]</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
<p>Indigenous Language and Culture</p>	<p>1.b Educators and leaders weave Indigenous ways of knowing, being, voice, language, and culture into environments.</p>	<p>This priority recognizes Indigenous knowledge systems as vital, living sources of wisdom and commits educators and leaders to proactively weaving Indigenous ways of knowing, being, voice, language, and culture into their environments in ways that affirm identity, strengthen community relationships, and enrich learning for all.</p>	<p>Educators will integrate Dene Kede and Indigenous language and culture into learning experiences.</p> <p>Indigenize school experiences:</p> <p>Experience a strengthened sense of personal identity and belonging through the visible and respectful affirmation of Indigenous identities, languages, and cultures in their learning environment.</p> <p>Develop an understanding of and respect for Indigenous ways of knowing, being, and worldviews, recognizing them as vital sources of wisdom that enrich their learning.</p> <p>Engage with and value local Indigenous languages, and feel empowered to use their own voice to share perspectives, informed by Indigenous principle</p> <p>Participate in and contribute to strong, respectful, and reciprocal relationships with local Indigenous community members, Elders, and Knowledge Keepers.</p> <p>Integrate diverse ways of knowing and perspectives, including Indigenous knowledge systems, to deepen their overall learning and critically engage with all subject matter.</p>	<p>Adopt the whole- school approach to language and culture education Ex. signage, key cultural experiences, announcements, phys-ed classes, monthly activities, acknowledgements, Indigenous language classes).</p> <p>Foster holistic approaches to teaching and learning including collaboration and cooperative learning</p> <p>Indigenous language classes rooted in OLC (Our Languages Curriculum), are offered in all schools</p> <p>Professional development initiatives specifically for Indigenous language instructors are offered throughout the year</p>	<p>Governance: Evidence that educators and leaders intentionally design and sustain learning environments that reflect and honour Indigenous ways of knowing, being, voice, language, and culture. Documentation may include examples of culturally responsive pedagogical practices, integration of Indigenous languages and storytelling, land- or place-based learning approaches, classroom environments that visibly reflect Indigenous identities and perspectives, and leadership actions that support authentic engagement with local Indigenous communities. Evidence may also describe how professional learning and system practices are strengthening educators’ capacity to embed these ways of knowing across learning spaces over time.</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					<p>District leadership: Funding in place and reconciled, for learning opportunities, on the land opportunities and staffing.</p> <p>Accountability Framework is used as a basis for community reporting. [link]</p> <p>School leadership:</p> <p>Curriculum & Lesson Planning</p> <p>Samples of lesson plans that demonstrate the integration of Dene Kede and Indigenous language and culture into learning experiences.</p> <p>Curriculum documents reflecting holistic approaches to teaching and learning.</p> <p>School Environment & Programs</p> <p>Observational data or a school-wide inventory showing the increased presence of Indigenous languages through signage, displays, and classroom materials. checklists</p> <p>Documentation of monthly activities and key cultural experiences (e.g., Indigenous Languages Month). [link] Annual Report</p> <p>Enrollment and participation rates in Indigenous language classes using the OLC.</p> <p>Professional Development (PD)</p> <p>Records of professional development initiatives offered specifically for Indigenous language instructors throughout the year. [link] Annual report</p> <p>Community Engagement</p> <p>Documentation of engagement activities between classes, community members,</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					<p>Elders, and Knowledge Keepers.</p> <p>Student Experience</p> <p>Student surveys or interviews measuring the affirmation of Indigenous identity and a sense of belonging related to the incorporation of Indigenous ways of knowing. [link] Student Survey</p> <p>Evidence of increased collaborative and cooperative learning experiences in classrooms.</p>	
<p>Indigenous Language and Culture</p>	<p>1.c YK1 board, educators, leaders, and students will work together to create welcoming environments that value Elders and Knowledge Keepers, collaborating as guides in learning</p>	<p>This priority commits the Board to cultivating welcoming environments where Elders and Knowledge Keepers are honoured as essential partners and guides in learning, fostering intergenerational collaboration that strengthens cultural continuity, shared responsibility, and collective growth among students, educators, leaders, and community.</p>	<p>The school community will establish and maintain authentic, reciprocal, and long-term relationships with local Indigenous families, Elders, and Knowledge Keepers, leading to enriched curriculum and affirmed student identity.</p>	<p>Develop and implement respectful approaches to welcoming knowledge keepers and Elders</p> <p>Foster opportunities for students to build meaningful relationships with community members across school and community contexts.</p> <p>Welcome families, community members, Elders and Knowledge Keepers to participate in school events.</p> <p>Enrich school programming by collaborating with artists, storytellers, knowledge keepers, and traditional games instructors for all learners.</p>	<p>Governance: Evidence that the YK1 Board, educators, leaders, and students intentionally cultivate welcoming environments that value Elders and Knowledge Keepers as respected partners and guides in learning. Documentation may include examples of sustained partnerships, co-planned learning experiences, adherence to appropriate cultural protocols, student engagement with community knowledge, and reciprocal relationship-building practices. Evidence may also demonstrate how these collaborations are becoming more embedded, authentic, and sustained over time.</p> <p>District Leadership: Monthly Board Reports - [link] evidence of relationship building practices and embedded, authentic learning opportunities for students and staff</p> <p>School Leadership: Provide updates on opportunities and student engagement - where possible, student and staff reflection</p> <p>Whole school inquiry projects presentations/artifacts [link] NJ inquiry</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
Learning	2.a All students explore aspirations and achieve to their fullest potential.	This priority commits the Board to fostering environments where every YK1 student is supported in exploring their aspirations within a network of relationships that nurture confidence, purpose, and belonging, ensuring that each learner is empowered to grow and contribute to their fullest potential.	<p>Students will display competence in their literacy and numeracy skills.</p> <p>Students will have opportunities to explore interests in a variety of settings.</p> <p>Educators and leaders will use a strength-based approach and class profiles to support learner achievement.</p>	<p>Establish literacy, numeracy, and second language goals</p> <p>Meet with school leadership teams to develop school goals based on multiple sources of evidence (class profiles, district assessments, diploma exams, completion rates, etc)</p> <p>Develop leadership capacity in literacy, numeracy, and second language instruction</p> <p>Promote and support opportunities for students and staff to share and celebrate their learning</p> <p>Targeted, growth-focused interventions: use short-cycle, formative assessment to identify stretches and deliver timely, scaffolded small-group instruction (tiered supports) Increased use of student self-assessment in classes</p>	<p>Governance: Evidence that all students are supported to explore their aspirations and are provided with meaningful pathways to achieve their fullest potential. Documentation may include examples of goal-setting processes, career and post-secondary exploration opportunities, personalized learning supports, diverse pathways (academic, trades, arts, leadership, community engagement), and student reflections on growth. Evidence may also include indicators of student achievement, engagement, well-being, and successful transitions, demonstrating how the system is strengthening equitable access to opportunity over time.</p> <p>District Leadership: Amalgamate data across the District in order to identify trends and adjust actions as necessary</p> <p>School Leadership: Foundation Skills Assessments (Grades 4 and 7) [link]</p> <p>Graduation Assessments (Grades 10 and 12) [link]</p> <p>District Assessment data [link] Numeracy - Northern Lights</p> <p>Class Profiles are completed</p> <p>Growth based data tracking for students receiving extra support</p> <p>Teacher reflection</p>	
Learning	2.b The YK1 Board, educators, students, Knowledge Keepers, and leaders establish, promote and sustain inclusive learning environments where diversity,	This priority commits the Board and its learning community to co-creating and sustaining inclusive environments where diversity, unique strengths, and lived experiences are genuinely valued, and where every student is welcomed, cared for,	<p>Students will be able to participate in meaningful ways</p> <p>Educators will use inclusive planning frameworks that support competency based</p>	Provide professional learning in order to deepen understanding of inclusive, student-centred and culturally responsive planning frameworks and	<p>Governance: Evidence that the YK1 Board, educators, students, Knowledge Keepers, and leaders intentionally establish, promote, and sustain inclusive learning environments where diversity, unique</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
	<p>unique skills, and experiences are embraced. Every student is welcomed, cared for, respected and safe.</p>	<p>respected, and safe within relationships grounded in dignity and mutual responsibility.</p>	<p>learning and the integration of Indigenous language and culture</p> <p>Collaborative school teams work together to ensure school and classroom environments are welcoming, safe, and productive work spaces.</p>	<p>instructional approaches.</p> <ul style="list-style-type: none"> a) Backward design b) Subject Integration c) Growth conversations among teachers and school leaders. <p>Ensure all students are prepared for school transitions (transitions between schools, to post-secondary, etc.)</p> <p>Provide a support system for new teachers.</p> <p>Ensure students have access to career and guidance support, such as Career and Education Advisors, guidance counsellors, etc.</p>	<p>skills, and lived experiences are embraced. Documentation may include examples of inclusive policies and practices, culturally responsive learning design, student voice and leadership opportunities, collaborative engagement with families and communities, and environments that visibly reflect belonging and representation.</p> <p>Evidence may also include student, staff, and family perception data related to safety, respect, care, and belonging, as well as indicators demonstrating how inclusive practices are strengthening over time and contributing to positive learning and well-being outcomes for all students.</p> <p>District Leadership: Monthly Board reports [link]</p> <p>School Leadership: New teacher evaluation tool</p> <p>Class profiles [link]</p>	
<p>Learning</p>	<p>2.c Educators and leaders will use responsive assessment strategies to gather authentic evidence of what a student knows, understands, and can do. Educators, students and leaders will use this evidence to inform practice to support teaching and learning.</p>	<p>This priority commits educators, students, and leaders to engaging in responsive assessment practices that gather authentic evidence of what learners know, understand, and can do, positioning students as active partners in interpreting that evidence and using it collaboratively to inform teaching, strengthen learning, and support meaningful growth.</p>	<p>Educators will use information from district, school, and classroom- based assessment to inform instruction.</p> <p>Educators will use clear criteria and descriptive feedback to support student growth</p> <p>Students will engage in self-reflection and goal setting.</p>	<p>Develop a PD plan specifically focused on responsive, competency based teaching and learning practices.</p> <p>Ensure student reflection and goal setting is an essential component of instructional cycles.</p> <p>Student reflections on progress reports.</p> <p>Encourage the implementation of student-led conferences</p> <p>Establish a system for data analysis in PLC's, resulting in instructional planning that is based on authentic and triangulated student</p>	<p>Governance: Evidence that educators and leaders implement responsive assessment strategies to gather authentic evidence of what students know, understand, and are able to do. Documentation may include examples of formative and summative assessment practices, performance-based tasks, student self-assessment and reflection, collaborative moderation processes, and instructional adjustments informed by assessment evidence.</p> <p>Evidence may also demonstrate how educators, students, and leaders use assessment information to refine teaching practices, support student growth, and strengthen learning outcomes over time.</p> <p>District Leadership: Reporting out twice a year to Board of</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
				evidence IEPs and reporting Support teachers in their assessment journey - TEACHER SUPPORT DOCUMENT assessment & reporting [link]	Trustees Reflections from teachers on the impact of PD, on their practice (survey) [link] School Leadership: Provide professional learning for all staff on assessment strategies and gathering evidence of learning Monitor teacher long range planning for evidence of assessment practices both required and as part of the learning cycle	
Learning	2.d Educators and leaders bring care, culturally sustaining practices and competence to all their interactions; care with all stakeholders, both within and beyond their buildings; and competence evidenced by research-based practice and consistent professionalism.	This priority commits educators and leaders to bringing care, culturally sustaining practice, and professional competence to all interactions, cultivating reciprocal relationships with students, families, colleagues, and community that are grounded in respect, responsiveness, and research-informed practice.	Educators will deepen their practice by engaging in collaborative professional learning communities and reflecting on their practice. Educators and leaders will strive for continuous professional improvement	Create and communicate a PLC framework. Collaborative planning Class/learner profiles Implement strength-based systems of support and reporting Schools and district offer opportunities for relevant and engaging professional learning for educators New evaluation tool for teachers Schools and educators work to develop and nurture relationships with community members, colleagues, students and families	Governance: Evidence that educators and leaders consistently demonstrate care, culturally sustaining practices, and professional competence in their interactions with students, families, colleagues, and community partners. Documentation may include examples of relationship-centered practices, culturally responsive and sustaining pedagogies, engagement with diverse communities, collaborative problem-solving processes, and adherence to professional standards. Evidence may also include professional learning participation, implementation of research-informed practices, stakeholder perception data related to trust and respect, and indicators demonstrating how relational capacity and professional practice are strengthening across the system over time. District Leadership: Documentation of the PLC framework, communication, and use across the district. Records of culturally relevant professional learning opportunities including participant feedback and goal setting. [link] School Leadership: Evidence of class/learner profiles to	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					inform instruction and implementation of strength-based systems of support and reporting. [link] Records of community engagement activities and partnerships, including collaboration with community members, Elders, and families. [link] Student and family surveys to measure the perceived sense of belonging, trust, and respect within the school environment. [link]	
Learning	2.e Educators and leaders will foster the curiosity of learners, encouraging risk-taking in their learning environment. Students will have opportunities to collaborate, problem solve, review, rehearse, think critically, self-reflect, create and develop effective communication strategies in an authentic learning environment.	This priority commits educators, leaders, and students to cultivating learning environments where curiosity is nurtured, thoughtful risk-taking is encouraged, and learners collaboratively engage in problem solving, critical thinking, reflection, creativity, and authentic communication in ways that deepen understanding and collective growth.	Students will have opportunities to develop their competencies by engaging in inquiry and project-based learning Students will have opportunities for experiential learning Educators will implement open-ended strategies that allow for student voice and choice	Educators use PBL and Inquiry frameworks in order to encourage students to work on real-world problems, nurturing critical thinking and collaboration ex. Whole School Inquiry projects: Rabbit Fish Caribou Berries Birds Inquiry in the language - Fire making Educators create learning environments that encourage the growth of all students as NWT Capable People	Governance: Evidence that educators and leaders cultivate learning environments that foster curiosity, encourage productive risk-taking, and support deep intellectual engagement. Documentation may include examples of collaborative learning opportunities, inquiry-based and problem-based tasks, structured opportunities for review and rehearsal, critical thinking processes, student self-reflection, creative production, and development of effective communication strategies in authentic contexts. District Leadership: Evidence provided to Board of Trustees via monthly reports and twice a year and may also include student work samples, engagement data, and student reflections demonstrating increased confidence, resilience, and capacity to collaborate and think critically. Indicators may describe how learning design is evolving to deepen authenticity, rigor, and student agency over time. [link] School Leadership: Evidence - student projects (videos, written projects, reflections)	
Wellness	3.a Students will develop ways to identify and communicate their emotions, guiding them to advocate for their own	This priority commits educators, leaders, and students to fostering environments that intentionally support student wellness, where learners develop the language and self-awareness to identify and communicate their emotions, strengthen their capacity for	Wellness, guided by community and tradition, centers students' emotional, cultural, and spiritual growth. Students will grow in emotional	Teach social emotional skills to support mental health, physical well being, and student self-advocacy Expand opportunities for	Governance: Evidence that students are developing the capacity to identify and communicate their emotions, regulate their responses, and advocate for their own well-being and learning. Documentation may include	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
	wellness and make good decisions.	self-regulation, and advocate for their well-being within relationships that cultivate belonging, safety, and mental health literacy.	<p>literacy, self-advocacy, and ownership to thrive in life and learning.</p> <p>Provide environments that nurture students' ability to make reflective, ethical, and responsible decisions.</p>	<p>staff, parents/caregivers, and students to increase their understanding of mental health - staff trained in strategies for listening to and responding with empathy</p> <p>integrate social and emotional learning to help students develop resilience, self-awareness, and interpersonal skills vital for achieving their aspirations</p>	<p>examples of explicit instruction in emotional literacy, structured opportunities for reflection and goal-setting, integration of wellness practices within learning environments, and supports that strengthen students' decision-making skills.</p> <p>Evidence may also include student voice data, perception surveys related to belonging and well-being, reduced behavioural incidents over time, and indicators demonstrating growth in students' ability to self-regulate, seek support appropriately, and make informed, responsible decisions.</p> <p>District Leadership:</p> <p>School Leadership:</p> <p>Wellness mentors and wellness mentor data</p>	
Wellness	3.b YK1 Board, staff and students will create safe connections where students feel celebrated, accepted, safe to make mistakes, able to pursue their interests and empowered to self-advocate and have fun in school.	This priority commits the YK1 Board, staff, and students to co-creating safe, joyful connections where every learner feels celebrated and accepted, is supported to take risks and learn from mistakes, pursue their interests, and grow in confidence to advocate for themselves within a community grounded in trust and belonging.		<p>Ensure staff are trained in trauma-informed practices</p> <p>Mental Health Framework</p> <p>Educators will develop a holistic understanding of learners through class and learner profiles</p> <p>Analyze and utilize the results of the Early Years Development Instrument (EDI)</p>	<p>Governance:</p> <p>Evidence that the YK1 Board, staff, and students intentionally cultivate safe connections and relationally strong school communities where students feel celebrated, accepted, and secure in taking academic and social risks. Documentation may include examples of relationship-centered practices, student voice and leadership opportunities, structures that encourage interest-based learning, and environments that normalize mistakes as part of growth.</p> <p>Evidence may also include student perception data related to belonging, safety, joy, and empowerment; participation data in clubs, leadership, or interest-based initiatives; and indicators demonstrating how students are</p>	

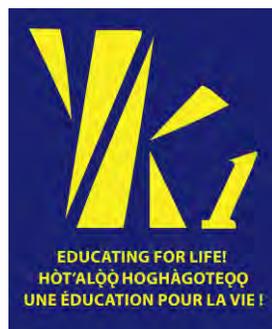
	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					<p>increasingly advocating for themselves and engaging confidently in their learning. Trends over time may illustrate strengthening relational trust and positive school culture across sites.</p> <p>District Leadership: Gather data on groups, clubs - MDI</p> <p>School Leadership: Analyze and utilize the results of the Middle Years Development Instrument (MDI)</p> <p>Analyze and utilize the results of the Early Years Development Instrument (EDI) [link]</p>	
Wellness	3.c Students are supported by educators who believe in their aspirations and well-being, ensuring they have a voice in their learning.	This priority commits educators and leaders to cultivating relationships where students' aspirations and well-being are genuinely valued, ensuring learners have a meaningful voice and agency in shaping their learning within a community that believes in their potential and shared growth.	<p>Students will be able to:</p> <p>Confidently express their learning preferences, goals, and needs to their educators and peers, and actively participate in making decisions about their learning path.</p> <p>Provide constructive feedback on learning experiences and school environment, knowing their perspectives are genuinely considered and can influence change.</p> <p>Demonstrate a positive sense of self-worth, emotional regulation skills, and the ability to identify and access supports for their well-being and mental health.</p>	<p>Collaborate with Wellness Mentors</p> <p>Provide programs and support focused on promoting overall health and well-being (ie on the land experiences, sports, seasonal outdoor activities, music, arts, and healthy living practices.)</p> <p>Students have access to leadership opportunities at their schools (student councils, etc.)</p> <p>Develop Safe & Caring School plans annually</p>	<p>Governance: Evidence that students are supported by educators who actively affirm their aspirations and well-being and create meaningful opportunities for students to have a voice in their learning. Documentation may include examples of goal-setting and pathway planning processes, student-led conferences, co-construction of learning goals or success criteria, differentiated supports aligned to individual strengths and interests, and structures that amplify student perspectives in classroom and school decision-making.</p> <p>Evidence may also include student perception data related to feeling known, supported, and heard; participation in leadership or advisory processes; and indicators demonstrating how student agency and ownership of learning are strengthening over time.</p> <p>District Leadership: Schools to work with DBO team to review results, plan for school improvement goals and track trends over time and across the District. Annual report</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					<p>School Leadership:</p> <p>Analyze and utilize the results of the Middle Years Development Instrument (MDI) [link]</p>	
<p>Community</p>	<p>4.a YK1 Board, educators and leaders will foster opportunities to encourage connection and belonging, building a sense of community and to engage in sustainable practices.</p>	<p>This priority commits the YK1 Board, educators, and leaders to intentionally fostering opportunities that deepen connection and belonging, strengthen a shared sense of community, and engage students and staff in sustainable practices that reflect collective responsibility for one another and for the land.</p>	<p>Foster Connection and Belonging: Actively participate in and initiate activities that promote positive relationships, inclusivity, and a strong sense of belonging among all members of the school community.</p> <p>Contribute to Community: Demonstrate collective responsibility by engaging in collaborative projects and actions that strengthen the shared school and local community.</p> <p>Practice Sustainability: Understand and apply sustainable practices in their daily lives and within the school environment, reflecting a sense of personal responsibility for the land and the environment.</p> <p>Demonstrate Responsibility: Show empathy and mutual respect for one another and the environment, recognizing their role as responsible stewards of their community and the land.</p>	<p>Encourage land- and place-based educational practices at all schools</p> <p>Classes engage regularly with Elders and knowledge keepers</p> <p>Schools are welcoming environments for community members</p> <p>Students engage in learning outside the walls of their classrooms</p> <p>Schools collaborate to ensure that their students have opportunities to learn together and with the wider community</p>	<p>Governance:</p> <p>Evidence that the YK1 Board, educators, and leaders intentionally foster opportunities that strengthen connection, deepen belonging, and promote responsible, sustainable practices within school communities. Documentation may include examples of community-building initiatives, collaborative learning experiences, intergenerational or community partnerships, and student engagement in environmental or social sustainability projects.</p> <p>Evidence may also include student and staff perception data related to belonging and community connection, participation in sustainability-focused initiatives, and indicators demonstrating how responsible stewardship and collective responsibility are becoming embedded in school culture over time.</p> <p>District Leadership:</p> <p>*</p> <p>School Leadership:</p> <p>*Inclusivity Initiatives: Number and type of student-led initiatives, clubs, or activities focused on promoting inclusivity, diversity, and positive school culture.</p> <p>Attendance & Engagement: Trends in student attendance rates, particularly for demographic groups identified as at-risk, and participation rates in non-academic, community-building school events.</p> <p>Professional Development (PD): Records of PD provided to educators and leaders focused on fostering relational trust, creating welcoming environments, and implementing whole-school approaches</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					<p>to community and sustainability.</p> <p>School Environment Audit: Observational data or checklists confirming that schools maintain welcoming environments for all community members, including visible signage and materials that affirm community and land stewardship values.</p> <p>*School Improvement Planning (SIP): [link] Documentation from each school outlining specific goals, implementation activities, and reflections on the collective responsibility commitments chosen as a focus for the year.</p>	
Community	<p>4.b Educators and leaders will foster opportunities for learners to develop critical thinking skills by engaging with diverse perspectives and demonstrating empathy through classroom, community, and global learning opportunities.</p>	<p>This priority commits educators, leaders, and students to engaging thoughtfully with diverse perspectives across classroom, community, and global contexts, cultivating critical thinking and empathy as shared practices that strengthen understanding, dialogue, and responsible participation in an interconnected world.</p>	<p>Community Engagement: Students will participate actively in community and global partnerships, utilizing their critical thinking and empathy to contribute to practical solutions and demonstrate responsible global citizenship.</p> <p>All stakeholders actively engage in and promote responsible environmental and social stewardship, resulting in measurable indicators of sustainable practices (e.g., reduced waste, increased participation in ecological projects).</p> <p>Students are empowered and provided a voice to lead community-building and social/environmental sustainability initiatives within their schools and the broader community.</p>	<p>Encourage community focused inquiries</p> <p>Develop school - community relationships and partnerships such as SPCA, Aven's Centre</p> <p>Celebrate and promote engagement in programs that include community partnerships - letters of thanks</p> <p>Promote and utilize technology to foster critical thinking and innovation</p> <p>Ensure all schools and classrooms are inclusive and safe places for all students</p> <p>Include note about GSA and other initiatives in schools</p> <p>Aurora college students worked weekly in 4 YK1 classrooms to deliver cultural programming under the guidance of their instructors</p>	<p>Governance: Evidence that educators and leaders intentionally design learning opportunities that strengthen students' critical thinking skills through engagement with diverse perspectives across classroom, community, and global contexts. Documentation may include examples of inquiry-based learning, analysis of multiple viewpoints, culturally and globally responsive content, community partnerships, and structured opportunities for dialogue and reflection.</p> <p>Evidence may also include student work demonstrating analysis, perspective-taking, and reasoned argumentation; participation in local or global learning initiatives; and indicators showing growth in students' capacity to think critically, engage respectfully with difference, and demonstrate empathy in action over time.</p> <p>District Leadership: Highlight work done at schools through monthly Board report and possible presentations</p> <p>School Leadership: Evidence of school/class engagement with community groups, such as SPCA,</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
				community garden in partnerships Partnerships with Skills Canada Dechinta *** Local Artists	through photos, written articles/thank you notes and reflections	
Community	4.c YK1 Board, educators, and leaders will invite and welcome families, Elders, Knowledge Keepers, and community members to collaborate on Acts of Reconciliation.	This priority commits the YK1 Board, educators, and leaders to actively welcoming and collaborating with families, Elders, Knowledge Keepers, and community members in meaningful Acts of Reconciliation, grounding this work in shared leadership, sustained relationships, and collective responsibility for healing and learning.	<p>Students will feel a stronger sense of affirmation and belonging through their participation in community-led and co-developed initiatives, especially Indigenous students who are supported through culturally relevant projects.</p> <p>Learners will deepen their understanding of local Indigenous culture, history, and protocols through sustained, respectful engagement with Elders, Knowledge Keepers, and community members.</p> <p>Learners will participate actively in meaningful "Acts of Reconciliation," contributing to healing and learning within the school and the broader community.</p> <p>Learners will benefit from unique, culturally-grounded learning experiences, such as the arts-focused support from the Arctic Rose Foundation or the traditional learning provided by the Moose Tanning Camp.</p>	Arctic Rose Foundation - messy book - supporting Indigenous students through the arts Community Hide Camp ?ori, Ela and Goh programs District PD days - feeding the fire/gatherings	<p>Governance: Evidence that the YK1 Board, educators, and leaders actively invite and welcome families, Elders, Knowledge Keepers, and community members to collaborate in meaningful Acts of Reconciliation. Documentation may include examples of co-developed initiatives, shared learning experiences, adherence to cultural protocols, community-led or community-informed projects, and reciprocal relationship-building practices.</p> <p>Evidence may also demonstrate how reconciliation commitments are embedded in school and system practices over time, including student engagement in learning that deepens understanding of history, responsibility, and action. Indicators may reflect strengthening partnerships, sustained collaboration, and authentic community voice within decision-making processes.</p> <p>*Trustee engagement and collaboration examples - Chair's Board report</p> <p>District Leadership:</p> <p>School Based Leadership:</p> <p>Partnership with Prince of Wales Heritage Museum - Dinosaur and human timeline installation</p> <p>Schools engaged in partnerships with community organizations such Bush Kids, Ecology North and Arctic Wellness Centre</p>	

	Desired State	Context: Why is this Important	Outcomes	Strategies	Measures/Evidence	Results/Analysis
					Artists in Residence - projects - example murals at WMS, NJ, MHS Itlo - school song Skills Canada partnerships - Boat building challenge	



BOARD REPORT

Title:	Monthly Board Report
Contact:	Graham Arts, Assistant Superintendent
Date Submitted:	Marc\ 4, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● This report summarizes some of the work undertaken by Education Services over the past month, and similarly provides an overview of work done by the Assistant Superintendent for Curriculum and Learning.
Information	<ul style="list-style-type: none"> ● Phone Project – On track for all installations to be completed, with work wrapping up at Mildred Hall by the end of Spring Break. A summary report on the work done and the overall costs in relation to the project’s budget will be presented to the Finance Committee once all statements are completed. ● ECE has accepted the 2026-2027 School Year Calendar as previously presented to the Board and passed by motion. We are working to get the updated summary calendars posted publicly as soon as possible. ● On March 24th, Principals and Assistant-Principals will meet with Adelee Penner for the day to review School Improvement Plans, building explicit connections to the district’s Strategic Plan, the data collection for the SIPs, and planning to report progress in May. ● We are welcoming approximately 10 student teachers from Laurier University who are coming to Yellowknife at the end of April for two weeks. They are here to learn about teaching in a remote area. Many schools have already expressed interest in welcoming these student teachers into their buildings.

	<ul style="list-style-type: none"> ● Following on the work undertaken so far for Home Schooling, the current Administrative Procedure (#270) has undergone extensive review. A draft of the reviewed procedure is attached to this report for trustees' information. ● With the anticipated vacancy in the Technology Manager's position for 2026-2027, we have started working with Martin Male to redesign the position's duties and expectations to position us well to find a suitable candidate to continue to evolve the District's technology infrastructure in the coming years. ● The Senior Leadership is designing a solution to streamline the publication and updating of policies and administrative procedures on the School District's website. This goes hand in hand with the work of the Policy and Governance Sub-Committee, and our work to finish the revisions of our Administrative Procedures. In future, changes can move from the draft to publication stage much more easily.
Recommendations	Accept for information
Attachments?	<input checked="" type="checkbox"/> Yes Monthly Education Services Report DRAFT to Revised Administrative Procedure for Home Schooling Administrative Procedure 270 – Home Schooling

Board Report
March 4, 2026

Assistant Superintendent for Curriculum and Learning Report

	<p>Wellness Cultivate a culture of holistic wellness</p> <p><i>1.1 Recognize the importance of relationships in learning</i> <i>1.2 Foster and promote personal wellness</i> <i>1.3 Create healthy, safe and caring learning environments</i></p>	<p>Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners</p> <p><i>2.1 Create a welcoming environment for all learners</i> <i>2.2 Integrate an Indigenous approach to education</i> <i>2.3 Strengthen Indigenous Language Instruction</i></p>	<p>Learning Ensure inclusive, equitable and authentic learning Experiences</p> <p><i>3.1 Engage learners through meaningful and innovative teaching and learning practices</i> <i>3.2 Strive for excellence</i> <i>3.3 Celebrate diversity of all learners</i></p>	<p>Community Foster critical understanding of local, national and global issues</p> <p><i>4.1 Inspire critical thinking through innovation and pursue sustainable practices</i> <i>4.2 Embrace diversity and encourage empathy to promote global citizenship</i> <i>4.3 Model and encourage ethical leadership and engage in opportunities for service learning</i></p>
<p>Education Services Updates</p>	<p>February 10-Community of Practice ECE: Wellness Mentor PD: Inquiry for the Introduction to LGBTQIPA+ ALLYSHIP</p> <p>February 11: SBMHW District Meeting–Review and professional discussion regarding process and procedures and sharing of material and resources.</p> <p>Feb 16-SBMHW Team Date Walk through PD with ECE.</p>	<p>Artist Darrel Chocolate continued with workshops at EI. Every student created a masterpiece!</p> <p>Titan Klengenbergen worked with students at RLN to teach 2 days of Traditional Games Workshop!</p> <p>Titan delivered 2 traditional games workshops at NJM, working with students, particularly those interested in participating in the traditional games championships.</p> <p>John Sabourin delivered soap stone carving workshops to</p>	<p>February 9 EA PD: -LivingWorks safeTALK-Meghan Hobbs, M.A., C.C.C.-- LivingWorks safeTALK is a full-day, Empowers people to recognize when someone may be thinking about suicide, talk with them directly and connect them to life-saving support - Supporting All Learners: Approaches for Purposeful Support in the Numeracy Classroom- Kim Lee: Practical strategies to support numeracy development. -Supporting Regulation through Sensory Strategies in the Classroom Continued-Kerri Egan, OT ©: Exploration</p>	<p>RLN hosted a Valentines Day family dance</p> <p>NJM hosted ILM bingo where they invited families to come play bingo in the language, while enjoying tea and bannock</p> <p>RLN invited families to eat lunch with their learner, while enjoying tea and bannock</p> <p>Meeting with SWIS to discuss the prospect of schools working with the MentorAbility Northwest Territories Hub (“This initiative supports children and youth with diverse abilities by creating inclusive mentorship</p>

	<p>NJM, EI, RLN and MHS have all submitted teams to the traditional games championships, taking place March 27,28,29.</p>	<p>students at WMS over the course of 2 days.</p> <p>Camilia Zoe- Chocolate (a language speaker/instructor and caribou monitor), has been sharing her language and knowledge with students at WMS.</p> <p>Snookie Catholique prepared bannock with students at RLN in preparation for ILM family lunch. She then returned to share traditional stories with the students.</p> <p>Amanda Baton worked with students in grades 4/5 at NJM for 4 days to create sheared beaver hand warmers. The hand warmers will be donated to local community organizations.</p> <p>Snookie Catholique worked with a class at SJF to create spruce salve.</p> <p>Cailey Mercredi worked with students in the Goh program at EI to prepare ptarmigan</p> <p>Catherine Blondin worked with students in Kindergarten for 1/2 day each to prepare them for their upcoming dogsledding camp. The teachings were</p>	<p>of the sensory systems, focusing on strengthening observation skills to better identify possible underlying sensory influences on behaviour</p> <p>-Vagus Nerve Reset & Breathwork for Regulation- Monique Thomas MEd, CCC. CCTP-II: Simple, evidence-informed strategies to reduce stress, increase focus, and promote calm for themselves and students.</p> <p>Feb 16-19: NWT RISC collaborative professional development session during the NWTTA February Conference on Individual Education Plan (IEP) Standards and Special Programming.</p> <p>YK1 had 3 staff members present projects through their “Now Play” collaboration to a conference of Educators in Winnipeg.</p> <p>Mahsi to Titan Klengenber who worked to create the NWT floor maps for classes to use as an educational resource. YK1 now has 7 sets available to be used by schools.</p>	<p>and employment awareness opportunities”)</p> <p>Many pre-interviews completed for 2026-2027 teaching positions. Hiring for term positions (mostly parental leaves) for the remainder of the 2025-2026 school year is ongoing</p>
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		<p>grounded in Dene Kede and language.</p> <p>EI grade one classes hosted a school based gah day (rabbit). They invited knowledge holders, community members and families to share their teachings. Students were able to prepare rabbits, set snares, cook rabbits and do a craft! This was linked to their inquiry projects.</p> <p>AJ Catholique and Donald Kuptana worked with students at EI to share their gift of traditional games.</p> <p>Cailey Mercredi worked with students at NJM to prepare a harvested beaver in the ?ori program</p> <p>Ms. Madelaine and Mr. Jerry prepared a harvested lynx at RLN along with students.</p> <p>Catherine Blondin is working with students at WMS to learn the process of caribou tufting</p> <p>Aurora Kotokak has been working with students at MHS to prepare for the upcoming traditional games championships</p>	<p>Mary Jane Drygeese attended SJF language class as a language speaker during end of unit assessments.</p> <p>YK1 supported 3 staff at EI to attend a 4.5 day training to become certified traditional games instructors. Bravo!</p> <p>NWTTA Educators' Conference Feb 18-20</p> <p>Grade 6 Intensive French students completed oral proficiency interviews at the beginning of Feb. Approximately 40 students were evaluated</p> <p>Sabine Lecorre-Moore, a francophone artist, visited WMS, SJF and YCS schools to deliver painting workshops to French immersion and PIF classes from Feb 23-27. She also did a session for YCS and YK1 French teachers. She was able to visit thanks to a grant from the federal government called ImmersART</p>	
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YELLOWKNIFE EDUCATION DISTRICT NO. 1

ADMINISTRATIVE PROCEDURE

Home Schooling

1. Purpose

To establish clear procedures for the registration, supervision, monitoring, and review of Home Schooling programs in YK1, consistent with territorial legislation and ministerial direction, and in a manner that is transparent, procedurally fair, culturally responsive, and defensible upon appeal or review.

2. Legislative Authority

This Administrative Procedure is enacted pursuant to:

- Education Act
- Yellowknife Education District No. 1 Administrative Procedures
- Human Rights Act
- NWT Ministerial Directive on Inclusive Schooling (2016)

Where inconsistency arises, legislation and regulations prevail.

3. Guiding Principles

Home schooling within YK1 shall:

1. Respect the primary role of parents in directing their child's education.
 2. Ensure the child receives an education program that fulfills curriculum standards established by the Minister (as required under the Home Schooling Regulations).
 3. Uphold every student's entitlement to access the education program in their community, consistent with inclusive schooling principles.
 4. Be administered in a manner consistent with the Human Rights Act.
 5. Ensure documentation and decision-making meet standards of procedural fairness and reasonableness.
-

4. Definitions

Home Schooling Program – An education program conducted by a parent in accordance with the Home Schooling Regulations.

Education Body – YK1, as the supervising authority.

Principal – The principal of the school with which the student is registered as a home schooler.

Superintendent – The Superintendent of YK1 or designate.

5. Registration Requirements

5.1 A parent seeking to conduct a Home Schooling Program must:

- Register the student with a YK1 as a Home Schooler in accordance with these administrative procedures;
- Provide, at the beginning of the academic year:
 - An outline of the proposed program of studies;
 - A description of instructional resources;
 - A proposed assessment method (as required by Regulation s.2(c)).

Documentation concerning the program of studies, proposed materials, and assessment methods must be received by the school's principal by October 15th of the year for which the student is registered.

5.2 Deadline for Registration

A parent or guardian intending to conduct a Home Schooling Program must complete registration no later than **September 30** of the academic year in which the child will be home schooled.

Late registrations may be considered at the discretion of the Superintendent where exceptional circumstances are demonstrated. In the case where a late registration is accepted, the Superintendent may, at their discretion, pro-rate any funding available to the student under these procedures.

5.3 District-Authorized Registration Form

Registration must be completed using the district-authorized Home Schooling Registration Form. No registration shall be considered complete unless submitted on the approved form and accompanied by all required documentation.

5.4 Educational Planning Submission

By October 15th of the academic year, the parent or guardian must submit an educational plan aligned with the Northwest Territories curriculum. Plans must be submitted to the school principal.

The educational plan must:

- Be based on the approved curriculum standards established by the Minister;
- Identify instructional resources;
- Outline proposed assessment approaches;
- Be submitted using the district-approved Educational Planning Form;
- Cover the proposed course of study for the academic year.

A Home Schooling Program may include additional content at the parent's discretion. The content must be consistent with all Canadian and Territorial legislation. Proposed plans which do not meet this requirement will be rejected in their entirety, and the superintendent may cancel the home schooling registration.

Only the portion of the educational plan that aligns with the approved Northwest Territories curriculum shall be reviewed and considered by the principal for purposes of compliance with this Administrative Procedure.

Failure to submit the educational plan on the approved form by October 15 may result in cancellation of the home schooling registration by the Superintendent.

The Superintendent may grant a reasonable extension to the October 15 deadline in cases of extenuating circumstances. Requests for extension must:

- Be submitted in writing to the Superintendent; and
- Be received prior to October 15 of the academic year in question.

5.5 Registration shall not be unreasonably withheld where the statutory requirements are met.

5.6 The Superintendent may request clarification where documentation is incomplete.

6. Parental Responsibilities

Consistent with Regulation s.2 , the parent shall:

- Maintain primary responsibility for instruction;
- Ensure curriculum alignment with Ministerial standards;
- Maintain satisfactory records documenting their child's educational progress
- Provide assessment samples twice per academic year;

- The principal may request all documentation gathered regarding a student's progress to be produced for the semi-annual review. In these cases, the principal shall advise the parent in advance to ensure there is adequate time to gather and organize the documentation.
- Participate in two progress discussions per year with the principal;
- Make reasonable efforts to implement recommended improvements.

Failure to fulfill these obligations may trigger review under Section 10 of this Procedure.

7. Principal Responsibilities

The principal shall:

1. Review program documentation for compliance with curriculum standards.
2. Agree upon a method of student assessment.
3. Conduct or delegate biannual progress reviews.
4. Maintain written documentation of:
 - Assessment samples received,
 - Meeting notes,
 - Recommendations made,
 - Parent responses.
5. Advise the Superintendent of concerns regarding:
 - Curriculum non-alignment,
 - Failure to provide assessment evidence,
 - Lack of student progress.

The semi-annual progress reviews must be completed by the principal no later than **January 15** and **June 15** of each academic year.

All documentation must be retained in accordance with student records requirements (see NWT School Handbook Section 2.3) .

8. Inclusive Schooling Considerations

Where a student:

- Has an existing Student Support Plan (SSP) or Individual Education Plan (IEP), or
- Is suspected of having exceptional learning needs,

the principal shall:

- Inform parents of available supports;

- Offer consultation with program support staff;
 - Ensure any transition between school-based programming and home schooling protects the student's educational rights under inclusive schooling principles .
-

9. Monitoring and Documentation Standards

Monitoring shall:

- Be evidence-based;
- Avoid arbitrary or inconsistent expectations;
- Be culturally responsive and sensitive to diverse instructional approaches;
- Be documented contemporaneously.

Evidence of progress may include:

- Work samples,
 - Portfolios,
 - Assessment records,
 - Other records proposed by the parent, as agreed to by the principal,
 - Demonstrations of learning outcomes.
-

10. Review of Program Adequacy

10.1 Grounds for Review

A formal review may be initiated where:

- Required assessment samples are not provided;
- The program does not align with Ministerial curriculum standards;
- There is insufficient evidence of student progress;
- The parent declines to engage in required discussions.

10.2 Procedural Fairness

Before making an adverse decision, YK1 shall:

1. Provide written notice of concerns.
2. Outline the evidence relied upon.
3. Provide reasonable time for response.
4. Offer a meeting with the principal and/or Superintendent.
5. Consider the parent's response in good faith.

10.2.1 Principal Review Report

Where a review of program adequacy is undertaken under this Section, the principal must:

1. Prepare a written Review Report summarizing:
 - The evidence reviewed;
 - Areas of compliance;
 - Areas of concern;
 - Parent responses;
 - Any recommended corrective actions;
2. Submit the Review Report to the Superintendent;
3. Provide recommendations respecting continuation, modification, or withdrawal of recognition of the Home Schooling Program.

The Superintendent shall consider the principal's Review Report prior to making a determination under Section 10.3.

10.3 Decision

If, after review, the Superintendent determines the program does not meet regulatory requirements, the Superintendent may:

- Direct modifications; or
- Withdraw recognition of the Home Schooling Program.

A written decision with reasons shall be provided.

11. Appeals

A parent may appeal a decision under this Procedure in accordance with:

- Section 2.4 of the NWT School Handbook (Appeal Process);
- YK1 Board appeal procedures;
- The appeal provisions under the Education Act.

The written decision shall advise the parent of:

- The right to appeal,
- The applicable timelines,
- The appeal avenues under the YK1 Administrative Procedures and applicable legislation.

12. Record Retention

All documentation related to home schooling shall be retained in accordance with:

- Student Records requirements (NWT School Handbook);
 - ATIPP requirements;
 - YK1 records management policy.
-

13. Annual Reporting

The Superintendent shall maintain:

- A registry of home-schooled students;
 - Confirmation of biannual assessments;
 - A record of any reviews initiated.
-

14. Funding Review and Annual Notice

14.1 Funding Availability

Where funding is available under Ministerial direction or territorial policy to support Home Schooling Programs, YK1 shall review the amount of funding that may be made available to individual students as part of its annual budgeting process.

14.2 Annual Determination

The amount of funding available per home-schooled student, if any, shall be determined annually by YK1, taking into account:

- Applicable Ministerial directives;
- Territorial allocations;
- Budgetary constraints;
- Board-approved budget priorities.

14.3 Notice to Prospective Families

YK1 shall advise prospective families of the amount of funding available per eligible home-schooled student, if any, no later than **June 30** of the school year preceding the academic year in which the child is expected to be home schooled.

This advance notice is intended to ensure that families are informed of funding levels prior to the commencement of the school year and may make educational planning decisions accordingly.

14.4 No Guarantee of Funding

Nothing in this Procedure guarantees that funding will be available in any given year, nor does registration in a Home Schooling Program create an entitlement to a specific funding amount beyond what is determined and communicated annually by YK1.

14.5 Conditions of Funding

Where funding is provided, parents must comply with all applicable legislative, regulatory, and Ministerial requirements respecting use of funds, reporting, and documentation.

14.6 Allowable Expenses

Where funding is made available to support Home Schooling Programs, allowable expenses shall be limited to instructional materials and educational services directly connected to the approved curriculum of the Northwest Territories.

Allowable expenses must demonstrate a clear instructional relationship to:

- The student's submitted educational plan; and
- Curriculum outcomes established by the Minister.

14.7 Pre-Approved Materials List

YK1 shall develop and maintain a list of pre-approved instructional materials and educational service subscriptions that are aligned with the Northwest Territories curriculum.

1. The list shall be reviewed annually as part of the district budgeting process.
2. The updated list shall be published no later than **June 30** of each year.
3. The publication of this list is intended to provide clarity to families considering home schooling regarding eligible expenses.

14.8 Requests for Non-Listed Materials

A parent or guardian may request approval for instructional materials or educational services not included on the pre-approved list.

Approval may only be granted where the parent demonstrates:

- A clear connection between the requested material or service and the approved NWT curriculum;
- Alignment with the student's submitted educational plan;
- Educational appropriateness for the student's grade level.

The Superintendent or designate shall make the final determination regarding such requests.

15. Proof of Residency

15.1 Residency Requirement

Registration in a YK1 Home Schooling Program is restricted to students who are ordinarily resident within the geographic boundaries of Yellowknife Education District No. 1, as determined in accordance with the Education Act.

15.2 Discretion to Require Documentation

YK1 may, at its discretion, require proof of residency where:

- Residency is unclear;
- The family has recently relocated;
- The student has not previously been registered in a YK1 school; or
- There is reason to verify jurisdictional eligibility.

15.3 Acceptable Documentation

Examples of documentation that may be accepted to substantiate residency include, but are not limited to:

- A current utility bill showing the parent's name and Yellowknife address;
- A municipal tax notice;
- A signed residential lease agreement;
- A property purchase agreement or land title documentation;
- Government-issued correspondence confirming address;
- Any other documentation reasonably establishing ordinary residence.

15.4 Verification

YK1 may request more than one document where necessary to reasonably establish residency. Documentation shall be reviewed in accordance with privacy legislation and retained only as required under student records and ATIPP requirements.

15.5 Misrepresentation

Providing false or misleading information regarding residency may result in:

- Refusal of registration;
- Withdrawal of registration; or
- Recovery of improperly received funding, where applicable.

Pre-Approved Examples of Allowable Expenses

(Curriculum-Aligned Materials and Services)

1. Core Curriculum Materials

- Grade-appropriate mathematics textbooks and workbooks
 - Language arts programs aligned to NWT outcomes
 - Science textbooks or lab manuals
 - Social studies instructional resources
 - Northern Studies curriculum resources
 - French language learning materials (where applicable)
 - Indigenous language learning materials aligned with curriculum
 - Approved digital curriculum subscriptions
 - Ministry-aligned online learning platforms
-

2. Instructional Supplies (Curriculum-Based Use)

- Workbooks and consumable learning materials
 - Writing journals used for language arts
 - Graph paper and math manipulatives
 - Basic geometry tools (compass, protractor)
 - Science lab kits aligned with curriculum units
 - Dissection kits (where age-appropriate)
 - Art supplies required for curriculum outcomes
 - Music theory books and curriculum-linked sheet music
 - Educational atlases and curriculum-linked reference books
-

3. Educational Technology (Curriculum-Linked Use)

- Curriculum-specific educational software licenses
- Math or literacy intervention software aligned to outcomes
- Online tutoring subscriptions aligned with curriculum
- Coding platforms aligned with applied skills outcomes
- Calculators required for secondary math
- Scientific calculators (secondary level)
- Curriculum-linked language learning subscriptions

(General devices such as laptops or tablets are not automatically approved unless specifically required and justified within the approved educational plan.)

4. Specialized Instructional Supports

- Curriculum-aligned reading intervention programs
 - Structured literacy programs (e.g., phonics-based systems)
 - Special education learning materials aligned to SSP/IEP goals
 - Occupational therapy-recommended instructional tools
 - Speech/language instructional resources tied to learning outcomes
-

5. Physical Education & Health (Curriculum-Aligned)

- Curriculum-aligned fitness program subscriptions
 - Instructional resources supporting health curriculum outcomes
 - Safety equipment required for structured physical education programming
 - Skill-development resources for approved PE units
-

6. Applied Skills & Career Development (Secondary)

- Robotics kits aligned with technology curriculum
 - Culinary instructional materials required for approved units
 - Sewing or woodworking instructional kits aligned with course outcomes
 - Career exploration resources aligned with secondary programming
-

7. Assessment & Evaluation Materials

- Standardized curriculum-aligned assessment tools
 - Diagnostic math or literacy assessments
 - Portfolio binders for structured documentation
 - Printing costs for curriculum materials (reasonable amounts)
-

Examples of Expenses That Will Not Be Approved

The following are examples of items that are typically **not eligible** for reimbursement because they are not directly tied to the NWT curriculum or are considered general household expenses:

- General household internet service
- Streaming entertainment subscriptions (e.g., Netflix, Disney+)
- Video game consoles or entertainment gaming software
- Family memberships (e.g., zoo, gym, recreation center) not directly tied to specific curriculum outcomes
- Travel or vacation expenses
- General-purpose laptops, tablets, or smartphones without curriculum justification
- Furniture (desks, chairs, shelving)
- General school supplies used for non-curriculum purposes
- Clothing, costumes, or sports uniforms
- Extracurricular competitive sports fees
- Musical instruments not tied to curriculum-approved music outcomes

Important Reminders for Families

- All expenses must align with the **student's approved educational plan**.
- Only the portion of programming aligned to the **Northwest Territories curriculum** is eligible for review and reimbursement.
- Receipts are required.
- Funding availability is determined annually and announced by June 30.
- If you wish to request approval for an item not on the pre-approved list, you must request it in advance, and demonstrate a clear connection to the NWT curriculum and your child's educational plan.



Administrative Procedure 270

HOME SCHOOLING PROGRAM

Background

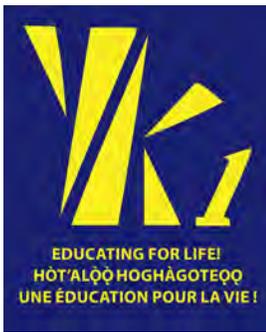
The Education Act and the Home Schooling Regulations provide parents with the opportunity to provide a home schooling program to their children under the supervision of the District.

Procedures

1. The Education Act and the Home Schooling Regulations clearly define the responsibilities of the parent, Principal, Superintendent, and the District in the provision of a home schooling program.
2. In order to register a student for a home schooling program, the parent must complete the home schooling Notification Form (Form 270-1) provided by the District and submit it to the Principal of the school in which the student is to be registered.
3. The home schooling Notification Form (Form 270-1) is required to provide the Principal with the information necessary for the Principal to be in a position to assess the program and evaluate its effectiveness.

Reference: Section 5, 11, 17, 20, 69, 78, 117, 118, 119 Education Act
Home Schooling Regulations
Departmental Directive Home Schooling

Approved: December 2007
Reviewed/Revised: February 2018



BOARD REPORT

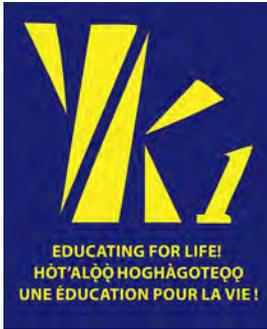
Title:	Assistant Superintendent of HR and Learning Report
Contact:	Landon Kowalzik, Assistant Superintendent
Date Submitted:	March 4, 2026
Mandate	<ul style="list-style-type: none"> • HR: To recruit, support and retain staff in order to provide students with the best possible opportunities and educating for life. • Learning: Providing students with the best possible opportunities and educating for life.
Background	<ul style="list-style-type: none"> • As of March 3, we have 143 active substitute teachers, 31 applications currently being processed, with new applications coming in on a weekly basis. • Update on enrollment, as of March 4, 2026 complete. See attachment. • As of March 4, we have filled 2 of the 3 teaching positions we were trying to fill. The hiring process is ongoing for the final position. • We have completed filling EA positions funded through the Interim Support Assistant Initiative with a total of 43.5 EAs hired in total. • The Assistant Superintendent of Human Resources and Learning has completed 11 virtual pre-screening interviews
Looking forward:	<ul style="list-style-type: none"> • Budget and staffing planning for the 2026/27 School Year is under way.
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No Enrolment report March 4, 2026

**Yellowknife Education District No. 1
Enrolment Report as of: March 4, 2026**

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals		
															Mar-26	Mar-25	Change
Mildred Hall	29	19	26	34	28	26	31	31	23	36					283	273	12
Ecole Itlo (French)	69	46	65	43	58	45	40								366	342	24
William McDonald (All)								130	96	102					328	317	11
N.J. Macpherson	45	41	47	46	46	41	61								327	348	-21
Range Lake North (All)	19	22	18	30	20	29	22	16	19	12					207	222	-15
Ecole Sir John Franklin											155	247	133	153	688	650	38
Totals	162	128	156	153	152	141	154	177	138	150	155	247	133	153	2199	2152	49

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

School	FTE Totals									
	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26
Mildred Hall	301.00	286	283	284	281	281	283			
Ecole Itlo	366.00	368	366	367	366	366	366			
William McDonald	329.00	327	328	328	330	330	328			
N.J. Macpherson	334.00	331	332	333	333	327	327			
Range Lake North	206.00	209	209	208	202	205	207			
Ecole Sir John Franklin	679.00	686	691	679	675	689	688			
Totals	2215.00	2207.00	2209	2199	2187	2198	2199			



BOARD REPORT

Title:	March 10, 2026, Secretary Treasurer Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	March 5, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● Occupational Health & Safety Update: <ul style="list-style-type: none"> • Phases 1 & 2 are complete. • Phase 3 will begin in late February. Please see the summary report which is found in the February report. • Confined Space Assessments at all schools are complete and the report will be provided to the Senior Leadership Team by mid-March. • Confined space training will be undertaken in late spring. • JOHSC member training will be scheduled for early April and the first JOHSC meetings will be held in late April. • 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:
 - The City Clerk confirmed that the City is finalizing the final cost estimates and has a draft agreement which is being reviewed by their legal division and should be provided to YCS and YK1 soon.
 - A Memorandum to Committee was presented at a City of Yellowknife Special Council meeting on March 4, 2026 at noon. Stephen Dunbar was appointed as Registrar of Enumeration for the City of Yellowknife. The City's approved budget is \$150 thousand. The City's agenda for the election portion is attached to the report.
- Transdev Contract Extension – One year extension – Motion
 - The Regional Vice President, BC, Transdev, Kevin Schubert was in Yellowknife on February 24, 2026 and met with staff from YCS and YK1.
 - Mr. Schubert indicated that the City public bussing contract is being extended for 5 years. Transdev has invested in new buildings and brought 18 new buses to YK and is motivated to see the 3-year extension implemented. He indicated that Transdev is willing to add some performance measures to the contract. The local market is characterized by a singular service provider, with Transdev holding nearly 100% market share limiting options in the next few years.
 - The Superintendent is discussing a three-year extension and what the performance measures would look like with the other school districts.
- Finance Committee:
 - The minutes, budget approvals and financial reports were submitted separately from this report.
 - The
- Audit Committee

	<ul style="list-style-type: none"> • The committee met with the auditors on February 12, 2026. The Audit Committee chairperson, Michelle Peters will discuss the meeting under the committee reports. • Upcoming Finance Committee meetings: <ul style="list-style-type: none"> • March 13, 2026 • March 24, 2026
Recommendations	Received as information.
Attachments?	<p><input type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <ul style="list-style-type: none"> • City of Yellowknife Special Council Meeting – Election Portion of Package



CITY OF YELLOWKNIFE

PUBLIC NOTICE

Special Council

Wednesday, March 4, 2026 at 12:00 p.m.

Public notice is hereby given that the Council of the Municipal Corporation of the City of Yellowknife will hold a special meeting of Council at 12:00 p.m. on Wednesday, March 4, 2026 in the Council Chamber, City Hall.

The purpose of the meeting is to consider:

- Whether to appoint a Registrar of Enumeration for the City of Yellowknife for the 2026 Municipal General Election;
- The Minutes of the Community Advisory Board on Homelessness meeting of February 19, 2026;
- Whether to approve recommendations to allocate the Veterans Homelessness Program funding for the 2025-2026 fiscal year; and
- Whether to appoint Moriah Harris and Riel Brouillette as Development Officers for the City of Yellowknife

This Special Meeting has been called by the City Manager of the City of Yellowknife pursuant to Section 27 of the *Cities, Towns and Villages Act* of the Northwest Territories and Section 9 of By-law No. 5119, the Council Procedures By-law.

Dated this 26th day of February, 2026.

<Original Signed by the City Manager>

Stephen Van Dine
City Manager



CITY OF YELLOWKNIFE

DATE: February 26, 2026

File: 260-P2

TO: Stephen Van Dine
City Manager

FROM: Ben Hendriksen
Mayor

RE: Special Council Meeting

Pursuant to Section 9 of the Council Procedures By-law, I hereby request that you schedule a Special Council Meeting on March 4, 2026 at 12:00 p.m. in the Council Chamber, City Hall.

The purpose of the meeting is to consider:

- Whether to appoint a Registrar of Enumeration for the City of Yellowknife for the 2026 Municipal General Election;
- The Minutes of the Community Advisory Board on Homelessness meeting of February 19, 2026;
- Whether to approve recommendations to allocate the Veterans Homelessness Program funding for the 2025-2026 fiscal year; and
- Whether to appoint Moriah Harris and Riel Brouillette as Development Officers for the City of Yellowknife

Thank you,

<Original Signed by the Mayor>

Ben Hendriksen
Mayor

cc. City Council
Office of the City Clerk
Senior Management Committee



CITY OF YELLOWKNIFE

Council Agenda

Wednesday, March 4, 2026 at 12:00 p.m.

Welcome to the

SPECIAL MEETING OF COUNCIL

Council Chamber, City Hall

4807 - 52nd Street

Yellowknife

All presentations pertaining to items on the Agenda for the meeting shall be heard under the “Delegations Pertaining to Items on the Agenda,” portion of the Order of Business. All presentations pertaining to items not on the Agenda shall be heard under the “Delegations Pertaining to Items Not on the Agenda” portion of the Order of Business.

The following procedures apply to all delegations before Council:

- a. all delegations shall address their remarks directly to the Presiding Officer and shall not pose questions to individual Members or Administration;
- b. each presenter shall be afforded five minutes to make their presentation;
- c. the time allowed to each presenter may be extended beyond five minutes by a resolution of Council;
- d. after a person has spoken, any Member may, through the Presiding Officer, ask that person or the City Administrator relevant questions; and
- e. no debate shall be permitted on any delegation to Council either between Members or with an individual making a presentation.

Please refer to By-law No. 5119, the Council Procedures By-law, for the rules respecting the procedures of Council.

COUNCIL:

Mayor Ben Hendriksen

Councillor Stacie Arden-Smith

Councillor Garrett Cochrane

Councillor Ryan Fequet

Councillor Rob Foote

Councillor Cat McGurk

Councillor Tom McLennan

Councillor Steve Payne

Councillor Rob Warburton

All annexes to this agenda may be viewed on the City’s website www.yellowknife.ca or by contacting the City Clerk’s Office at 920-5602.

Item No. **Description**

OPENING STATEMENT

1. Councillor Warburton will read the Opening Statement.

The City of Yellowknife acknowledges that we are located in Chief Drygeese territory. From time immemorial, it has been the traditional land of the Yellowknives Dene First Nation. We respect the histories, languages, and cultures of all other Indigenous Peoples including the North Slave Métis, and all First Nations, Métis, and Inuit whose presence continues to enrich our vibrant community.

DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF

2. Does any Member have a conflict of interest in any matter before Council today?

NEW BUSINESS

3. A presentation and a memorandum regarding whether to appoint a Registrar of Enumeration for the City of Yellowknife for the 2026 Municipal General Election.

4. Councillor Warburton moves,
Councillor _____ seconds,

That Council appoint Stephen Dunbar as Registrar of Enumeration for the City of Yellowknife for the 2026 Municipal General Election.

Unanimous	In Favour	Opposed	Carried / Defeated
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(For Information Only)

5. A memorandum regarding Minutes of the Community Advisory Board on Homelessness meeting of February 19, 2026.

6. A memorandum regarding whether to approve recommendations to allocate the Veterans Homelessness Program funding for the 2025-2026 fiscal year.

7. Councillor Warburton moves,
Councillor _____ seconds,



Election 2026: City of Yellowknife

Overview & Key Highlights

March 4, 2026



Purpose

- 2026 Municipal Election Readiness & Updates
 - Key Highlights
 - Outline pilot project with Elections NWT



Key Highlights in 2026

- Pilot Partnership with Elections NWT
 - Elections NWT leading enumeration
 - Elections NWT for Election Administration
- Voting in person and clearer guidance on mail-in ballots
- Working with school boards on potential areas of collaboration

Enumeration

- Elections NWT maintains Register of Electors across the Northwest Territories
 - NWT Elections can identify and validate Yellowknife voters
 - Proposed Pilot Registrar: Stephen Dunbar, NWT Elections
- This Approach:
 - Minimizes municipal staff workload
 - Reduces duplication between levels of government
- If approved:
 - Elections NWT, at no cost to the City, can send a household mailer before the end of March to encourage voters to check/update registration

Council Decision Required: Motion to appoint the Registrar of Enumeration

NWT Elections Pilot Project - Terms

- Draft Memorandum of Understanding
 - clarifies roles and responsibilities
 - Elections NWT will assist with:
 - Staffing and training
 - Sharing best practices and experience
 - Housing the Returning Officer
 - City responsible for election supplies and advertising

Status: MOU to be finalized post Council Decision

Proposed Returning Officer Selection

- Elections NWT provides list of qualified candidates
- Located at Elections NWT office
- Supported by Elections NWT staff and resources

Council Decision Required: Motion to appoint the Returning Officer

Budget

Approved 2026 Election Budget:

\$150,000

Includes:

- Tabulator and related software/hardware
- Returning Officer + election staffing
- Supplies and signage
- Communications



Next Steps

- Council Approval
 - Appoint Registrar of Enumeration – March 4, 2026
 - Appoint Returning Officer
 - Finalize MOU with Elections NWT





CITY OF YELLOWKNIFE

MEMORANDUM TO COMMITTEE

COMMITTEE: Council

DATE: March 4, 2026

DEPARTMENT: Governance and Legal Services

ISSUE: Whether to appoint a Registrar of Enumeration for the City of Yellowknife for the 2026 Municipal General Election.

RECOMMENDATION:

That Council appoint Stephen Dunbar as Registrar of Enumeration for the City of Yellowknife for the 2026 Municipal General Election.

BACKGROUND:

The City of Yellowknife and Elections NWT are working towards a pilot project in which Elections NWT will assist in the conduct of the 2026 Municipal General Election (the "Election"). Pursuant to the *Local Authorities Elections Act* a local authority must appoint a person to act as the Registrar of Enumeration for municipal elections and any vote on a question put to the voters. The Election has been scheduled for October 19, 2026 and a Registrar of Enumeration is required. The Registrar of Enumeration is responsible for the preparation of the list of voters.

COUNCIL STRATEGIC DIRECTION/RESOLUTION/POLICY:

Strategic Direction #1: People First

Strategic Direction #2: Service Excellence

Key Initiative 2.2.2 Aligning organizational service capacity with service levels.

APPLICABLE LEGISLATION, BY-LAWS, STUDIES, PLANS:

1. *Cities, Towns & Villages Act*;
2. *Local Authorities Elections Act*; and
3. *Elections and Plebiscites Act*.

CONSIDERATIONS:

Legislative

Section 23(1) and (4) of the *Local Authorities Elections Act* states that a Registrar of Enumeration shall be appointed not later than 49 days before Election Day. If a Registrar is not appointed, the City Manager shall perform the duties and exercise the powers of the Registrar.

Section 77.(2)(c) of the *Elections and Plebiscites Act* states that the Chief Electoral Officer may disclose information derived from the register of electors to... (c) a local authority as defined in section 1 of the *Local Authorities Elections Act*.

ALTERNATIVES TO RECOMMENDATION:

That Council appoint another person as Registrar of Enumeration for the City of Yellowknife.

RATIONALE:

Elections NWT maintains the Register of Territorial Electors, which derives information from various federal and territorial sources to keep a list of eligible electors for every electoral district in the Northwest Territories. The Register allows for extracts by community. Stephen Dunbar is the Chief Electoral Officer for Elections NWT who would oversee the enumeration process to ensure compliance with legislation and to ensure that the register of electors (list of voters) is as thorough and complete as possible. Having Stephen Dunbar as Registrar of Enumeration would greatly minimize use of City staff time in this process and minimize duplication of work by multiple levels of government.

ATTACHMENTS:

None.

Prepared: January 30, 2026 DMG

Revised: February 4, 2026 DMG



CITY OF YELLOWKNIFE

MEMORANDUM TO COMMITTEE
(For Information Only)

COMMITTEE: Council

DATE: March 4, 2026

DEPARTMENT: Community Services

ISSUE: Minutes of the Community Advisory Board on Homelessness meeting of February 19, 2026.

BACKGROUND:

Attached for the information of the Committee are the minutes of the Community Advisory Board on Homelessness meeting of February 19, 2026.

ATTACHMENTS:

Community Advisory Board on Homelessness Minutes February 19, 2026. (DM# 816761)

Prepared: February 19, 2026, BL



CITY OF YELLOWKNIFE

Community Advisory Board on Homelessness
February 19, 2026 at 10:06 a.m.
City Hall Council Chamber

MINUTES

Minutes of a meeting held on Thursday, February 19, 2026 at 10:06 a.m. in City Hall Council Chamber.
The following Committee members were in attendance:

Present: Councillor G. Cochrane, Chair,
T. Brushett,
W. Cook, (via teleconference)
S. Dean,
H. Dumbuya-Sesay,
M. Heyck, and
M. Johnson.

The following advisory members were in attendance:

J. Tolley, (via teleconference) and
R. Tordiff. (via teleconference)

The following members of Administration were in attendance:

N. Dissanayake,
J. Elliot,
C. Saunders, and
B. Ly.

Call to Order

1. The meeting was called to order at 10:06 a.m.

Opening Statement

2. Councillor G. Cochrane read the Opening Statement.

Approval of Agenda

3. Committee approved the Agenda as amended to include an expression of interest for the Veterans Homelessness program from the Legion.

Approval of Minutes

4. Councillor Cochrane moved,
T. Brushett seconded,

That the Minutes of January 15, 2026 be approved as presented.

MOTION CARRIED UNANIMOUSLY

Disclosure of Conflict of Interest

5. There were no disclosures of interest.

Update Wilfried Laurier University- Screening Event

6. Committee was informed of an upcoming event hosted by Wilfried Laurier University on March 7, 2026. This free event will feature a film highlighting voices and visions on homelessness in urban centres. The organizers are currently looking for a panelist – either a representative from the city, an NGO or a representative with lived experience.

Action Item: Administration will follow up with committee members regarding their interest and potential representation for a panelist at the event.

Discussion regarding Veterans Homelessness Program Expression of Interest:

7. Committee heard a presentation from Stacey Sundberg, a representative from Yellowknife Street Support Network regarding their Expression of Interest.
8. Committee heard a presentation from Byrne Richards, a representative from the Tree of Peace regarding their Expression of Interest.
9. Committee heard a presentation from Horatio Sam-Aggrey, a representative from Northwest Territories Integration and Community Services (NWT-ICS) regarding their Expression of Interest.
10. Committee accepted for information an Expression of Interest from the Legion.

Action Item: Administration will send the additional Expression of Interest from the Legion and pictures of the lift to Committee Members.

11. H. Dumbuya-Sesay moved,
W. Cook seconded,

That funding for Veterans Homelessness Program of \$170, 000 be allocated as follows:

1. \$85,000 to Yellowknife Street Support Network; and
2. 85,000 to Tree of Peace.

12. T. Brushett moved,
S. Dean seconded,

That the motion be amended as follows:

That funding for Veterans Homelessness Program of \$170, 000 be allocated as follows:

1. \$85,000 to Yellowknife Street Support Network; and
2. \$85,000 to Tree of Peace.



With a provision put in place that if one organization is not willing or able to take upon the split of the \$170, 000, that the rest be reverted to the other.

MOTION TO AMEND CARRIED UNANIMOUSLY

MAIN MOTION AS AMENDED CARRIED UNANIMOUSLY

Next Scheduled Meeting

13. The next meeting will be scheduled for March 19, 2026.

Adjournment

14. The meeting was adjourned at 11:58 a.m.

Prepared: February 19, 2026; BL



CITY OF YELLOWKNIFE
MEMORANDUM TO COMMITTEE

COMMITTEE: Council

DATE: March 4, 2026

DEPARTMENT: Community Services

ISSUE: Whether to approve recommendations to allocate the Veterans Homelessness Program funding for the 2025-2026 fiscal year.

RECOMMENDATION:

That Council approve recommendations from the City of Yellowknife Community Advisory Board on Homelessness to allocate Veterans Homelessness Program funding for the 2025-26 fiscal year as follows:

1. \$85,000 to the Tree of Peace Friendship – Veteran Wellness and Healing Initiative.
2. \$85,000 to Yellowknife Street Support Network – Veteran Homelessness Program.

BACKGROUND:

Reaching Home – Canada’s Strategy to End Homelessness is a federal program aimed at preventing and reducing homelessness by providing direct support and funding to designated communities (urban centres), Indigenous communities, territorial communities and rural and remote communities across Canada.

As a Community Entity for this program, the City of Yellowknife holds a four-year funding agreement with Housing, Infrastructure and Communities Canada and has received the following amounts in funding for this four-year agreement.

Reaching Home Funding by Year

2024-2025	\$3,366,269
2025-2026	\$3,366,269
2026-2027	\$3,366,269
2027-2028	\$3,366,269

Veterans have served our country courageously and they deserve a safe and affordable place to call home. The Government of Canada is committed to preventing and reducing Veteran homelessness in Canada.

The Veteran Homelessness Program supports this commitment by delivering contribution funding through:

- The Services and Supports focused on the delivery of rent supplements and wrap-around services (such as housing placement services, counselling and treatment of substance use) to Veterans experiencing or at risk of homelessness.

Veterans Homelessness Project funding by Year

2025-2026	\$200,000
2026-2027	\$200,000
2027-2028	\$200,000

COUNCIL STRATEGIC DIRECTION/RESOLUTION/POLICY:

Strategic Direction#1:	People First
Focus Area 1.2	<u>Housing for All</u> Doing our part to create the context for diverse housing and accommodation options.
Key Initiative 1.2.1	Setting the context and foundation for a fulsome continuum of housing options, from social to market to workforce accommodation.
Key Initiative 1.3.6	Working with all partners towards a safe, supportive and compassionate community for all.
Strategic Direction #2:	Service Excellence
Focus Area 2.2	<u>Capacity</u> Balancing service levels with human and fiscal resources.
Key Initiative 2.2.1	Advocating for a City Act to address community needs.

APPLICABLE LEGISLATION, BY-LAWS, STUDIES, PLANS:

Community Homelessness Report: 2024-2025

CONSIDERATIONS:

- Existing Programs/Services
Under Reaching Home: Canada’s Strategy to End Homelessness, the City of Yellowknife has allocated funding to the services identified for the previous seven years of the nine-year funding agreement.
- Multi-year Funding
The City of Yellowknife’s Community Advisory Board on Homelessness (CAB) has most recently allocated \$3,366,269 of the 2024/2025 funding and \$3,366,269 of the 2025/2026 funding.
- There should be a consideration to view each allocated project (with the exception of Capital Projects) as multi year. Whereas each awarded project contract would continue from the fiscal year 2026 – 2027 into 2027 – 2028.

ALTERNATIVES TO RECOMMENDATION:

That Council send the motion back to CAB for reconsideration.

RATIONALE:

COUNCIL
March 4, 2026
DM#816871

Support for the recommendation of the CAB will provide the opportunity for various organizations to provide key services and programs to Veterans experiencing homelessness or at risk of homelessness. Approving these listed recommendations will provide stability for those serving people experiencing or at risk of homelessness.

ATTACHMENTS:

None

Prepared: February 20, 2026; CS



CITY OF YELLOWKNIFE

MEMORANDUM TO COMMITTEE

COMMITTEE: Council

DATE: March 4, 2026

DEPARTMENT: Planning and Development

ISSUE: Whether to appoint Moriah Harris and Riel Brouillette as Development Officers for the City of Yellowknife.

RECOMMENDATION:

That:

1. pursuant to s. 3.1 of Zoning By-law No. 5045, as amended, Moriah Harris and Riel Brouillette be appointed as Development Officers for the City of Yellowknife; and
2. the term of appointment shall expire upon termination of employment with the City of Yellowknife.

BACKGROUND:

Under Section 3.1 of Zoning By-law No. 5045, as amended, the office of the Development Officer is established in accordance with Section 52 of the *Community Planning and Development Act*, S.N.W.T. 2001, c.22. (the "Act"). Section 52 of the Act states that Council may appoint one or more development officers for the administration and enforcement of the Act, the zoning by-law and if applicable, the subdivision by-law.

Moriah Harris and Riel Brouillette are Planners for the City of Yellowknife, thus necessitating a resolution to appoint them as Development Officers.

COUNCIL STRATEGIC DIRECTION/RESOLUTION/POLICY:

Strategic Direction #1: People First

Focus Area 1.2 Housing for All
 Doing our part to create the context for diverse housing and accommodation options.

Strategic Direction #2: Service Excellence

Focus Area 2.2 Capacity
Balancing service levels with human and fiscal resources.

Strategic Direction #3: Sustainable Future

Focus Area 3.2 Growth Readiness
Ensuring land development supports economic readiness and community priorities.

APPLICABLE LEGISLATION, BY-LAWS, STUDIES, PLANS:

1. *Community Planning and Development Act*; and
2. Zoning By-law No. 5045, as amended.

CONSIDERATIONS:

Legislation

Pursuant to the Section 52 of the Act Development Officers must be appointed by resolution of Council.

Public Service

The timely appointment of Development Officers helps ensure that proper levels of staffing and resources are achieved.

ALTERNATIVES TO RECOMMENDATION:

No viable alternative has been identified.

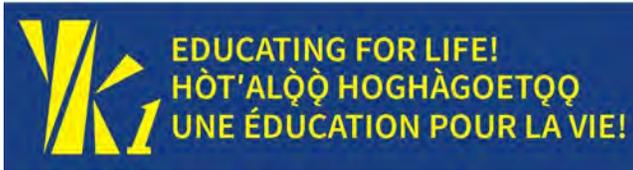
RATIONALE:

The timely appointment of Development Officers helps ensure that proper levels of staffing and resources are achieved.

ATTACHMENTS:

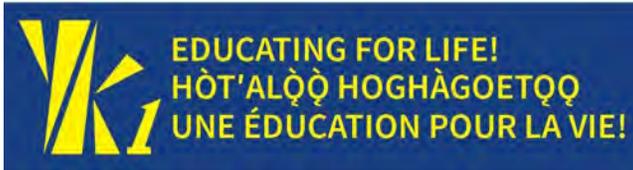
N/A

Prepared: February 20, 2026; DL/sj



BOARD REPORT

Title:	Director of Operations Board Report
Contact:	Jordan Martin
Date Submitted:	March 04, 2026
Mandate:	<ul style="list-style-type: none"> • Ensure fitness, health and cleanliness of district facilities • Provide a safe learning environment for students and safe workplace for teaching staff
Updates:	<ul style="list-style-type: none"> • Lead remediation in MHS • Flooded classroom remediation WMS
Looking forward	<ul style="list-style-type: none"> • Completion of testing for lead levels in district schools •
Recommendations:	Accept report as presented



We are gearing up for a busy spring break in the maintenance department. Hopefully the weather will be warm so our equipment can be out clearing the snow that has built up in the cold weather.

Mildred Hall:

The water filters and replacement fixtures for managing lead content in the water should be delivered in time to be installed over the break. We hope to have test completed to have the health order lifted before school is back in session.

William McDonald:

While school is out we plan to pull up the carpet in the old science room to check out the condition of the old service trenches that we have been having water issues with. Since the drains have been cleared we have not found any reoccurring issues but the trenches should be cleared of all old pipes and debris before we can have the flooring repaired.

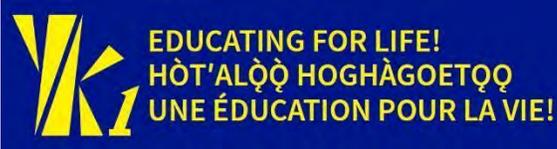
NJ:

The school has dedicated some of its food funding to make improvements in the food prep room. This will consist of contracted work for flooring replacement and electrical work for a new stove.

SJF:

Over the break the GNWT and YK1 will be performing water testing for lead content. This is the last school to be tested in our district.

We have been dealing with a water leak at the top of the school that started after the extended power outage. The recirculation line of the domestic cold water froze causing the main to freeze several days later. Over the break we will have contractors repairing some of the damage.



BOARD REPORT

Title:	Audit Committee 12 February 2026
Contact:	Michelle Peters, Committee Chairperson
Date Submitted:	4 March 2026
Mandate:	<ul style="list-style-type: none"> • Policy 8 – Standing Committees: Audit Committee • Policy 5 – Board By-laws
Background:	The Audit Committee meeting was held on Thursday, 12 February. The 2026 Audit Engagement Package was presented
Other Headings as appropriate: - Current - Survey Response - Information	Notable recommended change of preliminary materiality range from \$850,000 to \$1,300,000 (estimated using adjusted 2025 actual revenue at 2.5%) as a result of new auditing standards starting in FY2026 allowing for the range of materiality to increase from 2% to 3% of total range. Expected timeline Draft Audit report by mid-August 2026
Recommendations	Information
Proposed Motion (if applicable)	N/A
Attachment?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Meeting Agenda, Presentation



AUDIT COMMITTEE MEETING AGENDA

February 12, 2026 - 12:10 PM

YK1 Boardroom & GoTo Meeting

Meeting Link: <https://meet.google.com/ykn-bkvt-nru>

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. Declaration of Conflict of Interest

4. Approval of the Agenda

5. Approval of the Minutes

- Meeting Minutes September 22, 2025

6. YK1 Interim Audit 2025 Plan Presentation

7. Correspondence:

- 2026 Audit Engagement Package
- 2026 Audit Planning Report Letter to the Yellowknife Education District No. 1 (Responsible for Governance)

8. In Camera

- General Discussion – Audit Members and Auditor

9. Business Arising from in camera

10. Adjournment



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
AUDIT COMMITTEE
MINUTES**

**September 22, 2025 – 12:10 PM
In-person and online via Google Meet**

Committee Members

Present: Allan Shortt, Barbara Bell, Michelle Peters,
Konstantin Khasanov, and Marisa Ziyapapa

Regrets: Walter Mupedziswa

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

Others Present: Fred Deschenes, Partner, Crowe MacKay LLP
David Chen, Manager, Client Services, Crowe MacKay LLP

Meeting Chairperson: Michelle Peters

Meeting Recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:15 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. Conflict of Interest

None.

4. Adoption of Agenda

Motion #: 01/09-22/25-26

*I move that the Yellowknife Education District No. 1 Audit Committee adopt the
September 22, 2025, Audit Committee Meeting agenda as presented.*

Moved by: Trustee Shortt

Seconded by: Trustee Mupedziswa

Carried

5. YK1 Interim Audit Report Presentation

Fred Duchenes went through the Crowe MacKay LLP presentation on the Interim Audit Report.

The presentation resulted in the following questions by Committee members:

- Where are the funds in investments? Secretary Treasurer Vass indicated they are currently in a savings account in an investment portfolio.
- What is the surplus amount YK1 is permitted to carry? Secretary Treasurer Vass indicated the YK1 surplus is not permitted to exceed 7%.
- What does the closing accumulated surplus amount include? Secretary Treasurer Vass indicated it includes tangible assets.
- What is the explanation for the lower utility costs? Secretary Treasurer Vass indicated the lower amount is the result of a warmer winter and switching to pellet heating.

In the Auditors' opinion, this was a clean audit. Only 2 adjusting entries were necessary by their team, and 13 adjustments were noted by YK1 staff.

The management letter will include the need to update the Serenic program, a recommendation to review or create an investment policy and triggers for investments.

6. Adjournment

Motion #: 02/09-22/25-26

I move that the Yellowknife Education District No. 1 Audit Committee adjourn the September 22, 2025, Audit Committee Meeting.

Moved by: Trustee Shortt Seconded by: Committee Member Khasanov **Carried**

The meeting adjourned at 12:48 PM

Motion #: 03/09-22/25-26

I move that the Yellowknife Education District No. 1 Audit Committee move into in camera at 12:48 PM.

Moved by: Trustee Shortt Seconded by: Committee Member Khasanov **Carried**

Meeting adjourned at the end of the in camera session.

 Crowe

Smart decisions. Lasting value.

Yellowknife District No 1 Education Authority Audit Plan for the 2026 Fiscal Year-End

February 12, 2026

Fred Deschenes, CPA

Partner

1

Key Issues

- Audit Committee's Role and Responsibilities
- Audit Committee & Auditor Relationship
- Audit Approach
- Audit Risk
- Materiality
- Independence
- Risk Areas and Changes
- General Discussions

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Audit Committee's Role and Responsibilities

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Audit Committee's Role and Responsibilities

- Audit Committee's Role:
 - To act in an objective, independent capacity as a liaison between the auditors, management and the Board of Trustees
 - To ensure the auditors have a facility to consider and discuss governance and audit issues with parties not directly responsible for operations

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Audit Committee's Role and Responsibilities, cont.

- Audit Committee's Responsibilities:
 - Being available to assist and provide direction in the audit planning process when and where appropriate;
 - Meeting with the auditors as necessary and prior to approval and release of financial statements to review audit, disclosure and compliance issues;
 - Where necessary, reviewing matters raised by the auditors with appropriate levels of management, and reporting back to the auditors their findings;

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Audit Committee's Role and Responsibilities, cont.

- Audit Committee's Responsibilities:
 - Making known to the auditors any issues related to:
 - disclosures,
 - corporate governance,
 - fraud or illegal acts,
 - non-compliance with laws or regulatory requirements that are known to them, where such matters may impact the financial statements or auditors' report

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Audit Committee's Role and Responsibilities, cont.

- Audit Committee's Responsibilities:
 - Providing guidance and direction to the auditors on any additional work they feel should be undertaken in response to issues raised or concerns expressed;
 - Making such enquiries as appropriate into the findings of the auditors with respect to corporate governance, management conduct, cooperation, information flow and systems of internal controls; and

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Audit Committee's Role and Responsibilities, cont.

- Audit Committee's Responsibilities:
 - Reviewing the draft financial statements prepared by management, including the presentation, disclosures and supporting notes and schedules, for accuracy, completeness and appropriateness, and approve same to be passed to directors for approval.

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Audit Committee & Auditor Relationship

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Auditor Requirements

- Communicate our independence
- Prior to audit completion, we must discuss:
 - Audit planning
 - Responsibilities assumed by the auditor
 - The overall audit strategy

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Additional Communication Requirements, cont.

- Matters arising from the audit
- Significant findings
- Any misstatements
- Qualitative aspects of accounting principles such as estimates, disclosures, alternative policies etc.

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Additional Communication Requirements, cont.

- Other information in financial reports
- Management's consultation with other accountants
- Key discussions with management
- Serious difficulties encountered
- Disagreements with management
- Other matters as deemed necessary

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Open Communication

- You will be made aware should we find any of the following in the course of our audit:
 - Significant weakness in internal control
 - Possible fraud
 - Illegal acts
 - Misstatements resulting from error

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Audit Approach

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Audit approach – no change

- Risk assessment procedures (RAPS)
 - Identification and analysis of significant risks
- Understanding Internal Controls
 - Entity level and general IT controls
 - Internal control components
- Overall and detailed planning
 - Risk response audit procedures

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Audit Risk

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Risk-based Auditing

- The three R's
 - Risk assessment
 - Response to Assessed risks
 - Reporting

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Materiality

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Materiality – Planning

- Planning materiality (at 2% total revenue) –
 - 2025 - \$850,000
 - 2024 - \$850,000
 - 2023 - \$850,000
- Starting in FY2026, the auditing standards allow for the range to increase from 2% to 3% of total revenue when estimating materiality
 - 2026 preliminary materiality range - \$850,000 to \$1,300,000 (estimated using adjusted 2025 actual revenue at 2.5%)
 - We recommend \$1,000,000 as a preliminary materiality

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Materiality – Planning

- Performance materiality at 75% of overall materiality
 - \$750,000 (increase from prior year \$637,500)
- Threshold represents the level of scrutiny where a change would affect a user's decision about the financial statements

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Independence

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Independence

- We are independent
- No issues to note with the office or any of the engagement team.

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Risk Areas and Changes

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High Risk Areas

- Revenue
 - Risk factors – completeness, occurrence and accuracy
 - Whether all the revenues were recorded;
 - Whether all of them meet the criteria to be recognized;
and
 - Whether they were recorded accurately

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High Risk Areas, cont.

- Contribution agreements
 - Compliance with agreements
 - Allocation of expenses to agreements
 - Allocation of expenses under the reporting guidelines

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High Risk Areas, cont.

- Accounts Payable
 - Risk factors – completeness and valuation
 - Have all the payables been recognized and reported in the correct period
- School Generated Funds
 - Risk factors – completeness
 - Have all the funds generated by the schools been captured in the financial statements

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Changes

- New PSAS for the 2026 fiscal year:
 - None to note
- For 2027 – change in conceptual framework

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Changes, cont.

- CAS over the last few years – expansion of CAS 315
 - Identifying and assessing risk of material misstatements
 - Emphasis on General IT Controls (GITC)
 - Understanding control activities related to financial reporting
- This has been fully captured in our standard audit practice

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General Discussions

- Business update
 - Staff turnaround and capacity
 - YK1's strategic priorities for the next five years
 - Cybersecurity
 - Estimates – mainly ARO and Employee Future Benefits
 - Accounting system updates (Serenic)

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General Discussions

- Business update
- What are the challenges facing the Board of Trustees/Audit committee?
- Litigation/claims and fraud
 - Any during the year?

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Expected Timeline

- Interim to be completed March 23–27 – findings (if any) to be reported on June 12, 2026
- Year end scheduled for July 27 – 31, 2026
- Draft by mid-August, 2026 – meeting with Audit Committee in September
- Meeting with Board of Trustees end of September

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Questions?

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Crowe MacKay LLP

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February 9, 2026

Yellowknife District No. 1 Education Authority
Box 788, 5402 - 50th Avenue
Yellowknife, NT X1A 2N6

Dear Shirley:

Re: Yellowknife District No. 1 Education Authority
Fiscal Year Ended June 30, 2026

Just a short reminder that the above consolidated financial statements are due to be completed. In this regard, we are enclosing the following documents:

1. Copy of our "standard engagement letter". This engagement letter sets out our respective obligations, the limitations upon our liability, and other terms pursuant to which Crowe MacKay LLP is pleased to accept this engagement. If the contents of this letter are agreeable to you, please sign and return it to us.
2. Copy of our standard audit approach letter to be provided to Those Charged with Governance.

Please call us if you have any questions regarding this information.

Thank you for doing business with Crowe MacKay LLP.

Yours very truly,

Crowe MacKay LLP
Chartered Professional Accountants

A handwritten signature in black ink, appearing to be "FD" or similar initials.

Per: Frederick Deschenes Accounting P.C.
Engagement Incorporated Partner

Encl.



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February 9, 2026

Our File No. C13078-001

Yellowknife District No. 1 Education Authority
(Yellowknife Education District No. 1)
Box 788, 5402 - 50th Avenue
Yellowknife, NT X1A 2N6

Dear Shirley:

Objective, scope and limitations of the audit

You have requested that we audit the consolidated financial statements of Yellowknife District No. 1 Education Authority (alternatively the "Authority"), which comprise the consolidated consolidated statement of financial position at June 30, 2026, and the consolidated consolidated statements of operations, changes in net financial assets and cash flows for the year ending June 30, 2026 and the notes to the consolidated financial statements, including a summary of significant accounting policies and other explanatory information.

This engagement letter sets out our respective obligations, the limitations upon our liability, and other terms pursuant to which Crowe MacKay LLP is pleased to accept this engagement. If the terms and conditions proposed for this engagement meet with your approval, please execute the last page of the duplicate copy of this letter enclosed and return the signed copy to us.

Our audit will be conducted with the objective of our expressing an opinion on the consolidated financial statements.

Our function as auditors of Yellowknife District No. 1 Education Authority is to report to the Minister of Education, Culture and Employment by expressing an opinion on Yellowknife District No. 1 Education Authority's annual consolidated financial statements. We will conduct our audit in accordance with Canadian generally accepted auditing standards.

It is important to recognize that an auditor cannot obtain absolute assurance that material misstatements in the consolidated financial statements will be detected because of:

- (a) factors such as use of judgment, and the use of testing of the data underlying the consolidated financial statements;
- (b) inherent limitations of internal control; and
- (c) the fact that much of the audit evidence available to the auditor is persuasive rather than conclusive in nature.

Furthermore, because of the nature of fraud, including attempts at concealment through collusion and forgery, an audit designed and executed in accordance with Canadian generally

accepted auditing standards may not detect a material fraud. Further, while effective internal control reduces the likelihood that misstatements will occur and remain undetected, it does not eliminate that possibility. For these reasons, we cannot guarantee that fraud, error and illegal acts, if present, will be detected when conducting an audit in accordance with Canadian generally accepted auditing standards.

Unless unanticipated difficulties are encountered, our report will be substantially in the following form:

Report on the Audit of the Consolidated Financial Statements

Opinion

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

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the Authority as at June 30, 2026, and its consolidated financial performance and its consolidated 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 Consolidated 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 consolidated 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:

- Management's Discussion and Analysis

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 identified above and, in doing so, consider whether the other information is materially inconsistent with the consolidated financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in this auditors' report. We have nothing to report in this regard.

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

Management is responsible for the preparation and fair presentation of the 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 consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated 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 auditors' 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 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.
- 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 Other Legal and Regulatory Requirements

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 financial statements are in compliance with the specified authorities referred to above.

If our opinion on the consolidated financial statements is other than unqualified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form, or have not formed, an opinion, we may decline to express an opinion as a result of this engagement.

It is expressly understood and agreed that we will not have responsibility for determining whether any tax or similar filings are correct or otherwise in accordance with their respective statutory requirements unless such filings are prepared by us. This includes but is not limited to federal and provincial statutory tax returns, GST, PST and HST returns, T4, T5 and NR4 Summary returns and related supplementary slips, or other regulatory filings. Procedures conducted involving such returns, if any, will be limited to those we consider necessary to enable us to report on the consolidated financial statements in accordance with the terms of this engagement.

Independence

We are required to at all times remain independent with respect to Yellowknife District No. 1 Education Authority within the meaning of our Rules of Professional Conduct under which we are governed. We are accepting this engagement believing that we are independent with respect to our services to be provided to you and that there is no conflict of interest in existence between us. If you become aware of any circumstances that could change our interpretation of these important factors, you must advise us immediately.

We will communicate in writing to the Audit Committee the relationships between our Firm and Yellowknife District No. 1 Education Authority (including related entities) that, in our professional judgment, may reasonably be thought to bear on our independence. Further, we will confirm our independence with respect to Yellowknife District No. 1 Education Authority.

Our responsibilities

We will conduct our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit 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 audit 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.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements that is sufficient and appropriate to provide a basis for our opinion. The procedures selected depend on the auditor's judgment, including the assessment of and response to the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. 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 controls.

An audit also involves:

- (a) Obtaining 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 entity's internal control.
- (b) Communicating to you in writing concerning any significant deficiencies in internal control relevant to the audit of the consolidated financial statements that we have identified during the audit.
- (c) Evaluating:
 - i. the appropriateness of accounting policies used, and the reasonableness of accounting estimates and related disclosures made by management; and
 - ii. 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.
- (d) Concluding 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 entity'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 the auditors' report. However, future events or conditions may cause the entity to cease to continue as a going concern.

The engagement partner is responsible for the direction, supervision and performance of the audit engagement in compliance with professional standards and applicable legal and regulatory requirements and for our audit report being appropriate in the circumstances.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements may not be detected,

even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

We will use all reasonable efforts to complete the engagement as described in this letter within the agreed upon time frames. However, we shall not be liable for failures or delays in performance that arise from causes beyond our control, including the untimely performance by Yellowknife District No. 1 Education Authority of its obligations.

One of the underlying principles of the profession is a duty of confidentiality with respect to client affairs. Accordingly, except for information that you have agreed in this engagement we may release to Service Providers, we will not provide any third party with confidential information concerning the affairs of Yellowknife District No. 1 Education Authority without Yellowknife District No. 1 Education Authority's prior consent, unless required to do so by legal authority, or the Rules of Professional Conduct.

The objective of our audit is to obtain reasonable assurance that the consolidated financial statements are free of material misstatement. However, in addition to any significant deficiencies in internal control relevant to the audit that we identify, if we identify any of the following matters, they will be communicated to the appropriate level of management and/or those charged with governance:

- (a) misstatements, resulting from error, other than trivial errors;
- (b) fraud or any information obtained that indicates that a fraud may exist;
- (c) any evidence obtained that indicates that an illegal or possibly illegal act, other than one considered inconsequential, has occurred; and
- (d) related party transactions identified by us that are not in the normal course of operations and that involve significant judgments made by management concerning measurement or disclosure.

The matters communicated will be those that we identify during the course of our audit. Audits do not usually identify all matters that may be of interest to management and/or those charged with governance in discharging their responsibilities. The type and significance of the matter to be communicated will determine the level of management and/or those charged with governance to which the communication is directed.

Management's responsibilities

Our audit will be conducted on the basis that management, and where appropriate, those charged with governance, acknowledge that they have responsibility:

- (a) for the preparation and fair presentation of the consolidated financial statements in accordance with Canadian public sector accounting standards.
- (b) for such internal control as management and / or those charged with governance determine is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error; and

(c) to provide us with:

- (i) timely access to all information of which management and / or those charged with governance are aware that is relevant to the preparation of the consolidated financial statements of Yellowknife District No. 1 Education Authority, containing financial information of its other entities and business units, such as complete accounting records and related data, supporting documentation, copies of all minutes of meetings of the Minister of Education, Culture and Employment, directors and committees of directors, and all other relevant matters;
- (ii) additional information that we may request from management, including component management, and / or those charged with governance, including those charged with governance of any components, for the purpose of the audit; and
- (iii) unrestricted access to persons within the entity, including any components, from whom we determine it necessary to obtain audit evidence.

It is the responsibility of the Board of Directors of Yellowknife District No. 1 Education Authority to ensure that policies are in place for effective Authority governance, and to ensure that all unusual and material transactions during the year are properly approved.

In addition management is responsible for:

Completeness of information

- (a) providing us with information relating to any known or probable instances of non-compliance with legislative or regulatory requirements, including financial reporting requirements;
- (b) providing us with information relating to any illegal or possibly illegal acts, and all facts related thereto;
- (c) providing us with information regarding all related parties and related party transactions;

Fraud and error

- (a) the design and implementation of internal control to prevent and detect fraud and error;
- (b) an assessment of the risk that the consolidated financial statements may be materially misstated as a result of fraud;
- (c) providing us with information relating to fraud or suspected fraud affecting the entity involving:
 - (i) management;
 - (ii) employees who have significant roles in internal control; or

- (iii) others, where the fraud could have a non-trivial effect on the consolidated financial statements
- (d) providing us with information relating to any allegations of fraud or suspected fraud affecting the entity's consolidated financial statements communicated by employees, former employees, analysts, regulators or others;
- (e) communicating its belief that the effects of any uncorrected consolidated financial statement misstatements aggregated during the audit are immaterial, both individually and in the aggregate, to the consolidated financial statements taken as a whole;

Recognition, measurement and disclosure

- (a) providing us with its assessment of the reasonableness of significant assumptions underlying fair value measurements and disclosures in the consolidated financial statements;
- (b) providing us with any plans or intentions that may affect the carrying value or classification of assets or liabilities;
- (c) providing us with information relating to the measurement and disclosure of transactions with related parties;
- (d) providing us with an assessment of all areas of measurement uncertainty known to management that are required to be disclosed;
- (e) providing us with information relating to claims and possible claims whether or not they have been discussed with Yellowknife District No. 1 Education Authority's legal counsel;
- (f) providing us with information relating to other liabilities and contingent gains or losses, including those associated with guarantees, whether written or oral, under which Yellowknife District No. 1 Education Authority is contingently liable;
- (g) providing us with information on whether Yellowknife District No. 1 Education Authority has satisfactory title to assets, liens or encumbrances on assets exist, or assets are pledged as collateral;
- (h) providing us with information relating to compliance with aspects of contractual agreements and laws and regulations that may affect the consolidated financial statements;
- (i) providing us with information concerning subsequent events;
- (j) providing us with representations on specific matters communicated to us during the engagement, and;

Written confirmation of significant representations

- (a) providing us with written confirmation of significant representations provided to us during the engagement on matters that are:
 - (i) directly related to items that are material, either individually or in the aggregate, to the consolidated financial statements;
 - (ii) not directly related to items that are material to the consolidated financial statements but are significant, either individually or in the aggregate, to the engagement; and
 - (iii) relevant to your judgments or estimates that are material, either individually or in the aggregate, to the consolidated financial statements.

We ask that our name be used only with our consent and that any information to which we have attached a communication be issued with that communication unless otherwise agreed to by us.

Restrictions upon use and reproduction of our report

The examination of the consolidated financial statements and the issuance of our audit opinion are for the use of Yellowknife District No. 1 Education Authority, its members.

We further confirm that you will be providing copies of our Auditor's Report to the following parties for the limited purpose identified:

Government of Northwest Territories - Department of Education, Culture, and Employment.

To comply with the the annual requirements of the entity's funding agreements.

We make no representations of any kind to any other person in respect of these consolidated financial statements and we accept no responsibility to any other person for their use. *Accordingly, you confirm that you will not distribute, reproduce or make available our Auditors' Report to any other person without our express written consent.*

If reproduction or publication of our Auditors' Report (or reference to our report) is planned in an annual report or other document, including electronic filings or posting of the report on a website, a copy of the entire document should be submitted to us in sufficient time for our review and approval before the publication or posting process begins.

Management is responsible for the accurate reproduction of the consolidated financial statements, the Auditors' Report and other related information contained in an annual management discussion and analysis (electronic or paper-based). This includes any incorporation by reference to either full or summarized consolidated financial statements that we have audited.

We are not required to read the information contained in your website, or to consider the consistency of other information in the electronic site with the original document.

Working papers

The working papers, files, or other materials, reports and work created, developed or performed by us during the course of the engagement are the exclusive property of our Firm, constitute confidential information and will be retained by us in accordance with our Firm's policies and procedures.

Internet communications

Unless otherwise agreed with you, Crowe MacKay LLP may correspond with you by means of the Internet or other electronic media. Because of the inherent risks associated with the electronic transmission of information on the Internet or otherwise, Crowe MacKay LLP does not guarantee the security and integrity of any electronic communications sent or received in relation to this engagement. While it is Crowe MacKay LLP's policy to check its email correspondence with anti virus software, Crowe MacKay LLP does not guarantee that transmissions will be free from infection and accepts no responsibility or liability for any damages as a result of communicating by means of the Internet or other electronic media.

Use of electronic signatures

To facilitate efficiency and timeliness in communications between us, Crowe MacKay LLP may choose to use an electronic signature facility when we ask you to sign and return certain documents to us. Crowe MacKay LLP currently uses Citrix RightSignature to complete electronic signing of documents. You may at any time decline to use electronic signatures and may instead ask to sign documents manually on paper and return either a scanned electronic copy of the document, an original copy of the document via mail, or a copy of the signed document via fax. If you choose to use the electronic signature facility however, it is understood and agreed that:

- Instructions in its use will be provided to you anytime we ask you to sign a document electronically.
- The electronic signature will have the same force in law as an original hand-written signature.
- Our obligations for and your entitlement to confidentiality will be the same as for all other information and communications between us.
- The Citrix RightSignature Signature Certificate, generated with each use of the facility, will be used to verify the authenticity of your electronic signature.
- Upon execution of the electronic signature on a document, all parties will receive a copy of the signed document via email.

- You will be responsible for maintaining a copy of the final document for your records.

Data storage and third party service providers

Your data will be hosted in an environment where reasonable security measures, both physical and logical, have been taken to secure it from unauthorized access, modification, theft, misuse or destruction. Data will be stored in Canada whenever possible. During the course of our engagement with you, we may need to use third party service providers for their services or data storage (the "Service Providers"). These Service Providers may be located inside or outside of Canada.

Crowe MacKay LLP and any Service Provider retained by us will maintain an adequate level of physical security controls over its facility and maintain an adequate level of data security controls. Please note that personal and/or confidential information processed and stored outside of Canada by a Service Provider may be subject to disclosure in accordance with the laws applicable in the jurisdiction in which the information is processed or stored which laws may not provide the same level of protection for such information as will Canadian laws.

If we choose to employ services or storage accessed through Service Providers in connection with our engagement with you, you consent to:

1. Crowe MacKay LLP releasing your personal and/or confidential information to the Service Provider engaged to provide services;
2. Uploading of your data as requested by us to the secure website or service of our choice; and
3. Services, such as analysis of your data, by the third party service provider according to parameters established by us.

It is our policy to use digital solutions other than emails for file sharing with you. We will inform you during the course of the engagement of the solution to use. Where you authorize and/or request Crowe MacKay LLP (either in writing or verbally) to use any remote access service, email, or other file sharing service other than the one we have informed you to use to download, upload, amend, or otherwise access in any manner your information stored and/located on such file sharing services, you acknowledge that this may lead to a loss or unintended exposure of your confidential information to unintended audiences, or, in the case of remote access services, potential damage or loss to your computer system or documents. You expressly accept that any such exposure and/or release of confidential information, or damage to your computer system or documents as a result of using such services will not be the responsibility of Crowe MacKay LLP and you will indemnify us for any losses incurred by you as a result of loss or exposure of your information arising from the use of such file sharing or remote access services.

File inspections

In accordance with professional regulations (and by Firm policy), our client files may periodically be reviewed by practice inspectors and by other file quality reviewers to ensure that we are adhering to professional and Firm standards. File reviewers are required to maintain confidentiality of client information.

Governing legislation

This engagement letter is subject to and governed by the laws of the Northwest Territories. The courts of the Northwest Territories will have exclusive jurisdiction in relation to any claim, dispute or difference concerning this engagement letter and any matter arising from it. Each party irrevocably waives any right it may have to object to any action being brought in those courts, to claim that the action has been brought in an inappropriate forum, or to claim that those courts do not have jurisdiction.

Dispute resolution

You agree that prior to resorting to litigation, any dispute that may arise regarding the meaning, performance or enforcement of this engagement letter agreement will first be submitted to mediation and that we will both engage in the mediation process in good faith once a written request to mediate has been given by you or Crowe MacKay LLP.

The results of such mediation shall be binding only upon agreement of each party to be bound. The costs of any mediation proceeding shall be shared equally by the participating parties.

Indemnity

Yellowknife District No. 1 Education Authority agrees to indemnify, defend (by counsel retained and instructed by us), and hold harmless Crowe MacKay LLP and its professional staff, from and against any and all losses, costs (including solicitors' fees), damages, expenses, claims, demands or liabilities arising out of or in consequence of the breach by Yellowknife District No. 1 Education Authority, or its directors, officers, agents or employees, of any of the covenants made by Yellowknife District No. 1 Education Authority herein, including, without restricting the generality of the foregoing, the misuse of, or the unauthorized dissemination of, our engagement report or the consolidated financial statements in reference to which the engagement report is issued, or any other work product made available to you by Crowe MacKay LLP.

You further agree to hold harmless and indemnify Crowe MacKay LLP and its professionals and employees from any penalty or costs arising pursuant to Section 163.2 of the Income Tax Act as a consequence of false or otherwise incorrect information supplied by you or your agents to Crowe MacKay LLP for the purpose of providing any taxation services to you, including but not limited to tax planning or the preparation and filing of income tax returns on your behalf

Limitation of liability

This section contains the limitations upon any liability that may be imposed in law upon Crowe MacKay LLP arising from the professional services provided by Crowe MacKay LLP to Yellowknife District No. 1 Education Authority, including any professional services in addition to those services specifically identified in this engagement letter.

Any and all actions, causes of action, contracts, demands or claims, whether in contract, negligence or otherwise known to law, which you may have arising out of services provided to you by Crowe MacKay LLP, (hereinafter referred to as "claims" or "claim") shall be limited in the aggregate to the lesser amount of **two hundred and fifty thousand dollars (\$250,000.00)** or the amount of our professional liability insurance in effect as at the date of the claim being made known to us and only to the extent that such insurance is available to satisfy any claim. *If this limit of liability is insufficient for your purposes, we would be pleased to discuss with you a different limit that may result in our charging a higher fee.*

You expressly agree that you will not bring any proceedings in any court of any jurisdiction advancing any claim against our individual professional staff and employees.

You expressly agree that you will not assert a claim against Crowe MacKay LLP unless you have concurrently or previously asserted a claim against all other persons who might reasonably be liable in relation to that claim.

You expressly agree that any liability our firm may have to you shall not be joint and several with any other party, but shall be several, and limited to the percentage or degree of our fault in proportion to the fault or wrongdoing of all persons who contributed to the loss arising from the claim, including and without limitation, any fault on the part of management or the Board of Directors of Yellowknife District No. 1 Education Authority.

Crowe MacKay LLP's liability for all claims you may have or bring in connection with the professional services rendered, whether arising out of or ancillary to this agreement or in addition thereto shall absolutely cease to exist after a period of four years from the date of:

- (a) completion of the engagement or any other specific professional services requested by you;
- (b) delivery to you of our engagement report, your consolidated financial statements, or the completion of the preparation of any tax filing with any government authority;
- (c) suspension or abandonment of the engagement; or
- (d) termination of Crowe MacKay LLP's services pursuant to this agreement,

whichever shall occur first, regardless of whether you were aware of the potential for making a claim against Crowe MacKay LLP within that period. Following the expiration of the aforesaid period, you agree that you shall make no claim against Crowe MacKay LLP, Crowe MacKay LLP shall have no liability to you, and you shall not bring any proceedings of any kind known to

law against Crowe MacKay LLP.

Fees

Our professional fees for services rendered will be based not only upon the time spent by various members of our staff at our regular rates but may also take into account and reflect the complexity of this engagement, difficulty of the accounting issues involved, specialized skills, experience, knowledge and responsibility required to provide the services, time pressures, and other relevant factors. Our billings will also include any direct out of pocket expenses we incur plus all sales taxes required by law.

Our billings will normally be rendered (a) on completion of interim work and (b) on completion of year end work, or (c) more frequently if we consider it to be appropriate in the circumstances. Our fees for services are due and payable within 30 days of receipt of our account. Invoices unpaid within this time period may be deemed delinquent. Interest at the rate of 1.5% per month (19.56% per annum) is charged on overdue accounts.

We reserve the right to suspend our services or to withdraw from this engagement in the event that any of our invoices are deemed delinquent. In the event that any collection action is required to collect unpaid balances due to us, you agree to reimburse us for our costs of collection of our accounts, including our actual lawyers' fees, disbursements and taxes paid.

In addition to our standard professional fees, an administration and technology fee of 4.5% will be applied to each invoice. This fee is intended to cover the costs associated with support staff time costs, technology infrastructure, and digital solutions used in the completion of this engagement. The administration and technology fee is calculated as a percentage of the total professional fees and is subject to applicable taxes.

Termination

In the event we are forced to resign from this engagement in order to comply with generally accepted auditing standards or our Rules of Professional Conduct, we will not be responsible for any loss, costs, expenses or damages resulting from such occurrences, and we are specifically entitled to collect our fees for services provided to the date of ceasing to act.

If we elect to terminate our services for nonpayment, or for any other reason provided for in this letter, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended, and to reimburse us for all of our out-of-pocket costs, through the date of termination.

Cost of responding to government or legal processes

In the event we are required to respond to a subpoena, court order, government agency, or other legal processes for the production of documents and / or testimony relative to information we obtained and / or prepared during the course of this engagement, you agree to compensate us at our normal hourly rates for the time we expend in connection with such response, and to reimburse us for all of our out-of-pocket costs (including applicable GST / HST) incurred.

Use of information

It is acknowledged that we will have access to all personal information in your custody that we require to complete our engagement. Our services are provided on the basis that:

- (a) you represent to us that management has obtained any required consents for collection, use and disclosure to us of personal information required under applicable privacy legislation; and
- (b) we will hold all personal information in compliance with our privacy policy, a copy of which is available on request or which can be found on our website at www.crowemackay.ca.

Other Matters

During this engagement, Crowe MacKay LLP may issue or provide to you draft reports, conclusions or advice. Such drafts may be subject to further work, revisions or other factors which may mean that the drafts are substantially different from any final report or advice issued. Unless otherwise agreed and confirmed in writing, you expressly agree that no reliance shall be placed on these draft reports, conclusions or advice.

In addition to the audit engagement services referred to above, we are always prepared to broaden at your request our procedures, or provide additional professional services where feasible. All professional services ancillary to, or arising from, this audit engagement, or in addition thereto, are also subject to the same terms and limitations of liability set out in this agreement.

Similarly, we welcome the opportunity to prepare your federal and provincial statutory tax filings and other special reports as required, and undertake any special work which you may request, provided such services do not compromise our independence as your auditor as governed by the Rules of Professional Conduct of our Association of Chartered Professional Accountants. In the event we compile your annual statutory tax filing or similar returns, it is understood and agreed that you will provide all information requested by us for preparation of the returns, and that you will file them with the appropriate authorities on a timely basis.

The terms of this agreement shall continue in force from year to year unless superseded by a subsequent agreement in writing.

In the event that any of the terms of this engagement letter are held to be invalid, void or unenforceable, then the remainder of the terms within this engagement letter will not be affected but will remain valid and binding upon the parties.

Our services referred to in this letter do not extend to services that relate to your issuance of public documents of any kind except for an annual report to the Minister of Education, Culture and Employment. However, we would be pleased to provide such services by separate agreement.

If you have any questions about the contents of this letter, please raise them with us. If the

services outlined are in accordance with your requirements and if the above terms are acceptable to you, please sign the copy of this letter in the space provided and return it to us.

We appreciate the opportunity of being of service to you.

Yours very truly,

Crowe MacKay LLP
Chartered Professional Accountants



Per: Frederick Deschenes Accounting P.C.
Engagement Incorporated Partner

We agree and accept the terms of your engagement as auditors of Yellowknife District No. 1 Education Authority as set out in this letter.

Yellowknife District No. 1 Education Authority

Per:	_____	_____
	Name	Title
	_____	_____
	Signature	Date

(12/13)

**Crowe MacKay LLP**

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www.crowemackay.ca

February 9, 2026

Yellowknife District No. 1 Education Authority
Box 788, 5402 - 50th Avenue
Yellowknife, NT X1A 2N6

Dear Sirs/Mesdames:

We have been engaged to audit the consolidated financial statements of Yellowknife District No. 1 Education Authority (the "Authority") for the year ending June 30, 2026. Canadian generally accepted auditing standards require the auditors to communicate with those charged with governance in an audit of financial statement. The goal of the communications is to promote effective two-way communication between the auditors and those charged with governance. These communications have been prepared to assist members of the Audit Committee in carrying out their responsibilities with respect to the eventual review, and recommendation for approval, of the consolidated financial statements of Yellowknife District No. 1 Education Authority for the year ended June 30, 2026. This report has been prepared solely for your use in discharging your responsibilities and should not be used for any other purpose. We disclaim any obligation to any third party who may rely upon this communication.

Canadian generally accepted auditing standards require that we communicate with you regarding the form, timing and expected general communications we will be providing. We will communicate the following matters to you:

- 1) an overview of the planned scope and timing of our audit (provided in the remainder of this letter);
- 2) the significant findings from our audit, either written or verbally, upon the completion of our audit and prior to the final approval of the consolidated financial statements; and
- 3) during the audit process any significant difficulties encountered we believe should be brought to your attention.

PLANNED SCOPE AND TIMING OF OUR AUDIT

Management's responsibilities

The preparation of the consolidated financial statements, including the accompanying notes, is the responsibility of management with the oversight of those charged with governance. This includes the preparation of the consolidated financial statements in accordance with Canadian public sector accounting standards.

Management is responsible for establishing and maintaining an adequate internal control structure and procedures for financial reporting. This includes the design and maintenance of accounting records, recording transactions, selecting and applying accounting policies, safeguarding of assets and preventing and detecting fraud and error.

Audit Committee members' responsibilities

The Audit Committee's role is to act in an objective, independent capacity as a liaison between the auditors, management and the board of directors, to ensure the auditors have a facility to consider and discuss governance and audit issues with parties not directly responsible for operations.

The Audit Committee's responsibilities include:

- Being available to assist and provide direction in the audit planning process when and where appropriate;
- Meeting with the auditors as necessary and prior to release and approval of consolidated financial statements to review audit, disclosure and compliance issues;
- Where necessary, reviewing matters raised by the auditors with appropriate levels of management, and reporting back to the auditors their findings;
- Making known to the auditors any issues of disclosure, corporate governance, fraud or illegal acts, non-compliance with laws or regulatory requirements that are known to them, where such matters may impact the consolidated financial statements or auditors' report;
- Providing guidance and direction to the auditors on any additional work they feel should be undertaken in response to issues raised or concerns expressed;
- Making such enquiries as appropriate into the findings of the auditors with respect to corporate governance, management conduct, cooperation, information flow and systems of internal controls; and
- Reviewing the draft consolidated financial statements prepared by management, including the presentation, disclosures and supporting notes and schedules, for accuracy, completeness and appropriateness, and approve same to be passed to directors for approval.

Our responsibility as auditors

As stated in the engagement letter dated February 9, 2026 (copy attached) our responsibility as auditors of your Authority is to express an opinion on whether the consolidated financial statements prepared by management, with the oversight of those charged with governance, present fairly, in all material respects, the consolidated financial position, the consolidated financial performance and consolidated cash flows of the Authority in accordance with Canadian public sector accounting standards. The engagement partner is responsible for the direction, supervision and performance of the audit engagement in compliance with professional standards and applicable legal and regulatory requirements and for our audit report being appropriate in the circumstances. The audit of the consolidated financial statements does not relieve management or those charged with governance of their responsibilities.

If we expect to modify the opinion in the auditors' report, we shall communicate with you the circumstances that led to the expected modification and the proposed wording of the modification. Our auditors' report will be dated after the consolidated financial statements have been approved by the Board of Directors.

An audit is performed to obtain reasonable but not absolute assurance as to whether the consolidated financial statements are free of material misstatement. Due to the inherent limitations of an audit, there is an unavoidable risk that some misstatements of the consolidated financial statements will not be detected (particularly intentional misstatements concealed through collusion), even though the audit is properly planned and performed.

As external auditors for the Authority we are required to be independent in accordance with Canadian professional standards. We will communicate at least annually with you regarding any relationships between the Authority and us that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, these standards require us to consider relevant rules and related interpretations prescribed by the appropriate Territorial Institute and applicable legislation, covering such matters as:

- (a) holding a financial interest, either directly or indirectly, in a client;
- (b) holding a position, either directly or indirectly, that gives the right or responsibility to exert significant influence over the financial or accounting policies of a client;
- (c) personal or business relationships of immediate family, close relatives, partners or retired partners, either directly or indirectly, with a client;
- (d) economic dependence on a client; and
- (e) provision of services in addition to the audit engagement.

We have prepared the following comments to facilitate our discussion with you regarding independence matters.

We are aware of the following relationships that may be reasonably thought to bear on our independence along with the appropriate safeguards in place to reduce the threat to an acceptable level.

Adjusting journal entries

The preparation of the accounting records is the responsibility of management. During the course of our audit we may identify material adjusting journal entries that will require posting to your accounting records. The identification and posting of journal entries is a threat to our independence.

In instances where we identify material adjusting entries we have in place the following safeguards which we believe will reduce the threat to our independence to an acceptable level. We will require management to review and approve any and all adjusting entries before they are posted to the accounting records. In addition to a partner review of the audit engagement file, the engagement file will also be subject to an engagement quality control review.

Financial statement preparation

The preparation of the consolidated financial statements is the responsibility of management. We may be requested to assist in the preparation of the consolidated financial statements and the related note disclosures. This assistance is a threat to our independence.

If we assist in the preparation of the consolidated financial statements and related note disclosures we will have in place the following safeguards which we believe will reduce the threat to our independence to an acceptable level. We will require management to review, approve and take responsibility for the draft consolidated financial statements prior to being finalized. In addition to a partner review of the audit engagement file, the engagement file will also be subject to an engagement quality control review.

We hereby confirm that the engagement team and others in the firm as appropriate and the firm have complied with the relevant ethical requirements regarding independence and we are independent with respect to the Authority within the meaning of the Rules of Professional Conduct of the Chartered Professional Accountants of the Northwest Territories and Nunavut as of this instant. If we become aware of any relationships that may be reasonably thought to bear on our independence subsequent to the issue of this letter we will advise you immediately.

The Firm's System of Quality Management

The consistent performance of quality engagements serves the public interest. The design, implementation and operation of a system of quality management enables the consistent performance of quality engagements, by providing the firm with reasonable assurance that the objectives of the system of quality management, stated below, are achieved. Quality engagements are achieved through planning and performing engagements and reporting on them in accordance with professional standards and applicable legal and regulatory requirements. Achieving the objectives of those standards and complying with the requirements of applicable law or regulation involves exercising professional judgment and, when applicable

to the type of engagement, exercising professional skepticism.

The objective of the firm is to design, implement and operate a system of quality management for audits or reviews of financial statements, or other assurance or related services engagements performed by the firm, that provides the firm with reasonable assurance that:

- (a) The firm and its personnel fulfill their responsibilities in accordance with professional standards and applicable legal and regulatory requirements, and conduct engagements in accordance with such standards and requirements; and
- (b) Engagement reports issued by the firm or engagement partners are appropriate in the circumstances.

Our audit includes

Assessing the risk that the consolidated financial statements may contain misstatements that, individually or in the aggregate, are material to the consolidated financial statements taken as a whole; and examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated financial statements.

As part of our audit, we will obtain a sufficient understanding of the business and the internal control structure of the Authority to plan the audit. This will include management's assessment of:

- the risk that the consolidated financial statements may be materially misstated as a result of fraud and error; and,
- the internal controls put in place by management to address such risks.

Audit approach

Outlined below are certain aspects of our audit approach which are intended to help you in discharging your oversight responsibilities. Our general approach to the audit of the Authority is to assess the risks of material misstatement in the consolidated financial statements and then respond by designing audit procedures.

Illegal acts, fraud, intentional misstatements and errors

Our auditing procedures, including tests of your accounting records, are limited to those considered necessary in the circumstances and would not necessarily disclose all illegal acts, fraud, intentional misstatements or errors should any exist. We will conduct the audit under Canadian generally accepted auditing standards, which include procedures to consider (based on the control environment, governance structure and circumstances encountered during the audit), the potential likelihood of fraud and illegal acts occurring.

These procedures are not designed to test for fraudulent or illegal acts, nor would they necessarily detect such acts or recognize them as such, even if the effect of their consequences on the consolidated financial statements is material. However, should we become aware that an illegal or possible illegal act or an act of fraud may have occurred, other than one considered clearly inconsequential, we will communicate this information directly to the Audit Committee.

It is management's responsibility to detect and prevent illegal actions. If such acts are discovered or the Audit Committee become aware of circumstances under which the Authority may have been involved in fraudulent, illegal or regulatory non-compliance situations, such circumstances must be disclosed to us.

Related party transactions

During our audit, we conduct various tests and procedures to identify transactions considered to involve related parties. Related parties exist when one party has the ability to exercise, directly or indirectly, control, joint control or significant influence over the other. Two or more parties are related when they are subject to common control, joint control or common significant influence. Related parties also include management, directors and their immediate family members and companies with which these individuals have an economic interest.

We will ensure that all related party transactions provided by management or that were identified during the audit have been disclosed in the notes to consolidated financial statements in accordance with Canadian public sector accounting standards. All related party transactions and balances will be reviewed with you as well. We will request that management advise us that no other related party transactions have occurred that have not been disclosed to us. The Audit Committee is also required to advise us if they are aware of or suspect any other related party transactions have occurred which have not been disclosed in the consolidated financial statements.

Risk-based

Our risk-based approach focuses on obtaining sufficient appropriate audit evidence to reduce the risk of material misstatement in the consolidated financial statements to an appropriately low level. This means that we focus our audit work on higher risk areas that have a higher risk of being materially misstated.

Significant Risk of Material Misstatement

A significant risk is an identified and assessed risk of material misstatement that, in our judgment, requires special audit consideration. In exercising judgment as to which risks are significant risks, we have considered at least the following:

- whether the risk is a risk of fraud;
- whether the risk is related to recent significant economic, accounting or other developments and, therefore, requires specific attention;
- the complexity of transactions;

- whether the risk involves significant transactions with related parties;
- the degree of subjectivity in the measurement of financial information related to the risk, especially those measurements involving a wide range of measurement uncertainty; and
- whether the risk involves significant transactions that are outside the normal course of business for the entity, or that otherwise appear to be unusual.

Based on our knowledge of the Authority's business risks and our past experience, we have identified the following that represent a significant risk of a material misstatement:

- Management override - There is an inherent risk of fraud as a result of management override of controls in all entities as senior management can potentially override controls. This is a required significant risk under auditing standards.

Our planned audit approach will be to:

- gain an understanding of management's assessment of the risk and the overall control environment;
- obtain and identify all journal entries for the period and verify the completeness;
- testing a risk based sample of journal entries to supporting documentation; and
- using an element of unpredictability in testing certain balances that might otherwise be immaterial.

- Revenue recognition - There is an inherent risk of fraud in revenue recognition in all entities. This is a required significant risk under auditing standards.

Our planned audit approach will be to:

- gain an understanding of the nature of the Authority's revenue streams;
- gain an understanding of the Authority's revenue recognition policies and determination of performance obligations, and document the processes and controls over revenue recognition;
- Determine if the revenue recognition policy has been appropriately applied;
- Review significant contribution agreements with funding agencies;
- Test the appropriateness of revenue recorded in the period including confirmations with larger funders if necessary;
- Determine if revenue was recorded in the correct period by testing subsequent receipts during the month following the fiscal year.

Potentially Higher Risk of a Material Misstatement

Based on our knowledge of the Authority's business risks and our past experience, we have identified the following areas that have a potentially higher risk of a material misstatement.

- Accounts payable

Audit Risk:

Accounts payable and accrued liabilities have been completely and accurately recorded.

Audit Response:

- Review accounts payable and accruals listing, check mathematical accuracy and agree to general ledger.
 - On a sample basis, agree amounts payable to underlying supporting documentation.
 - On a sample basis, confirm with vendors amounts and terms of payables as at year-end, if deemed necessary.
 - Review payments subsequent to year-end to assess completeness of payables.
- Related party transactions

Audit Risk:

All related parties have been identified by management; all transactions and balances with related parties have been completely and accurately recorded and disclosed in the consolidated financial statements.

Audit Response:

- Review related party transactions during the year to ensure classified appropriately.
- Send related party confirmations to verify terms of transactions and amounts.
- Review contracts with related parties to obtain understanding of terms and services provided.
- Assess recoverability of amounts due to/from related parties.
- Review the basis for measuring related party transactions.
- Review financial statement disclosures related to related party transactions.

Materiality

Materiality in an audit is used to:

- Guide planning decisions on the nature and extent of our audit procedures;
- Assess sufficiency of audit evidence gathered; and
- Evaluate any misstatements found during our audit.

Materiality in the context of an audit is the term used to describe the significance of consolidated financial statement information to decision makers. An item of information, or an aggregate of items, is material if it is probable that its omission or misstatement would influence or change a decision. Materiality is a matter of professional judgment in the particular circumstances.

Audit procedures

In responding to our risk assessment, we plan to use a substantive approach which entails performing extensive tests of details supplemented by analytical procedures with minimal reliance on the operational effectiveness of internal controls. We have not planned to carry out any tests of internal controls.

We will commence our year end field work on or about July 27, 2026 and expect to begin our partner level review procedures approximately two weeks later and be in a position to meet with management shortly thereafter.

Services to be Provided

In addition to the statutory audit, we will advise management of all potential adjustments that we have identified and request management to adjust the general ledger for all adjustments identified. Any adjustments not recorded by management will be provided to you prior to your final approval of the consolidated financial statements. We will also advise management of any consolidated financial statement disclosures that we identify as being necessary. In addition to issuing our audit report, we will communicate to yourselves and management important matters arising from the audit.

Two Way Communication

We encourage you to communicate with us regularly to ensure there is open and effective communication between us. You are required to communicate with us regarding any areas of concern you have regarding the financial reporting process including the risk of fraudulent activity or the suspected inadequacies of any important control systems.

We would be pleased to meet with you to discuss the contents of this letter or any other matters at any time during the engagement.

Yours very truly,

Crowe MacKay LLP
Chartered Professional Accountants

A handwritten signature in black ink, appearing to read 'FD', is positioned above the typed name.

Per: Frederick Deschenes Accounting P.C.
Engagement Incorporated Partner

Encl.



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

March 9, 2026 – 12:10 PM

Meeting Link: <https://meet.google.com/muz-rzvb-aiu>

1. Call to Order
2. Land Acknowledgement

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

4.1 February 9, 2026 Committee of the Whole (COW) Meeting Minutes
5. Consideration of Preliminary Reciprocal School Tours (Trustee Bell)
6. Financial Administration Act and Financial Administration Manual (Trustee Wasylciw)
7. Date and Time of Next Committee of the Whole Meeting

March 24, 2026 6:00 PM	Board Education Information Session - Home Base
April 13, 2026 12:10 PM	Committee of the Whole Meeting
8. Adjournment



**Yellowknife Education District No. 1
Board Of Trustees
Committee of the Whole (COW)
MINUTES**

February 9, 2026 @ 12:10 PM
District Office Boardroom & Video Conference

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

Regrets: Jason Snaggs

Administration Present: Shirley Zouboules, Landon Kowalzik, Graham Arts, Lisa Vass, Jordan Martin and Annie Lagomasino

Meeting Chairperson: Trustee Shortt

Meeting Recorder: Annie Lagomasino

1. Call to Order

Meeting called to order at 12:10 PM. Six committee members present.

2. Land Acknowledgement

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

3. Adoption of Agenda

Motion #: 01/02-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the February 9, 2026 Committee of the Whole Meeting agenda, as presented.

Moved by: Trustee Brookes; Seconded by: Trustee Bell

Carried

4. Approval of Minutes

Motion #: 02/02-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the January 12, 2026 Committee of the Whole Meeting minutes as amended.

Moved by: Trustee Bell; Seconded by: Trustee Drew

Carried

Amendment: The minutes were amended to reflect that homeschool reimbursements exceeded the budget line in the district's budget and that the funding amount is not yet known. The Board also discussed students taking Chromebooks home.

5. Student Data Presentation Follow-Up (Assist. Supt. Arts)

Administration distributed the student data slideshow as follow-up to the previous education session. Trustees who were unable to attend the original presentation requested a follow-up session with administration to review the data and context in greater detail. Administration will coordinate a follow-up session, to be scheduled on a Friday and open to all trustees, to further review and discuss the student data.

Administration confirmed that the data is being actively used to inform adjustments to assessment practices, particularly at the high school level. While numerical changes may not

yet be reflected due to the transition to new assessments, the revised assessment practices represent a significant data-informed shift.

Trustees discussed the governance role of data presentations, noting that the session supported improved understanding of system-level data and how Trustees can request measurable outcomes rather than raw datasets. It was suggested that similar presentations be included in Trustee orientation materials.

Administration advised that an audio recording of the original presentation is not available; however, a text transcript was captured and will be circulated to Trustees.

6. Trade Show - Trustee Attendance (Trustee Wasylciw)

Trustee Wasylciw raised the possibility of trustees attending the upcoming Trade Show to support the YK1 booth and engage with the public. Trustees discussed availability and general interest in participating. Trustee Wasylciw will follow up with trustees closer to the event to confirm availability and scheduling.

Trustees also discussed whether the Trade Show could include general information about the upcoming trustee election or if the focus should solely remain on promoting student enrollment. Discussion regarding election awareness will be referred to the Public Engagement & Advocacy Committee for further consideration.

7. Other Business

Trustee Drew raised concerns regarding proposed amendments to Bill 32 and potential impacts on staffing and funding for Yellowknife school districts. Trustees discussed possible implications related to employment classifications, benefits, and funding formulas.

Administration advised that current collective agreements would not be immediately affected; however, further clarification is required regarding potential future impacts. Trustees noted that additional information gathering is needed and discussed possible future advocacy, including correspondence or discussion at a future MLA meeting.

8. Date and Time of Next COW Meeting

March 9, 2026, 12:10

9. Adjournment

Motion #: 03/02-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the February 9, 2026 COW Meeting.

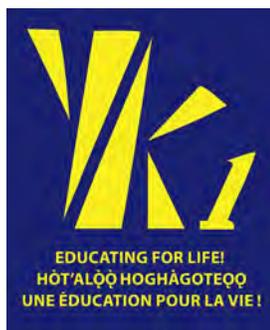
Moved by: Trustee Brookes; Seconded by: Trustee Bell

Carried

The meeting adjourned at 12:53 pm

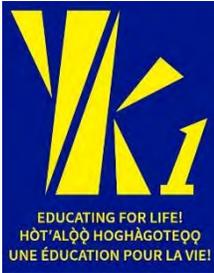
Trustee Shortt, Chairperson

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	Finance Committee
Contact:	Terry Brookes – Committee Chair
Date Submitted:	4 th March 2026
Mandate	<ul style="list-style-type: none"> • Policy 8 Committees of the Board
Background	<ul style="list-style-type: none"> • The Finance Committee had a meeting on the 24th of February. Attached are the draft Minutes from the meeting. • In summary agenda items included status of 2026/27 budget development, administrative procedures, substitute teacher costs and election planning.
Other Headings as appropriate. For Example: <ul style="list-style-type: none"> - Current - Survey Response - Information 	
Recommendations	Accept as information
Attachments?	<input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below <u>Draft Minutes from the 24th of February Finance Committee Meeting.</u>



Yellowknife Education District No. 1 Finance Committee Meeting MINUTES

February 24, 2026 @ 12:10 PM

District Office Boardroom & Video Conference

Committee Members Present: Trustee Brookes (online), Trustee Shortt, Trustee Drew (online), Trustee Bell (online), Trustee Wasylciw, & Trustee Peters

Absent: Trustee Snaggs

Administration Present: Lisa Vass, Shirley Zouboules, Graham Arts, Landon Kowalzik, & Annie Lagomasino (online)

Guests present: none

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Annie Lagomasino

1. Meeting called to order at 12:12 PM. 6 committee members present.

2. Land Acknowledgement

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

3. Declaration of Conflict of Interest

none declared

4. Adoption of Agenda

Motion #: 01/01-27/25-26

I move that the Finance Committee adopt the agenda.

Moved by: Trustee Shortt; Seconded by: Trustee Brookes

Amended

Trustee Drew proposed adding the following items:

- Proposal for funding to update Administrative Procedures;
- Staffing update
- Substitute teacher costs, including consideration of a notice of motion for a future Finance Committee or Committee of the Whole meeting

Trustee Shortt proposed adding:

- Update regarding election collaboration with YCS & the City of Yellowknife

Amended Motion Moved by: Trustee Drew; Seconded by: Trustee Shortt

Carried

5. Approval of Minutes

Motion #: 02/01-27/25-26

I move that the Finance Committee accept the committee minutes of January 27, 2026, as circulated.

Moved by: Trustee Bell; Seconded by: Trustee Shortt

Carried

6. Budget Presentation

The Secretary-Treasurer presented an overview of the 2025–2026 funding and the 2026–2027 pro forma estimates, including enrolment trends, FTE allocations, average salary assumptions, and known cost pressures. Funding continues to be allocated at the district level, with internal distribution determined by enrolment, programming, and student need.

Trustees asked whether bulk funding without specific FTE direction implies an expectation to staff certain positions. Administration clarified that while funding is formula-driven, program design decisions (e.g., school-based mental health supports) are determined locally to meet service needs, and staffing such as maintenance is based on operational requirements.

Clarification was sought regarding enrolment data referenced on Slide 6. Administration confirmed that enrolment figures are based on verified September 30 PowerSchool data submitted to ECE.

Trustees inquired where Education Assistant salaries are reflected within the salary assumptions. Administration confirmed that only teacher salaries are used in the formula projections; Education Assistants are funded separately under the Inclusive Schooling allocation and follow the UNW grid.

A question was raised regarding substitute teaching costs. Administration confirmed that formula funding for casual wages is reflected on page 10 of the package (\$436,372), and noted that actual substitute expenditures significantly exceed the funded allocation.

Administration further confirmed that teacher salary projections are based on GNWT/NWTTA grid averages with a 21.75% employer benefit allocation.

7. Funding for Administrative Procedures

The Committee discussed concerns regarding outdated Administrative Procedures and associated legal risk. Trustee Drew noted that some procedures posted online reference outdated titles (e.g., “Director of Corporate Services” rather than “Secretary-Treasurer”) and emphasized that Administrative Procedures are legal documents that must reflect current legislation and district structure. It was noted that when procedures are out of date, the District may be exposed to liability risk.

Discussion acknowledged that prior review work had been undertaken, including recommendations presented in the spring; however, substantial work remains to ensure cohesion, legislative alignment, and contextual relevance to YK1. Administration noted that procedures are highly interconnected and that updating them requires more than simple revisions. Dedicated time and expertise, ideally from someone with education and legal experience and strong knowledge of the District, would be beneficial. The possibility of contracting external support, including a retired District employee, was discussed.

Trustee Drew indicated an intention to bring forward a motion at the next Board meeting to allocate funding for this work. The Committee agreed that Administration should report back with a proposed scope of work, prioritization of high-risk procedures, and estimated costs for consideration.

Action: Administration to report back in the Superintendent’s Report or at the next Finance Committee meeting with proposed next steps and estimated funding requirements.

8. Staffing Update

Trustees requested a detailed staffing breakdown. As preparation is required, the item will be deferred to a future Finance Committee meeting.

9. Substitute Teachers Cost

The Committee revisited concerns regarding substitute teacher expenditures, noting that actual costs in the previous year were approximately \$1.7 million and significantly exceeded formula funding. Trustees expressed concern that continued shortfalls at this level are not sustainable.

Discussion included the potential for longer-term advocacy through Education Leaders and DEA Chairs, as well as the possibility of short-term engagement with ECE for additional support. Administration noted ongoing recruitment challenges and increasing substitute demand trends. No formal recommendation was made at this time.

10. Elections

The Committee discussed the status of election administration planning. The Board previously authorized engagement with YCS and the City to explore shared administration and cost-sharing. No formal update was available; however, the City Clerk is reviewing pricing for voting machines. Preliminary estimates range from approximately \$30,000 under a shared model to \$50,000–\$120,000 if conducted independently.

Given approaching timelines, Trustees discussed the potential need for engagement at the Mayor level and emphasized the importance of Board direction prior to further negotiations.

Recommendation: The matter will be brought forward to the next Board meeting for direction regarding election administration and associated costs.

11. Adjournment

Motion #: 03/01-27/25-26

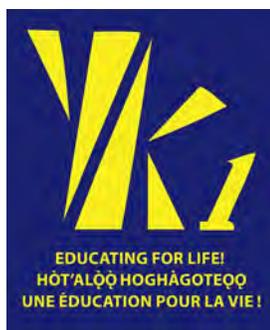
I move that this Committee meeting be adjourned.

Moved by: Trustee Shortt; Seconded by: Trustee Drew

Carried

Meeting adjourned at 1:00 pm

Next Finance and Facilities Committee meeting date: March 13, 2026



BOARD REPORT

Title:	March 10, 2026, Finance Committee Budget Introduction
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	March 5, 2026
Mandate	<ul style="list-style-type: none"> • Cultivate a culture of holistic wellness • Honour and celebrate Indigenous Language and Culture for all learners • Ensure inclusive, equitable and authentic learning experiences • Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> • The Finance Committee met February 24, 2026.
Detail	<ul style="list-style-type: none"> • On February 24, an introduction to the budget was presented to the committee. The presentation provided an overview of: <ul style="list-style-type: none"> • 2025-2026 Funding • Enrolment • 2026-2027 Proforma Funding • Average Salary • Budget Assumptions
Recommendations	Received as information.
Attachments?	<input type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below <ul style="list-style-type: none"> • 2026-02-24 YK1 Finance Committee Presentation Materials



Yellowknife Education District No.1

Educating for Life!

YK1 Finance Committee 2026-2027

Budget Introduction
February 24, 2026

1



Yellowknife Education District No.1

Educating for Life!

Presentation Overview

2025-2026 Funding
Enrolment
2026-2027 Proforma Funding
Average Salary
Assumptions
Question and Answer Session

2

2



Yellowknife Education District No.1

Educating for Life!

2025-2026 Approved Budget

Funding

- ECE - \$34.5M
- City of YK - \$8.038M (Prior Year)
- Heritage Canada - \$580K
- ECE Other - \$1.084M
- Other - \$736K
- Total Revenue - \$44.895M

3

3



Yellowknife Education District No.1

Educating for Life!

2025-2026 Approved Budget

Funding

- Total Expenses - \$47.081M
- Deficit - \$2.186M (Operating Funds this)

4

4



Yellowknife Education District No.1

Educating for Life!

2025-2026 Approved Budget

FTE

- ECE Funding Formula – 223.89 FTE
- Budget – 258.35
- Difference – (34.46)

5

5



Yellowknife Education District No.1

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Enrolment

- Sep 30 – 2025 – 2,155.3
- Sep 30, 2024 – 2,105.5
- Sep 30, 2023 – 2,098.0

6

6



Yellowknife Education District No.1

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2026-27 Proforma ECE Funding

- Total Estimated Funding - \$35.665M
- FTEs – 229.27

7

7



Yellowknife Education District No.1

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Average Salary

- Teachers - \$175,721
- Program Consultants - \$190,644
- GNWT – Use mid-grids for all others

8

8



Educating for Life!

Yellowknife Education District No.1

Average Salary

- **Employer Share 21.75%**
 - 12.5% - CPP/EI/Disability
 - 2.25% - PD
 - 1.70% - Medical Travel Assistance
 - 2.0% - Removals
 - 0.90% - WSCC
 - 0.90% - Dental
 - 1.50% - Increased Benefit Costs

9

9



Educating for Life!

Yellowknife Education District No.1

Known Assumptions

- Balanced budget with contingency if possible
- Consider Interim Support Assistant impact on YK1 Operating Surplus
- USW – 3%
- NWTTA – 5%

10

10



Yellowknife Education District No.1

Educating for Life!

Thank you

Questions & Answers



11

Yellowknife Education District No. 1
2025-2026 Approved Budget

Row Labels	Audit Object Segment Header	Details	SFF ECE Funding	City YK	Total SFF ECE & City YK	Total Heritage Canada	Total Other ECE Revenue	Total Other	Sum of Total Funding	Sum of Budget Expenses	Sum of Variance	SFF ECE FTE	Budget FTE	FTE Variance
60. School Programs	ECE Other	(blank)					1,084,045.48		1,084,045.48	-	1,084,045.48			0.00
	ECE Other Total						1,084,045.48		1,084,045.48		1,084,045.48			0.00
	Materials	Healthy Food for Learning	78,040	-	78,040				78,040.00	78,040	0.01			0.00
	Materials	Heritage Canada				354,000			354,000.00	161,000	193,000.00			0.00
	Materials	National Food Program							-	279,919	- 279,918.65			0.00
	Materials Total		78,040	-	78,040	354,000			432,040.00	518,959	- 86,918.64			0.00
	Other Education Bodies	Other	63,120	14,955	78,075				78,074.93	-	78,074.93			0.00
	Other Education Bodies	Other Education Bodies						316,693	316,693.00	-	316,693.00			0.00
	Other Education Bodies Total		63,120	14,955	78,075			316,693	394,767.93	-	394,767.93			0.00
	Salary & Benefits	FRENCH EA			-	76,000			76,000.00	55,928	20,071.64		0.50	-0.50
	Salary & Benefits	HEAD JANITOR	424,907	100,657	525,564				525,563.91	590,367	- 64,803.23	6.00	6.00	0.00
	Salary & Benefits	JANITOR	869,643	206,012	1,075,654				1,075,654.13	857,790	217,863.68	12.28	9.13	3.15
	Salary & Benefits	JANITOR SUPERVISOR	70,818	16,776	87,594				87,593.98	118,503	- 30,908.59	1.00	1.00	0.00
	Salary & Benefits	JK EDUCATION ASSISTANT	247,983	58,745	306,728				306,727.97	581,237	- 274,508.78	1.76	6.00	-4.24
	Salary & Benefits	JUNIOR KINDERGARTEN INSTRUCTOR	1,127,194	267,024	1,394,218				1,394,218.03	937,802	456,416.39	8.00	8.00	0.00
	Salary & Benefits	LEAD/FLOATER JANITOR	70,818	16,776	87,594				87,593.98	105,990	- 18,396.45	1.00	1.00	0.00
	Salary & Benefits	LIBRARIANS			-				-	356,198	- 356,198.47		3.50	-3.50
	Salary & Benefits	Literacy Coordinator (Program Coordinator)	76,258	18,065	94,323				94,323.10	-	94,323.10	0.50	0.50	0.00
	Salary & Benefits	MANAGER, TECHNOLOGY SERVICES	131,758	31,213	162,971				162,971.00	174,335	- 11,363.52	1.00	1.00	0.00
	Salary & Benefits	NETWORK TECH			-				-	261,895	- 261,895.31		2.00	-2.00
	Salary & Benefits	Parental/Maternity/Paternity			-				-	244,959	- 244,959.32			0.00
	Salary & Benefits	PRINCIPALS 10 - 12	140,899	33,378	174,277				174,277.26	227,989	- 53,711.71	1.00	1.00	0.00
	Salary & Benefits	PRINCIPALS K-9	704,497	166,890	871,386				871,386.22	1,042,617	- 171,231.13	5.00	5.00	0.00
	Salary & Benefits	PROGRAM COORDINATORS	152,516	36,130	188,646				188,646.33	168,919	19,727.50	1.00	0.50	0.50
	Salary & Benefits	PROGRAM COORDINATORS FRENCH	305,033	72,260	377,293	120,000			497,292.67	396,089	101,203.87	2.00	2.00	0.00
	Salary & Benefits	SCHOOL ADMIN ASSISTANT 7.5HRS			-				-	50,789	- 50,788.84		0.50	-0.50
	Salary & Benefits	SCHOOL FINANCE & ADM ASST 7.5HRS	302,115	71,568	373,683				373,683.02	538,898	- 165,214.73	3.67	5.00	-1.33
	Salary & Benefits	SCHOOL FINANCE & ADM ASST 7HRS	82,320	19,501	101,821				101,820.99	105,110	- 3,289.03	1.00	1.00	0.00
	Salary & Benefits	SCHOOL FINANCE OFFICER 7.5HRS	82,320	19,501	101,821				101,820.99	120,197	- 18,375.69	1.00	1.00	0.00
	Salary & Benefits	SUBS	337,886	80,043	417,929				417,929.00	696,447	- 278,518.10		0.00	0.00
	Salary & Benefits	TEACHER FRENCH			-	30,000			30,000.00	338,800	- 308,800.29		2.25	-2.25
	Salary & Benefits	TEACHER PIF			-				-	27,684	- 27,683.55		0.25	-0.25
	Salary & Benefits	Teachers 10-12	3,864,869	915,556	4,780,425				4,780,425.22	4,037,060	743,365.00	27.43	23.97	3.46
	Salary & Benefits	TEACHERS K-9	10,398,370	2,463,291	12,861,661				12,861,660.57	13,533,065	- 671,403.96	73.80	79.60	-5.80
	Salary & Benefits	VICE PRINCIPALS 10-12	281,799	66,756	348,555				348,554.52	389,142	- 40,587.86	2.00	2.00	0.00
	Salary & Benefits	VICE PRINCIPALS K-9	704,497	166,890	871,386				871,386.22	690,333	181,052.74	5.00	5.00	0.00
	Salary & Benefits Total		20,376,498	4,827,031	25,203,529	226,000			25,429,529.10	26,648,144	- 1,218,614.62	154.44	167.70	-13.26
	Services	Heritage Canada			-				-	37,000	- 37,000.00			0.00
	Services	Homeschooling			-				-	100,000	- 100,000.00			0.00
	Services	School Operating Budgets			-				-	460,000	- 460,000.00			0.00
	Services	Student Transportation (Bussing)	374,227	88,651	462,878				462,877.80	560,000	- 97,122.20			0.00
	Services Total		374,227	88,651	462,878				462,877.80	1,157,000	- 694,122.20			0.00
	YK1 Generated Funds	YK1 Generated Funds						419,562	419,562.00	-	419,562.00			0.00
	YK1 Generated Funds Total							419,562	419,562.00	-	419,562.00			0.00
	(blank)	(blank)			-				-	-	-			0.00
	(blank) Total				-				-	-	-			0.00
	Revenue	Bellamy	49,000	11,610	60,610				60,610.00	-	60,610.00			0.00
	Revenue	Healthy Choices Initiatives Healthy Snacks	18,000	-	18,000				18,000.00	-	18,000.00			0.00
	Revenue	Healthy Choices Initiatives Healthy Snacks Base	128,920	-	128,920				128,920.00	-	128,920.00			0.00
	Revenue	Ongoing: Sr Sec Small School Pgm	168,462	39,907	208,369				208,369.00	-	208,369.00			0.00
	Revenue	SSI	34,000	8,054	42,054				42,054.00	-	42,054.00			0.00
	Revenue	Termination Benefits	348,216	-	348,216				348,216.00	-	348,216.00			0.00
	Revenue	Youth Contributions	23,680	-	23,680				23,680.00	-	23,680.00			0.00
	Revenue Total		770,278	59,571	829,849				829,849.00	-	829,849.00			0.00
	Other	School Operations & Maintenance Funding	771,460	182,753	954,213				954,213.00	1,249,913	- 295,699.75			0.00
	Other	Medical Travel			-				-	150,000	- 150,000.00			0.00
	Other Total		771,460	182,753	954,213				954,213.00	1,399,913	- 445,699.75			0.00
60. School Programs Total			22,433,623	5,172,961	27,606,584	580,000	1,084,045.48	736,255	30,006,884.31	29,724,015	282,869.20	154.44	167.70	-13.26
61. Inclusive Schooling	Materials	Magnet O&M	38,000		38,000				38,000.00	38,000	-			0.00
	Materials	Specialized Learning (Assistive Tech)	118,698	28,119	146,817				146,817.00	60,000	86,817.00			0.00
	Materials Total		156,698	28,119	184,817				184,817.00	98,000	86,817.00			0.00
	Salary & Benefits	Education Assistants	2,697,663	639,047	3,336,710				3,336,709.65	3,661,517	- 324,807.43	32.77	39.00	-6.23
	Salary & Benefits	Magnet Education Assistants	203,642		203,642				203,642.02	181,830	21,812.21	2.00	1.00	1.00
	Salary & Benefits	Magnet Teacher	522,832		522,832				522,831.82	555,043	- 32,210.93	3.00	3.00	0.00
	Salary & Benefits	Program Coordinator	152,516	36,130	188,646				188,646.00	387,509	- 198,862.62	1.00	2.00	-1.00
	Salary & Benefits	PST	2,196,076	520,233	2,716,309				2,716,309.01	2,762,892	- 46,583.17	15.59	16.00	-0.41
	Salary & Benefits	SBMH&W - MHW Team Coordinator	112,036	26,540	138,576				138,576.35	138,576	-		1.00	-1.00

Yellowknife Education District No. 1
2025-2026 Approved Budget

Row Labels	Audit Object Segment Header	Details	SFF ECE Funding	City YK	Total SFF ECE & City YK	Total Heritage Canada	Total Other ECE Revenue	Total Other	Sum of Total Funding	Sum of Budget Expenses	Sum of Variance	SFF ECE FTE	Budget FTE	FTE Variance
61. Inclusive Schooling	Salary & Benefits	SBMH&W - Wellness Mentor	494,056	117,038	611,094	-	-	-	611,094.37	611,094	-	-	5.00	-5.00
	Salary & Benefits	SUBS	-	-	-	-	-	-	-	296,699	-	296,699.79	-	0.00
	Salary & Benefits Total		6,378,821	1,338,988	7,717,809				7,717,809.21	8,595,160	- 877,350.74	54.36	67.00	-12.64
	Services	Counselling	113,526	26,894	140,420	-	-	-	140,420.00	28,281	112,139.50	-	-	0.00
	Services	Professional Development	89,331	21,162	110,493	-	-	-	110,493.00	28,281	82,212.50	-	-	0.00
	Services	SBMH&W - O&M	125,260	27,180	152,439	-	-	-	152,439.27	152,439	0.00	-	-	0.00
	Services	Staff Devt Travel	20,298	4,808	25,106	-	-	-	25,106.00	-	25,106.00	-	-	0.00
	Services Total		348,415	80,044	428,458				428,458.27	209,000	219,458.00			0.00
61. Inclusive Schooling Total			6,883,934	1,447,151	8,331,084				8,331,084.49	8,902,160	- 571,075.74	54.36	67.00	-12.64
62. Operations & Maintenance	Materials	Operations & Maintenance Freight	-	-	-	-	-	-	-	5,000	-	5,000.00	-	0.00
	Materials Total									5,000	- 5,000.00			0.00
	Salary & Benefits	Mtce - Director	160,971	38,133	199,104	-	-	-	199,103.68	199,104	-	-	1.00	-1.00
	Salary & Benefits	Mtce - Mtce Operators	39,558	9,371	48,930	-	-	-	48,929.50	573,544	524,614.96	-	4.00	-4.00
	Salary & Benefits	Mtce - Summer Grounds	463,698	109,846	573,544	-	-	-	573,544.47	48,930	524,614.96	-	0.25	-0.25
	Salary & Benefits Total		664,227	157,350	821,578				821,577.65	821,578	-	5.25	-5.25	
	Services	Operations & Maintenance Materials	181,623	43,025	224,648	-	-	-	224,648.35	650,550	425,901.65	-	-	0.00
	Services	Small Capital	325,817	77,183	403,000	-	-	-	403,000.00	286,154	116,846.00	-	-	0.00
	Services	Utilities	1,646,177	389,966	2,036,143	-	-	-	2,036,143.00	2,036,143	-	-	-	0.00
	Services Total		2,153,617	510,175	2,663,791				2,663,791.35	2,972,847	- 309,055.65			0.00
62. Operations & Maintenance Total			2,817,844	667,525	3,485,369				3,485,369.00	3,799,425	- 314,055.65	5.25	-5.25	
63. Administration	Material	Admin O&M Clerical	114,917	27,223	142,140	-	-	-	142,140.00	37,000	105,140.00	-	-	0.00
	Material	BOT - DEA Council O&M	-	-	-	-	-	-	-	8,000	-	8,000.00	-	0.00
	Material Total		114,917	27,223	142,140				142,140.00	45,000	97,140.00			0.00
	Salary & Benefits	AP/FINANCE ASSISTANT	81,336	19,268	100,604	-	-	-	100,604.00	100,526	78.27	1.00	1.00	0.00
	Salary & Benefits	ASSIST SUPERINTENDENT CURRICULUM & LEARNING	-	-	-	-	-	-	-	230,695	230,694.66	-	1.00	-1.00
	Salary & Benefits	ASSISTANT SUPERINTENDENT HR & LEARNING	171,331	40,587	211,918	-	-	-	211,918.00	242,358	30,440.18	1.00	1.00	0.00
	Salary & Benefits	BOT - Chairperson	13,239	3,136	16,375	-	-	-	16,375.16	16,375	0.00	-	-	0.00
	Salary & Benefits	BOT - Trustee	49,436	11,711	61,147	-	-	-	61,147.00	61,147	0.45	-	-	0.00
	Salary & Benefits	BOT - Vice Chair	11,228	2,660	13,888	-	-	-	13,887.64	13,888	0.00	-	-	0.00
	Salary & Benefits	EXECUTIVE ASSISTANT	96,720	22,912	119,632	-	-	-	119,632.00	227,150	107,517.79	1.00	2.00	-1.00
	Salary & Benefits	FINANCE COORDINATOR	81,336	19,268	100,604	-	-	-	100,604.00	141,834	41,230.41	1.00	1.00	0.00
	Salary & Benefits	PAYROLL BENEFITS OFFICER	-	-	-	-	-	-	-	118,801	118,800.63	-	1.00	-1.00
	Salary & Benefits	PAYROLL/FINANCE OFFICER	81,336	19,268	100,604	-	-	-	100,604.00	113,653	13,049.22	1.00	1.00	0.00
	Salary & Benefits	RECEPTION	40,668	9,634	50,302	-	-	-	50,302.00	87,363	37,061.37	0.50	1.00	-0.50
	Salary & Benefits	SECRETARY TREASURER	137,985	32,688	170,673	-	-	-	170,673.00	224,556	53,882.56	1.00	1.00	0.00
	Salary & Benefits	SUPERINTENDENT	190,325	45,086	235,411	-	-	-	235,411.00	267,990	32,579.07	1.00	1.00	0.00
	Salary & Benefits Total		954,940	226,218	1,181,158				1,181,157.80	1,846,335	- 665,177.16	7.50	11.00	-3.50
	Services	Administration 2017-2018 Adjustment	-	101,025	171,767	-	-	-	171,767.00	70,741.77	101,025.23	-	-	0.00
	Services	BOT - DEA Council O&M	76,483	18,118	94,601	-	-	-	94,601.20	100,500	5,898.80	-	-	0.00
	Services	Office Leases	108,902	31,813	140,715	-	-	-	140,715.00	-	140,715.00	-	-	0.00
	Services	Services	-	-	-	-	-	-	-	215,500	215,500.00	-	-	0.00
	Services Total		84,360	221,698	306,058				306,057.97	316,000	- 9,942.03			0.00
63. Administration Total			1,154,217	475,139	1,629,356				1,629,355.77	2,207,335	- 577,979.19	7.50	11.00	-3.50
64. Indigenous Language and Education	Materials	Community support	60,927	14,433	75,360	-	-	-	75,359.95	75,360	-	-	-	0.00
	Materials	Indigenous Ed:	-	-	-	-	-	-	-	102,438	-	102,438.07	-	0.00
	Materials	OLC & ILE Handbook	48,265	11,434	59,699	-	-	-	59,698.80	59,699	-	-	-	0.00
	Materials Total		109,192	25,867	135,059				135,058.75	237,497	- 102,438.07			0.00
	Salary & Benefits	Dene Kede Facilitors	110,642	26,210	136,852	-	-	-	136,852.05	170,514	33,662.10	1.00	1.00	0.00
	Salary & Benefits	ILC EA	221,284	52,420	273,704	-	-	-	273,704.10	197,139	76,565.16	2.00	2.00	0.00
	Salary & Benefits	ILC Regional Indigenous Coordinator	152,513	36,130	188,643	-	-	-	188,643.00	194,783	6,140.41	1.00	1.00	0.00
	Salary & Benefits	ILC TEACHER	286,562	67,884	354,447	-	-	-	354,446.81	377,912	23,465.49	2.59	2.40	0.19
	Salary & Benefits	Indigenous Ed: Honouraria	-	-	-	-	-	-	-	84,000	84,000.00	-	-	0.00
	Salary & Benefits	TEACHERS	110,642	26,210	136,852	-	-	-	136,852.05	160,403	23,550.87	1.00	1.00	0.00
	Salary & Benefits Total		881,643	208,855	1,090,498				1,090,498.00	1,184,752	- 94,253.71	7.59	7.40	0.19
	Services	Indigenous Ed: Travel	174,874	41,426	216,300	-	-	-	216,300.00	26,000	190,300.00	-	-	0.00
	Services Total		174,874	41,426	216,300				216,300.00	26,000	190,300.00			0.00
64. Indigenous Language and Education Total			1,165,709	276,148	1,441,857				1,441,856.75	1,448,249	- 6,391.78	7.59	7.40	0.19
66. Amortization	Amortization	Amortization	-	-	-	-	-	-	-	1,000,000	-	1,000,000.00	-	0.00
	Amortization Total									1,000,000	- 1,000,000.00			0.00
66. Amortization Total										1,000,000	- 1,000,000.00			0.00
Grand Total			34,455,327	8,038,923	42,494,250	580,000	1,084,045.48	736,255	44,894,550.31	47,081,183	- 2,186,633.15	223.89	258.35	-34.46

Enrolments - Detail By School

Dept of Education, Culture & Employment
2026-27 Proforma School Year

Region		JK	All Students												All Students Total FTE	
Community	School Name		K	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	JK-12
Yellowknife District No. 1																
Yellowknife	École It'ô	68.5	44.0	63.5	44.5	56.0	46.0	41.0	-	-	-	-	-	-	-	363.5
Yellowknife	Mildred Hall	28.5	16.5	24.0	34.0	29.0	25.0	29.5	32.5	26.0	34.5	-	-	-	-	279.5
Yellowknife	N.J. MacPherson	44.0	39.5	45.0	45.5	46.5	41.5	60.0	-	-	-	-	-	-	-	322.0
Yellowknife	Range Lake North	18.5	21.5	18.0	29.0	21.0	28.5	23.0	12.5	16.0	11.0	-	-	-	-	199.0
Yellowknife	École Sir John Franklin	-	-	-	-	-	-	-	-	-	-	152.0	253.0	150.0	111.3	666.3
Yellowknife	William MacDonald	-	-	-	-	-	-	-	129.0	93.5	102.5	-	-	-	-	325.0
Total Yellowknife District No. 1		159.50	121.5	150.5	153.0	152.5	141.0	153.5	174.0	135.5	148.0	152.0	253.0	150.0	111.3	2,155.3

Dept of Education, Culture & Employment
2025-26 School Year

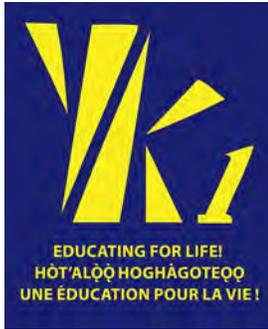
Region		JK	All Students												All Students Total FTE	
Community	School Name		K	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	JK-12
Yellowknife District No. 1																
Yellowknife	École It'ô	42.5	58.0	42.5	53.0	44.0	41.5	53.5	-	-	-	-	-	-	-	335.0
Yellowknife	Mildred Hall	14.0	23.5	31.5	30.5	20.0	31.0	31.5	25.0	37.0	16.0	-	-	-	-	260.0
Yellowknife	N.J. MacPherson	40.5	43.5	54.5	47.5	39.5	65.5	63.5	-	-	-	-	-	-	-	354.5
Yellowknife	Range Lake North	20.0	17.0	25.0	22.0	28.5	18.5	21.0	19.0	9.5	24.0	-	-	-	-	204.5
Yellowknife	École Sir John Franklin	-	-	-	-	-	-	-	-	-	-	145.0	254.5	143.0	95.0	637.5
Yellowknife	William MacDonald	-	-	-	-	-	-	-	100.5	103.0	110.5	-	-	-	-	314.0
Total Yellowknife District No. 1		117.00	142.0	153.5	153.0	132.0	156.5	169.5	144.5	149.5	150.5	145.0	254.5	143.0	95.0	2,105.5

Dept of Education, Culture & Employment
2024-25 School Year

Region		JK	All Students												All Students Total FTE	
Community	School Name		K	1.0	2.0	3.0	4.0	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0	JK-12
Yellowknife District No. 1																
Yellowknife	École It'ô	49.0	35.0	48.0	41.0	43.0	54.0	30.0	-	-	-	-	-	-	-	300.0
Yellowknife	Mildred Hall	20.5	31.0	32.0	24.0	32.5	28.5	25.0	39.5	20.0	22.0	-	-	-	-	275.0
Yellowknife	N.J. MacPherson	43.0	58.5	50.0	41.5	63.5	64.5	40.5	-	-	-	-	-	-	-	361.5
Yellowknife	Range Lake North	21.0	26.0	24.0	30.0	24.0	21.0	33.0	10.0	25.0	28.5	-	-	-	-	242.5
Yellowknife	École Sir John Franklin	-	-	-	-	-	-	-	-	-	-	140.0	282.0	128.5	99.0	649.5
Yellowknife	William MacDonald	-	-	-	-	-	-	-	91.0	104.5	74.0	-	-	-	-	269.5
Total Yellowknife District No. 1		133.50	150.5	154.0	136.5	163.0	168.0	128.5	140.5	149.5	124.5	140.0	282.0	128.5	99.0	2,098.0

Dept of Education, Culture & Employment
 2026-27 Proforma School Year
 Summary of Contributions

CATEGORIES	YK #1	YK #1	YK #1	YK #1	YK #1	YK #1
	25-26	25-26	26-27	26-27	Diff.	Diff.
	PY	SY	PY	SY	PY	SY
ADMINISTRATION AND SCHOOL SERVICES						
Administration Staffing						
Superintendent	1.00	190,325.00	1.00	190,601.00	-	276.00
Comptroller	1.00	137,985.00	1.00	138,186.00	-	201.00
Assistant superintendents	1.00	171,331.00	1.00	171,580.00	-	249.00
Technology Consultants	1.00	131,758.00	1.00	131,950.00	-	192.00
Administration officers	1.00	96,720.00	1.00	96,860.00	-	140.00
Clerical	3.50	284,676.00	3.50	285,089.00	-	413.00
Administration O&M	-	114,917.00	-	115,084.00	-	167.00
District Education Authorities	-	150,386.00	-	151,109.00	-	723.00
Office Leases	-	108,902.00	-	109,060.00	-	158.00
Adjustments/Allocations	-	(101,025.00)	-	(101,025.00)	-	-
One Time Adjustments (July to March)	-	-	-	-	-	-
One Time Adjustments (April to June)	-	-	-	-	-	-
	8.50	1,285,975.00	8.50	1,288,494.00	-	2,519.00
TERRITORIAL SCHOOLS						
School Staffing						
Teachers JK-9	93.56	13,182,540.00	96.79	13,770,548.00	3.23	588,008.00
Teachers 10-12	30.43	4,287,567.00	31.43	4,471,622.00	1.00	184,055.00
Principals and VP Allowances	-	-	-	-	-	-
School Support Consultants	3.00	457,549.00	3.00	463,065.00	-	5,516.00
School Counselling	-	-	-	-	-	-
School Secretaries	5.67	466,755.00	5.69	469,080.00	0.02	2,325.00
Custodians	20.28	1,436,185.00	20.36	1,443,943.00	0.08	7,758.00
Casual Wages	-	337,886.00	-	346,372.00	-	8,486.00
School Operation and Maintenance (O&M)						
Materials/supplies/minor projects/F&E/student travel	-	771,460.00	-	790,834.00	-	19,374.00
Student Transportation (busing)	-	374,227.00	-	383,625.00	-	9,398.00
Healthy Food for Learning	-	78,040.00	-	78,040.00	-	-
Healthy Choices Initiative - Healthy Snacks	-	18,000.00	-	18,000.00	-	-
Healthy Choices Initiative - Base	-	128,920.00	-	128,920.00	-	-
Youth Contributions Program	-	23,680.00	-	23,680.00	-	-
Senior Secondary Education						
One-time Start-up Costs	-	-	-	-	-	-
Senior Secondary Materials and Distance Learning	-	168,462.00	-	175,236.00	-	6,774.00
Small Schools Senior Secondary	-	-	-	-	-	-
Literacy Coaches	0.50	76,258.07	0.50	77,177.55	-	919.48
Termination Benefits	-	418,673.00	-	-	-	(418,673.00)
Yellowknife District Education Authority Support	-	2,817,844.00	-	3,220,495.00	-	402,651.00
Rae Edzo School Society	-	-	-	-	-	-
Adjustments/Allocations	-	146,120.00	-	92,000.00	-	(54,120.00)
One Time Adjustments (July to March)	-	-	-	230,000.00	-	230,000.00
One Time Adjustments (April to June)	-	-	-	-	-	-
	153.44	25,190,166.07	157.77	26,182,637.55	4.33	992,471.48
INCLUSIVE SCHOOLING						
Staffing						
Regional Coordinators	1.00	152,516.00	1.00	154,355.00	-	1,839.00
Program Support Teachers	15.59	2,196,076.00	15.76	2,242,584.00	0.18	46,508.00
School Based Mental Health and Wellness Funding	-	731,352.00	-	731,352.00	-	-
Support Assistants	32.77	2,697,663.00	33.54	2,765,412.00	0.77	67,749.00
Magnet Facilities	5.00	764,474.00	5.00	768,804.00	-	4,330.00
Staff Development	-	89,331.00	-	91,535.00	-	2,204.00
Specialized Learning Material/Assistive Technology	-	118,698.00	-	121,443.00	-	2,745.00
Staff Development Travel	-	20,298.00	-	20,557.00	-	259.00
Counselling/Healing	-	113,526.00	-	116,180.00	-	2,654.00
Adjustments/Allocations	-	-	-	-	-	-
One Time Adjustments (July to March)	-	-	-	-	-	-
One Time Adjustments (April to June)	-	-	-	-	-	-
	54.36	6,883,934.00	55.31	7,012,222.00	0.95	128,288.00
INDIGENOUS LANGUAGE AND EDUCATION						
Regional ILE Coordinator	1.00	152,516.00	1.00	154,355.00	-	1,839.00
Indigenous Language Instruction Staff	6.59	729,130.00	6.69	741,268.00	0.10	12,138.00
Indigenizing Education	-	174,874.00	-	175,128.00	-	254.00
Resource Development: OLC & ILE Handbook	-	48,265.00	-	48,434.00	-	169.00
Community Support	-	60,927.00	-	62,260.00	-	1,333.00
Adjustments/Allocations	-	-	-	-	-	-
One Time Adjustments (July to March)	-	-	-	-	-	-
One Time Adjustments (April to June)	-	-	-	-	-	-
	7.59	1,165,712.00	7.69	1,181,445.00	0.10	15,733.00
TOTALS	223.89	34,525,787.07	229.27	35,664,798.55	5.38	1,139,011.48
				35,641,524.00		(23,274.55)



BOARD REPORT

Title:	March 10, 2026, Finance Committee Minutes
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	March 5, 2026
Mandate	<ul style="list-style-type: none"> ● Cultivate a culture of holistic wellness ● Honour and celebrate Indigenous Language and Culture for all learners ● Ensure inclusive, equitable and authentic learning experiences ● Foster critical understanding of local, national and global issues
Background	<ul style="list-style-type: none"> ● The Finance Committee met February January 27, 2026.
Detail	<ul style="list-style-type: none"> ● The Finance Committee minutes of January 27, 2026 were approved at the February 24, 2026 meeting. <ul style="list-style-type: none"> ● Finance Committee Minutes January 27, 2026
Recommendations	Received as information.
Attachments?	<p><input type="checkbox"/> Yes or <input type="checkbox"/> No If yes, list attachments below</p> <ul style="list-style-type: none"> ● 2026-01-27 Finance Committee Meeting Minutes



Yellowknife Education District No. 1 Finance Committee Meeting MINUTES

January 27, 2026 @ 12:10 PM

District Office Boardroom & Video Conference

Committee Members Present: Trustee Brookes (online), Trustee Shortt,
Trustee Drew (online) &
Trustee Bell (online)

Regrets: Trustee Wasylciw

Absent: Trustee Peters, Trustee Snaggs

Administration Present: Lisa Vass, Graham Arts, Pat Thagard & Annie Lagomasino (online)

Guests present: none

Meeting Chairperson: Trustee Brookes

Meeting Recorder: Annie Lagomasino

1. Meeting called to order at **12:13 PM**. **4** committee members present.

2. Land Acknowledgement

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

3. Declaration of Conflict of Interest

none declared

4. Approval of Minutes

Prior to approval, Chairperson Brookes clarified the minutes were written while Finance and Facilities were still one committee. Hereafter, Finance and Facilities are separate committees.

Motion #: 01/01-27/25-26

I move that the Finance and Facilities Committee accept the committee minutes of November 4, 2025, as circulated.

Moved by: Trustee Shortt; Seconded by: Trustee Drew

Carried

Motion #: 02/01-27/25-26

I move that the Finance and Facilities Committee accept the committee minutes of November 26, 2025, as circulated.

Moved by: Trustee Drew; Seconded by: Trustee Shortt

Carried

5. Updated Budget Schedule (To be provided on Monday, January 26, 2026)

Secretary Treasurer Vass reviewed the updated Finance Committee budget schedule, including the revised City of Yellowknife assessment and property tax timeline. Administration advised that timelines may be impacted by delays in City assessment processes and the release of ECE funding information.

Key milestones were highlighted, including the City's March 2 deadline for assessment complaints and anticipated Board consideration of the tax requisition and final budget in May. Trustees raised concerns regarding the variability of ECE funding timelines and requested that contingency planning be considered, including the possibility of a contingency ratepayer meeting.

Administration clarified that a formal tax requisition must be submitted to the City regardless of whether a tax increase is requested, with further clarity expected following the May 1 ratepayer meeting and Board consideration on May 7.

6. Financial Report

Secretary Treasurer Vass presented the Financial Report as of December 31, 2025. Administration reported a projected annual operating deficit of approximately \$2.6 million and advised that forecasting work is ongoing.

It was noted that the accumulated surplus is expected to be largely depleted, with a small balance remaining related to approved capital projects communicated to ECE. Administration confirmed that variances are well documented, compliant with funding agreements, and that the District is not in breach of contractual requirements. Variance reporting is conducted monthly and presented quarterly, with no significant financial outliers identified.

Concerns were raised regarding the cost of conducting the upcoming election and the availability of external funding. Administration advised that no specific ECE funding has been identified and that discussions with the City regarding cost management and potential cost-sharing are ongoing.

Trustees noted that a previously requested staffing update was not included in the current agenda. Administration advised that staffing figures and projections are still being finalized and that an update will be brought forward to the February Finance Committee meeting.

7. Transdev Bus Contract – One Year Extension - Superintendent

Administration provided an update on the student transportation contract with Transdev, noting that the agreement is approaching expiry. Administration advised that all three school boards are aligned in recommending a one-year contract extension to maintain service continuity while further review is undertaken. The importance of staying in sync with the other school boards was emphasized, and a quick timeline for approval in March or April was recommended.

Administration noted that CSFTNO has indicated the current contract is not sustainable long-term and is seeking changes to the pricing structure. Trustees inquired about a 2021 amendment related to rate increases and fuel surcharges, which the administration confirmed exists.

8. Adjournment

Motion #: 03/01-27/25-26

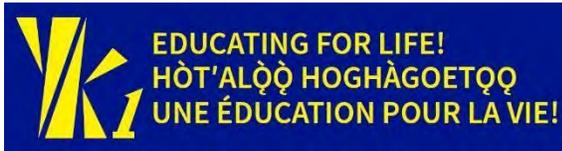
I move that this Committee meeting be adjourned.

Moved by: Trustee Shortt; Seconded by: Trustee Drew

Carried

Meeting adjourned at 12:56 pm

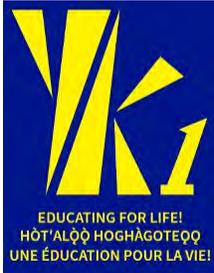
Next Finance and Facilities Committee meeting date: February 24, 2026



BOARD REPORT

Title:	Policy & Governance Report.
Contact:	Tina Drew, Trustee, Chair of Policy and Governance Committee.
Date Submitted:	2 March 2026
Mandate:	<ul style="list-style-type: none"> • Policy 8: Committees of the Board.
Background:	
Report	<p>Meeting February 26, 2026.</p> <ul style="list-style-type: none"> • Policy 21 - Under the review of the Public Service Act, duty to report is supposed to be reviewed. The Policy Committee is recommending that a review of Policy 21 wait until after Public Service Act to see if changes need to be made to policy to ensure it complies with legislation. • Policy 8 - 1 Trustee reviewed same, and made a lot of changes to sections, so waiting for further input from the PE&A committee, on hold for approval from board until input from PE&A committee is received. • Policy 13 – Only input from 1 Trustee, Committee is asking that this policy be approved by the Board of Trustees tonight. • Policy 16 - received recommendations for change, committee to review same, delay approval until April board meeting.

	<ul style="list-style-type: none"> • Policy 26, 27 and 28 were not placed on the google drive as recommended so held until review of these policies can be done. • Policy IT – suggestions from 1 Trustee, need to review same. <p>Work in Progress</p> <ul style="list-style-type: none"> • Policy 27 - All Trustees please review. • Policy 26 – All Trustees please review. • Policy 28 – All Trustees please review. • Policy 29 – Committee to work on • Policy 5 – Committee to work on • Risk Management Policy – Committee creating <p>In order for the policy committee to work efficiently we rely on the board to provide feedback on the policies in the drive. It delays the approval of policies, if you only make your comments at the board meeting as the committee has then to bring the policy back to the committee and then bring forward at the next board meeting. Please make your comments on the policies, do not worry about formatting as Pat will do that at the end. If you have no changes to suggest for these policies, please put in a comment no changes to suggest. Thank you to Chair Bell for all her comments.</p>
Recommendations	Policy 13 – Staff Reductions This policy be approved. This recommendation comes from both the policy committee and senior administration.
Proposed Motion (if applicable)	I motion that YK1 Board of Trustees approve Policy 13 – Staff Reductions.
Attachment?	Policy 13 Finalized version only.



**YELLOWKNIFE EDUCATION DISTRICT NO. 1
Policy & Governance Committee
MINUTES**

**February 26, 2026 – 12:10 PM
In-person and online via Google Meet**

Trustees Present: Terry Brookes (online) and Tina Drew

Regrets: Jason Snaggs

Administration

Present: Graham Arts and Annie Lagomasino

Meeting Chairperson: Trustee Drew

Meeting Recorder: Annie Lagomasino

Agenda

1. Call to Order

The meeting was called to order at 12:10 PM

2. Policy 8 – Committees of the Board

The Committee reviewed trustee feedback and discussed proposed revisions to Policy 8.

- Agreed that ad hoc committees, including the Negotiations Committee, will not have fixed terms and will remain in place until their work is complete.
- Agreed to identify the Negotiations Committee as an ad hoc committee.
- Agreed that mandatory two-year trustee terms for the Audit Committee will not be embedded in policy.
- Agreed that administrative support attendance at official committee meetings will be required.
- Agreed that the Negotiations Committee may consist of up to three trustees, in addition to the Superintendent and designates.

3. Policy 13 – Teaching Staff Reduction in Progress

The Committee reviewed revisions to Policy 13.

- Agreed to simplify language regarding the Board's ability to retain staff.
- Agreed to remove specific Education Act section references.
- Confirmed that the policy applies to all YK1 employees.
- Agreed to reference the Northwest Territories Employment Standards Act and all applicable collective agreements.

Administration will present a related administrative procedure to the Policy & Governance Committee in April.

4. Duty to Report WiP Dec 2025 - HOLD or WITHDRAW

The Committee reviewed the revised draft Duty to Report policy.

The Committee noted that amendments to the Public Service Act are currently under development and may impact reporting mechanisms and regulatory requirements.

Given this, the Committee agreed to place the Duty to Report policy on hold until the Public Service Act is passed and its applicability to YK1 is clarified. The policy will remain in the Work in Progress (WiP) folder.

5. Adjournment

The meeting adjourned at 1:00 PM



Policy 13: Teaching Staff Reductions

Policy 13: New Title Staff Reductions

Purpose:

The Board's ability to retain **staff** employed within the District is dependent on a number of factors. These factors include:

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

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

Background:

The *Education Act*, empowers the Board to terminate employment in cases where the total number of **staff** required by the District is decreased.

Responsibility:

The Board shall follow all the Canada Labour Code, NWT Employment Standards Act and all applicable Collective Agreements.

1.

References/Related Documents:

- *Education Act*
- Administrative Procedures



Policy 13: Teaching Staff Reductions

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

Policy 13: Staff Reductions

Purpose:

The Board's ability to retain staff employed within the District is dependent on a number of factors. These factors include:

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

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

Background

The *Education Act* empowers the Board to terminate contracts of employment in those cases where the total number of staff required by the District is decreased.

Responsibilities

The Board shall follow the Canada Labour Code, NWT Employment Standards Act and all Collective Agreements signed with staff.



YELLOWKNIFE EDUCATION DISTRICT NO. 1
BOARD of TRUSTEES
PUBLIC ENGAGEMENT & ADVOCACY COMMITTEE
MINUTES for February 26, 2026 – 12:10 PM
Video call link:
<https://meet.google.com/ggr-wpch-nwv>

Trustees Present: Michelle Peters, David Wasylciw

Regrets:

Administration

Present: Shirley Zouboules

Meeting Chairperson: Trustee Wasylciw

Meeting Recorder: Shirley Zouboules

Agenda:

Annual report

Sacred Feather

Long Term Service Awards - April 18th at MHS

Trade Show - May 9 & 10 - Trustees are welcome

Advocacy meeting April 27th - COW for topics April

Location/logistics (group topics)

Minutes:

Michelle to make an action plan for the PE & A committee to include deliverables. To support agenda building and timelines.

Annual report

List contents/what's doable and reasonable in an annual report - Graham was going to send a list.

Could include:

- Brochures
- School profiles
- Enrolment
- Demographics
- Highlights through the year
- Trustees at a glance - quotes
- Senior admin - a page strengths and stretches from the last year
- Budget overview
- photos

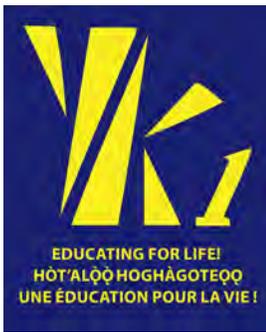
Sacred Feather - Share the folder with David, Michelle and Jason

Election preparations - Binder prep - Shared Drive Trustee Orientation

- Develop a timeline for new trustees
- Tech - navigating the Drive - folders for committees -where to find everything -
- Work plan, committee minutes
- Budget timelines/schedule
- Financial orientation - of YK1 - what is this budget anyway? Overview
- School tours
- School admin and Trustees welcome meet & greet
- Trustees across YK meet and greet

Next Meeting

- o Monday, March 16th, 2026



BOARD REPORT

Title:	Action Items - Agenda Structure
Contact:	Barbara Bell
Date:	March 2026
Current:	<p>Policy 5 states that the Chairperson, in consultation with the Superintendent, shall establish the agenda for regular Board meetings.</p> <p>Historically, Action Items have been reviewed under Business Arising from the Minutes which is early in the agenda. At two recent Board meetings, significant time was spent reviewing Action Items, resulting in the Board not reaching all Administration or Committee reports.</p> <p>Administration reports and recommendations frequently require timely Board direction and may carry operational and strategic implications.</p> <p>To ensure appropriate sequencing of Board business and sufficient time for Superintendent and District Office items, Action Items have been repositioned as a defined sub-item under Item 12 – Reports, following all other reports.</p> <p>This adjustment does not amend the Order of Business set out in Policy 5 and remains fully compliant with Board governance procedures.</p>
Recommendations:	For information only
Attachments:	Action items

BOARD of TRUSTEES - Action Items - 2025-2026

Status	No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Current Update
In Progress	15	2024-11-12 Board Meeting	Follow up on 1 Year warranty start date on Ecole Itlo list of rolling completion dates	Administration	January 2026	Jordan to provide verbal update until complete.
In Progress	32	2025-05-20 Board Education Session	An Education presentation on Inclusive Schooling was provided in Spring 2025. It was suggested that we discuss different funding approaches from the GNWT and what an improved model might look like. Consider and recommend alternative approaches to inclusive schooling funding and reporting.	Administration & Board	Spring 2026	On target for Spring 2026
In progress	38	2025-10-14 Board Meeting	Administration to review the current Joint Use Agreement that we have with the City of Yellowknife. Admin will determine whether YK1 will continue with the existing agreement or explore alternative options. A recommendation to be brought forward to the Board following the review.	Administration	Winter 2025-2026	Due to competing priorities, we are currently not able to work on this. Suggest to extend to spring

BOARD of TRUSTEES - Action Items - 2025-2026

Status	No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Current Update
In progress	39	2025-10-14 Board Meeting	On June 13, 2025, the board passed a motion that required the outgoing Chair, Vice Chair and Committee Chairs and CSBA Representative complete a Committee Handoff Document prior to the Organizational Meeting, and that all completed documents be stored in the internal Board DRIVE, accessible to trustees and relevant staff. All of the above are to be emailed to the Chair and Administration by the December Board Meeting.	Trustees	December 2025	Chair sent email to Trustees on Feb 11, 2026 which showed the following handover documents are outstanding. CSBA Representative Finance & Facilities USW/Board Advisory Chairperson
In progress	45	2025-11-12 Board Meeting	Provide a report on the approach for the condition-based assessments, what will be done, timing, how it will be done and by whom, as well as on the minor capital for SJF and RLN projects to ensure they are done before the end of the fiscal year, noting the SJF boiler project is a multi-year project.	Administration	late Spring 2026	***** work to commence during summer 2026. MOU recieved - edits in progress - will be submitted to ECE Monday, March 9th
In progress	46	2025-12-09	Board Chair directed to make a written and the Board to make verbal submission regarding Bill 32.	Board Chair	January 2026	Letter sent on Feb 19, 2026, with request to speak to standing committee. (Attached)
In progress	55	2026-02-10 Board Meeting	Chair write a letter in support of Consultation on Amendments to the <i>Student Records Regulations</i> Letter highlighting that the word parent should be expanded to include guardian, public guardian, and caregiver.	Board Chair		Motion 12/02-10/25-26
In progress	56	2026-02-10 Board Meeting	Board to hire Chris Smeaton to facilitate the Board & Superintendent evaluations.	Board Chair		

Recently Completed Action Items (see tabs below for all)		
No.	Date & Meeting	Action Item
48	2026-01-13 Board Meeting	Chair to send Response Letter re - Bill 32 - An Act to amend the Public Service Act No. 2
50	2026-01-13 Board Meeting	Trustees to review and provide feedback on Policy 13 - Teaching Staff Reducations by January 27th.
51	2026-01-13 Board Meeting	Appointment of Crowe MacKay LLP as auditor for the fiscal year ending June 30, 2027
54	2026-02-10 Board Meeting	Board to send a letter of support for NWT Art Centre to use the land by Sir John Franklin High School.
42	2025-11-12 Board Meeting	Report on work with YCS & Home Base to pursue "Home Base Tier 4 Stabilization Education Partnership"
44	2025-11-12 Board Meeting	Provide funding information for Immersive Art
47	2025-12-09	Superintendent directed to seek a legal opinion regarding the NWT's 1996 Homeschool Directive to clarify: The District's obligations and responsibilities under the Directive; The degree of flexibility the Directive grants the District to determine the annual funding allocated to children whose families choose to home school them.
9	2024-10-08 Board Meeting	Chair & Administration to contact Minister of ECE regarding application of Financial Administration Act and FAM regarding decision making authority
37	2025-10-14 Board Meeting	Provide a report comparing current substitute teacher costs to existing salary funding allocations. The report should outline the actual costs of substitutes, identify how these costs have changed over time, and show how they relate to other salary categories within the district.

Action Items REFERRED to COMMITTEE						
Status	No.	Meeting Date & Type	Action Item	Assigned to	Due Date (if applic.)	Current Update
In Progress	I	2023-04-11 Board Meeting	Finance Committee to work with Administration to create a risk register	Finance & Facilities Committee & Administration	Spring 2025	
In Progress	II	2024-04-09 Board Meeting	Determine best way to share communications publicly	Public Engagement & Advocacy Committee	Winter 2024/2025	
In progress	III	2024-08-20 Board Meeting	Continue to explore the creation of a Pride version of the YK1 logo	Public Engagement & Advocacy Committee	Winter 2024/2025	
In Progress	IV	2024-11-12 Board Meeting	Explore development of Risk Management Policy	Policy & Governance Committee	Spring 2026	
In Progress	V	2025-05-13	<i>Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments of Trustees.</i>	Policy & Governance Committee	Fall 2025	
In Progress	VI	2025-11-12 Board Meeting	<i>Review 2025-2026 Board work plan and provide feedback at the December Board meeting</i>	All Committees	December 2025	
In progress	VII	2025-11-12 Finance Committee	Administration to bring forward an updated list of position counts outlining where funding sources for the positions comes from for each. (Motion #08/11-12/25-26 - amended)	Administration	TBD	
In Progress	VIII	2025-12-09 Board Meeting	Work on incorporating a way for members of the public to ask questions at the Education Information Sessions to the Board By-Laws.	Policy & Governance Committee	Winter 2025	
In Progress	IX (item #4 from Board list)	2024-08-20 Board Meeting	Provide an update on the creation of an asset registry	Facilities Committee	February 2026	

Upcoming Events:
February & March 2026

PE & A = Public Engagement & Advocacy

March 2026							Francophonie Month Nutrition Month, Irish Heritage Month							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
1	2	3	4	5	6	7								
8	9	10	11	12	13	14								
Int'l Women's Day	SPRING BREAK (DO open)													
	COW Meeting 12:10 PM		Board Meeting 7 PM									Finance Committee Meeting		
15	16	17	18	19	20	21								
	SPRING BREAK (DO open)													
	PE & A Cttee Meeting 12:10 PM Neurodiversity Celebration week begins	St. Patrick's Day										(YKDFN Spring Carnival 20 th – 22 nd) First Day of Spring	World Poetry Day	
22	23	24	25	26	27	28								
		Finance Committee Meeting 12:10 PM Board Education Information Session 6 PM												
29	30	31	1	2	3	4								
	YK1 Educational Assistants Day	National Indigenous Languages Day												

Upcoming Events:
 February & March 2026

April 2026			Sikh Heritage Month			
Functional Neurological Disorder Awareness Month						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1	2	3	4
			Passover	World Autism Awareness Day	Good Friday National Rainbow Day	
5	6	7	8	9	10	11
	Easter Monday Tartan Day	World Health Day	Policy & Gov. Committee Meeting 12:10 PM International Day of Pink			Canadian Public Health Week begins
12	13	14	15	16	17	18
	COW 12:10 PM	Board Meeting 6:30 PM	National Canadian Film Day	Policy & Gov. Committee Meeting 12:10 PM	Skills Canada NWT Territorial Competition (Summit Air Hangar)	Long Term Service Awards 2:00 PM
19	20	21	22	23	24	25
	PE & A Committee Meeting 12:10 PM		Earth Day Admin Professionals Day	National Immunization Awareness Week begins World Book Day		
26	27	28	29	30	1	2
		National Day of Mourning World Day for Safety & Health at Work Board Education Information Session 6:00 PM				