



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

AGENDA

October 14, 2025 – 6:30 PM

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

Google Meet link:

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

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

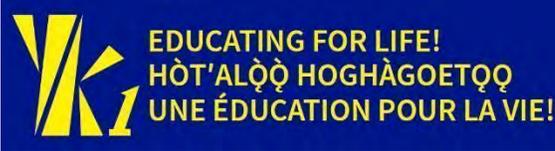
We respectfully acknowledge that we live, work, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.
3. Chairperson's Opening Remarks
4. Declaration of Conflict of Interest
5. Adoption of Agenda
6. Delegations & Presentations - Adrian Bell, NWT Arts re: NWT Arts Centre Initiative
7. Review and Approval of Minutes
 - 7.1. September 9, 2025 - Regular Board Meeting Minutes
 - 7.2. September 26, 2025 - Special Board Meeting Minutes
8. Business Arising from the Minutes
 - 8.1. Action Items
 - 8.1.1. Request for Review and Update of Financial Regulations & Policies for Outside Boards
 - 8.1.2. Summary of YK1 Music Programs
9. Trustee Statements

Per Policy 5, Board By Laws: Trustee Statements are individual opinions and are not intended to represent the views of the Board. Trustee statements are not debatable and there will be no opportunity for rebuttal or questions.
10. Unfinished Business
 - 10.1. Correspondence (Trustee Bell)
 - 10.1.1. Urgent Call for Immediate Retrofit for École Wm. McDonald Middle School
 - 10.1.2. Academic Year & School Attendance Regulations
 - 10.1.3. Akaitcho Hall Land
 - 10.2 2024-2025 Annual Report & Audited Financial Statement Documents

11. New Business
 - 11.1. 2025-2026 Budget Reductions Preparations (Trustee Brooks)
 - 11.2. Education Leaders (Trustee Bell)
 - 11.3. Handover Documents (Trustee Bell)
 - 11.4. Strategic Plan (Trustee Bell)
12. Reports
 - 12.1. Chairperson's Report
 - 12.2. Trustee Reports
 - 12.2.1. Trustee Drew Report
 - 12.3. Canadian School Board Association Report (Terry Brookes)
 - 12.4. Superintendent's Report
 - 12.4.1. Assistant Superintendent of Curriculum & Learning Report
 - 12.4.2. Assistant Superintendent of HR & Learning Report
 - 12.4.3. Secretary Treasurer Report
 - 12.4.4. Director of Operations Report
13. Standing Committee Reports
 - 13.1. Audit Committee, Chairperson: Trustee Peters
 - 13.2. Committee of the Whole Committee (COW), Chairperson: Trustee Shortt
 - 13.3. Finance & Facilities Committee, Chairperson: TBD
 - 13.4. NWTTA Teacher-Board Committee, Chairperson, TBD
 - 13.5. Policy & Governance Committee, Chairperson, TBD
 - 13.6. Public Engagement & Advocacy Committee, Chairperson, TBD
 - 13.7. USW Board Advisory Committee, Chairperson: TBD
14. Ad Hoc Committee Reports
 - 14.1. Negotiations Committee - NWTTA, Chairperson, TBD
 - 14.2. Negotiations Committee - USW, Chairperson, TBD
15. Announcements – events calendar attached
16. Date and Time of Next Meetings

16.1	October 21, 2025	6:00 PM	Board Education Information Session
16.2	November 12, 2025	12:10 PM	Committee of the Whole (COW) Meeting
16.3	November 12, 2025	6:30 PM	Board - Executive Session (in camera)
16.4	November 12, 2025	7:00 PM	Regular Board Meeting
16.5	November 25, 2025	6:00 PM	Board Education Information Session

17. Chairperson's Closing Remarks
18. Adjournment



BOARD REPORT

Title:	NWT Art Centre Initiative Presentation
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	October 14, 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
Updates	Welcome Adrian Bell, speaking to YK1 Board of Trustees regarding the NWT Art Centre Initiative
Looking ahead	
Recommendations	Accept as information
Attachments?	Yes__x__ No_____ (list attachments) Info graphic NWT Art Centre Initiative

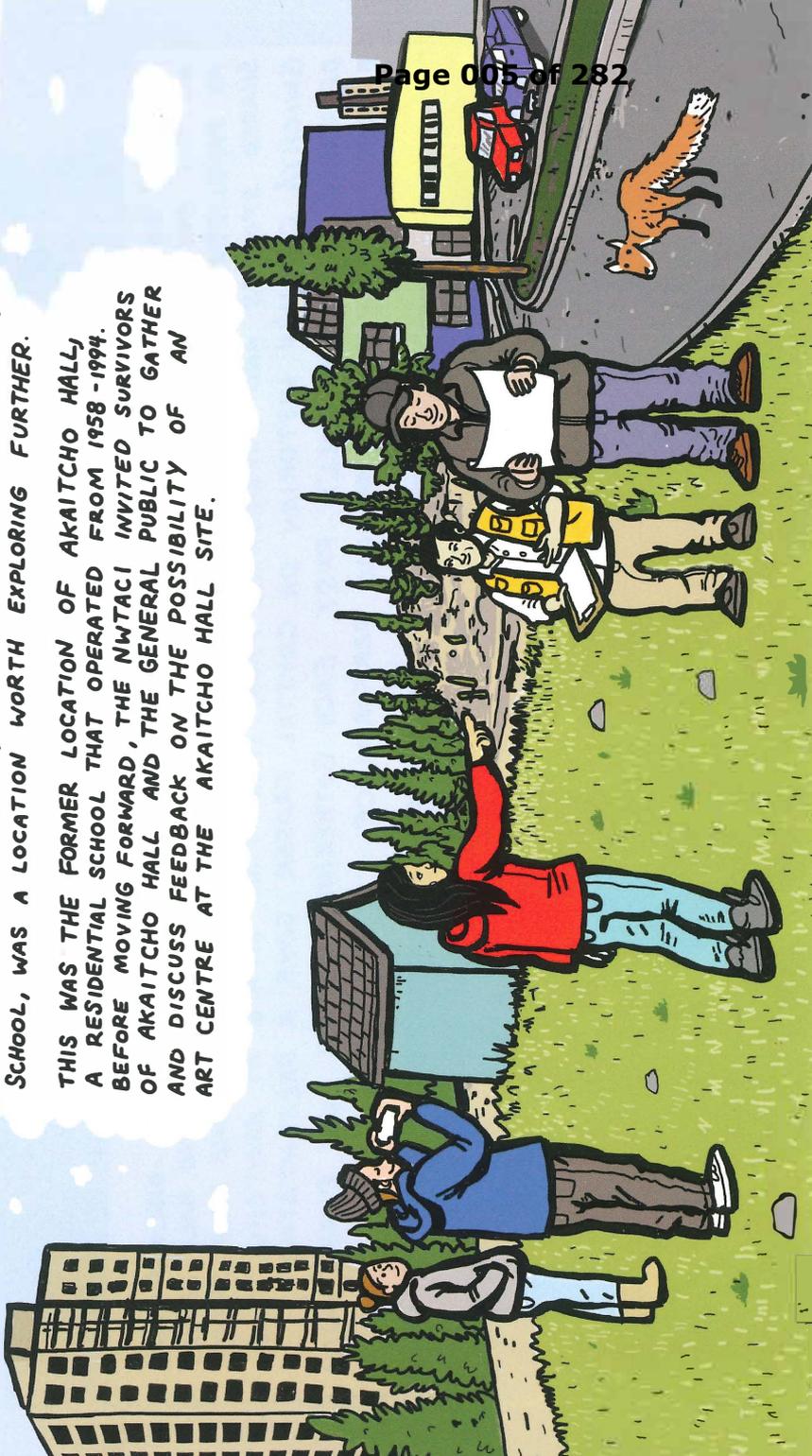
SUMMARY OF AKAITCHO HALL GATHERINGS HOSTED BY THE NWT ART CENTRE INITIATIVE

A PROJECT OF MAKEWAY
TO CELEBRATE NWT ART AND INSPIRE FUTURE GENERATIONS OF ARTISTS,
THE NWT ART CENTRE INITIATIVE BEGAN IN MARCH OF 2022, NWTACI
PLANS TO BUILD A NEW NON-COMMERCIAL ART GALLERY AND VISUAL ARTS
FOCUSED COMMUNITY CENTRE IN YELLOWKNIFE, NORTHWEST TERRITORIES



IN 2024, THE NWTACI BEGAN EXPLORING PROPERTIES IN YELLOWKNIFE FOR THE NEW ART CENTRE AND DECIDED THE VACANT LOT ON 52ND AVE, NEXT DOOR TO SIR JOHN HIGH SCHOOL, WAS A LOCATION WORTH EXPLORING FURTHER.

THIS WAS THE FORMER LOCATION OF AKAITCHO HALL, A RESIDENTIAL SCHOOL THAT OPERATED FROM 1958 -1994. BEFORE MOVING FORWARD, THE NWTACI INVITED SURVIVORS OF AKAITCHO HALL AND THE GENERAL PUBLIC TO GATHER AND DISCUSS FEEDBACK ON THE POSSIBILITY OF AN ART CENTRE AT THE AKAITCHO HALL SITE.



6



IN JUNE 2025, GATHERINGS WERE HELD IN PERSON AND ONLINE TO DISCUSS THE HISTORY AND LEGACY OF AKAITCHO HALL. FORMER RESIDENTS OF AKAITCHO HALL SERVED AS PANELISTS. BOB AKNAVIGAK, MARGARET BEGG, BOB OVERVOLD AND GERRI SHARPE, SHARED STORIES AND EXPERIENCES FROM THEIR TIME LIVING AT AKAITCHO HALL. GWICHYÀ GWICH'IN HISTORIAN DR. CRYSTAL FRASER GAVE A PRESENTATION DETAILING AKAITCHO HALL'S PAST. EACH GATHERING BEGAN AND ENDED WITH EITHER A PRAYER OR MUSICAL PERFORMANCE.



BOB AKNAVIGAK SPOKE ON HIS PERSONAL HISTORY, GROWING UP ON THE DEW LINE (A SERIES OF RADAR STATIONS ACROSS THE NORTH PROVIDING WARNING OF POTENTIAL SOVIET AIR ATTACKS DURING THE COLD WAR).

INCOMING!



AT A YOUNG AGE , BOB AND ANOTHER YOUNG FELLOW WERE TAKEN TO INUVIK TO ATTEND RESIDENTIAL SCHOOL AT STRINGER HALL.

ONCE AT STRINGER HALL BOB WAS REUNITED WITH HIS OLDER BROTHER IN THE CAFETERIA.



BOB'S FIRST COCA-COLA

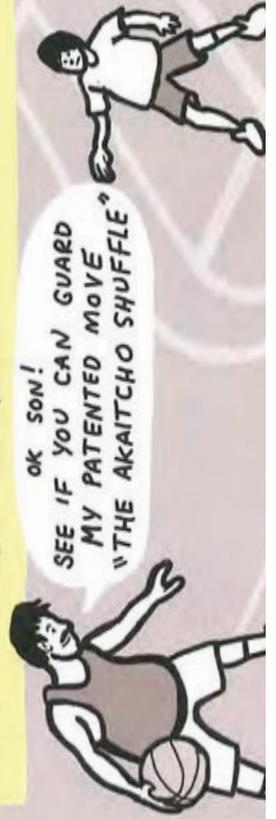


HIS OLDER BROTHER WAS ABLE TO MENTOR AND GUIDE BOB TO ADJUST TO HOSTEL LIFE AT STRINGER HALL, BEFORE BOB MOVED ON TO YELLOWKNIFE TO LIVE AT AKAITCHO HALL.

AT AKAITCHO, BOB DEVELOPED SOCIAL SKILLS AND FORMED DIVERSE FRIENDSHIPS WITH STUDENTS AND FACULTY WHO TAUGHT AND LOOKED AFTER HIM



BOB MADE SURE TO MENTION HOW THANKFUL HE WAS FOR HIS TIME AT AKAITCHO HALL. HE CREDITS IT FOR MANY OF HIS ACHIEVEMENTS IN LIFE AS WELL AS THE POSITIVE EFFECTS IT HAD ON HIS CHILDREN AND GRANDCHILDREN... ESPECIALLY ON THE B-BALL COURT.



OK SON!
SEE IF YOU CAN GUARD MY PATENTED MOVE "THE AKAITCHO SHUFFLE"

BOB FELT HIS TIME AT AKAITCHO HALL FOSTERED LEADERSHIP, AS SEEN IN BOB'S ELECTION AS A BOARD MEMBER IN CAMBRIDGE BAY, KICK STARTING A LIFE LONG CAREER IN POLITICS.



THE ONLY NEGATIVE MEMORIES BOB RECALLS WAS THE PUNISHMENT HE RECEIVED FOR MISBEHAVING WHEN HE WAS AT STRINGER HALL OR WHEN HE WAS GETTING BULLIED FROM BIGGER AND STRONGER STUDENTS.



MARGARET BEGG SPOKE OF HER EARLY LIFE. MARGARET'S PARENTS WERE FULL TIME TRAPPERS & HUNTERS. SHE SPENT HER DAYS HELPING HER PARENTS & LEARNING TO WORK WITH FISH.



MARGARET SAYS: "I ATTENDED GRADES 9 & 10 IN INUVIK. I SWITCHED OVER TO COURSES AT SIR JOHN HIGH AS THEY WERE NOT BEING OFFERED IN SAMUEL HEARNE HIGH SCHOOL IN INUVIK."



INUVIK •

IT WAS AN EYE OPENING EXPERIENCE ADJUSTING TO "CITY LIFE" FOR KIDS FROM THE COMMUNITIES.

MARGARET FOUND MENTORS IN AKAITCHO'S SUPERVISORS, FOUND LIFE LONG FRIENDS AND FELT FREE TO BE HERSELF.



MARGARET SPOKE OF ADJUSTING TO THE RULES, REGULATIONS AND CHORES LIKE CLEANING HER ROOM SPOTLESS BEFORE ANY ROOM INSPECTIONS OCCURRED.

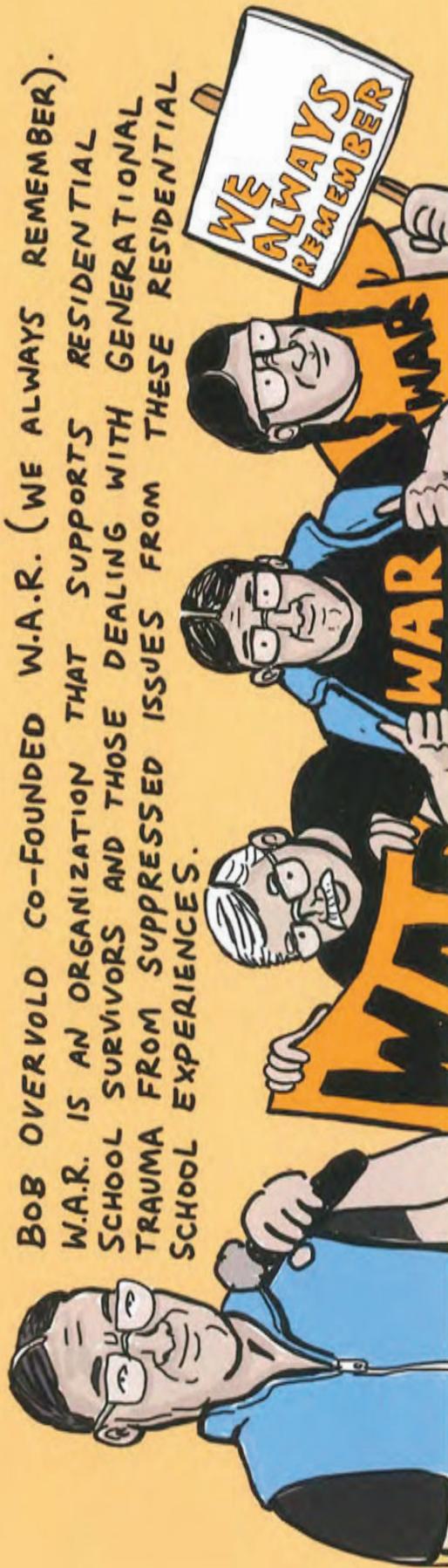
MARGARET ALSO RECALLED ATTENDING CHAPEL REGULARLY AS PART OF RESIDENTIAL SCHOOL LIFE.



AFTER MARGARET GRADUATED FROM HIGHSCHOOL, SHE MISSED STUDENT LIFE. YEARS LATER, WHEN AKAITCHO HALL WAS DEMOLISHED IN 2000, MARGARET BEGAN REACHING OUT TO FORMER STUDENTS ABOUT HAVING A REUNION. THE FOLLOWING SUMMER THE "AKAITCHO HALL REUNION" WAS A REALITY. STUDENTS REUNITED OVER CANADA DAY LONG WEEKEND AND THE REUNION EVEN HAD THEIR OWN FLOAT DURING THE CANADA DAY PARADE.



BOB OVERVOLD CO-FOUNDED W.A.R. (WE ALWAYS REMEMBER). W.A.R. IS AN ORGANIZATION THAT SUPPORTS RESIDENTIAL SCHOOL SURVIVORS AND THOSE DEALING WITH GENERATIONAL TRAUMA FROM SUPPRESSED ISSUES FROM THESE RESIDENTIAL SCHOOL EXPERIENCES.



BOB NOTES THAT THE FURTHER BACK IN HISTORY YOU GO, THE WORSE THE RESIDENTIAL SCHOOLS WERE. PEOPLE AVOIDED TALKING ABOUT WHAT HAPPENED IN THOSE EARLY DAYS, BUT HIS STEP FATHER ATTENDED RESIDENTIAL SCHOOL DURING THE 1930'S IN FORT RESOLUTION AND DID SHARE A STORY ABOUT BEING FORCED TO EAT ROTTEN FISH.



BOB ALSO MENTIONED THE SEXUAL ABUSE THAT OCCURRED IN THOSE SCHOOLS RUN BY THE CATHOLIC AND ANGLICAN CHURCHES.



BOB'S FATHER DIED IN A ACCIDENT WHEN HE AND HIS BROTHER WERE YOUNG, HE & HIS BROTHER WERE SENT TO RESIDENTIAL SCHOOL IN AKLAVIK, SO THEIR MOTHER WOULD BE ABLE TO SUPPORT HERSELF AND HIS THREE SISTERS.



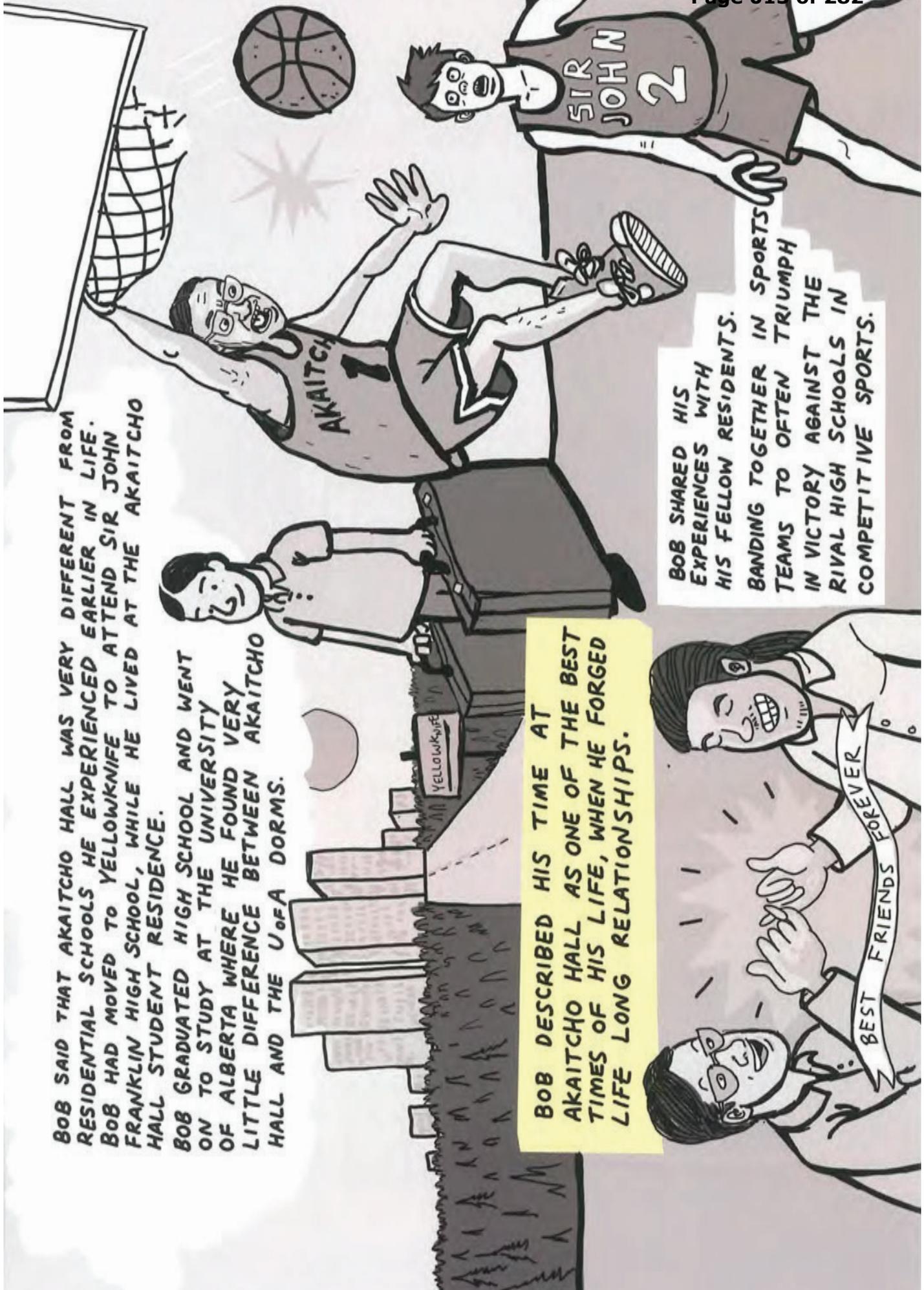
SO, BOB LEFT FT. NORMAN AT AGE 8. AT RESIDENTIAL SCHOOL IN AKLAVIK HE LIVED WITH PEOPLE AND STUDENTS THAT HE DIDN'T KNOW... HE WAS CONSIDERED FOREIGN. BOB WAS THEN SENT TO RESIDENTIAL SCHOOL IN FORT SMITH WERE THE SCHOOL WAS RUN BY THE CHURCH... BOB BOUNCED AROUND THE RESIDENTIAL SCHOOLS UNTIL HIS FINAL STOP... AKAITCHO HALL

BOB SAID THAT AKAITCHO HALL WAS VERY DIFFERENT FROM RESIDENTIAL SCHOOLS HE EXPERIENCED EARLIER IN LIFE. BOB HAD MOVED TO YELLOWKNIFE TO ATTEND SIR JOHN FRANKLIN HIGH SCHOOL, WHILE HE LIVED AT THE AKAITCHO HALL STUDENT RESIDENCE.

BOB GRADUATED HIGH SCHOOL AND WENT ON TO STUDY AT THE UNIVERSITY OF ALBERTA WHERE HE FOUND VERY LITTLE DIFFERENCE BETWEEN AKAITCHO HALL AND THE UoFA DORMS.

BOB DESCRIBED HIS TIME AT AKAITCHO HALL AS ONE OF THE BEST TIMES OF HIS LIFE, WHEN HE FORGED LIFE LONG RELATIONSHIPS.

BOB SHARED HIS EXPERIENCES WITH HIS FELLOW RESIDENTS. BANDING TOGETHER IN SPORTS TEAMS TO OFTEN TRIUMPH IN VICTORY AGAINST THE RIVAL HIGH SCHOOLS IN COMPETITIVE SPORTS.



GERRI SHARPE, A 2ND GENERATION RESIDENTIAL SCHOOL SURVIVOR FROM GJOA HAVEN, SPOKE CANDIDLY ABOUT THE REASONS SHE CHOSE TO LIVE AT AKAITCHO HALL. GERRI SAYS, "IT WAS THE FACT I WOULD NOT BE WITH FRIEND AND FAMILY THAT SCARED ME THE MOST- THAT I WOULD BE FAR FROM MY INUK CULTURE."



GERRI'S FATHER REFUSED TO LET HER GO TO SCHOOL IN YELLOWKNIFE, WARNING HER THAT SHE MAY EXPERIENCE THE SAME NEGATIVE EFFECTS AS HER MOTHER. WITH THE HELP OF THE PRINCIPAL, GERRI'S FATHER WAS EVENTUALLY CONVINCED AND GERRI ENROLLED AT SIR JOHN FRANKLIN HIGH SCHOOL. UNFORTUNATELY TRAGEDY STRUCK BEFORE GERRI LEFT GJOA HAVEN WHEN HER FATHER'S LIFE WAS CUT SHORT IN A BOATING ACCIDENT.

SOON AFTER THE FUNERAL, GERRI WAS IN YELLOWKNIFE, CHOOSING TO LIVE AT AKAITCHO HALL ALONGSIDE FRIENDS AND FAMILY INSTEAD OF LIVING WITH HER MOTHER DUE TO COMPLICATIONS WITH ALCOHOLISM.

GERRI SHARED A MEMORY OF AN AKAITCHO HALL STAFF MEMBER CONFRONTING HER MOTHER OVER THE PHONE. GERRI AND HER MOTHER HAD BEEN DRINKING TOGETHER. THE CALL TRIGGERED GERRI'S MOTHER, WHO ERUPTED, GIVING THE AKAITCHO HALL STAFF QUITE THE EARFUL.



AFTER THAT PHONE CALL, GERRI'S MOTHER WOULD OFTEN ASK GERRI...

DID THEY GET AT YOU?



WHILE GERRI EXPERIENCED ABUSE FROM HER FELLOW STUDENTS, GERRI NEVER EXPERIENCED ANY ABUSE FROM AKAITCHO STAFF. BUT THE WARNINGS, ACTIONS, AND WORRY OF HER PARENTS INFORMED HER THAT EARLIER GENERATIONS EXPERIENCED ABUSE. THAT TRAUMA AFFECTED GERRI'S OWN LIFE.



DR. CRYSTAL FRASER, A GWICHYÀ GWICHÌN HISTORIAN ORIGINALLY FROM INUVIK, PRESENTED SOME HISTORY AND FACTS ON AKAITCHO HALL.

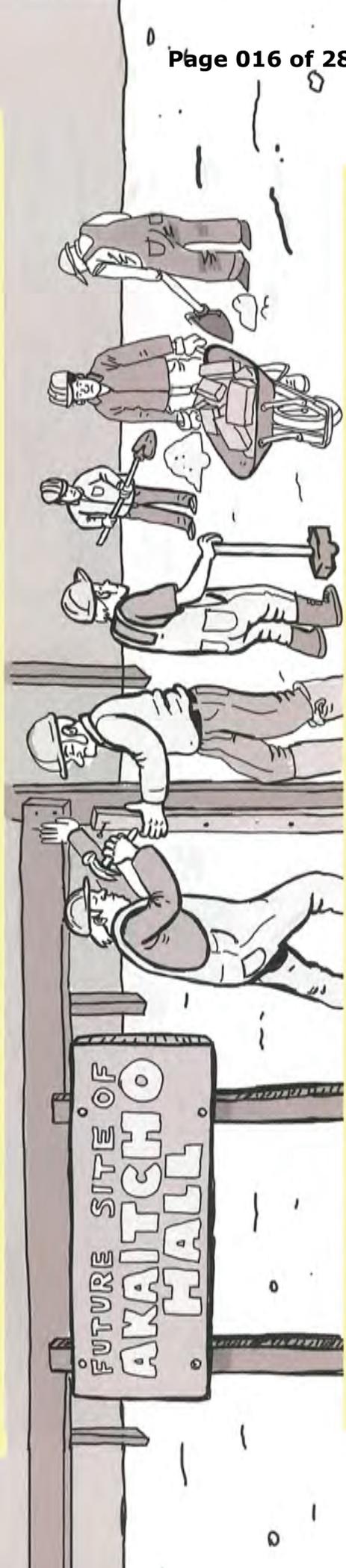


MAP OF NORTHWEST TERRITORIES



PLANS BEGAN AFTER WW2 WITH A NEW PROJECT OF SCHOOLING, LINKED TO SCIENTIFIC EXPLORATION AND CANADIAN SOVEREIGNTY ACROSS THE NORTH. THE DEPARTMENT OF NORTHERN AFFAIRS AND RESOURCES WAS CREATED.

TO BREAK AWAY FROM CHRISTIAN RUN RESIDENTIAL SCHOOLS, THE NEW GOVERNMENT RUN ESTABLISHMENTS WOULD STRATEGICALLY BE REBRANDED AS "HALLS".



AKAITCHO HALL AND OTHER "HALLS" ACROSS THE NORTH WERE BUILT.

PROVIDING HIGH SCHOOL EDUCATION AND VOCATIONAL TRAINING TO NORTHERN INDIGENOUS CHILDREN, AS WELL AS NON-INDIGENOUS FROM THE COMMUNITIES WITH NO SCHOOLS, AKAITCHO HALL WAS VERY WELL FUNDED. IT MODERNIZED NORTHERN EDUCATION. WITH A STAFF OF COOKS, JANITORS, LAUNDRIES AND PROVIDING A HIGHLY STRUCTURED ROUTINE TO RESIDENTS. A VIBRANT STUDENT CULTURE EMERGED FEATURING SPORTS TEAMS, STUDENT PUBLICATIONS, MUSIC AND ART COLLABORATIONS. FRIDAY NIGHT DANCES, ANNUAL BANQUETS AND VISITS FROM ROYALTY, EXOTIC ANIMALS AND THE PRIME MINISTER.



COMPLICATIONS

SOME RESIDENTS AT AKAITCHO HALL EXPERIENCED EXPERIENCED DIFFICULTIES AND RAN INTO TROUBLE... FOR EXAMPLE:



THE BUILDING ITSELF WAS MODELLED AFTER PRISON BLUE PRINTS AND THERE WERE STRICTLY ENFORCED RULES INCLUDING CURFEW.



THERE WERE ISSUES WITH THE MINERS FRATERNIZING WITH UNDERAGE STUDENTS.



THE LOCAL KIDS (TOWNIES) WERE SOMETIMES BULLIES.



THERE WAS INAPPROPRIATE PARTYING WITH THE STAFF.

COMMUNITY MEMBERS IN ATTENDANCE WERE ASKED TO OFFER ANY IDEAS ON WAYS TO HONOUR THE HISTORY AND LEGACY OF AKAITCHO HALL AND THE EXPERIENCES OF FORMER STUDENTS.

HERE ARE SOME OF THE OFFERINGS FROM BOTH MEETINGS.

SPECIALIZED STAFF

STAFF COULD WELCOME VISITORS WITH A PRAYER, PROVIDE GUIDANCE TOWARDS HEALING, AND SUPPORT PEOPLE THAT MAY BE TRIGGERED BY CONTENT ABOUT RESIDENTIAL SCHOOLS.



DEDICATED SPACES

- A ROOM DEDICATED FOR ART THERAPY TO HELP PEOPLE PROCESS EMOTIONS
- A PLACE TO PRACTICE, CREATE AND PERFORM MUSIC
- RECREATE A SECTION OF ARCHITECTURE SAMPLED FROM THE ORIGINAL BLUEPRINTS OF AKAITCHO HALL. FOR EXAMPLE RECREATING THE ORIGINAL STAIRCASE AND ENTRANCE OF AKAITCHO HALL.
- A GALLERY SPACE NAMED IN MEMORY





CEREMONY TO CLEANSE THE LAND BEFORE BUILDING ON IT.
HONOUR SPIRITS THAT ARE STILL THERE SO THEY CAN BE RELEASED.

REFLECTION ROOM

A ROOM FOR REFLECTION TO THINK ABOUT THE AKAITCHO CHILDREN AND THEIR FAMILIES BY SHOWCASING AUDIO AND VISUALS

AUDIO/VIDEO STORIES



- ARTISTS THAT WENT TO AKAITCHO, SHARING THEIR EXPERIENCES
- COMMEMORATION AND RECOGNITION FROM ELDERS IN INDIGENOUS LANGUAGES.
 - FOOTAGE CAPTURED AT AKAITCHO HALL EVENTS.
 - COMMISSION FORMER AKAITCHO MUSICIANS /ARTISTS.

MORE WAYS TO REMEMBER A GIANT WALL MURAL



CREATING A FUN, FREE-FLOWING WALL COLLAGE TO MEMORIALIZE AKATCHO HALL, ACKNOWLEDGING ALL ATTENDEES, INCLUDING INTER-GENERATIONAL SURVIVORS. SHOWCASING STUDENT DIVERSITY, REGIONS AND EXPERIENCES THROUGH ARCHIVAL AND FOUND PHOTOGRAPHY.

A CELEBRATION



- BRING TOGETHER SURVIVORS
- COMMUNITY GATHERINGS (DANCES, ETC.)
- RECOGNITION EVENTS

ARTWORK



CREATE EXHIBITIONS FEATURING
ARTWORK INSPIRED AND BY FORMER
AKAITCHO HALL STUDENTS

A MEMORIAL FOR AKAITCHO HALL STUDENTS



PLANT A TREE OR
MEMORIAL GARDEN



A DEDICATED LOCATION
TO GATHER FIRESIDE.



COMMISSION A PUBLIC
ART PIECE

SPECIAL GUESTS

CREATE OPPORTUNITIES FOR ELDERS TO SPEAK, SHARE STORIES FROM SURVIVORS AND SHOWCASE THE LIGHT AT THE END OF THE DARKNESS. SHOW THE IMPORTANCE OF SKILL SHARING.



CONCERNS

SOME COMMUNITY MEMBERS BROUGHT UP IMPORTANT CONSIDERATIONS TO KEEP IN MIND:



SURVIVORS MAY HAVE TOUGH MEMORIES AND DO NOT WANT TO TALK ABOUT IT, FEELINGS CAN COME OUT UNEXPECTEDLY FROM MEMORIES THAT ARE HIDDEN AWAY.



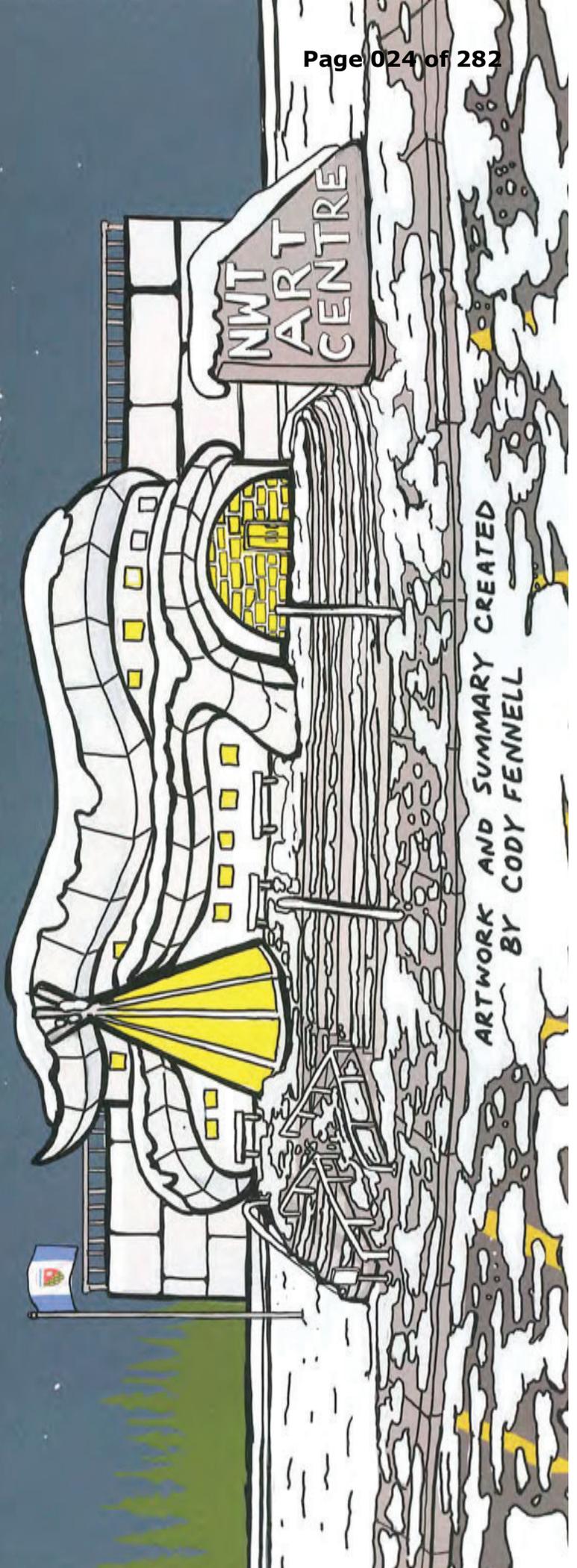
SURVIVORS MAY CARRY THEIR OWN TRAUMA, PLUS THAT INHERITED FROM PREVIOUS GENERATIONS.



AVOID HONOURING SPECIFIC FACULTY MEMBERS OR GIVING RECOGNITION BECAUSE THE WHOLE STORY OF WHAT OCCURRED IN THE PAST IS NOT KNOWN.

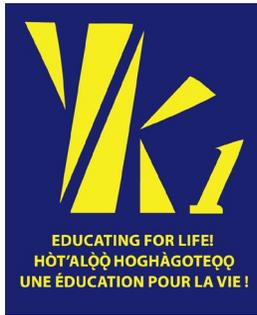
MAHSI CHO TO EVERYONE WHO ATTENDED THESE GATHERINGS,
AND ESPECIALLY TO BOB AKNAVIGAK, MARGARET BEGG, BOB OVERVOLD
AND GERRI SHARPE WHO GENEROUSLY SHARED ABOUT THEIR
EXPERIENCES AT AKAITCHO HALL.

★
FOR MORE INFORMATION AND TO FOLLOW THE NWT ART
CENTRE INITIATIVE PROJECT, VISIT NWTARTCENTRE.CA
IF YOU ARE STRUGGLING WITH THE RESIDENTIAL SCHOOL
CONTENT IN THIS SUMMARY, THERE IS HELP AVAILABLE
INDIAN RESIDENTIAL SCHOOL CRISIS LINE: 1-866-925-4419
NWT HELP LINE: #811 OR 1-800-661-0844



ARTWORK AND SUMMARY CREATED
BY CODY FENNEL

NWT Art Centre
INITIATIVE



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

September 9, 2025 – 6:00 PM
In-person and online via Google Meet
(in camera 6:30 - 7:00 PM)

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

Regrets: none

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

Regrets: Landon Kowalzik

Guests present: Peter Curran, Tomiko Robson

Meeting Chairperson: Barbara Bell

Meeting Minutes by: Pat Thagard

1. Call to Order

The meeting was called to order at 6:32 PM. Seven (7) Trustees were present. Quorum was met.

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

I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera.

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

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

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 6:52 PM, when Trustee Snaggs joined the meeting.

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

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

I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera.

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

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

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 7:02 PM.

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

Board meeting called back to order at 7:05 PM

2. Land Acknowledgement

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

3. Chairperson's Opening Remarks

Chairperson Bell welcomed everyone to the meeting, including the two guests present.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

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

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the September 9, 2025, Regular Board Meeting agenda, as amended.

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

(Friendly amendments: addition of items in 11.3 Education Committee and 11.4 CSBA)

6. Delegations & Presentations - Peter Curran, SJF - Music Programs Across YK1

Peter Curran noted that he has seen the benefits of the inclusion of Arts programming in public education over the years. His observations have given him a broader perspective of music within the district. He talked about the positive effects of the music competition students attended in the spring. He provided some context and then went through his presentation.

He spoke about Susan Shantora and her contribution to music in YK and at SJF. Her dedication is immeasurable. He has spoken to school admin, staff and parents about the YK1 music program. The music program is currently in a precarious position. Arts credits are no longer required for graduation. Funding programs, instrument repair, breaking barriers, and the need for collaboration were some of the items noted.

He went through his hopes for the future of the Arts in YK1. He really believes creating a District-wide Arts Coordinator position would benefit YK1 students. The position would champion the arts and related programs. He reviewed an initial list of items that a person in this position could assist with.

Trustee questions:

What does music at SJF look like?

Mr. Curran noted that this year, for the first time the SJF band is made up of students across grade levels. This results in the combination of a wide range of abilities, which can be challenging for the students and staff. He also spoke about receiving some funding to have choir after school because there is no choral class this year.

What are the issues with having a choral class?

Mr. Curran indicated this is because the music position has been reduced to a 0.5/day position. He also noted that over the years it has shifted, sometimes

going up sometimes down. The SJF music teacher has advocate and work hard to provide music programming.

Trustees noted:

- The arts program at NJM had a positive effect on the school.
- The effect of Fiddles & Sticks closing will have a domino effect on music in YK.
- YK1 needs to encourage and establish the arts in all of our schools. It behooves the Board to explore what a good arts program looks like and what it would take to provide those programs to all levels.
- It was suggested that the Board consider working to implement something district-wide that isn't done off the side of someone's desk.
- Research could be done to outline what a good program would look like and what it would take to implement it.
- Parent concerns voiced at SJF PAC was the lack of music at lower grades.

Chairperson Bell thanked Mr. Curran for his presentation. Mr. Curran and Ms. Robson left the meeting.

Action: Trustees requested a summary of music available throughout the district for the October Board meeting. Review and Approval of Minutes

7. Review and Approval of Minutes

7.1. August 19, 2025 - Organizational Meeting

Motion #: 06/09-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the August 19, 2025, Organizational Meeting Minutes, as presented.

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

7.2. August 19, 2025 - Regular Board Meeting

Motion #: 07/09-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the August 19, 2025, Regular Board Meeting Minutes, as presented.

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

8. Business Arising from the Minutes

Motion #: 08/09-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees add 8.1 Action items to the agenda.

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

8.1. Business Arising

None

8.2. Action Items

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

I move that the Yellowknife Education District No. 1 Board of Trustees approve the updated action item list as discussed.

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

9. Trustee Statements

Per By-Laws: Trustee Statements are individual opinions and are not intended to represent the views of the Board. Trustee statements are not debatable and there will be no opportunity for rebuttal or questions.

9.1 David Wasylciw - Statement on Elected School Board Trustees, attached

10. Unfinished Business

10.1. None

11. New Business

11.1. École William McDonald Middle School Mid-Life Retrofit

The cover page for this item was shared via email and will be included in the file version of the agenda package.

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

I move that the Yellowknife Education District No. 1 Board Chairperson write a letter on behalf of the Board, before Trustees meet with Yellowknife MLAs later this month, to the Minister of Education, Culture and Employment, highlighting the urgent need for the long delayed mid-life retrofit renovation at École William McDonald Middle School to be added to the next capital budget without any further delays, and that the mid-life retrofit specifically include the replacement of any water pipes causing lead to enter the drinking water, and request that the Minister provide the Board with regular updates regarding the mid-life retrofit's status within the capital budget.

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

Trustees noted WMS is 43 years old and long overdue for retrofit. It was also noted that the Board put NJM on the capital plan for a new school. NJM was online for a planning study to build a new school, however, trustees are not sure this was done. Administration indicated there is a capital planning document for all schools. Trustees suggested another letter be drafted to address the need for a planning study for NJM, and that plans should include a phased renovation to accommodate students or a plan to accommodate students during a rebuild.

11.2. Planning Meeting with Yellowknife MLAs

Trustees suggested highlighting the deficit between what YK1 is funded and what the actual expenses are for education staff and bussing. The topic of funding has been added as an agenda item for the September 25th MLA meeting.

Lack of availability of health related services (e.g. speech language) in schools and Jordan's Principle funding were also suggested.

Trustees will take on the presentation of different topics.

Administration has begun drafting an agenda. Trustees suggested

having successes/challenges first, followed by priorities.

Motion #: 11/09-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the list of three topics, as discussed for the MLA meeting agenda.

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

11.3. Education Committee

This topic was discussed during the COW meeting yesterday.

The Board would like flexibility in the education meetings program and promoting them to the public. Trustees suggested they would like to see that presenters brought up for staff professional development (PD) are also made available for public presentations.

There were no questions.

Trustee Brookes gave a notice of motion for the October Board meeting regarding budget related items discussed during the COW.

11.4. CSBA

The cover page for this item was shared via email and will be included in the agenda package file. Recommendations are included at the end of the document. It was noted that it is beneficial for the NWT to attend to provide a northern, smaller jurisdiction perspective.

It was suggested to include something about attending CSBA within the YK1 Board policies.

It was suggested that attending CSBA needs to be brought up at the NWT level to ensure there is representation across the NWT. It was noted that there are capacity challenges on NWT Boards. It was suggested that getting support from the NWT Superintendents Association would also be helpful to Superintendents. It was noted that the Superintendents Association needs to formalize things that are already being done.

Trustees also noted there are other items that this kind of organization could advocate for.

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

I move that the Yellowknife Education District No. 1 Board of Trustees approve the YK1 Board subscription to CSBA, including having a representative, appointed by the Board Chairperson, attend CSBA meetings.

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

12. Reports

12.1. Chairperson's Report

Chairperson Bell's report is included in the agenda package.

It was noted that a letter in response to the request for suggested changes to the *Academic Year and School Attendance Regulations* needs to be approved by the Board by the end of September.

- 12.1.1 Trustee Reports - none
- 12.2. Standing Committee Reports
 - 12.2.1. Finance & Facilities Committee

No report is included in the agenda package. The Committee has not met yet this year.
 - 12.2.2. Policy & Governance Committee

No report is included in the agenda package. The Committee has not met yet this year.
 - 12.2.3. Public Engagement & Advocacy Committee

No report is included in the agenda package. The Committee has not met yet this year.
 - 12.2.4. Audit Committee

No report is included in the agenda package. The Committee has not met yet this year.
 - 12.2.5. Committee of the Whole (COW)

The COW agenda and June Meeting Minutes are included in the agenda package.

There were no questions.
 - 12.2.6. NWTTA Teacher-Board Committee

There has not been a meeting yet this year. There were no questions.
 - 12.2.7. USW-Board Advisory Committee

There has not been a meeting yet this year. There were no questions.
- 12.3. Ad Hoc Committee Reports
 - 12.3.1. Negotiations Committee

Negotiations with the NWTTA are ongoing. The next Committee meeting is scheduled for October 15 to 17, 2025.
- 12.4. Superintendents Report

The report is included in the agenda package. It was noted that the funding submission for the Interim Support Assistants Initiative was submitted yesterday.

Trustee questions:

Trustees asked if YK1 has applied for the new Interim Support Assistants Initiative funding. Administration responded yes an application has been submitted.

Trustees asked if there is any information available from the Jo Chrona staff PD presentation. Administration has a book that trustees can

borrow, and indicated Jo Chrona has good information on her website as well.

Action: *Trustees asked for average class size information to be provided at the October Board Meeting.*

Trustees asked if there is still an issue with getting Public Health into schools. Administration indicated Public Health does not have the capacity to visit schools.

12.4.1. Assistant Superintendent of Curriculum & Learning Report

The report is included in the agenda package.

Trustee questions:

Trustees noted that the successful presentation by Jo Chrona was a highlight.

Trustees asked how the first day of school went. Administration indicated the schools had a great start.

12.4.2. Assistant Superintendent of Human Resources & Learning Report

The report is included in the agenda package.

Trustee questions:

Trustees asked what the difference is between the 2 enrollment reports provided. Administration indicated one represents the students enrolled and the other the actual attendance. Trustees look forward to receiving enrolment numbers in October.

12.4.3. Secretary Treasurer Report

The report was sent via email and will be included in the file version of the agenda package. The Secretary Treasurer went over her report.

Some highlights include: the audit is being finalized; new staff have started and are doing great; Meetings have been held with Arctic Response to set up required Occupational Health & Safety (OHS) Committees in each school asap. Administration to discuss compensation that may be available for after-hours work that will be required.

Trustee questions:

Trustees asked if YK1 OHS includes staff in Dettah & Ndilo. Administration responded yes it does, since they are YK1 staff. Administration also noted that site visits are OHS for staff. If issues are found with facilities, the respective Board will have to take corrective action.

12.4.3.1. Director of Operations Report

The report was sent via email and will be added to the file and the online version of the agenda package.

Trustees requested more information about the inspections referenced in the report. Administration clarified that they are code-mandated inspections.

Trustees asked if there a solution in place for the security gate at École It'ò. Administration indicated it is still being worked on.

12.5. Trustee Reports

12.5.1. No Trustee Reports submitted.

No questions.

13. Announcements - events calendar attached

Trustees asked if all PAC Chairs know that trustees will not be attending PAC meetings in the future. Trustees were supposed to make the PAC aware at the last meeting they attended. Administration will send a notification to school Principals.

Last year the SJF PAC he was asked if they could still get Board Highlights.

Motion #: 13/09-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees extend the meeting past 10:00 PM to finish the meeting..

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

Administration indicated that the first PAC Chair meeting has been scheduled for October 23, 2025.

14. Date and Time of Next Meeting

September 26, 2025	Board Meeting
October 14, 2025 12:10 PM	Committee of the Whole Meeting
October 14, 2025 6:30 PM	Executive Session (In camera)
October 14, 2025 7:00 PM	Regular Board Meeting

15. Chairperson’s Closing Remarks

Chairperson Bell thanked everyone for attending the meeting. There will be a Board meeting on September 26 at 12:10 PM.

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

I move that the Yellowknife Education District No. 1 Board of Trustees move into in camera.

Moved by: Trustee Drew Seconded by: Trustee Wasylciw **Defeated**

16. Adjournment

Motion #: 15-09/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the September 9, 2025, Regular Board Meeting.

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

The meeting adjourned at 10:07 PM

Trustee Statement on Elected School Board Trustees

David Wasylciw

September 9, 2025

I want to speak today about something that's been happening across Canada that should concern all of us - the attack on elected school boards and the democratic voice they represent in our education system.

Right now in Ontario, their Education Minister is openly considering eliminating elected trustees altogether. Newfoundland and Labrador, Nova Scotia and Quebec have already done it. Prince Edward Island recently reversed an earlier decision to remove Trustees. However, since summer Ontario has taken over five school boards by appointing Supervisors setting aside the communities' locally elected representatives.

This isn't just about education policy - it's about democracy itself.

For over 200 years, Canadian communities have elected school board trustees. This tradition goes back to the early 1800s in Nova Scotia Ontario – long before Canada even existed as a country. Here in Yellowknife, YK1 was founded in 1939, long before we had a city municipal and a Government of the Northwest Territories. In fact, the first school board election was the first democratic act in Yellowknife. Our community understood something important - the people closest to students and families are best positioned to make decisions about their education.

Think about that. Back then, Yellowknife was small, remote community without the many layers of bureaucracy we see now. When it came time to establish a school for their children, the population of Yellowknife organized themselves and did it. They held meetings at Vic Ingraham's hotel, they raised funds, they elected trustees, and they built a school system knowing it's value.

If you looked at the excellent 85th Anniversary Historical Walk that was on the fences outside the old school building this spring, it relayed this origin story. On another, it highlighted an important reminder of the value of schools in the community. It turns out that until the construction of the Yellowknife Public School in 1947, our school didn't have running water. With this new school, it meant that students could use running water for the washroom and even shower since running water wasn't often available at home. To me, this especially highlighted that schools have always been more than just a place of learning, but a place that communities come together.

As an elected trustee here in Yellowknife, it's easy to see this value. We know our community's needs, our challenges, our priorities. We understand what it means to deliver education in the North, with our unique diversity and perspectives.

When trustees are elected, we're accountable to students, parents, families, guardians, and taxpayers in our community. When governments take away local democratic voice what remains lacks that community accountability.

In a recent interview, Education researcher Joel Westheimer put it perfectly - this is about "centralizing authority in order to sideline communities, parents and students." When governments say they're doing this for financial reasons or better management, they're really saying they don't trust local communities to govern themselves. Each time that the GNWT takes over another piece of decision making this is what's happening here.

Think about what's at risk. School boards are one of the most accessible forms of democratic participation we have. They're where citizens learn to engage in governance, where community voices get heard, where local priorities get translated into action. When elected trustees are eliminated, we don't just lose educational oversight - we lose a crucial piece of our democratic

infrastructure.

While the role of elected trustees has changed with the establishment of the GNWT and the Department of Education and the hiring of senior staff to help run our organization, there is still a vital role. What remains - that local voice, that community accountability, that democratic connection - is precious and worth defending.

What's happening elsewhere in Canada isn't necessarily an inevitable change here, but we do need to be aware and should serve as a reminder to focus on the aspects of the job that only we can do - like community voice. It's easy to forget this in the day-to-day business of any board, but if we don't continually examine ourselves and what we're doing we could end up like the provinces that have lost their representation.

There is lots to be learned from what's happening elsewhere. Namely, that to maintain our role, we need to do more than just continue with the status quo. We have the advantage that community voices bring and make a difference. We have to challenge ourselves to find ways to engage and make sure that our community's voice is heard in our decisions.

Governance reform is a real and important issue, even in the NWT, and as the Education Act Modernization moves forward, one of the big topics is going to be education governance and what the intersection of boards, the GNWT and Indigenous Governments looks like. While this is a long process that's just getting started, it will shape the future decades of education in the NWT. Like everywhere, there are times when reforms and modernization are needed. Our role today is a delicate balance, acting as a corporate board is very different from grassroots representation. This is part of the struggle everywhere, finding that balance.

We need to make sure we are maximizing our potential, that we are not just doing what we do because we have always done it. We need to make sure we are asking questions and providing oversight that our community wants and needs. We need to make sure we are doing more than just talking to our community but listening to them and bringing their voices forward.

It's only by doing that and demonstrating the value of local democracy that the role of Trustee will carry-on. We need to do this before we lose the opportunity forever.

Thank you.

Chairperson Bell

Secretary Treasurer Vass



**Yellowknife Education District No. 1 (YK1)
Board of Trustees
Special Board Meeting MINUTES**

Sept 26, 2025 @ 12:10 PM

District Office Boardroom & Video Conference

- Trustees Present: Allan Shortt, Barbara Bell, David Wasylciw, Jason Snaggs, Michelle Peters, Terry Brookes, and Tina Drew
- Absent: none
- Administration Present: Shirley Zouboules, Landon Kowalzik, Graham Arts, Lisa Vass, Pat Thagard and Annie Lagomasino
- Guests present: David Chen, Crowe MacKay LLP
- Meeting Chairperson: Barbara Bell & Allan Shortt
- Meeting recorder: Pat Thagard

1. Call to Order

The meeting was called to order at 12:10 PM. Seven (7) Trustees were present. Quorum was met.

2. Land Acknowledgement

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

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

I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera.

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

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

I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera.

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

3. Chairperson's Opening Remarks

Chairperson Bell welcomed everyone to the meeting.

4. Declaration of Conflict of Interest

None declared.

5. Adoption of Agenda

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

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the agenda as presented, but remove items 7 to 10, 12, 13 and 15, and replace item 6 with the items in item 11, making item 11.2 to item 6.1 and item 11.1 to item 6.1.

Moved by: Trustee Brookes Seconded by: Trustee Snaggs

Carried

6. New Business

6.1 Academic Year and School Attendance Regulations Letter

After discussion on the contents of the letter, the following motion was made in order for the auditor to make their presentation within the time allotted.

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

I move that the Yellowknife Education District No. 1 Board of Trustees defer further discussion on the letter until after the Auditor's presentation.

Moved by: Trustee Drew Seconded by: Trustee Snaggs

Carried

6.2 Approval of 2024-2025 Annual Report and Audited Financial Statements

David Chen of MacKay LLP went through the 2024-2025 audit presentation. The audit was considered clean. The Auditor will note 2 items in the management letter: that the current financial application (Serenic) being used is outdated and needs to be replaced and a note indicating they are aware of the surplus.

Trustees asked for clarification on funding totals and requested that in future budgets, the amount from the Yellowknife property tax school support be noted.. The Auditor provided clarification and indicated they can explore how to add a note about the property tax funds in future budgets.

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

I move that the Yellowknife Education District No. 1 Board of Trustees extend the meeting in order to complete items on the agenda.

Moved by: Trustee Snaggs Seconded by: Trustee Shortt

Carried

Trustee Peters left the meeting at 1:12 PM. The meeting still had a quorum.

Motion #: 06/09-26/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the 2024-2025 Audited Financial Statements as presented.

Moved by: Trustee Drew Seconded by: Trustee Shortt

Carried

Trustees thanked Mr. Chen and the staff of Crowe MacKay LLP and the YK1 Finance staff for all their work on the audit.

Chairperson Bell was not able to stay and therefore turned the meeting over to Vice-Chairperson Shortt at 1:30 PM. The meeting still had a quorum.

Discussion about the annual report and whether or not the Board had seen the final version, clarification from Administration that changes or additions made were included in the Assistant Superintendent's executive summary, and weighing the potential risks associated with postponing the approval, the following motion was made.

Motion #: 07/09-26/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the 2024-2025 Annual Report as presented.

Moved by: Trustee Snaggs Seconded by: Trustee Brookes

Carried

Trustees thanked Assistant Superintendent Arts and the Education Services team for their work on the annual report. The final package is to be added to the agenda package for the October Board Meeting.

The Board then returned to item 6.1.

6.1 *Academic Year and School Attendance Regulations* Letter - continued

Trustees discussed the content of the letter. Topics of discussion included the importance of making the Board’s position clear, the possibility of requesting an extension and the importance of submitting a response by the date requested. Following the discussion, the following motion was made.

Motion #: 08/09-26/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees respond to the call for consultation on the Academic School Year and School Attendance Regulations from the Minister of Education, Culture and Employment, highlighting the change in hours to a maximum of 6 hours and concerns around changes to Ministerial authority regarding school calendars.

Moved by: Trustee Wasylciw Seconded by: Trustee Snaggs

Carried

7. Date and Time of Next Meetings

October 14, 2025	12:10 PM	Committee of the Whole (COW) Meeting
October 14, 2025	6:30 PM	Executive Session (In-camera)
October 14, 2025	7:00 PM	Regular Board Meeting

9. Adjournment

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

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn this meeting

Moved by: Trustee Wasylciw Seconded by: Trustee Snaggs

Carried

The meeting adjourned at 1:40 PM

Chairperson Bell

Secretary Treasurer Vass

BOARD of TRUSTEES - Action Items - 2025-2026

No.	Meeting Date	Meeting	Action Item	Assigned to	Due Date (if applicable)	Status	Meeting Date & Associated COMMENTS	Prior Comments
2	2024-06-13	Board Meeting	Update on Joint Use Agreement report from the City, including facility usage, costs and included facilities	Board & Administration	Fall 2025	In Progress	Sept. 9/25 - nothing has been received from the City yet; YCS is having the same issue.; Chairperson Bell has reached out to the City too; Trustee Wasylciw referenced a response from Steven Vandyk. ***** Update - information received; Administration will follow up with the board once its reviewed.	Aug 19/25: There have been numerous communications with the City with no response. Another communication was sent by email to the City by outgoing Chairperson Wasylciw on August 11/25 with no response to date. Trustees like the idea of requesting a meeting with City Council; 4 years of trying to get this resolved is unacceptable.
4	2024-08-20	Board Meeting	Provide an update on the creation of an asset registry	Administration	January 2026	In Progress	Sept 9, 2025 - Due date was updated to Jan 2026.	Aug 19/25: Secretary Treasurer currently focused on completing audit and has other tasks that require immediate attention
9	2024-10-08	Board Meeting	Chair & Administration to contact Minister of ECE regarding application of Financial Administration Act and FAW regarding decision making authority	Chair and Admin	Fall 2025	In Progress	Sept 9, 2025 - Chairperson Bell to follow up with Trustee Wasylciw on the response and direction. No update at this time	Aug 19/25: A letter was sent to the Minister today; waiting for response.
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	In Progress	Sept 9/25 - due date updated to Jan 2026; Director of Operations still waiting for one outstanding issue to be addressed which Infrastructure is trying to get completed.	Aug 19/25: Director of Operations not available for this meeting; update to be provided at September meeting.
26	2025-03-11	Board Meeting	Schedule Meeting for when USW Representative will be in Yellowknife	Administration	March 2026	In Progress	Sept 29, 2025 - Due date was updated to March 2026.	Aug 19/25: this item is being postponed because contract negotiations will be beginning soon. Negotiations are tentatively set to start on Oct 20/25
27	2025-04-13	Board Meeting	Contact YKDFN about possibility of a meeting	Chair & Superintendent	Fall 2025	In Progress	Sept 29, 2025 - Due date updated to Fall 2025. Chair will reach out before the next board meeting.	In discussions with YKDFN CEO about meeting
30	2025-05-13	Board Meeting	Trustees received a one pager regarding School Improvement Goals from Reviews In May, Trustees received a brief update on the School Improvement Goals. Trustees are seeking more information.	Administration	Fall 2025	In Progress	Sept 9/25 - Per Administration the goals are currently being reviewed; there may be a delay because of the work being done on the strategic plan. Trustees are seeking more information and would like to know if there are any issues that need to be considered. Administration indicated goals are still being reviewed and revised therefore a report will have to wait until this work is completed.	
32	2025-05-20	Board Meeting (Education)	An Education presentation on Inclusive Schooling was provided in Spring 2025. It was suggested that we discuss different funding approaches from the GNMW and what an improved model might look like. consider and recommend alternative approaches to inclusive schooling funding and reporting	Administration	Spring 2026	In Progress	Sept 9/25 - Target updated to spring 2026; Trustees suggested discussing different funding approaches after asking staff for feedback on what better approaches might be then provide the GNMW with feedback on what an improved model might look like. Administration indicated that planning will follow once the inclusive schooling review document is received. Trustees would like administration to recommend models they like.	
33	2025-09-09	Board	Trustees requested a summary of music programs available throughout the district for the October Board meeting.	Administration	Oct 14, 2025			

BOARD of TRUSTEES - Action Items - 2025-2026

No.	Meeting Date	Meeting	Action Item	Assigned to	Due Date (if applicable)	Status	Meeting Date & Associated COMMENTS	Prior Comments
34	2025-09-09	Board	Trustees asked if there is still an issue with getting Public Health into schools. Administration indicated Public Health does not have the capacity to visit schools.	Administration	Oct 14, 2025			
	2025-09-09	Board	Trustees asked for average class size information to be provided at the October Board Meeting.	Administration	Oct 14, 2025			

Recently Completed:

31	2025-05-13	Board Meeting	Letter of thanks for education meeting presenters	Chair	June 2025	Completed		
5	09-10-2024	Board Meeting	Strategic Plan review	Chairperson	October 2025	Completed	Sept 9/25 - dates set for September 19th & 20th.	
28	2025-09-09	Board Meeting	Write letter to the Department of Infrastructure about Bus Dr	Chair & Superintendent	Spring 2025	Completed		

Page 1 of 2

Action Items REFERRED to COMMITTEE - 2024-2025

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		committee to add to meeting agenda
II	2024-04-09	Board Meeting	Determine best way to share communications publicly	Public Engagement & Advocacy Committee	Winter 2024/2025	In Progress		Communication Plan currently being reviewed and updated
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		under review by committee - this is currently on hold
IV	2024-11-12	Board Meeting	Explore development of Risk Management Policy	Policy & Governance Committee	Spring 2025	In Progress		A draft has been presented to the Committee for review
V	2025-05-13	Board Meeting	<i>Policy & Governance Committee review the Trustee honorarium structure with respect to full-day commitments for Trustees.</i>	Policy & Governance Committee	Fall 2025	In Progress		A process to be drafted by the Committee



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

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August 19, 2025

The Honourable Caroline Wawzonek, MLA
Minister of Finance
Government of the Northwest Territories
P.O. Box 1320
Yellowknife, NT X1A 2L9

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

Dear Minister Wawzonek,

On behalf of the Board of Trustees for Yellowknife Education District No. 1 (YK1), I am writing to request a review and update of the financial regulations and policies, including the *Financial Administration Manual* (FAM), to better reflect the operational and governance realities of agencies and boards that do not report directly to Ministers and that are accountable to the public through local democratic processes, like YK1.

This request also builds on the concerns highlighted in the recently released "*Investigation into the Testing Program for Drinking Water in Northwest Territories Schools*", which recommends clarifying roles and responsibilities between GNWT departments and education authorities regarding operations and maintenance. The current framework, particularly within FAM, creates ambiguity and operational inefficiencies that affect our ability to deliver services effectively. These concerns extend into areas such as:

- Approval processes for international travel.
- Authority over small capital expenditures.
- Rules governing surplus retention and procurement.
- Other areas where jurisdictional overlap leads to confusion or unnecessary administrative burden.

We note that in a previous correspondence with the Hon. Caitlin Cleveland, Minister of Education, Culture, and Employment, regarding the delegation of international travel approvals, she advised that she does not hold the authority to delegate this



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responsibility. This illustrates a broader challenge: a mismatch between existing policy and the governance structure of public education boards like YK1.

As YK1 is not solely funded by the Government of the Northwest Territories it is important that this be reflected in applicable regulations and policies. As a significant portion of our budget is derived from the Yellowknife property tax base, reinforcing our accountability to local constituents and the importance of governance autonomy within a clearly defined legislative framework. The independence and autonomy of YK1 is considered in both the *Public Service Act* and *Education Act*, however, the *Financial Administration Act* and its related regulations and policies are not as clear.

We therefore respectfully request that the Department of Finance clarify and update the FAM as well as other related policies and regulations with a focus on:

1. Establishing appropriate delegations for locally accountable bodies.
2. Reducing overlap and administrative duplication with GNWT departments.
3. Aligning financial oversight mechanisms with unique governance models.
4. Recognizing the fiscal and operational independence of education bodies funded in part through local taxation.

We believe this work is essential to building a more efficient, accountable, and responsive public administration system. YK1 would welcome the opportunity to participate in this review process and offer constructive input based on our operational experience.

Thank you for your consideration, and we look forward to your response.

Regards,

David Wasylciw
Chairperson, Yellowknife Education District No. 1

Cc: Hon. Caitlin Cleveland, Minister of Education, Culture and Employment
Shirley Zouboules, Superintendent/CEO, Yellowknife Education District No. 1



October 01, 2025

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

Dear Chair Bell:

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

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

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

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

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

Approval processes over international travel

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

.../2

-2-

Authority over small capital expenditures

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

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

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

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

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

Rules governing surplus retention and procurement

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

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

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

.../3

-3-

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

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

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

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

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

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

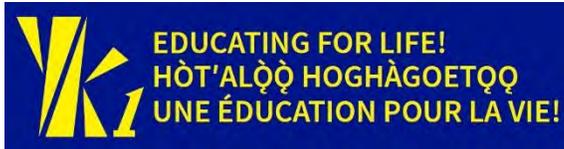
If you wish to provide more specific details on your aforementioned points, I would suggest that these be initially brought forward to ECE for further discussion. I would be happy at that time to work with the Minister of ECE on reviewing any proposed recommendations.

Sincerely,



Caroline Wawzonek
Minister of Finance

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



BOARD REPORT

Title:	Music and Fine Arts Programs in YK1 Schools
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	October 8, 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
Highlights	<ul style="list-style-type: none"> • At its meeting on September 9th, the Board of Trustees hosted a presentation given by proponents of the music program at Sir John Franklin. • Subsequently, Trustees asked that a report be compiled regarding music programs in YK1 school. • The attached summary gives the reported programming by school for Trustees' information
Recommendations	Accept for information
Proposed Motion (if applicable)	N/A
Attachments?	Fine Arts Programming in YK1 Schools

Fine Arts Programming in YK1 Schools

Prepared by Graham Arts, Assistant Superintendent
October 8, 2025

Introduction

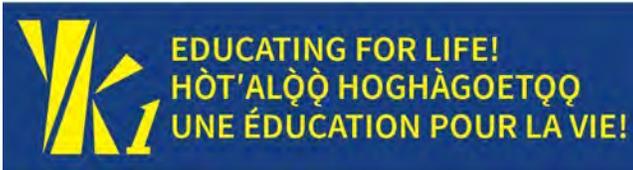
This report is being prepared at the request of the Board of Trustees. It outlines the various music programs in our YK1 schools. In some cases, additional information regarding other Fine Arts offerings were also provided for this report.

Listing of Programs by School

School Name	Grades	Programming Details
Ecole Itlo	JK – 5	<ul style="list-style-type: none"> • One music teaching position staffed at 0.500 FTE • JK and K students receive one forty-minute period/week of music • Students in Grades 1 and 2 receive two dedicated periods of music/week • Classroom teachers integrate fine arts and music teaching into their schedules in Grades 3, 4, and 5 • There are plans for a choir to start up in the second semester • The school's PAC has arranged for the music teacher at SJF to offer support to the Grade 45/ and 5 classes with the intention of bolstering the band program when the students transition to Grade 6
N.J. Macpherson School	JK - 5	<ul style="list-style-type: none"> • Two qualified music/fine arts teachers on staff offering programming • Every student receives two periods of music per week, each lasting 30 minutes (for a total of 60 mins/week)

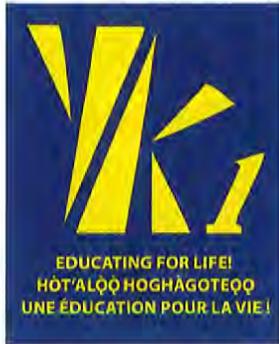
		<ul style="list-style-type: none"> All students in Grades 1 to 5 receive an additional 60 minutes/week of enhanced fine arts programming The school choir performs at assemblies and also during the planned Winter and Spring shows and practices once per week There are a variety of extra-curricular fine arts offerings including cheer squad, acting club, fiddle club, plasticene club and recorder club
Mildred Hall School	JK - 8	<ul style="list-style-type: none"> Depending on the grade level, classes will get either 2 or 3 periods of music per week Grade 7 and 8 students get two periods per week to work on their instruments for band The band practices during forty-minute lunch breaks twice per week The school has a junior and a senior choir, with each rehearsing once per week
Rangle Lake North School	JK - 8	<ul style="list-style-type: none"> Each class receives two periods of music per week, lasting 40 minutes each (for a total of 80 mins/week) Music teaching position is staffed at 0.750 FTE Junior and senior choirs practice at lunch times Choirs sing at assemblies Guitar club meets one day per week Drama club meets one day per week There are plans for a Winter and a Spring Concert
Ecole William McDonald Middle School	6 - 8	<ul style="list-style-type: none"> Depending on the class, students get 2 or 3 forty-minute classes of music per week. These classes include music, but also other aspects of fine arts as detailed in the NWT renewed curriculum. A teacher volunteers offers an extracurricular/optional Rock Band program. There are currently ten students in two different bands. The band practices one hour per week and

		<p>performs at various school events. Last year one of them performed as part of Folk on the Rocks</p> <ul style="list-style-type: none"> The school offers music academy concert band (one period per week). There are students who have some experience with band instruments. They must apply to the music teacher to be accepted into the program, and they perform at various school events
<p>Ecole Sir John Franklin High School</p>	<p>9 - 12</p>	<ul style="list-style-type: none"> Following courses are offered by semester: <ul style="list-style-type: none"> Semester 1: Art 9 & 10, Drama Tech, Drama 10 through 12, Music 9, Instrumental Music 10 through 12 Semester 2: Art 9 through 12, Drama 9, Guitar 10 through 12 The school hosts the following performances throughout the year: <ul style="list-style-type: none"> November – Drama production Winter and Spring music concerts YK Music Festival (April/May) Rock band and choir run after school and at lunch from September until mid-May, and the school offers a fiddle club Successes: <ul style="list-style-type: none"> All Grade 9s take two of three possible fine arts classes After school band and choir for credit offers options Visual art displays and community performances Challenges: <ul style="list-style-type: none"> All Fine Arts teachers are part-time staff Arts classes in Grades 10 through 12 are multi-age



BOARD REPORT

Title:	Correspondence
Contact:	Barbara Bell
Meeting Date:	October 14, 2025
Meeting	COW
Intent:	This item provides an overview of correspondence drafted or issued at the direction of the Board. The following letters include new correspondence initiated by YK1 as well as responses to letters received.
Background / Next Steps	<ol style="list-style-type: none"> 1. Urgent Call for Immediate Retrofit for École William McDonald Middle School Letter sent by YK1 outlining the need for expedited facility upgrades to address identified safety and accessibility concerns. The correspondence emphasizes the urgency of retrofit funding to ensure a safe learning environment for students and staff. 2. Academic Year & School Attendance Regulations (Sent September 29, 2025) YK1's formal response to the Department's consultation on proposed amendments to the Academic Year and School Attendance Regulations. The Board emphasized support for flexibility and consistency while reaffirming the Board's authority over calendar-setting. <ul style="list-style-type: none"> ○ Trustee feedback/next steps - Waiting for response 3. Akaitcho Hall Land (Response required by Oct 17, 2025) Correspondence received from the Minister of ECE regarding land associated with the former Akaitcho Hall. The letter was shared as a courtesy, seeking acknowledgment and potential response from YK1. <ul style="list-style-type: none"> ○ Trustee feedback/next steps
Board Action / Next Steps	Items may require Board feedback to finalize responses prior to submission.
Attachments	Yes



**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

September 12, 2025

Honourable Caitlin Cleveland

Minister of Education, Culture and Employment
Legislative Assembly, GNWT
PO Box 1320

Yellowknife, NT X1A 2L9

Urgent Call for Immediate Retrofit of École William McDonald Middle School

Minister Cleveland,

I am writing to express my deep concern and to urge immediate action regarding the long-overdue retrofit of William McDonald School in Yellowknife.

Built in 1982, William McDonald is now over 40 years old and has surpassed its functional lifespan in many respects. The building requires substantial upgrades to meet modern safety standards and provide an environment that supports the current and future needs of students and staff.

In 2017, a program study clearly outlined the need for retrofits to align the facility with the capital plan and evolving programming requirements. Yet, no significant progress has been made.

Most alarmingly, recent tests have revealed elevated lead levels in the school's water — a discovery that escalates this situation from a matter of planning to one of urgent public health. This is unacceptable in any educational facility, let alone one serving children and youth. The presence of lead in drinking water poses a serious risk and further highlights the pressing need for comprehensive infrastructure improvements.

A planning study is urgently required to highlight programming needs and ensure that infrastructure planning aligns with both current educational requirements and future growth.

The students and staff of École William McDonald Middle School deserve a safe, healthy, and modern learning environment. I urge your office to prioritize the retrofit without further delay and to provide a clear timeline and commitment for when work will begin.

Thank you for your attention to this urgent matter. I trust that you will act swiftly and decisively in the best interest of the school community.

Sincerely,



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

cc. Shirley Zouboules, Superintendent/CEO
Yellowknife Education District No. 1

October 03, 2025

Barbara Bell
Chairperson
Yellowknife Education District No. 1
5402 50 AVENUE
YELLOWKNIFE NT X1A1E5

Dear Chair Bell:

Urgent Call for Immediate Retrofit of École William McDonald Middle School

Thank you for your letter regarding École William McDonald Middle School. I value our shared commitment to ensuring a safe and modern learning environment for students and staff.

The Department of Education, Culture and Employment takes the elevated lead levels very seriously and has been working closely with Yellowknife Education District No. 1 (YK1) to address these concerns. YK1 has replaced all fixtures and installed new fountains and filtration devices, and a flushing protocol is in place to maintain water quality. The safety of drinking water in our schools remains a top priority, and we are committed to ensuring that water at École William McDonald meets all Health Canada guidelines.

With respect to a mid-life retrofit, the Government of the Northwest Territories (GNWT) uses the Capital Needs Assessment (CNA) process to identify and prioritize infrastructure projects across the territory. While the retrofit of École William McDonald has been identified as a future need through this process, inclusion in the CNA does not guarantee approval or funding. Each year, projects from across the entire GNWT—including schools, health facilities, and other public infrastructure—compete for limited capital resources, and decisions are made based on established priority criteria.

At this time, the CNA reflects an anticipated timeline that places initial planning for this project in the 2028–2029 period; however, this is subject to change as priorities are reassessed annually. The CNA survey for this year will be distributed to all education bodies in the coming months, and we encourage YK1 to provide updated information to ensure the project remains accurately represented in the prioritization process.

In addition, there remains an open conversation between my office and YK1 Trustees in regards to efficient future use of Yellowknife schools and potential opportunities to address multiple infrastructure needs.

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Thank you again for highlighting the importance of this work. I value your partnership to address both immediate safety concerns and long-term infrastructure needs and look forward to continuing our collaborative conversations.

Sincerely,

A handwritten signature in cursive script, appearing to read "Caitlin Cleveland".

Caitlin Cleveland
Minister
Education, Culture and Employment

c. Shannon Barnett-Aikman
Acting Deputy Minister
Education, Culture and Employment

Shirley Zouboules
Superintendent/CEO
Yellowknife Education District No. 1

August 26, 2025

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

Dear Chairpersons:

Consultation on Amendment to Academic Year and School Attendance Regulations

In accordance with s. 151(5) of the *Education Act*, I am reaching out to formally consult education bodies on proposed amendments to the *Academic Year and School Attendance Regulations*. The attached proposed amendments seek to align the maximum hours of instruction per day across all grade levels, and to address issues that have arisen as a result of extended unplanned school closures.

As part of *Education Act* Modernization, Education, Culture and Employment (ECE) is looking to standardize the maximum hours of instruction for all grades, at 345 minutes / day, from Kindergarten to Grade 12, to allow education bodies to better align their schedules and provide more flexibility in scheduling instructional time for grades one through six. Education bodies are not required to schedule instruction to the daily maximum and continue to retain the flexibility to schedule daily hours of instruction below the maximum for some, or all grades, as best suited to their local education program.

Additionally, as a result of recent unprecedented events including the COVID-19 pandemic and the 2023 community evacuations due to wildfires, education bodies have had difficulties meeting the legislated minimum hours of instruction. Currently, there is no method provided in the regulations for an education body or the Minister to take action in situations where there is risk of not meeting the legislated minimum hours of instruction following an extended unplanned school closure.

To ensure that any such similar situations that may arise in the future can be addressed and that the Minister is informed of and involved in revisions to academic calendars, ECE is seeking to add a process for updating school calendars, as well as authority for the Minister to direct education bodies to amend their academic calendars when they will not meet the minimum legislated requirements due to emergency situations.

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The goal is to have the amended regulations in force this fall. Please advise me in writing of any questions or concerns you have in relation to the proposed amendments by September 30, 2025.

Sincerely,



Caitlin Cleveland
Minister
Education, Culture and Employment

Attachment

c. Jamie Fulford
Deputy Minister
Education, Culture and Employment

Superintendents
Divisional Education Councils/Yellowknife District Education Authorities

Kevin Armstrong
Chief Executive Officer
Tłı̨chǫ Community Services Agency

Linsey Hope
Director of Education
Tłı̨chǫ Community Services Agency

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

6424/CL/ML/DRAFT #03/AUGUST 11, 2025/REGS2025 MEM/DH/DW/14 août 2025/EB.01

EDUCATION ACT

**ACADEMIC YEAR AND
SCHOOL ATTENDANCE
REGULATIONS, amendment**

The Minister, under section 151 of the *Education Act* and every enabling power, orders as follows:

1. The *Academic Year and School Attendance Regulations*, established by regulation numbered R-136-96, are amended by these regulations.

2. (1) Paragraph 2(1)(a) is repealed and the following is substituted:

- (a) establish the hours of instruction for the academic year to be, for kindergarten to grade 12, not more than 5.75 as the number of hours of instruction in each day; and

(2) Subsection 2(2) is amended by striking out "subparagraphs (1)(a)(i), (ii) and (iii) do not apply" and substituting "paragraph (1)(a) does not apply".

3. The following is added after section 3:

3.1. (1) Subject to this section, a District Education Authority or *commission scolaire francophone de division* may amend a calendar prepared under subsection 3(1) after it is made available to the public.

(2) The District Education Authority or *commission scolaire francophone de division* intending to amend a calendar shall provide notice of the amendments to the Minister no later than two weeks before the date on which the amendments take effect.

- (3) The notice must include
- (a) the rationale for the amended calendar;
 - (b) a description of any potential impacts resulting from the amendments on

LOI SUR L'ÉDUCATION

**RÈGLEMENT SUR L'ANNÉE
D'ENSEIGNEMENT ET LA FRÉQUENTATION
SCOLAIRE—Modification**

Le ministre, en vertu de l'article 151 de la *Loi sur l'éducation* et de tout pouvoir habilitant, ordonne ce qui suit :

1. Le *Règlement sur l'année d'enseignement et la fréquentation scolaire*, pris par le règlement n° R-136-96, est modifié par le présent règlement.

2. (1) L'alinéa 2(1)a) est abrogé et remplacé par ce qui suit :

- a) le nombre d'heures d'enseignement pour l'année d'enseignement, pour la maternelle à la 12^{ème} année, au plus 5,75 heures d'enseignement par jour;

(2) Le paragraphe 2(2) est modifié par suppression de «aux sous-alinéas (1)a)(i), (ii) et (iii)» et par substitution de «à l'alinéa (1)a)».

3. Le même règlement est modifié par insertion, après l'article 3, de ce qui suit :

3.1. (1) Sous réserve du présent article, une administration scolaire de district ou la commission scolaire francophone de division peut modifier le calendrier préparé en vertu du paragraphe 3(1) après avoir été mis à la disposition du public.

(2) L'administration scolaire de district ou la commission scolaire francophone de division qui a l'intention de modifier le calendrier donne avis des modifications au ministre au plus tard deux semaines avant la date de leur entrée en vigueur.

- (3) L'avis comprend ce qui suit :
- a) les justifications de la modification du calendrier;
 - b) une description de toute répercussion

- (i) students registered with the school, and
- (ii) school staff at the school;
- (c) a description of any discussion, engagement or consultation the District Education Authority or *commission scolaire francophone de division* has had with community governments, Indigenous Governments or Organizations, the Northwest Territories Teachers' Association or other entity in respect of the amendments; and
- (d) any other information the Minister directs.

(4) The District Education Authority or *commission scolaire francophone de division* shall make the amended calendar available to the public not later than one week before the date on which the amendments take effect.

- (5) Subject to subsection (6), amendments to a calendar must not result in hours of instruction that are
- (a) less than the hours of instruction for the academic year as required under subsection 126(4) of the Act; or
 - (b) greater than the hours of instruction for each day as described in paragraph 2(1)(a).

(6) The Minister may approve of an amended calendar that does not meet the required hours of instruction for the academic year or for each day, if one or more of the following circumstances exist in the community where the school is located:

- (a) a state of emergency is declared under section 14 of the *Emergency Management Act*;
- (b) a state of local emergency is declared under section 18 of the *Emergency Management Act* in all or part of the community in which the school is located;
- (c) a state of public health emergency is declared under section 32 of the *Public Health Act*;
- (d) a direction or order of a public health officer, the Chief Public Health Officer or

potentielle découlant des modification sur les personnes suivantes :

- (i) les élèves inscrits à l'école,
- (ii) le personnel scolaire de l'école;
- c) une description de toute discussion, mobilisation ou consultation que l'administration scolaire de district ou la commission scolaire francophone de division a eu avec les gouvernements communautaires, les gouvernements ou organisations autochtones, l'Association des enseignants et enseignantes des Territoires du Nord-Ouest ou tout autre organisme à l'égard des modifications;
- d) tout autre renseignement demandé par le ministre.

(4) L'administration scolaire de district ou la commission scolaire francophone de division met le calendrier modifié à la disposition du public au plus tard une semaine avant la date à laquelle les modifications entrent en vigueur.

(5) Sous réserve du paragraphe (6), les modifications apportées à un calendrier ne doivent pas entraîner un nombre d'heures d'enseignement qui est, selon le cas :

- a) inférieur au nombre d'heures d'enseignement exigé pour l'année d'enseignement en vertu du paragraphe 126(4) de la Loi;
- b) supérieur au nombre d'heures d'enseignement par jour prévu à l'alinéa 2(1)a).

(6) Le ministre peut approuver un calendrier modifié qui ne respecte pas le nombre d'heures d'enseignement exigé pour l'année d'enseignement ou pour chaque jour, si un ou plusieurs des cas suivants existent dans la collectivité où est située l'école :

- a) l'état d'urgence est proclamé en vertu de l'article 14 de la *Loi sur la gestion des urgences*;
- b) l'état d'urgence locale est proclamé en vertu de l'article 18 de la *Loi sur la gestion des urgences* dans la collectivité où l'école est située, ou une partie de celle-ci;
- c) l'état d'urgence sanitaire publique est déclaré en vertu de l'article 32 de la *Loi sur la santé publique*;
- d) une directive ou un ordre d'un administrateur de la santé publique, de

a Deputy Chief Public Health Officer is provided or made under the *Public Health Act*;

- (e) a public welfare emergency, public order emergency, international emergency or war emergency is declared under the *Emergencies Act* (Canada).

l'administrateur en chef de la santé publique ou du sous-administrateur en chef de la santé publique est émis en vertu de la *Loi sur la santé publique*;

- e) un sinistre, l'état d'urgence, l'état de crise internationale ou l'état de guerre est déclaré en vertu de la *Loi sur les mesures d'urgences* (Canada).

4. These regulations come into force xxxx, 2025.

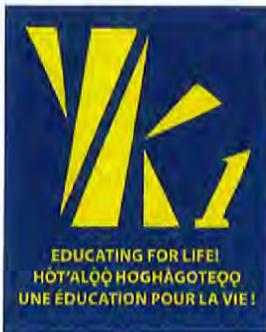
4. Le présent règlement entre en vigueur le xxx 2025.

Dated , 2025.

Fait le 2025.

Caitlin Cleveland
Minister
Ministre

Draft/Ebauche



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

September 26, 2025

Honourable Caitlin Cleveland

Minister of Education, Culture and Employment
 Legislative Assembly, GNWT
 PO Box 1320

Yellowknife, NT X1A 2L9

Dear Minister Cleveland,

Re: *Academic Year and School Attendance Regulations*

Thank you for your letter requesting feedback on the proposed amendments to the *Academic Year and School Attendance Regulations*. We appreciate the opportunity to provide feedback, which may have important implications for our schools, staff, and students.

While we recognize the intent to align instructional hours and address challenges caused by extended unplanned closures, our trustees have several questions and concerns we would like to raise:

- The Board cannot support any changes that compromise responsibility for calendar changes until we know what those responsibilities are.
- We recommend establishing a maximum of 6 hours, which we believe maintains the greatest flexibility while also respecting negotiated agreements and the practical realities of instructional planning.

Further to those recommendations, we would like some additional information, including:

- Why was 5.75 hours selected as the proposed maximum instructional time?
- Could you provide example scenarios of when and how the Minister would exercise any new authority to direct changes to school calendars?

- Is the new authority simply meant to ensure that education bodies notify the Minister when calendar changes occur?
- Finally, is this initiative linked to any new powers for the Minister to vary the minimum number of instructional hours in a year, or does the proposal remain limited to adjusting maximum daily instructional hours and responding to emergencies?

Thank you again for the opportunity to provide feedback. We look forward to your feedback on these points and to continued collaboration in strengthening education across the Northwest Territories.

Sincerely,



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

- cc. Shirley Zouboules, Superintendent/CEO, YK1
James Fuldord, Deputy Minister, ECE
Shannon Branett-Aikman, Assistant Deputy Minister,
Education and Early childhood, ECE
Nigel Wodrich, Ministerial Special Advisor, ECE, Minister's Office

September 3, 2025

Barbara Bell
Chair
Yellowknife District Education Authority
5402 50 AVENUE
YELLOWKNIFE NT X1A 2N6
Barbara.bell@yk1.nt.ca

Dear Chair Barbara Bell:

Inquiry Regarding Interest in the Former Akaitcho Hall Land

I am writing to inquire whether Yellowknife Education District No. 1 (YK1) has any current or future interest in the land where Akaitcho Hall previously stood, located on a portion of Lot 808, Block 964.

The Department of Education, Culture and Employment has received an expression of interest from an external party regarding potential use and development of this site. Before engaging in any discussions with other parties, we would like to confirm whether YK1 has any educational plans or considerations for this land.

If YK1 has any interest or intentions related to this property, we kindly request that you provide a written response outlining these by September 25, 2025. This will help inform us of our next steps regarding the future use of the site.

Thank you for your time and consideration. We appreciate your attention to this matter and look forward to your response.

Sincerely,



Caitlin Cleveland
Minister
Education, Culture and Employment

c. Distribution List

Distribution List:

Jamie Fulford
Deputy Minister
Education, Culture and Employment

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

Shirley Zouboules
Superintendent
Yellowknife District Education Authority

November 27, 2024

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

By Email

Dear Minister Cleveland,

Re: Request for Use of Land and Portable Classrooms near Sir John Franklin School

I am writing to you on behalf of the Yellowknife Education District No. 1 (YK1) Board of Trustees to formally request the use of land near Sir John Franklin School, along with the portables that were previously used as classrooms during the construction of École ı̀tł'ò. These portables are currently sitting vacant, and we believe they could serve as a valuable resource in addressing a critical need for additional child care spaces and educational support for young parents and students. In light of the recent announcement regarding funding for start-up costs associated with creation of child care facilities, we feel this is an opportune time to initiate this project.

The proposed use of the land and portables would facilitate a collaborative partnership between YK1 and the Yellowknife Young Parents Program (YPPP). With these additional spaces, we can create a dedicated environment to support young parents in completing their education while also providing flexible course completion options for youth who need alternative pathways to graduate. This initiative would significantly benefit both the students and the community by reducing barriers to education and enhancing opportunities for success.

To make this vision a reality, we would look to partnering with your Department on the installation of the portables and initial start-up costs for both child-care and alternative education programs. We are committed to working closely with you and our community partners to ensure that this project serves the best interests of Yellowknife's youth and families. Together, we can create a welcoming space that will support students as they balance their educational goals with their family responsibilities.

The Board of Trustees has tasked our administration with bringing forward a full proposal for the project in early 2025, but as it would likely only be feasible with access to this land near Sir John and the existing portable we wanted to reach out to you while this work is underway.

We believe that, with your support, this partnership will positively impact the lives of young parents, provide essential child care services, and offer youth a flexible pathway to complete their education.

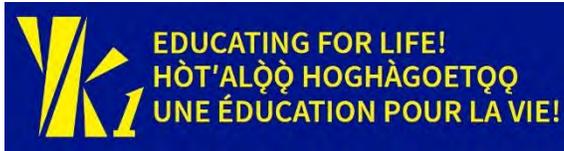
We would appreciate the opportunity to meet with you regarding this request as it goes beyond just creating childcare spaces and creating an education environment best suited to supporting young people with children who need to complete their own education and others that could benefit from an alternate learning environment.

Sincerely,

A handwritten signature in black ink, appearing to read "David Wasylciw". The signature is fluid and cursive, with a prominent loop at the end.

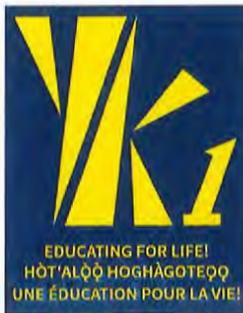
David Wasylciw
Chair, YK1 Board of Trustees

cc. James Fulford, Deputy Minister, Education, Culture and Employment
Shirley Zouboules, Superintendent/CEO, YK1



BOARD REPORT

Title:	Annual Report – 2024-2025
Contact:	Graham Arts – Assistant Superintendent
Date Submitted:	October 7, 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
Highlights	<ul style="list-style-type: none"> • The Annual Report is submitted to ECE every year by the end of September. It reports on the elements of the operating plan for the previous year. • The audited financial statements have been included in the attached copy. • All feedback received in late August from ECE regarding the draft has been incorporated into the attached copy. • The full version of the report, including covering letter and signature pages was submitted to ECE on September 29th, 2025
Recommendations	Accept for information
Proposed Motion (if applicable)	N/A
Attachments?	2024-2025 Annual Report (Final)



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

September 26, 2025

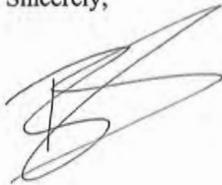
Honourable Caitlin Cleveland
Minister, Department of Education, Culture and Employment
Government of the Northwest Territories
Box 1320
Yellowknife, NT, X1A 2L9

Dear Minister Cleveland,

Re: Submission of Annual Report for the Fiscal Year Ending June 30, 2025

Enclosed is the Annual report for Yellowknife District No. 1 Education Authority (Yellowknife Education District No. 1) for the year ending June 30, 2025.

Sincerely,



Barbara Bell
Chairperson
Yellowknife Education District No. 1

cc: James Fulford, Deputy Minister (ECE)
Terri-Lynn Locke-Setter, Assistant Deputy Minister, Corporate Services (ECE)
Shannon Barnett-Aikman, Assistant Deputy Minister, Education and Early Childhood Branch (ECE)
Katherine MacDonald Director, Finance and Capital Planning (ECE)
Colton Moran, Manager Board & Corporate Services (ECE)
Shirley Zouboules, Superintendent/CEO (YK1)
Lisa Vass, Secretary Treasurer (YK1)

Education Accountability Framework

Yellowknife Education District

No. 1

Annual Report

For the 2024-25 School Year



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Operating Plan - Executive Summary

The YK1's Operating Plan for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* (FAA) that requires Northwest Territories (NWT) Education Bodies to plan for their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

The Operating Plan outline consists of several sections corresponding to various accountability areas, all of which have been completed in accordance with the YK1 priorities for the upcoming school year.

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

Yellowknife Education District No. 1 (YK1) has placed educational priorities and goals for 2024-2025 under three pillars that incorporate priorities agreed to by Education Leaders and the Department of ECE: Student achievement in Literacy and Numeracy; Language and Culture, Student & Educator Wellness; Personalize and Inclusive Education; and Key Competencies.

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

The three pillars that align the aforementioned are:

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

The following chart highlights planned goals and foci for 2024-2025. All professional development will align with the identified pillars.

YK1 2024-2025 Educational Goals		
Learning	Indigenous Language and Culture	Wellness, Community, and Key Competencies
Education Leaders & ECE Shared Priorities		
Student Achievement in Literacy and Numeracy Personalized and Inclusive Education	Language & Culture	Student & Educator Wellness NWT Renewed Curriculum Key Competencies
YK1 Strategic Priorities		
Learning	Indigenous Language & Education	Wellness Community
YK1 Goals and Targets		
Using EDI results at the school and district level to plan for student wellness and success	Continued implementation of "Our Languages"	Using MDI results at the school and district level to plan for student wellness and success
Implementation of YK1 Learning Plan	Continued development of authentic learning experiences in ILE classes Continued expansion of ILE classes throughout the district	ECE supported school-based programs <ul style="list-style-type: none"> • Fourth R Program • Talking About Mental Illness (TAMI) • W.I.T.S./L.E.A.D.S.

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

Annual Report - Executive Summary

The YK1's Annual Report for the 2024-2025 school year was prepared in compliance with the *Financial Administration Act* that requires Northwest Territories (NWT) Education Bodies to report on their operations, compliance to educational directives, and implementation of activities and initiatives in line with the Government of the NWT (GNWT) Mandate and the Minister of Education's direction.

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

The planning for the 2024-2025 started well before the start to the school year. Following our normal routine, the staff started off the year with professional learning. The topic for the August staff development was on restorative practices and we benefited through our engagement with the Institute for Restorative Practices (IIRP). The IIRP's facilitators joined us for an in-person keynote and on-site workshops. This set the tone for the coming year, and our staff's ongoing efforts to build and solidify their relationships with their students and families, and with each other.

This year the focus has been to continue efforts to support mental health and wellness and continuing to build our Indigenous language and culture programs, all in the pursuit of student success. Developmental work continued on our Mental Health and Wellness framework. YK1's Regional Inclusive Schooling Coordinators worked with the team as we further refined the model over the course of the year. The team focused on providing preventative education, group interventions and to be a conduit for referral to more specific supports, beyond the school. The model continues to evolve in response to the needs of students and families, and will continue to do so moving forward. YK1's inclusion efforts benefitted greatly through the hiring of an additional RISC to support the NWT's largest student population for a School District or District Educational Authority.

Another area of continued growth has been in our ILE programming and partnerships. With the support of our Regional Indigenous Language Educator, experiential camps continued and were very well-received. This year also marked the third Community Culture Camp. The days were reserved for classes to attend, but the evenings were open to the community and well attended.

Challenges identified in last year's Annual Report remained evident. They include supporting students with very complex needs, student success in numeracy and staff wellness.

1. Administration and School Services

Administration and Schools Services reflects the overall operations of Education Bodies and Schools, including high level overviews of the Education Body's:

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

A. Governance of Education Bodies

The following table details key aspects of the Education Body governance structure and processes at the regional level, such as elections membership terms, current membership:

YK1 was established in 1939. Seven publicly elected officials serve as YK1 Trustees. The District Education Authority (DEA) plays a key role in the continued success of the District and the students it serves (which stands at 2098.5 as of April 30, 2024)

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

District Education Authority Trustees

Chairperson: David Wasylciw

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

Administration

Superintendent of Education: Shirley Zouboules

Assistant Superintendent: Landon Kowalzik

Assistant Superintendent: Graham Arts

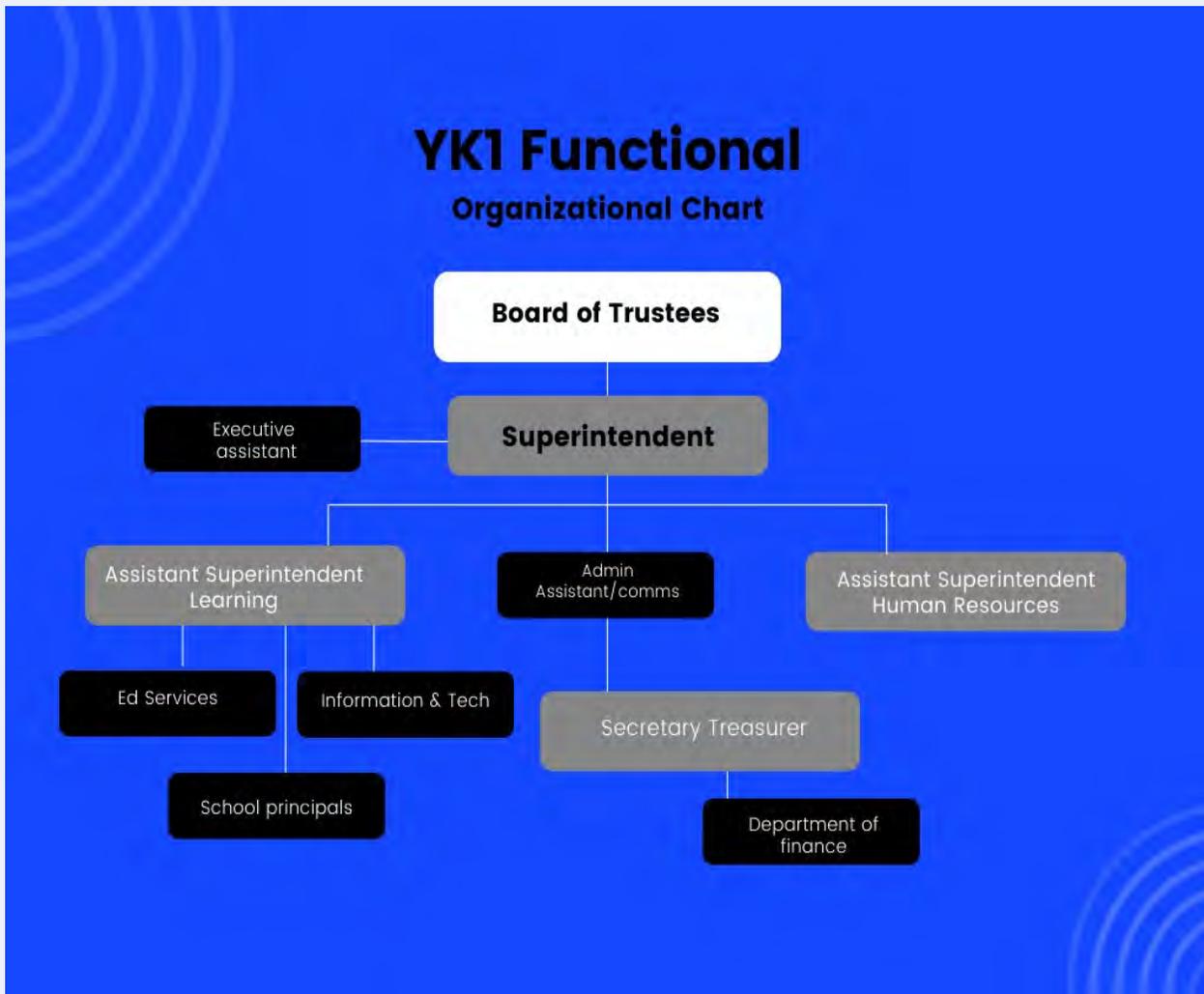
Secretary Treasurer: Lisa Vass

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

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

B. Functional Organizational Chart

The following table details the functional organization of the Education Body:



* Staff names are not included for this functional chart

C. School Profiles

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

Total Number of Schools in District	6	Total Anticipated Student Head Count	2180
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School Name	Community	Grades Offered	Programming Highlights
École It'q (It'q)	Yellowknife	JK-5	<p>École It'q offers:</p> <ul style="list-style-type: none"> • French Immersion programming • Wilhidah language classes for all students • English programming (grade 3-5) • Special programming includes school athletics, clubs such as rainbow club, Chess club, Games, and art club. Intramurals during indoor recesses • Daily school breakfast program facilitated by assigned staff and parent volunteers • Dene Kede facilitator; Sheila Stewart once every 2 weeks • The gardening program (April-May). • After School care (YWCA) Grades JK-5 • Indigenous language and culture is integrated into classroom sessions • Whole school Indigenous activities: classes cycle through knowledge keepers. Ex: Rabbit, Fish and painting • Indigenous Culture Camps throughout the year • Art workshops throughout the year JK-5 • Winter and Spring Fine Arts performances for parents and community • Integration of Indigenous sports and cultural activities during June Sports Day • School wide activity: Zhah Day; incorporating French and Indigenous cultures

			<ul style="list-style-type: none"> • Teach positive behaviour and empathy through the Dene Laws
<p>Mildred Hall School (Mildred Hall)</p>	<p>Yellowknife</p>	<p>JK-8</p>	<p>Mildred Hall School (MHS) offers:</p> <ul style="list-style-type: none"> • English programming • Wìlìideh language and Core French courses as well as traditional games classes for grades 1-8 and Wall Tent Wednesday as all classes get to explore various animals • Birchbark Discovery Centre, a community, project, and land-based education program for children in Grades 1 to 8 • Many extracurricular activities such as team sports, fine arts, and messy book club. Choir and band; alternative sports such as fat biking, cross-country skiing, snowshoeing, and rollerblading. alternative options such as drumming and traditional games • Forest School, with many trained staff, allows students the opportunity to take their learning outdoors, using the natural environment to further their learning and incorporating the Wìlìideh language in our land-based learning experiences • A breakfast, snack, and hot lunch program. • The school has a large garden where students grow vegetables used in the foods program • Positive Behavioural Interventions and Support (PBIS) is used a proactive approach to support behaviour

N.J. Macpherson School (NJ Macpherson)	Yellowknife	JK-5	<p>N.J. Macpherson School (NJM) offers:</p> <ul style="list-style-type: none"> • English programming JK-5 • Core French, Grades 1-5 • Wiilñideh language classes for all students and staff • Special programs including Physical education, visual arts, music, drama and a strong recycling program • Several extracurricular sports, clubs and after-school programs • Indigenous language and culture is integrated into classroom sessions • Indigenous Culture Camps throughout the year • An active Parent Advisory Council
Range Lake North School (Range Lake)	Yellowknife	JK-8	<p>Range Lake North School (RLN) offers:</p> <ul style="list-style-type: none"> • English programming for JK - 8 • Intensive French in Grade 6 , Post-Intensive French in Grade 8 and Core French in Grades 1 to 8 • Student Options Program rotates through a series of sessions lasting six weeks each. Options include tech, sports, outdoor pursuits, music, martial arts, yoga etc. for students registered in Grades 6 through 8 • Makerspace available to support Student Options Program and regular instruction • Indigenous Language and Culture, integrated into classroom learning • Indigenous Culture Camps throughout the year • Special programs in music, band, choir, and drama • Extracurricular sports program offering a range of activities, including hiking, skiing, biking, snowshoeing, and skateboarding • Sustainable living projects: outdoor gardens and observatory beehive • pizza and literacy night for families • Tech nights for middle school students • An active and involved Parent Advisory Committee that organizes a large annual fundraising event

			<p>“Family Fun Night”. Proceeds support student activities</p>
<p>École Sir John Franklin High School (Sir John)</p>	<p>Yellowknife</p>	<p>9-12</p>	<p>École Sir John Franklin High School (ESJFHS) offers:</p> <ul style="list-style-type: none"> • Programming from Grades 9 to 12 in both English and French Immersion • Core French and Post-Intensive French from Grades 9 to 12 • Dynamic Fine Arts program which includes music, band, choir, drama, drama tech, and visual arts • Extensive trades curriculum and work experience program which includes industrial arts, automotive class, culinary arts, robotics and esthetics • Indigenous culture programming and camps including Wilhidéh language instruction • Successful Sports Academy with focus high performance training: extra-curricular sports and clubs are also offered • National and international travel opportunities for students include volunteering and cultural experience • Night School classes (Monday to Thursday evenings 6pm - 9pm) are also available onsite • Alternate programming (Route 51) available during the day (9am - 3:45pm) off campus. Graduating required courses are offered on modular based format

<p>École William McDonald School (William McDonald)</p>	<p>Yellowknife</p>	<p>6-8</p>	<p>École William McDonald Middle School (EWMS) offers:</p> <ul style="list-style-type: none"> • Programming for Grades 6, 7 and 8 in both English and French Immersion • Other French options including: <ul style="list-style-type: none"> ○ Intensive French - Grade 6 ○ Post-Intensive French - Grade 7 and 8 ○ Core French – Grades 6 - 8 • Wiilideh language classes (Grade 6 classes) • Exploratory programming which includes Industrial Arts, Culinary Arts, Fine Arts, Technology Studies and Outdoor Education • Sports Academy Program which includes hockey, soccer, and athletics. An updated fitness room has allowed an expansion to its sports programming.
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D. Policy Development

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

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

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

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

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

Type of Policy or Bylaw	Yellowknife Education District No. 1
Code of Conduct	September 2022
School Attendance	August 2017
Safe Schools	April 2014 June 2014 September 2022
Transportation of Students	August 2017
Conduct of Business	October 2022
Records Management	August 2017 (As per Directive)
Student Assessment	August 2017 (based on SAER directive 2010)
Inclusive Schooling	February 2018 (As per Directive)
Community Senior Secondary Schooling	February 2018 (following JK-12 NWT handbook)
Honorarium	January 2021 (Board Bylaws)
Annual Report	August 2017 (follow Ed. Act)
Borrowing Money	1996 Education Act

2. Territorial Schools

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

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

A. Education Body Strategic Planning

NWT Education Bodies develop regional priorities and goals based on the needs of their students and schools. The priorities and goals developed for the upcoming school year should align with the following five shared priorities agreed to by Education Leaders and the Department of ECE:

1. Student achievement in Literacy and Numeracy
2. Language and Culture
3. Student & Educator Wellness
4. Personalized and Inclusive Education
5. Key Competencies

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

Regional priorities and goals.	YK1 targets and performance indicators fall under the following pillars that reflect Education Leaders and ECE Priorities, and YK1 Strategic Priorities: <ul style="list-style-type: none"> • Learning • Indigenous Language and Culture • Wellness, Community, and Key Competencies
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference <i>(if applicable)</i>
% of regional priorities and goals that align with the 5 Shared Priorities.	100%	100%	
Education staff will continue to participate in professional learning focusing on the three identified pillars.	100%	100%	
YK1 schools will continue to participate in district led PD focusing on numeracy and literacy - with a priority placed on Grades 4 through 10 as they continue to trial the NWT Renewed Curriculum	100%	100%	
YK1 schools will continue to utilize the PLC model to support teacher collaboration and improve student achievement. We are committed to supporting educators in developing their knowledge, skills and practices. Through cycles of inquiry, our collective efficacy can be realized. “The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-	100%	100%	

<p>dependent than was previously thought” (Donohoo 2017, Lieberman and Miller 2004)</p>			
<p>Areas of Strength for the region</p>	<p>School PLC teams continued to work collaboratively in order to focus on literacy and numeracy teaching and learning. They were supported by highly knowledgeable consultants who worked with a residency model. Explicit demonstration of and linking to the renewed NWT curriculum and practices began in earnest this past year.</p> <p>YK1 continued to offer staff development opportunities despite the reductions to the Student Success Initiative that were implemented for the 2024-2025 school year.</p>		
<p>Areas for Development for the region</p>	<p>Substitute teacher availability made it difficult to collaborate with colleagues across the district. This was compounded by the escalating costs associated with booking substitute teachers as salaries increase, but funding models remain static.</p>		
<p>Additional Comments for the region</p>			

B. School Improvement Planning & School Reviews

As per the *NWT School Improvement and Reporting Directive*, school improvement planning responds to student and community needs, addresses policy requirements, accommodates departmental directives, and engages all school staff.

In addition, Annual School Reviews should focus on standards of learning outcomes - academic and non-academic - and require schools to present the analysis and evaluations of learning outcomes to their Superintendent of Education.

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

<p>Regional approach to School Improvement Planning and School Reviews, and relevance to regional and shared priorities, for the school year.</p>	<p>School Improvement Plans will align with YK1 Educational Goals as articulated in the Executive Summary:</p> <ol style="list-style-type: none"> 1. Learning 2. Indigenous Language and Culture 3. Wellness, Community, and Key Competencies <p>In addition, site-based data will inform school plans, to ensure student and school community needs are considered.</p> <p>Formal school reviews follow the district’s administrative procedures and are cyclical. Three schools are scheduled for review in 2024-2025.</p> <p>YK1 schools develop yearly School Improvement Plans based on the previous year’s data and the goals of their school. They identify goals, set targets and performance indicators, and ensure alignment with YK1 identified pillars. School goals are shared with Trustees, the District Leadership and PACs.</p>
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<p>Areas of Strength for the region</p>	<p>Continued prioritizing of opportunities for staff to collaborate around shared goals. YK1 continues to support those educators working to implement the renewed curriculum through additional opportunities to work together.</p> <p>This year we continued the district school review program and conducted three school reviews with the support of contracted services.</p>
<p>Areas for Development for the region</p>	<p>School continue to work on interpreting the results of school reviews and incorporating the results into their School Improvement Plans.</p>
<p>Additional Comments for the region</p>	

C. Staff Evaluations

All education staff is required to undergo evaluations as per Ministerial directives, including the *Promotion of Professional Growth for Teachers in Northwest Territories Schools* (2004) and *Direction on Principal Growth and Evaluation in the Northwest Territories* (2012).

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

Regional approach to the completion of Staff Evaluations .	At the beginning of each school year YK1 Human Resources identifies all staff requiring evaluation. In addition, throughout the year, any staff identified by Principals and Assistant Principals will also be evaluated. The leadership at each school is then responsible for timely and appropriate evaluations. Priority for evaluation is given to all term teachers and indeterminate teachers identified as being at risk. YK1 utilizes the ECE Growth & Evaluation model. The district is well-positioned to implement the renewed teacher growth and evaluation model once it is finalized by ECE and ready for implementation
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of teachers and PSTs formally evaluated in the school year.	20%	20%	
Number of Principals and Assistant Principals formally evaluated in the school year.	20%	20%	
Number of Education Body School Support Consultants and Assistant Superintendents formally evaluated in the school year.	30%	30%	
Number of Superintendents formally evaluated in the school year.	100%	100%	
Areas of Strength for the region	Our staff are eager learners and are open to and wanting feedback through the evaluation process to strengthen their teaching practice. This allows us to focus more on growth and improvement rather than solely focusing on evaluation. Our staff appreciate this commitment on the part of YK1 to their continued professional growth.		
Areas for Development for the region	The pilot for the proposed Teacher Growth and Evaluation model is seen to be valuable but continues to pose significant challenges in terms of the time needed to implement it (while respecting the principles it embodies). Further refinement is needed for successful adoption.		
Additional Comments for the region	The number of staff who are in their first two years of employment with YK1 continues to create a demand for timely evaluations. Because of the number, school leaders continue to be stretched in order to accommodate the need for these evaluations of staff who are employed under term contracts.		

D. Regional Training and In-Service

Education Bodies are responsible for training and in-service activities for staff at the regional and school level, which can occur throughout the year, and may include 2.5 administrative days per year and time allotted for the Strengthening Teachers' Instructional Practices (STIP). (This does not include any professional development activities related to Article 16 of the Collective Agreement.)

To support the implementation of NWT Curriculum Renewal, education bodies have agreed to dedicate one (1) full day or two (2) half days in the 2024-2025 school year calendar for training/in-service for educators. It is suggested that this day be identified regionally and connected to regional in-service days. There will be no reduction in the number of instructional hours for students to allow for this day.

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

<p>Regional approach to the completion of Training and In-Service, including reference to plans for the identified NWT Curriculum Renewal training day(s).</p> <p>Please include relevance to regional and shared priorities, for the upcoming school year.</p>	<p>Yellowknife Education District No.1 will ensure that all district and school-based training, in-servicing, and professional development fits under the identified pillars for 2024-2025.</p> <p>Consultants will provide PD in the following areas: Learning/Indigenous Language and Culture while ensuring embedded support for moving to competency-based teaching and learning</p> <ul style="list-style-type: none"> • Math Residencies (EN/FR) • Literacy Residencies (Grades 3-8) • JK-K Collaborative Study Group • JK-4 NOW Play Project (Northern Oral Language and Writing Through Play) • Neurolinguistic approach with outside consultant (FR/Wilhidah) • Inclusive Pedagogies in Secondary <p>Two ILE district days are planned to meet the ILE directive.</p> <p>School specific STIP times are planned to align with the identified pillars and school improvement goals. For the duration of the trialing and implementation of the renewed NWT curriculum this will be a focus.</p>
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Regional Performance Indicators	Regional Targets	Achieved Results	Explanation of Difference (if applicable)
Number of administration days dedicated to training and in-service. (Please choose between 0 and 2.5)	2	2	
Areas of Strength for the region	Building on work done in previous years with lead educators from BC, staff have developed increased expertise locally in the fields of pedagogy and assessment related to the implementation of the renewed curriculum. It is encouraging to see NWT educators take the lead in this area of professional practice		

	<p>Professional learning communities continue to be embedded in the school day, ensuring staff have the opportunity to collaborate on growth goals and respond to school and student specific needs.</p> <p>School leaders continue to explore models for professional collaborative inquiry to support their learning as leaders. Several approaches are under consideration for implementation in the 2025-2026 school year.</p> <p>The JK/K action research group presented their work once again at The NOW Play gathering in Toronto.</p> <p>Staff feedback on the learning opportunities related to restorative practices was also positive, and itinerant district staff are noticing an increase in the use of the principles in schools.</p>
<p>Areas for Development for the region</p>	<p>The development of opportunities for collaboration between teaching staff and educational assistant continues to pose a challenge.</p>
<p>Additional Comments for the region</p>	

E. Literacy Coordinators

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

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

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

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

F. Healthy Food for Learning

The Healthy Foods for Learning Program is supported by the Anti-Poverty Strategic Framework and aims to increase the capacity of schools to provide healthy meals and/or snacks to students.

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

<p>Regional approach to the Healthy Foods for Learning program for the upcoming school year.</p>	<p>YK1 schools access the Healthy Food for Learning Program provide a combination of breakfast, lunch and/or snacks using a philosophy of access for all. Schools employ an “open cupboard” approach that allows students to get snacks and lunches, as they need them. This aligns with YK1 Strategic Priorities that focus on learning and wellness. Research shows that students perform better in all areas when their diet consists of nutritional food. https://www.ece.gov.nt.ca/en/services/education-renewal/healthy-foods-learning). Our experience is that many students in our YK1 community, some of whom cannot be readily identified, do not have access to healthy food in their homes. This program helps ensure that access.</p>
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<p>Areas of Strength for the region</p>	<p>The access we have to funding that supports an ‘open cupboard’ format at each school. Healthy food is available to all students and additional food is provided to students as needed, including over the weekends. There is also work with families to secure outside sources to support food security</p>
<p>Areas for Development for the region</p>	<p>The challenge is ongoing to provide or free-up staff to be able to make or serve food. The cost of food and the additional demands have presented challenges as well.</p>
<p>Additional Comments for the region</p>	

<p>School Name</p>	<p>Type of food program(s) offered <i>(Breakfast, Lunch, Snack, etc.)</i></p>	<p>Average number of children / youths served daily</p>	<p>Criteria to participate <i>(Low income, fee, Everyone welcome, etc.)</i></p>	<p>Non-GNWT Funding Received <i>(\$ Amount / Source)</i></p>
<p>Itl’o</p>	<p>Breakfast program and healthy snacks</p>	<p>300</p>	<p>Everyone Welcome</p>	
<p>Mildred Hall</p>	<p>Dry breakfast, lunch and snacks</p>	<p>140</p>	<p>Everyone Welcome</p>	<p>Healthy Food for Learning \$43,497 Active After School \$3,000 Food First/Taste Makers \$7,000 Breakfast Club of</p>

				Canada \$11,100 PC Charity Food Program \$8,467 Food Program Donations \$2,866
N.J MacPherson	Breakfast and Snack	105	Everyone welcome	\$10,100/Healthy Food for Learning
Range Lake North	Snack and Lunch	150	Everyone welcome	
Sir John Franklin	Breakfast, Lunch, Snack, take home packages	250	Everyone welcome	
William McDonald	Breakfast and Lunch	75	Everyone welcome	

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

G. Second Language Education

According to section 73(2,3) of the *Education Act*, English or an Official Language other than English must be taught as part of the education program in addition to the official language of instruction.

The following table details all Second Languages (SL) instruction taught for all schools in the region, including the SL taught, the type of SL instruction, and the grades in which the SL is taught.

School Name	Language of SL (Chipewyan, Cree, English, French, Gwich'in, Inuinnaqtun, Inuktitut, Inuvialuktun, North Slavey, South Slavey, or Tłı̄chǫ)	Type of SL program (core, immersion, intensive, post-intensive)	Grades of SL program (per program type)	Was the SL program offered as planned? (Y/N)	If No, why not?
Itł'q	French	Immersion	JK-5	Yes	
	<i>Wı̄łı̄deh</i>	Core	JK-5	Yes	
Mildred Hall	French	Core	3-6	Yes	
	<i>Wı̄łı̄deh</i>	Core	JK-8	Yes	
N.J. Macpherson	French	Core	1-5	Yes	
	French	Pre-Intensive Camps	5	Yes	
	<i>Wı̄łı̄deh</i>	Core	JK-5	Yes	
Range Lake	French	Post-Intensive	7-8	No	There was no Grade 7 class this year due to low student enrollment for the programme.
	French	Pre-Intensive Camps	5	Yes	
	French	Intensive	6	Yes	
	French	Core	1-8	Yes	
	<i>Wı̄łı̄deh</i>	Core	1-8	Yes	
Sir John	French	Immersion	9-12	Yes	
	French	Post-Intensive	9-12	Yes	
	French	Core	9-12	Yes	
	<i>Wı̄łı̄deh</i>	Core	9-12	Yes	
William McDonald	French	Immersion	6-8	Yes	
	French	Intensive	6	Yes	

	French	Post-Intensive	7-8	Yes	
	French	Core	6-8	Yes	
	<i>Wihideh</i>	Core	6	Yes	

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

3. Inclusive Schooling

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

A. Regional Inclusive Schooling Coordinators

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

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

Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
1.00	2	The creation of an additional RISC position will better enable the district to further improve the supports and practices for inclusion.	2	

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

B. Program Support Teachers

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

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Details on Split PST roles	Actual (PY)	Explanation for Difference (if applicable)
It'q	15.42	2			2	
Mildred Hall		3			3	
N.J. Macpherson		3			3	
Range Lake		3	Topped Up the .33 for 1 FTE based on the needs of the school		3	Topped Up the .33 for 1 FTE based on the needs of the school.
Sir John		3	RISE PST/Teacher	PST/ RISE Teacher	3	
William McDonald		2	+1 Social Emotional Teacher (Funded through Jordan's Principle)		2	
TOTAL	15.42	16	The district strives to create full-time positions wherever possible to ensure PSTs are readily available to support staff and students and promote further inclusion		16	The School District strives to create full-time positions wherever possible to ensure PSTs are readily available to support staff and students and promote further inclusion.

C. Support Assistants

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

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

Please ensure that Support Assistants funded through Jordan's Principle and Children's First Initiative are included in the Actual (PY) column, and accounted for in the Explanation for Difference Column, where applicable.

School Name	Allocated (PY)	Budgeted (PY)	Explanation for Difference (if applicable)	Actual (PY)	Explanation for Difference (if applicable)
It'q	32.65	5.0		5	
Mildred Hall		7.0 +23.0 (JP)	Jordan's Principle EAs to support student inclusion	7.0 +23.0	23.0 PY Jordan's Principle EAs to support student inclusion and safety
N.J. Macpherson		8.5 +15.5 (JP)	Jordan's Principle EAs to support student inclusion	8.5 +15.5	15.5 PY Jordan's Principle EAs to support student inclusion and safety
Range Lake		7.5 +14.0 (JP)	Jordan's Principle EAs to support student inclusion	7.5 +14.0	14.0 PY Jordan's Principle EAs to support student inclusion and safety
Sir John		9.0 + 6.0 (JP)	Jordan's Principle EAs to support student inclusion	9.0 + 6.0	6.0 PY Jordan's Principle EAs to support student inclusion and safety
William McDonald		8.5 + 5.0 (JP)	Jordan's Principle EAs to support student inclusion	8.5 + 5.0	5.0 PY Jordan's Principle EAs to support student inclusion and safety
TOTAL		32.65	45.5 + 63.5 (JP)		45.5 + 63.5

D. Inclusive Schooling - Staff Development

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$92,732	\$92,732		\$104,346	Additional funding was allocated to support for onboarding and ongoing staff development for wellness mentors.

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

Type of Training & Topic	Audience Intended (PSTs, Educators, Support Assistants, Principals, etc.)	Training Provider (RISC, ECE, Contractor, etc.)	Planned Date & Location	Was the training held as planned? (Yes/No)	If No, why not?
Restorative practices	All	YK1 Staff	Throughout the year	Yes	
Inclusive Curriculum Delivery	PSTs, Teachers, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Throughout the year	Yes	
Education Program Planning with the new curriculum	PSTs	Shelley Moore, RISCs, ECE	Fall/Winter	Yes	
CB IEP	RISCs, PSTs, Teachers	RISCs	Fall	Yes	
Further Developing Student Self-Regulation	PSTs, Teachers, EAs, Principals and	RISCs, Contractor (Robyn Combres, Monique	Throughout the Year	Yes	

	Assistant Principals where possible	Thomas, Others TBD)			
Implementing Inclusive Practices	RISCs, Shelley Moore, Others TBD	Shelley Moore, Others TBD, RISCs, PSTs	Fall/Winter	Yes	
Implementing Inclusive Practices (High School Specific)	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Shelley Moore, RISCs, PSTs	Winter	Yes	
Trauma Informed Practice	PSTs, Teachers, EAs, Principals and Assistant Principals where possible	Monique Thomas	Year long	Was not planned, added in response to need	Note: This training was not included in the Operating Plan submitted for June, 2024, but is included here for the sake of completeness
Debriefing Critical Incidents	PSTs, Principals and Assistant Principals	Monique Thomas	Winter	Was not planned, added in response to need	Note: This training was not included in the Operating Plan submitted for June, 2024, but is included here for the sake of completeness

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

Name of Contractor	Type of Service <i>(Frequency / Quantity - such as # of assessments or days of consultation)</i>	Reason for using a contractor rather than a GNWT-provided service <i>(GNWT service unavailable, etc.)</i>	School(s) impacted by Service	Length of Contract	Total (\$)
International Institute of Restorative Practices	IIRP - Pat Lewis: Key Note Speaker & Offered sessions to all staff.	No GNWT service provider available.	6	Beginning of the year	\$14,161.15
Outside Pin Consulting /Shelley Moore	Group Consultancy	No GNWT service provider available.	2	Year long	\$5,150.50
Silent Voice	Virtual ASL Lessons for student & family, and support for Educators	No GNWT service provider available.	1	Year long	\$13,500.00
Liz Baile	SIVA Training	No GNWT service provider available.	6	Two sessions	\$1,417.50
Children's Autism Services of Edmonton	RISC Training/ school consultation	No GNWT service provider available.	6	Two occasions	\$2,726.97
Gallaudet University	Courses for Teachers and EAs in ASL	No GNWT service provider available.	1	Year Long	\$1,458.19 + \$111.13
Monique Thomas Consulting	Training for Administrators /PSTs/EAs	No GNWT service	6	Year Long	\$39,036.75

		provider available.			
Continuum North	Ed Psych debriefing/recommendations	No GNWT service provider available.	4	Year Long	\$14,575.00
Merril Dean	Ed Psych debriefing/recommendations	No GNWT service provider available.	1	One occasion	\$2,500.00
Capable Kids/Kathleen Sullivan	OT Consultation/direct therapy	No GNWT service provider available.	6	3 Months	\$85,462.50
Positive Behaviour Support/Robyn Combres	Complex Behaviour Support	No GNWT service provider available.	6	Year long	\$14,535.20
Education Assistants of BC	General EA topics/One day online training	No GNWT service provider available.	6	One session	\$1000.00
DBT Centre of the Fraser Valley	YK1 SBMHW Team Coordinator Training	No GNWT service provider available.	6	One Course	\$499.35

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

E. Assistive Technology

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

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

Allocated (\$)	Actual (\$)	Actual Assistive Technology Purchased	User Group Type (# of classrooms / individual student/ etc.)	Total (\$)	Explanation for Difference (if applicable)
\$123,245	\$850.00	Phonak - Roger Neckloop	Individual Student	\$28,578.59	Used \$94,666.41 of funds for Rehabilitation contracted services/ supporting needs outside of scope/ responsive PD/ Psychoeducational Assessments/ EA training/ SBMHW training and contracted support
	\$1,750.00	Phonak - Roger touchscreen mic	Individual Student		
	\$1,369.00	Phonak - Roger X	Individual Student		
	\$721.16	Front Row Batteries	Several class Junos		
	\$177.67	Screeencastify	Ed Services		
	\$11,787.07	Front Row Junos	15 MHS Classes		
	\$1,769.00	Phonak	Individual Student		
	\$812.78	TouchChat/ LAMP Apps	Individual Students		
	\$4,492.65	iPads for use as AAC devices	Individual Students		
	\$67.69	speaker	Individual Student		
	\$3,800.00	Advance Power Emergency stair lift	Retrofit of new school (Itlo) for Individual Student emergency response plan		
	\$981.67	G-tube feeding port	Individual student		

F. Healing and Counselling

School-Based Mental Health and Wellness (SBMHW) services are any service or program that is used to increase, maintain, or improve the mental health and wellbeing of all students. Quality mental health and wellness programs and services are provided through a continuum of multi-tiered supports that are trauma-informed, culturally informed, student-centered, and compassionate.

The following table details the amount of allocated, budgeted, and actual funding spent on SBMHW programs and services per school, the explanation for any variance between each, as well as the deliverables and expenditures.

2024-2025 School-Based Mental Health and Wellness Services Funding Report						
Community / School	Allocated (\$)	Budgeted (\$)	Actual (\$)	Explanation for Difference (If applicable)	Deliverable (Select either SBMHW Education or SBMHW Provider)	Expenditure (Ex. Training for Educators, Training for Students, Programming, SBMHW Provider Employee, SBMHW Contracted Services)
It'q		\$731,352.00	\$146,270.40			
Mildred Hall			0\$			Mental health and wellness services were previously funded through Jordan's Principle, with funding continuing in 24-25
N.J. Macpherson			\$146,270.40			
Range Lake			\$146,270.40			
Sir John			\$146,270.40			

William McDonald			\$146,270.40			
TOTAL		\$731,352.00	\$731,352.00		6 SBMHW Providers - 1 Team Coordinator, 1 Team Facilitator, 4 Wellness Mentors	Contracted Services for: Counsellor supervision; Wellness Mentor training; RISC Consultation; Crisis Response

To support the mental health and wellness of all students in an educational setting, it is critical that programs and services align with the SBMHW Policy, Guidelines and Framework.

The following table details the region’s approach to ensure that school-based mental health and wellness programs and services are aligned with the above-mentioned documents to best support the mental health and wellness of all students.

REPORTING ON SUCCESS AND CHALLENGES
<p>Please provide a brief explanation of how your region utilized this funding. What specific mental health programs or services did your region implement to meet the mental health needs of youth? Why did your region choose the programs and services mentioned above? Please attach any supporting documentation, such as Mental Health provider job description, overview of the program used, specific resources utilized, contractors hired, etc.</p> <p>YK1 used this funding to hire 4 Wellness Mentors, 1 Mental Health and Wellness Team Coordinator and 1 Mental Health and Wellness Team Facilitator and training for all team members. The coordinator and facilitator are trained counsellors to provide crisis counselling in the interim while referring to the CYC program or other mental health professionals when student need was out of scope for the wellness mentor’s role. All members of the team received onboarding training, Healthy Relationships Program training (HRPP, 4th R and HRPLGBTQ2S+), and Restorative Practices. The team provided class wide, small group and 1:1 intensive intervention services.</p> <p>We have 6 schools with diverse mental health and wellness needs. We chose this delivery of services to ensure equitable access to all schools and so the wellness team could support each other when and where necessary. We chose to use the programs to ensure prevention and promotion of mental health and wellness delivery to all schools.</p>
<p>Please provide a brief description of the successes you encountered through the implementation of your region’s chosen SBMHW programs and services.</p> <p>The members worked as a team developing procedures, processes, and sourced/developed resources based on student need across the region.</p>

Please provide a brief description of the challenges you encountered through the implementation of your region's SBMHW *programs and services*.

Maintaining the integrity of the program with the needs in the school. Many referrals and needs came up that were out of scope for the wellness mentors and navigating support for these students were sometimes complex.

Messaging that the wellness mentors are not counsellors to staff, families and the larger community was constant. Misunderstanding of the role and the services provided through it still exists.

G. Alignment of Student Supports

In order to support all students within the Common Learning Environment as per 9.1c in the *Ministerial Directive on Inclusive Schooling (2016)*, it is critical that student supports are aligned. Student Support Plans (SSPs) and Individual Education Plans (IEPs) can be reviewed and changed at any time, but must be reviewed at least once every reporting period (3-4 times per year).

The following tables detail the region’s approach to ensure that student supports aligned to the goals stated in their SSPs and/or IEPs for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to ensure that student supports are aligned to the goals stated in SSPs and IEPs.</p>	<p>Monthly Program Support Teacher meetings where Directive guidelines and strategies are shared by the RISC and discussed with the PSTs, to ensure that SSP/MEP/IEP plans are aligned with the inclusive schooling policy. The PSTs and school teams (Principals and Assistant Principals, PSTs, Wellness Mentors, Teachers, EAs, RISCs) work collaboratively with families to ensure thoughtful and intentional supports align with students’ SSP/IEP goals and are implemented. Student support plans are reviewed prior to reporting periods and adjusted as needed. Continued CB IEP renewal and Educational Program Planning professional development will ensure alignment with the new curriculum and a strength based approach to goal setting is prioritized with students and families. YK1 recognizes that teacher and support staff professional development plays an integral part in IEP renewal success.</p>
<p>Areas of Strength for the region</p>	<p>YK1 has demonstrated significant growth in inclusive education practices. Notably, a district-wide Individualized Education Plan (IEP) report card has been implemented and supported by clearly defined IEP procedures. All Program Support Teachers (PSTs) have received comprehensive training on writing and implementing IEPs, with ongoing guidance provided through a dedicated IEP working group.</p> <p>Additionally, a Modified Programming Working Group was established to explore how modified programming aligns with the new curriculum, providing valuable direction and consistency in instructional planning for students who require modified learning approaches.</p>
<p>Areas for Development for the region</p>	<p>Further development is required to refine the Student Support Plan (SSP) procedures. This includes ensuring all PSTs are clear on when SSPs should be written, what information they should contain, and how assessments should be used to inform and support.</p> <p>While all current PSTs have been trained in IEP development and implementation, new PSTs will require IEP training to ensure consistency and sustainability.</p> <p>PST observations for evidence of supports being implemented.</p>

	Open collaboration with external supports to make sure recommendations are appropriately aligned with student needs.
Additional Comments for the region.	YK1 continues to prioritize inclusive practices by building the capacity of support staff to meet the diverse needs of all learners. Through collaborative efforts and structured training, we are fostering a culture of equity and accessibility. Continued refinement of our practices will ensure we remain responsive, proactive, and student-centred in our approach to inclusion.

H. Flexible Instructional Strategies

Instructional strategies are techniques that teachers use to help students become independent, strategic learners. Principals are required to support teachers and support assistants in the use of flexible instructional strategies, such as scheduling allocation of resources, or leading staff development. The following table details the region’s approach to ensure that Principals create conditions to support teachers in the use of flexible instructional strategies for the upcoming school year, along with noted areas of strength and areas for development.

<p>Regional approach to ensure that Principals create conditions to support teachers in the use of flexible instructional strategies.</p>	<p>YK1 is committed to the on-going work with ECE, our own staff as well as outside facilitators who are experts in inclusive instructional strategies that are flexible, responsive, and provide equitable support and access for the needs of students in our classrooms. There is a focus on utilizing planning techniques that support holistic educational experiences and programming aligned with the new curriculum competencies.</p>
<p>Areas of Strength for the region</p>	<p>RISCs have identified schools that are ready to shift their practice in flexible instructional strategies. During the 2024/25 school year, RISCs worked closely with these schools to be responsive to each learner.</p>
<p>Areas for Development for the region</p>	<p>Provide more training to support a broader shift across the whole district to implement flexible instructional strategies.</p>
<p>Additional Comments for the region.</p>	<p>YK1 is committed to inclusive education that prioritizes student needs. Planning is driven by what supports each learner. Our goal is to create flexible, responsive learning environments where all students can succeed.</p>

I. School-based Support Team

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

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

<p>Regional approach to ensure that the SBST is in place in each school and is operating effectively as per the directive.</p>	<p>In 2024-2025 all schools will continue to utilize existing referral processes and formats in place to ensure the continued efficiency and effectiveness of the SBST in our schools. The addition of the second RISC will ensure support from the RISC equitably continues to improve capacity in all schools in SBST implementation and effectiveness.</p>
<p>Areas of Strength for the region</p>	<p>During the 2024/2025 school year, at RBSTs RISCs gained input from school PSTs about the functioning of the SBST to produce a standard procedure across the district.</p>
<p>Areas for Development for the region</p>	<p>YK1 is developing guiding questions and decision-making frameworks to determine when a student should be placed on an IEP, which will support SBSTs in making more consistent and informed programming decisions.</p>
<p>Additional Comments for the region</p>	

J. Review of SSPs and IEPs

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

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

<p>Regional approach to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, students, SBST members, education body staff, and other professionals as required.</p>	<p>Schools follow processes outlined in the NWT Inclusive Schooling Directive that include criteria and timelines for the development and review of SSPs and IEPs. PSTs and RISCs problem-solve individual cases. In 2024-2025, a focus will be to align Educational Program development, planning, and implementation of the new curriculum.</p>
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<p>Areas of Strength for the region</p>	<p>The RISCs work closely with schools to ensure that IEPs and SSPs are updated and reviewed in consultation with parents, SBST members, and education body staff as required.</p>
<p>Areas for Development for the region</p>	<p>YK1 is currently working to ensure that IEPs and SSPs are updated and reviewed in consultation with students and other professionals.</p>
<p>Additional Comments for the region</p>	

K. PST Activities

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

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

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

Regional approach to ensure that PSTs align their time use, to the best of their ability, to the PST Priority Time-Use targets.	<p>The RISCs will continue to support school PSTs, Principals and Assistant Principals to collaboratively develop priority lists for their respective schools. The plans will include YK1 and ECE initiatives and directive deadlines.</p> <p>In the beginning of the school year, refreshers will be held for Principals and Assistant Principals, and PSTs on the role and allocation of PST time targets.</p>
Areas of Strength for the region	The RISCs meet with PSTs every month to discuss time use. They are also involved in monthly leadership meetings to reinforce the appropriate use of time for PSTs.
Areas for Development for the region	Provide more training and insight for administration and teachers on the PST role and appropriate time use.
Additional Comments for the region.	

L. Magnet Facilities (YK1 only)

North Slave Correctional Complex – Young Offender Unit and McAteer House provide services to students with very challenging needs. This facility is deemed a ‘magnet facility’ and has been identified as requiring additional supports.

The following table details the allocated, budgeted and actual teacher and support assistant positions in place to support education in Magnet Facilities, and the explanation for any variance between each.

Positions	Allocated (PY)	Budgeted (PY)	Explanation for variance (if applicable)	Actual (PY)	Explanation for variance (if applicable)
Teachers	3.0	4.0	A teaching position was created in lieu of EA positions	3.0	
Support Assistants	2.0	0		2.0	
TOTAL	5.0	4.0		5.0	

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

Allocated (\$)	Budgeted (\$)	Explanation for variance (if applicable)	Actual (\$)	Explanation for variance (if applicable)
\$685,960	\$685,960		\$685,960	

4. Indigenous Languages and Education

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

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

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

A. Regional Indigenous Language and Education Coordinators

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

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

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

B. Indigenous Language and Education Teams

NWT schools are expected to create an ILE team to set personalized school goals identified in a School Based ILE Plan. The goals created in a school's ILE Plan should be focused on the 9 action areas outlined in the ILE Handbook. Each year, schools are asked to revisit their ILE Action Plans and revise as needed to ensure growth of Indigenous language and education in their schools.

The following table details the composition of ILE teams and their planned meeting frequency including an explanation if the team was not in place or active during the year.

Indigenous Language and Education Team			
School	ILE Team Composition (Principal, PST, etc.)	Meeting Frequency	Explanation if ILE Team was not in place or active (if applicable)
<i>Example: ILESHS</i>	<ul style="list-style-type: none"> • <i>Principal</i> • <i>PST</i> • <i>ILI</i> • <i>Janitor</i> • <i>Cultural Support Worker</i> • <i>Homeroom teachers from grade 7, 9 and 11</i> 	<i>Once a month</i>	<i>N/A</i>
Itł'q	Assistant Principal, Williideh Language Teacher, Classroom Teacher	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Mildred Hall	PST, EA, Teacher, Principal, Dene Kede Facilitator, ILII	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
N.J. Macpherson	Principal, Assistant Principal, 2 x EAs, Cultural Support Worker when available, RILE, 4x Homeroom teachers from JK to 5	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Range Lake	2 x Teachers 4 x EAs Principal	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
Sir John Franklin	Assistant Principals, Classroom Teacher, EA, ILI, PST	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.
William McDonald	Principal, PSTs, Teachers	Monthly (also monthly district meeting)	ILE Team was in place and active throughout the year.

C. Indigenous Language Instructors

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

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

School Name	Allocated (PY)	Budgeted (PY)	Explanation for difference (if applicable)	Actual (PY)	Explanation for difference or any adjustments to PYs (if applicable)
Itl'q	6.89	0.6		.6	
Mildred Hall		2.0		2.0	
N.J. Macpherson		0.4		.4	
Range Lake		0.5		.5	
Sir John		2.0		1.8	ILI (teacher) hired to work with 1.0 language speaker was already on a .8 contract within the district, and wished to remain at that allocation
William McDonald		0.5		.5	
District Office		1.0		1.0	
TOTAL	6.89	7.0	Additional staffing allocated through School District decision	6.8	Difference explained under SJF allocation. Due to the fact that many of YK1's ILI's hold a B.Ed , the funding allocation for these positions was spent on the 6.8 employees hired

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

Some Regions have indicated difficulty in filling ILI positions. The following table details the planning for maintaining ILI instruction in the Region, and for recruiting and retaining ILIs. As well as the opportunity to describe challenges or barriers related to Indigenous language instruction.

Accommodations made to maintain Indigenous language instruction in the region, if any?	We have created an Indigenous Language Mentorship position to assist a language instructor with passing down language and pedagogy, this will continue next year. We are exploring options with the NWTTA to be able to adjust the ILI salary grid for non-certified ILIs.
Plans to recruit and retain language teachers, if any?	We continue to build relationships with our community members and participation in ILIEP in hopes of encouraging language speakers to join our team.
The # of anticipated New ILIs and which schools they are in.	1 x position at Sir John Franklin School 2 x positions at Mildred Hall School
Challenges and/or barriers faced in the region	Getting <i>Willideh</i> and <i>Tlicho</i> speakers to work in our district. Housing has presented as a concern for potential candidates. Prospective new hires have declined positions due to lack of suitable housing.

D. Indigenous Education

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

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

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

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

School Name	Allocated (\$)	Budgeted (\$)	Explanation for difference (if applicable)	Actual (\$)	Explanation for difference (if applicable)	3 rd Party Funding (\$) / Source (If applicable)
It'q	\$25,010	\$25,010	Allocated based on enrollment	\$23,592	\$1,418 allocated to district-organized programming	

Mildred Hall	\$25,092	\$25,092	Allocated based on enrollment	\$23,674	\$1,418 allocated to district-organized programming	
N.J. Macpherson	\$30,573	\$30,573	Allocated based on enrollment	\$29,154	\$1,419 allocated to district-organized programming	
Range Lake	\$22,899	\$22,889	Allocated based on enrollment	\$21,481	\$1,418 allocated to district-organized programming	
Sir John	\$55,821	\$55,821	Allocated based on enrollment	\$54,402	\$1,419 allocated to district-organized programming	
William McDonald	\$22,772	\$22,772	Allocated based on enrollment	\$21,354	\$1,418 allocated to district-organized programming	
TOTAL	\$182,167	\$182,167	\$8510 allocated to support District Office Initiatives	+\$8,510= \$182,167	No difference to district-wide total	

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

School	Elder in School (Y/N)	Cultural Support Worker (Y/N)	How are these positions funded?	If no to either of these positions, why not?
Itl'q	No	Yes	MACA - 1 day/week (contracted work)	Elders are hired on a short-term basis using ILE funding
Mildred Hall	No	Yes	Jordan's Principle	
N.J. Macpherson	No	Yes	MACA - 1 day/week (contracted work)	Elders are hired on a short-term basis using ILE funding
Range Lake	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding
Sir John	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding
William McDonald	No	No		Elders and cultural support workers are hired on a short-term basis using ILE funding

E. Strengthening Training for Northern Educators

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

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

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

School	Key Cultural Experiences	% of Staff Participation	% of Actual Participation	Explanation for Difference <i>(if applicable)</i>
It'q	Year's first ILE day professional learning day will be coordinated at the district level with Cindy Blackstock. Additional first day activities include cultural experiences, and planning for a whole school approach to integrating language	100% for all district schools	100%	
Mildred Hall			85% (for second ILE Day)	Several staff were asked to attend another PD that was required for student safety and only available on this day.
N.J. Macpherson			100%	
Range Lake			100%	
Sir John			100%	
William McDonald			100%	

All school staff play a role in supporting language reclamation and language revitalization efforts.

Employing a whole school approach to Indigenous language use bridges a gap created by colonization. Through acknowledgment of the value and the authentic use of language and culture, the whole school approach is a component of reconciliation. Education bodies must allocate resources to employ a whole school approach to Indigenous language use.

F. Offering Key Cultural Experiences

Key Cultural Experiences are the backbone to education in an Indigenous context. Students learn best by doing. Key cultural experiences are authentic and relevant activities, which provide learning experiences that reflect, validate, and promote the worldviews, culture and languages of the Indigenous peoples of the NWT. Education bodies must allocate resources for authentic and relevant key cultural experiences, including on-the-land cultural camps, throughout the school year.

The following table details the **land-based** key cultural experiences using funding from the community support or Indigenous education categories.

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

School	Name of Land Based Key Cultural Experience (list two wise practices from each school)	# of Participants	# of Cultural Resources Experts / Elders Hired	Was an Indigenous language used? (Y/N)	Duration of Experience (Days / hours / frequency)
Example: ILESHS	Fish Camp	60 students (Northern Studies 10, and two grade 7 classes)	5	Yes	1 class a day over 3 days
	Muskrat Camp	60 (grade 7, 8 and 9)	6	Yes	1 class a day over 3 days
It'q	Trapping camp at B. Dene	40 students, 4 staff	5 hired, 2 YK1 staff	Yes	1 day per class x 3 days
	Preparing a harvested beaver	344 students, 30 staff	1 hired	No	2 days (each class rotated through for one block)
Mildred Hall	Dog Sledding at Beck's Kennels	43 students (K/1/2), 8 staff	1 YK1 staff instructed pre teaching,	Yes (during school portion)	K classes attended .5 day teaching with YK1 staff before attending camp, followed by 2 hours of dogsledding
	Tree camp @ Fred Henne	56 students, 12 staff	1 Hired, 1 YK1 staff	Yes	3 classes attended .5 day at camp
N.J. Macpherson	Trapping camp at B. Dene	67 students (all grade 4's), 56 staff (all staff attended for a pd day)	5 hired, 2 YK1 staff	Yes	Each class (3 classes) attended 1 day each, staff attended separately on their own day
	Berry camp at B. Dene	57 students, 8 staff	3 hired + 2-3 YK1 staff	Yes	Each class (3 classes) attended 1 day x 3 days
Range Lake North	Bird camp at B. Dene	21 students, 3 staff	3 hired, 2 Yk1 staff	Yes	1 class x 1 full day at camp

	Tree and plant medicine Camp @ Fred Henne	20 students, 3 staff	1 hired, 1 YK1 staff	Yes	1 class x ½ day
Sir John Franklin	Rabbit Snaring/ Winter camp at B. Dene	30 students from language classes	1 hired, 4 YK1 staff	Yes	1 full day
	Snowshoe Trip (in collaboration with KDS)	8 students total (5 from SJF, 3 from KDS)	3 staff attended (1 from SJF, 2 from KDS, none hired)	Yes	4 days, 3 nights
	Spring Carnival	310 students (all grade 9s, 120 grade 10/11 as signed up)	5 YK1 staff, 5 hired	Yes (Language station)	Grade 9's attended ½ day, others attended for one block. The camp ran for 3 days total.
William McDonald	Fish camp at B. Dene	121 students, 12 staff	4 Hired + 2 YK1 staff	Yes	All grade 7's attended for 1 full day x 5 days total
	Canoe Safety Training	120 students, 11 staff	3 Hired (0 YK1 staff have their certifications to cover liability in the training)	No	All grade 8's attended a ½ day training at the pool + 1 hour in class session re: canoe and wildlife safety, before having a full day on the Yellowknife River

The following table details the **school-based** key cultural experiences using funding from the community support or Indigenous education categories.

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

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

					shared with the school and prepared with students using MACA funding
	Spring Carnival	All staff and students	3 hired	Yes	1 day (entire school) x severa stations
Mildred Hall	School Wide Culture Camp week at Mildred Hall School	265 students, 70 staff	3 YK1 staff, 7 hired, 2 in-kind support	Yes	Every student was able to spend one day engaged in a variety of station-based learning x 5 days total to accommodate all students
	Traditional Games camp	50 students, 6 staff	2 hired	No	3 classes x .5 day each
N.J. Macpherson	Great Bannock Bake off with Elders' presentation (bannock bake off contest/jigging demonstration)	All grade 5 students and staff	3 hired	Yes	2 days x bannock prep + 1 day jigging instruction +1 day jigging presentation and bannock contest
	Territorial welcome (writing one's own) with Niigaan Sinclair	80 students + 8 staff	1 hired	No	4 classes each received 1 block (.5 day total)
Range Lake North	Painting Workshop with Darrel Chocolate	202 Students, 45 Staff	1 Hired	No	2.5 days total working with all students (length of workshop varied by grade/age)
	Indigenous Author Visit and shared reading (Cathy Modeste-Short)	150 students, 12 staff	1 hired	Yes (Dene Kede)	1 full day (8 periods each class had one block)
Sir John Franklin	Bannock and stew Prep with a knowledge keeper for Indigenous Honour ceremony	80 students, 3 staff (All foods class students)	1 hired	No	1 full day
	Storytelling with Maurice Zoe	100 students, 7 staff (Maurice spoke in	1 hired	No	1 full day

		science classes)			
William McDonald	Spruce Salve making	20 students + 3 staff	0 hired	Yes	2 blocks
	Wolverine Preparation in school wall tent	All students	1 hired	No	2 full days (1 block per class)

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

School	Land-Based Supplies or Equipment Purchased (over \$1 000)	# and type of projects (per school) that used the equipment recorded in the previous column
<ul style="list-style-type: none"> Example: ILESHS 	<ul style="list-style-type: none"> 3 Tents 1 Skidoo Gas Food for camps 	<ul style="list-style-type: none"> 3 tents – used for 12 camps – Fish, Rabbit, and Muskrat camps 1 skidoo – used for 10 camps – Rabbit and Muskrat Gas – gas for boats and skidoo's used for 20 camps in total - fall, winter and spring camps Food – food supplies for all day camps and 2 over night High School Coming of Age camps.
Itl'q	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
	Canvas, paint and art supplies	Every student work with Indigenous artists to create pieces.
Mildred Hall	Snowmobile helmets	Some helmets were purchased to begin updating equipment that is becoming outdated at a district level. These will be used district wide.
	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
N.J. Macpherson	Snowmobile helmets	Some helmets were purchased to begin updating equipment that is becoming outdated at a district level. These will be used district wide.
	Pelts and harvesting supplies	Used to support harvesting knowledge with all staff and students, school wide.
Range Lake North	Snow pants/ winter gear	Some winter gear was purchased to begin updating our current supplies at the district level. These will be used district wide.
	Food	Food purchased to support grade 8 canoe camp and family BBQ
Sir John Franklin	Portable wall tent	Used to support 8 students on overnight snowshoe trip (and will continue to be used in future years). Also will be used as the schools wall tent (due to frequent damages, the tent is now put up and taken down when not in use).
	Food	Over the year a variety of food was purchased and/or acquired to support ILE programming at SJF. Example: Bannock supplies for the language class, Hot chocolate and bannock supplies for the

		language station at the spring carnival, supplies to support the cooking class with preparing traditional foods such as fish chowder, bannock, moose stew and ptarmigan. In addition, the funding to purchase materials to prepare food for the indigenous Honour ceremony came from this budget.
William McDonald	Firewood	On a district level, 6.5 cords of wood were purchased to support land-based initiatives
	Art Supplies	Almost all classes had the opportunity to work with an indigenous artist to create personalized art.

G. Employing a Whole School Approach to Language Use

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

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

School	Type of School-Based Staff Initiatives in Place to Promote a Whole School Approach to Language Use.	Type of Community Events Hosted by the School that Promote, Use, and Celebrate Indigenous Languages.
<i>Example: ILESHS</i>	<ul style="list-style-type: none"> • <i>ILES team planned monthly phrases for staff to practice and replace the English version with.</i> • <i>A language speaker attended the staff meetings at the beginning of each month and helped staff learn the phrases.</i> • <i>Reinforced learning with the use of audio clips for practice</i> 	<ul style="list-style-type: none"> • <i>Hosted community Christmas feast which included drumming, prayer, and songs in the language</i> • <i>Community-school graduation celebration in June.</i>
It'q	<p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Hosted winter holiday concert where songs were sung in the language.</p> <p>Families are always invited at attend key cultural experience camps, where language is always integrated.</p>
Mildred Hall	<p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Hosted spring concert where songs were sung in the language.</p> <p>Families are always invited at attend key cultural experience camps, where language is always integrated.</p>
N.J. Macpherson	<p>Having their indigenous language instructor record language on buttons so it can be repeated easily.</p> <p>Teachers attend indigenous Language classes to learn along with the students.</p>	<p>Indigenous Languages Month family bingo (played in the language).</p> <p>Sharing language videos produced by students on social media.</p>

	<p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Families are always invited at attend key cultural experience camps, where language is always integrated.</p>
Range Lake North	<p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p> <p>O Canada sung in the language.</p>	<p>Indigenous Languages Month family bingo (played in the language).</p> <p>Families are always invited at attend key cultural experience camps, where language is always integrated.</p>
Sir John Franklin	<p>Indigenous language instructors were added to monthly staff meeting agenda to share phrases.</p> <p>Adding language pre-recordings to the ILE drive for district wide staff to have access to.</p> <p>All YK1 staff have access to resource drive with language recordings and translations.</p> <p>All YK1 schools were provided with talking bags for Indigenous Languages month to use and promote language use with their students and families.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Hosted winter holiday concert where songs were sung in the language.</p> <p>Indigenous Honour Ceremony in June where language was shared.</p>

<p>William McDonald</p>	<p>Translated all of the Dene Laws into the language and created a slideshow highlighting each month's "Dene Law" along with other translations.</p> <p>All YK1 staff were offered free Language classes with Collège Nordique through a shared agreement. Many took part in order to strengthen their own language to share with students.</p>	<p>Prayers in the language shared at community events.</p>
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H. Community Support

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

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

Allocated <i>(\$)</i>	Budgeted <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>	Actual <i>(\$)</i>	Explanation for Difference <i>(if applicable)</i>
\$63,273	\$63,273		\$63,273	

I. Resource Development for OLC and ILE Handbook

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

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

Resource Development funding is to be used only for:

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

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

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

Allocated (\$)	Budgeted (\$)	Explanation for Difference (if applicable)	Actual (\$)	Explanation for Difference (if applicable)
\$50,421	\$50,421		\$50,421	

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

School and # of ILIs participating	OLC or ILE Handbook	Specific Focus (ex: assessment)	Training Provider (ex: RILE, ECE, Contractor)	Dates and Location
<i>Example: ILESHS -2 ILIs and PST</i>	<i>OLC</i>	<i>Assessment</i>	<i>RILE and private contractor</i>	<i>September 12-14, Yellowknife</i>
Mildred Hall (2 ILI + support teacher and RILE)	OLC	Report cards and programming	ECE	January 28, Yellowknife
It'q & N. J. MacPherson (1 ILI [each] + RILE)	OLC	Report cards and programming	ECE	January 28, Yellowknife

Mildred Hall (1 ILI)	ILE	Sewing workshop to learn to make moccasins	Contractor (Gerri Sharpe)	May, Yellowknife
Sir John Franklin (1 ILI with RILE)	ILE	Sewing workshop to learn to make moccasins (pattern shared to re-create in language class)	Contractor (Gerri Sharpe)	May, Yellowknife
Sir John Franklin (1 ILI)	ILE	Wilderness First Aid (to support lang based language and culture snowshoe trip)	Arctic Response	February, Yellowknife
Sir John Franklin (1 ILI)	ILE	First Aid (to support students in land-based activities)	Arctic Response	June, Yellowknife
Mildred Hall (2 ILI)	ILE	Whole School Approach	ECE	February, Yellowknife

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

Resource Type (ex: books, signage, digital, visuals, translations)	Title of Resource (if texts)	# of Copies Produced	Language Produced In
<i>Example: Wordless book</i>	<i>Rebecca and the Trickster Raven</i>	30	<i>Dene Zhatie</i>
Talking Bags	n/a	18	Wiiliideh Yatii
Translations (Several)	Several	Digitally Available	RILE has been working with SJF ILI to transfer translated materials to a shared drive for district use. The amount is large and varies in subject matter.

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

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

Pedestal to elevate screen (instead of propping with textbooks, and ergonomic wrist support for keyboards).	1 each	Purchased to support the ILI at SJF who required these supports to use her laptop. No other pieces of technology were purchased due to new computers being purchased last year. Funds were spent to update on the land equipment this year.
Padlet subscription.	1 license	Padlet is used to share pre-camp teaching information with all staff and students

Appendix B: Operating Plan - Operating Budget

Department of Education, Culture & Employment DRAFT 2024-2025 Budget

Yellowknife Education District No. 1 Statement of Operations - (Schedule 1) Annual Budget - Consolidated

	Proposed 2024-2025 Budget	2023-2024 Approved Budget	2023-2024 Projected Actual
OPERATING FUND			
REVENUES			
Government of the NWT			
ECE Regular Contributions	34,165,620	30,458,543	30,458,543
SSI (Base Amounts - Schedule 8)	123,000	123,000	123,000
French	580,000	580,000	580,000
Sub-Total ECE	34,868,620	31,161,543	31,161,543
GNWT Other Contributions			
Total GNWT	34,868,620	31,161,543	31,161,543
Federal Government Jordan's Principle (Schedule 8)	7,389,094	4,843,707	4,843,707
Federal Government Other			
Property Tax Requisitioned	7,005,779	6,880,000	6,880,000
Other Education Bodies	219,300	238,500	238,500
Education Body Generated Funds			
Rentals	19,562	19,562	27,144
Investment Income	400,000	400,000	821,357
Total Generated Funds	419,562	419,562	848,501
TOTAL REVENUES	49,902,355	43,543,312	43,972,251
EXPENSES			
Administration (see Schedule 2)	1,919,962	1,879,398	1,675,697
School Programs (see Schedule 2)	28,458,802	26,071,275	20,994,815
Operations and maintenance (see Schedule 2)	3,682,692	3,455,102	3,417,618
Inclusive Schooling (see Schedules 2&3)	8,441,148	7,192,602	5,514,968
Indigenous Languages and Education (see Schedules 2 & 4)	1,393,459	1,349,535	883,226
Other (Jordan's Principle)	6,717,358	4,403,370	4,602,306
Sub-Total Expenses Before Amortization	50,613,421	44,351,282	37,088,630
Amortization (see Schedule 6)	1,500,000	1,500,000	1,500,000
TOTAL EXPENSES**	52,113,421	45,851,282	38,588,630
ANNUAL OPERATING SURPLUS (DEFICIT)	(2,211,066)	(2,307,970)	5,383,620
ACCUMULATED SURPLUS (DEFICIT) OPEN *	3,902,384	3,276,102	3,276,102
ACCUMULATED SURPLUS (DEFICIT) CLOSE *	1,691,318	968,132	8,659,722

*Accumulated Operating Surplus exclusive of investment in TCAs, and LED Reserve. CSFTNO excludes liability to GNWT.

Reconciliation of Total Closing Accumulated Surplus:

Closing Operating Surplus from above	1,691,318	968,132	8,659,722
Closing Decentralized Surplus (YK1, YCS)	0	371,582	371,582
Closing Tangible Capital Assets (YK1, YCS, TCSA, SSDEC)	0	904,165	904,165
Closing LED Reserve (YK1 Restricted)	0	0	0
Closing Liability to GNWT (CSFTNO)	0	0	0
Closing Restricted Operating Reserve for Vehicle Replacement (Schedule 9)	0	0	0
Total Closing Accumulated Surplus	1,691,318	2,243,879	9,935,469

Department of Education, Culture & Employment
DRAFT 2024-2025 Budget

Yellowknife Education District No.1
Consolidated Expenses - (Schedule 2)
Annual Budget

	Administration	School Programs	Operations & Maintenance	Inclusive Schooling	Indigenous Language/Cultural Programs	Jordan's Principle	Total
SALARIES							
Teachers' Salaries		18,672,526				966,957	19,639,483
Regional Coordinators (RISC/RILE)				301,369	166,260		467,629
Program Support Teachers				2,738,404			2,738,404
Support Assistants		269,188		2,860,005		4,168,073	7,297,266
Indigenous Language Instruction					419,626		419,626
Cultural Resource Staff					272,342		272,342
Elders in Schools					82,000		82,000
Non Instructional Staff	1,259,521	2,224,386	622,631	583,622			4,690,160
Board/Trustee Honoraria	86,850						86,850
EMPLOYEE BENEFITS							
Employee Benefits/Allowances	269,105	4,500,133	119,758	1,539,402	193,502	1,466,058	8,087,958
Leave And Termination Benefits							0
STAFF DEVELOPMENT (Including Travel)							
							0
SERVICES PURCHASED/CONTRACTED							
Professional/Technical Services	60,000	482,000	5,000	101,506	2,000		650,506
Postage/Communication	36,000	231,100	8,000				275,100
Utilities							0
Heating			861,333				861,333
Electricity			842,000				842,000
Water/Sewage			177,000				177,000
Travel		151,000					151,000
Student Transportation (Busing)		560,000		15,000	12,000	3,000	590,000
Advertising/Printing/Publishing	35,480	64,200		1,000			100,680
Maintenance/Repair	5,000	5,000	911,970	5,000			926,970
Rentals/Leases	5,000	125,000					130,000
Other Contracted Services		50,000	130,000	72,840		44,078	296,918
MATERIALS/SUPPLIES/FREIGHT							
Assistive Technology				60,000		1,100	61,100
Materials	38,000	1,116,818		163,000	245,727	68,092	1,631,637
Freight	1,000	7,450	5,000				13,450
DEBT SERVICE							
							0
OTHER							
	124,006						124,006
SUB-TOTAL OF EXPENSES BEFORE AMORTIZATION							
	1,919,962	28,458,801	3,682,692	8,441,148	1,393,457	6,717,358	50,613,418
AMORTIZATION							
							0
TOTAL							
	1,919,962	28,458,801	3,682,692	8,441,148	1,393,457	6,717,358	50,613,418

Department of Education, Culture & Employment
DRAFT 2024-2025 Budget

Yellowknife Education District No. 1
Inclusive Schooling - (Schedule 3)
Annual Budget

	General Inclusive Schooling	School Based Mental Health and Wellness	Magnet Facilities	Total
SALARIES				
Regional Coordinators	301,369			301,369
Magnet Facility Teachers			590,810	590,810
Program Support Teachers	2,147,595			2,147,595
Support Assistants	2,860,005			2,860,005
SBMHW (Wellness Counsellors)		583,622		583,622
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	1,283,222	140,363	115,818	1,539,403
STAFF DEVELOPMENT (Including Travel)				
	123,000			123,000
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services	101,506			101,506
Student Transportation (Busing)*	15,000			15,000
Other Contracted Services	72,840			72,840
MATERIALS/SUPPLIES/FREIGHT				
Assistive Technology	60,000			60,000
Materials	16,000		30,000	46,000
Freight				0
TOTAL	6,980,537	723,985	736,628	8,441,150

*See guidelines related to Inclusive Schooling student transportation

**Department of Education, Culture & Employment
DRAFT 2024-2025 Budget**

**Yellowknife Education District No.1
Indigenous Languages and Education - (Schedule 4)
Annual Budget**

	Indigenous Education	Our Languages Curriculum Resource Development (TLC's)	Community Support	Total
SALARIES				
Regional ILE Coordinators	166,260			166,260
Indigenous Language Instruction	149,004	246,279	24,343	419,626
Cultural Resource Staff	82,602	189,740		272,342
Elders in Schools		10,000	72,000	82,000
EMPLOYEE BENEFITS				
Employee Benefits/Allowances	79,625	108,114	5,763	193,502
SERVICES PURCHASED/CONTRACTED				
Professional/Technical Services			2,000	2,000
Travel	12,000			12,000
Student Transportation (Busing)*				0
Advertising/Printing/Publishing				0
Rentals/Leases				0
Other Contracted Services				0
MATERIALS/SUPPLIES/FREIGHT				
Materials	190,727	30,000	25,000	245,727
Freight				0
TOTAL	680,218	584,133	129,106	1,393,457

*See guidelines related to Indigenous Languages and Education student transportation

Department of Education, Culture & Employment DRAFT 2024-2025 Budget

Yellowknife Education District No. 1 Approved Person Years - (Schedule 5) Annual Budget

	<u>Person Years</u>
Administration Staff	9.50
Territorial Schools:	
Teachers	122.00
Consultants (Technology)	3.00
Librarians	3.50
Secretaries	7.50
Custodians	17.15
Junior Kindergarten Early Childhood In	14.00
Other - French (Teachers & Education Assistants)	4.75
Inclusive Schooling:	
Regional Coordinator	2.00
Program Support Teachers	16.00
Support Assistants	39.00
Other - Magnet Positions	4.00
Other - Mental Health	6.00
Other - Jordan's Principle	71.60
Indigenous Languages and Education:	
Regional Coordinator	1.00
Indigenous Languages Instruction Staff	7.00
Other - Maintenance	5.25
	-
Total Person Years	<u>333.25</u>

Appendix C: Annual Report - Audited Financial Statements

Please see the attached Audited Financial Statements for Yellowknife Education District No. 1

Yellowknife District No.1 Education Authority

(Yellowknife Education District No. 1)

Consolidated Financial Statements

June 30, 2025





(the "Authority")

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

Management Discussion and Analysis Fiscal year end June 30, 2025

Introduction

Yellowknife Education District No. 1 (YK1) Administration:

Shirley Zouboules, Superintendent of Education/CEO

Lisa Vass, Secretary Treasurer/CFO

Graham Arts, Assistant Superintendent, Curriculum and Learning

Landon Kowalzik, Assistant Superintendent, Human Resources and Learning

Current Board of Trustees:

David Wasylciw, Chairperson

Tina Drew, Vice Chairperson

Trustees:

Barbara Bell

Terry Brookes

Michelle Peters

Allan Shortt

Jason Snaggs

Active Standing Committees include:

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



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YK1 Strategic Directions

Taking direction from its mission statement, the Yellowknife Education District No. 1 Board of Trustees have set the following Strategic Directions for 2026:

Wellness: Cultivate a culture of holistic wellness

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

Learning: Ensure inclusive, equitable and authentic learning experiences

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

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

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

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

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

Operating Environment

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



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The following lists key programs at YKl schools:

N.J. Macpherson School (JK-5)

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

École Itl'o.(JK-5)

- École Itl'o, (EI) is YK l's newest school and opened to students on August 29, 2022. The school offers a 1003, fully immersive French learning environment for JK-Grade 5 students.
- Special programming includes choir, musical theatre, lunch time clubs, including, intramurals
- Indigenous language and culture is integrated into classroom programming;
- On the land inquiry learning for all grades; and,
- An annual four-day French/Indigenous Language and Culture Camp, and 'Camp de neige'.

Mildred Hall School (JK-8)

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



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École William McDonald Middle School (6-8)

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

Range Lake North School (JK-8)

- Range Lake North School (RLN) offers English programming for Junior Kindergarten (JK) to Grade 8 students, Intensive French for Grade 6,. Post-Intensive French for Grade 7 and 8 students, Core French for Grade 1-4 & 6 students, and Pre-Intensive French camps for Grade 5 students;
- Student Options Program: Grade 6-8 students choose from a variety of six-week sessions, which could include technology, sports, outdoor pursuits, music, martial arts, and yoga;
- Indigenous language and culture is integrated into classroom programming;
- Indigenous Culture Camps are held throughout the year;
- Special programs include music, band, choir. and drama;
- Advanced technology and robotics programs are offered in a Makerspace environment;
- Extracurricular sports programs encompass many activities, including snowboarding, hiking, skiing, and biking;
- Sustainable living projects include an active chicken coop, outdoor gardens, aquaponics. and an observatory beehive; and,
- The school is supported by an active and involved Parent Advisory Committee that organizes a large annual spring fundraising event called "Family Fun Night". Proceeds of this event are used to support student activities.

École Sir John Franklin High School (9-12)

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



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

Route 51 Learning

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

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



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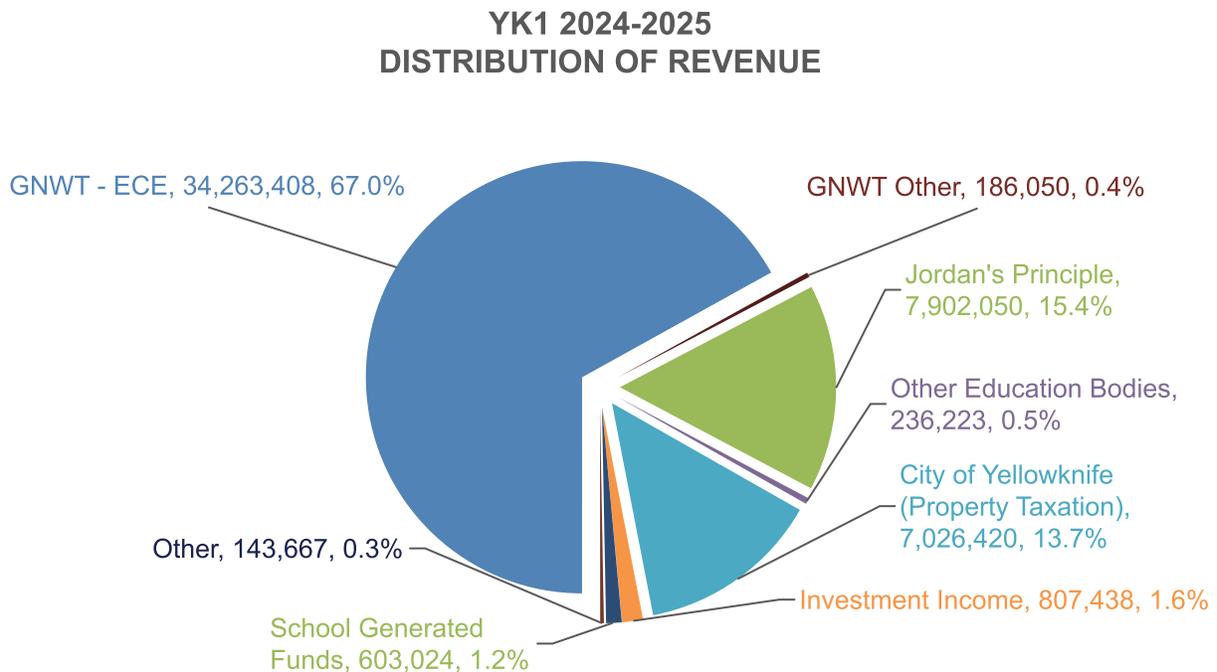
Financial Condition

Operating Revenues

- YK 1 receives the majority of the revenues from Formula funding (enrolment driven) from the Department of Education, Culture, and Employment (ECE), which makes up 66.9% of the total revenues. Property taxation from the City of Yellowknife is 13.7%, Jordan's Principle revenue from the Government of Canada 15.4%. The remaining revenues are generated from Investment Income 1.6%, School Generated Trust funds 1.2%, Other Education Bodies 0.5%, GNWT Other 0.4%, and Other revenue 0.3% which includes various contributions for schools and District Office parking rental income.

Revenues	2025 Actuals	%
GNWT - ECE	34,263,408	66.9 %
GNWT Other	186,050	0.4 %
Jordan's Principle	7,902,050	15.4 %
Other Education Bodies	236,223	0.5 %
City of Yellowknife (Property Taxation)	7,026,420	13.7 %
Investment Income	807,438	1.6 %
School Generated Funds	603,024	1.2 %
Other	143,667	0.3 %
	<u>51,168,280</u>	100.0 %

Revenue Chart





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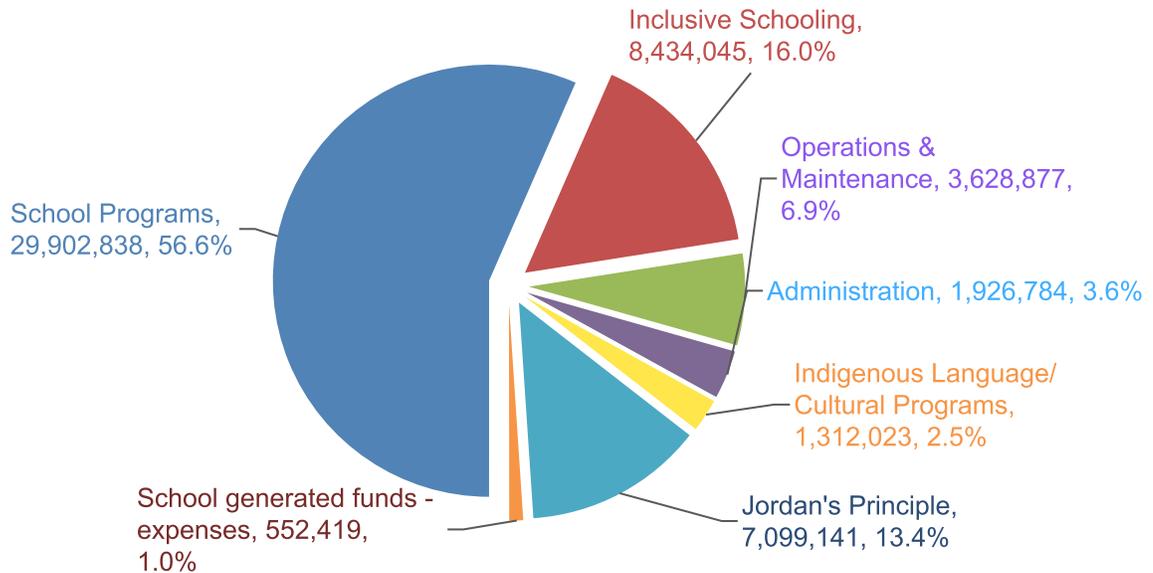
Operational Expenses

Expenditure allocations are based on the Department of Education, Culture and Employment's funding formula. School related expenditures (75.1%) consist of School Programs (56.6%), Inclusive Schooling (16.0%), and Indigenous Language and Culture (2.5%) which directly relate to schools. Jordan's Principle expenditures are also directly related to schools, and account for (13.4%) of the total expenditure allocation, and is federally funded.

Expenses	2025 Actuals	%
School Programs	29,902,838	56.6 %
Inclusive Schooling	8,434,045	16.0 %
Operations & Maintenance	3,628,877	6.9 %
Administration	1,926,784	3.6 %
Indigenous Language/Cultural Programs	1,312,023	2.5 %
Jordan's Principle	7,099,141	13.4 %
School generated funds - expenses	552,419	1.0 %
	<u>52,856,127</u>	<u>100.0 %</u>

Expense Chart

YK1 2024-2025
DISTRIBUTION OF OPERATING EXPENSES





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Accumulated Surplus

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

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

Investment in Tangible Capital Assets:	2024-2025	2023-2024	Change
Tangible Capital Assets	10,669,585	11,519,580	(849,995)
Asset Retirement Obligation	681,127	706,417	(25,290)
Net Tangible Capital Assets	9,988,458	10,813,163	(824,705)

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

Unrestricted Surplus	2024-2025	2023-2024	Change
Operating Fund	2,904,947	4,586,125	(1,681,178)
Decentralized Surplus (Schools)	109,513	237,557	(128,044)
Capital Fund	904,165	904,165	–
Total Unrestricted Surplus	3,918,625	5,727,847	(1,809,222)
Post Employment Benefits & Compensated Benefits (Funded by ECE in future school year)	2,083,781	1,980,601	103,180
	6,002,406	7,708,448	(1,706,042)

The Operating fund surplus is the general operating fund of the Authority in which all transactions concerned with current operations are recorded. The Operating fund surplus is used to account for all financial activities except those accounted for in the Investment in tangible capital assets fund and decentralized surplus. The decentralized accumulated surplus represents specific amounts eligible for carry-over to subsequent years for each school. The Capital Fund Reserve is funding set aside by the Authority for any repairs or maintenance to the Authority's assets. The accumulated unrestricted surplus enables YK 1 to maintain quality programming for students.



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Restricted Surplus	2024-2025	2023-2024	Change
LED Reserve			
Beginning Balance	148,583	148,583	—
Transfer (to) from Operating fund - Utility Costs	—	—	—
Balance, end of year	<u>148,583</u>	<u>148,583</u>	—
School General Funds			
Beginning Balance	738,357	678,741	59,616
Net Income (Loss)	<u>50,605</u>	<u>59,616</u>	(9,011)
Balance, end of year	<u>788,962</u>	<u>738,357</u>	50,605

LED Lights

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

School Generated Funds

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

The 2025 Accumulated Surplus

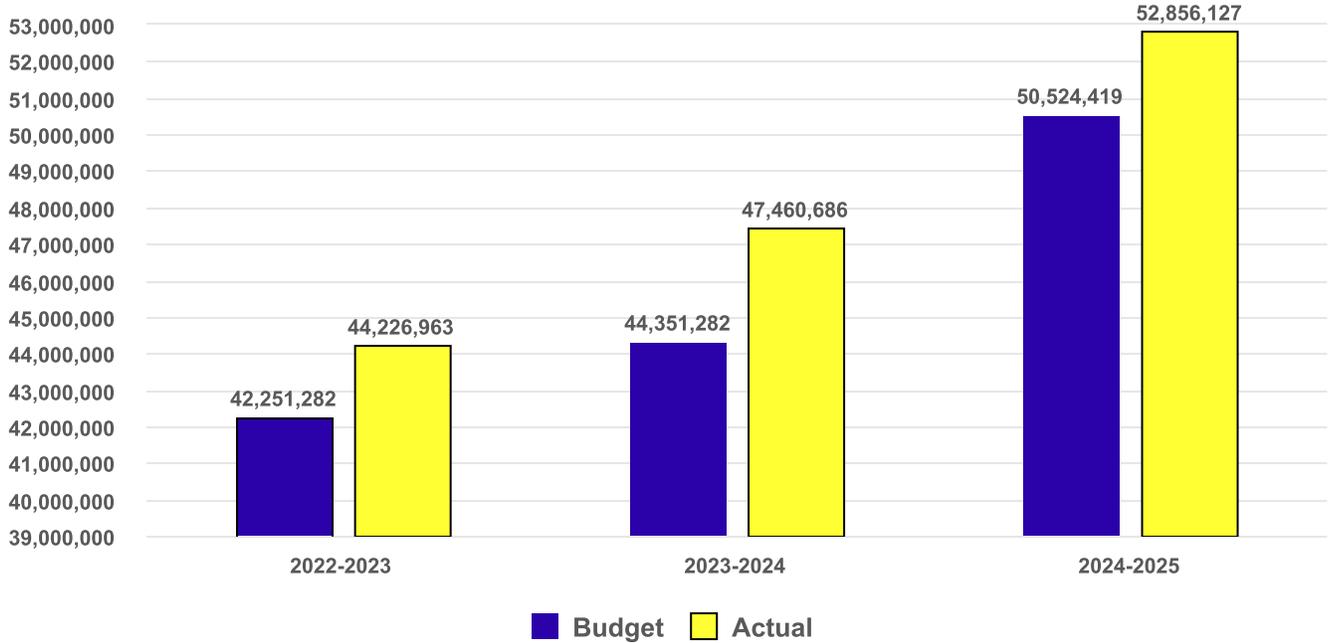
If an Education Body has an accumulated surplus under the Education, Culture and Employment Surplus Retention and Deficit Policy, it may retain a surplus equivalent to seven percent of its annual audited revenues or \$250,000, whichever is greater. The YK1 2025 unrestricted surplus is 7.66% (\$3,918,625/\$51,168,280) of the total audited revenues. The unrestricted surplus is above the allowed 7% threshold; however, because the Board of Trustees approved a deficit budget for the 2025-2026 school of \$2,186,633 YK1 is following the policy. The approved deficit budget reduced the accumulated surplus to 3.2% (\$1,731,992/\$51,168,280).



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Budget/Actual Comparisons

YK1 Budget to Actual Operating Expenditure History (Excludes Amortization)



YK1 revenues variance highlights:

- ECE regular and other contribution revenues increased by \$2,028,837 mainly due to an small increase in enrolment and NWTTA and UNW ongoing collect agreement funding.
- GNWT Other contribution revenue is from:

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

Active After School	91,800
Drumming	5,000
GOH Program	11,400
?ORI Program	12,000

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

Drop the Pop	17,850
--------------	--------

Department of Environment and Climate Change ("ECC"):

Take a Kid Trapping	48,000
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Total	186,050
--------------	----------------



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- Jordan's Principle revenue from the Federal Government revenue from the Federal Government is a total of \$7,902,050, which is \$512,956 higher than budget. Unspent Jordan's Principle funds of \$1,654,219 due to lack of staff being available to hire, have been returned to the Federal Government. Unspent menstrual product funds of \$17,371 is carried over to the 2025-2026 school year.
- Portfolio Investment income of \$807,438 is higher than budget by \$407,438. This increase is due to higher interest rates and maintaining a stable level of investments.
- School Generated Funds are internally restricted funds, generated at the school level from fundraising, and used in a number of different ways to enhance the development of education activities and to support school initiatives. The total of the funds for the school year is \$603,024.
- Other income \$143,667 consists of the following:

Breakfast Club of Canada	11,100
Food First Foundation	7,000
PC Children's Charity- Power Full Kids/Eat Well Program	8,467
Food program misc donations	21,150
Diavik Diamind Mine - Technology program	7,500
MakeWay On the Land Collaborative	25,000
District parking lot	11,100
UNW Parking Lease	12,948
Book Sales & MISC	15,902
United Way - Hide Camp	7,500
Canadian Parents for French - Alberta Branch	16,000
Total	143,667



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YK 1 expenses variance highlights:

- School Program costs were higher than budget by \$1,437,937 due to increased parental and maternity leave costs, Jordan’s Principle staff hired to assist with supervision and evaluation of staff, increased costs in network infrastructure, significant increase in the number of home schooling students, and travel costs for student bussing and medical travel.
- Inclusive Schooling costs were higher by \$87,999 due to an increase in the provision of therapeutic services.
- The Jordan's Principle grant applications were approved after the budget was ratified. Additional funds of \$381,781 were spent to hire additional staff.
- School Generated expenses for the school year were \$552,419.

Enrolment and Pupil Teacher Ratio (PTR)

Yellowknife Education District No. 1 September 30, 2024 School:	Enrolment	Enrolment	Teachers/ Admin/ PST	Early Childhood Instructors	Pupil/Teacher ratio	
	K-12 Oct 2024	JK Oct 2024	K-12	JK	K-12	JK
Mildred Hall School	246.00	14.00	19.00	2.00	12.95	7.00
Itł'ò School	292.50	42.50	18.00	4.00	16.25	10.63
William McDonald School	314.00	–	21.60	–	13.96	–
NJ Macpherson School	314.00	40.50	22.50	4.00	13.96	10.13
Range Lake North School	184.50	20.00	16.75	2.00	11.01	10.00
Sir John Franklin High School	637.50	–	38.10	–	16.70	–
Total District	1,988.50	117.00	135.95	12.00	14.14	9.44

Overall enrolment for September 30, 2024 was 2,105.5 full time equivalent (FTE). September 30, 2023 it was 2,095.5 (FTE) and September 30, 2022 it was 2,090.0 (FTE).



(the "Authority")

Summary of 2024/2025

Board of Trustees Acclamation:

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

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

NWTTA Collective Agreement September 1, 2021 to August 31, 2025

The Collective Agreement with the Northwest Territories Teachers' Association and YK1 expired on September 1, 2025. Negotiations have been ongoing since March of 2025 and will continue in October of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement

USW Collective Agreement July 1, 2022- June 30, 2025:

The Collective Agreement with United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union (United Steelworkers) Local 1-207 and YK1 expired on July 1, 2025. Negotiations are scheduled to take place in the fall of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement.



Yellowknife District No. 1 Education Authority

(the "Authority")

June 30, 2025

Management Responsibility for Financial Reporting

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

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

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

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

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

Shirley Zouboules
Superintendent of Education / CEO Yellowknife
District No. 1 Education Authority
September 26, 2025

Lisa Vass, CPA, CGA
Secretary / Treasurer CFO
District No. 1 Education Authority
September 26, 2025



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Independent Auditors' Report

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

Report on the Audit of the Consolidated Financial Statements

Opinion

We have audited the accompanying consolidated financial statements of the Yellowknife District No. 1 Education Authority (the "Authority"), which comprise of the consolidated statement of financial position as at June 30, 2025, consolidated statements of operations, changes in net financial assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Yellowknife District No. 1 Education Authority as at June 30, 2025, and its results of operations, its changes in net financial assets and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for Opinion

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

Other Information

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

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

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

Independent Auditors' Report (Continued)

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

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

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

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

Auditors' Responsibilities for the Audit of the Consolidated Financial Statements

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

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

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

Independent Auditors' Report (Continued)

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

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

Report on Compliance with Specified Authorities

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

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

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

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

Crowe Mackay LLP

**Yellowknife, Northwest Territories
September 26, 2025**

Chartered Professional Accountants



(the "Authority")

Consolidated Statement of Financial Position**Statement 1**

As at June 30,

	2025	2024
	\$	\$
FINANCIAL ASSETS		
Cash (Note 4)	9,739,729	9,285,377
Restricted Cash (Note 6)	809,437	758,832
Portfolio Investments (Note 7)	5,140,030	5,140,000
Accounts Receivable (Note 8)	737,905	2,688,211
Due from Government of Canada (Note 13)	128,551	127,881
	16,555,652	18,000,301
LIABILITIES		
Accounts payable and accrued liabilities (Note 10)	3,751,828	2,905,406
Payroll Liabilities (Note 10)	3,422,438	3,931,917
Vacation Liabilities (Note 10)	191,533	219,986
Deferred Revenue (Note 11)	388,602	110,366
Contribution Repayable (Note 12)	1,654,219	2,031,425
Post-employment Benefits and Compensated Absences (Note 17)	2,083,781	1,980,601
Environmental Liabilities (Note 34)	229,481	229,481
Asset Retirement Obligations (Note 37)	681,127	706,417
	12,403,009	12,115,599
NET FINANCIAL ASSETS	4,152,643	5,884,702
NON-FINANCIAL ASSETS		
Tangible capital assets (Note 18)	10,669,585	11,519,580
Prepaid Expenses (Note 19)	22,401	23,668
	10,691,986	11,543,248
ACCUMULATED SURPLUS (Note 35)	14,844,629	17,427,950
Represented by:		
Operating Fund	2,904,947	4,586,125
Investment in Tangible Capital Assets	9,988,458	10,813,163
Decentralized Surplus	109,513	237,557
Capital Fund Reserve	904,165	904,165
LED Reserve	148,583	148,583
School Generated Funds	788,962	738,357
	14,844,628	17,427,950

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

Trustee _____ Trustee _____



(the "Authority")

Consolidated Statement of Operations**Statement 2**

For the year ended June 30,	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
REVENUES			
Government of the Northwest Territories			
Regular Contribution	30,823,512	30,823,512	30,094,127
ECE Other contributions	3,356,896	2,853,282	1,553,830
French Language revenue	580,000	586,614	556,947
Total ECE (Note 30)	34,760,408	34,263,408	32,204,904
GNWT other contributions (Note 31)	–	186,050	198,758
Government of Canada			
Jordan's Principle	7,389,094	7,809,055	6,471,798
Menstrual Product Funding	–	92,995	129,187
Total Government of Canada	7,389,094	7,902,050	6,600,985
Other Education Bodies	219,300	236,223	248,885
Property tax requisition	7,005,779	7,026,420	6,905,998
Education authority generated funds			
Portfolio investment income	400,000	807,438	850,267
School generated funds - revenues (Note 36)	–	603,024	663,057
Other	19,562	143,667	195,821
	419,562	1,554,129	1,709,145
Total revenues	49,794,143	51,168,280	47,868,675
EXPENSES			
School programs	28,464,901	29,902,838	26,686,334
Inclusive schooling	8,346,046	8,434,045	7,714,711
Operations and maintenance	3,682,692	3,628,877	3,460,734
Administration	1,919,961	1,926,784	1,803,806
Indigenous language/cultural programs	1,393,459	1,312,023	1,308,209
Jordan's principle	6,717,360	7,099,141	5,883,452
Amortization	1,500,000	957,215	945,446
School generated funds - expenses	–	552,419	603,441
Total operating expenses	52,024,419	53,813,342	48,406,133
Operating deficit before other items	(2,230,276)	(2,645,062)	(537,458)



(the "Authority")

Consolidated Statement of Operations**Statement 2**

For the year ended June 30,	2025 Budget	2025 Actual	2024 Actual
	\$	\$	\$
OTHER ITEMS			
Grant in-kind - GNWT assets provided at no cost (Note 20)	–	200,075	200,073
Rent expense - GNWT assets provided at no cost (Note 20)	–	(200,075)	(200,073)
In Kind Capital Asset Donation	–	61,739	–
Operating deficit	(2,230,276)	(2,583,323)	(537,458)
Opening accumulated surplus	17,427,950	17,427,950	17,965,408
Closing accumulated surplus	15,197,674	14,844,627	17,427,950



(the "Authority")

Consolidated Statement of Changes in Net Financial Assets**Statement 3**

For the Year Ended June 30,

	2025 Budget \$	2025 Actual \$	2024 Actual \$
Operating (deficit)	(2,230,276)	(2,583,323)	(537,458)
Acquisition of tangible capital assets	–	(103,073)	(112,273)
In Kind Capital Asset Donation	–	(61,739)	–
Amortization of tangible capital assets	1,500,000	957,215	945,446
Adjustment to asset retirement obligations	–	57,593	47,624
	(730,276)	(1,733,327)	343,339
Purchase of prepaid expenses	–	(22,401)	(23,668)
Use of prepaid expenses	–	23,668	3,723
	–	1,267	(19,945)
Increase (decrease) in net financial assets	(730,276)	(1,732,060)	323,394
Net financial assets at beginning of year	5,884,702	5,884,702	5,561,308
Net financial assets at end of year	5,154,426	4,152,642	5,884,702



(the "Authority")

Consolidated Statement of Cash Flows**Statement 4**

For the year ended June 30,	2025	2024 (Restated)
	\$	\$
OPERATING TRANSACTIONS		
Operating deficit	(2,583,323)	(537,458)
Items not affecting cash:		
Amortization	957,215	945,446
In Kind Capital Asset Donation	(61,739)	–
Increase in school generated activities	(50,605)	(59,667)
Adjustment to asset retirement obligations	57,593	47,624
Changes in non-cash assets and liabilities		
Increase in due from Government of Canada	(670)	(14,543)
Decrease (increase) in accounts receivable	1,950,307	(1,989,774)
Increase in accounts payable and accrued liabilities	846,422	2,157,667
Decrease in payroll liabilities	(509,479)	(1,106,895)
Decrease in asset retirement obligations	(25,290)	(19,110)
Increase (decrease) in post-employment benefits and compensated absences	103,180	(199,388)
(Decrease) increase in vacation liabilities	(28,453)	45,169
Increase (decrease) in deferred revenue	278,236	(171,787)
(Decrease) increase in contribution repayable	(377,206)	96,349
Decrease (increase) in prepaid expenses	1,267	(19,945)
CASH PROVIDED BY OPERATING TRANSACTIONS	557,455	(826,312)
INVESTING TRANSACTION		
Disposition of portfolio investments	1,000,000	–
Acquisition of portfolio investments	(1,000,030)	–
CASH USED BY INVESTING TRANSACTION	(30)	–
CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	(103,073)	(112,273)
CASH USED IN CAPITAL TRANSACTIONS	(103,073)	(112,273)
INCREASE (DECREASE) IN CASH	454,352	(938,585)
CASH AT BEGINNING OF YEAR	9,285,377	10,223,962
CASH AT END OF YEAR	9,739,729	9,285,377



(the "Authority")
Details of Expenses

Statement 5

For the year ended June 30,	Operations					Transfer and Other	Total 2025	Budget 2025	Total 2024
	School Programs	Inclusive Schooling	Maintenance	Administration	Indigenous Language				
\$	\$	\$	\$	\$	\$	\$	\$	\$	
SALARIES									
Honoraria	-	-	-	84,232	73,480	-	157,712	168,850	158,900
Instructional assistants	1,381,992	2,677,211	-	-	211,745	4,408,598	8,679,546	8,776,607	7,841,042
Non-instructional staff	2,920,575	655,346	615,778	1,197,582	-	-	5,389,281	4,984,153	4,627,635
Teachers	17,516,815	3,281,043	-	-	654,077	1,239,607	22,691,542	21,854,418	20,827,843
	21,819,382	6,613,600	615,778	1,281,814	939,302	5,648,205	36,918,081	35,784,028	33,455,420
EMPLOYEE BENEFITS									
Employee benefits/allowances	4,390,569	1,413,364	125,389	224,061	171,211	1,296,036	7,620,630	7,997,691	6,809,035
Leave and termination benefits	70,481	23,371	2,153	3,895	3,280	-	103,180	-	(131,520)
	4,461,050	1,436,735	127,542	227,956	174,491	1,296,036	7,723,810	7,997,691	6,677,515
SERVICES PURCHASED									
Advertising and printing	-	-	-	22,667	-	-	22,667	35,480	8,893
Communication	157,844	1,124	8,809	49,979	-	-	217,756	143,100	182,237
Contracted services	644,452	196,161	215,347	-	-	81,644	1,137,604	516,918	664,789
Maintenance and repairs	39,534	4,053	649,117	3,406	-	-	696,110	966,970	474,595
Other	203,125	-	-	238,053	-	-	441,178	385,006	250,093
Professional and technical	435,255	82,797	-	58,371	178	42,953	619,554	553,006	587,235
Rentals and leases	149,206	-	-	6,928	-	-	156,134	168,700	65,087
Student transportation	694,254	21,399	-	-	19,094	-	734,747	590,000	339,941
Travel	205,422	-	-	-	-	-	205,422	151,000	202,871
Utilities									
Heating	-	-	650,666	-	-	-	650,666	861,333	935,070
Electricity	-	-	1,143,783	-	-	-	1,143,783	842,000	1,023,771
Water/Sewage	-	-	217,835	-	-	-	217,835	177,000	175,338
	2,529,092	305,534	2,885,557	379,404	19,272	124,597	6,243,456	5,390,513	4,909,920
MATERIALS									
Awards and student events	10,212	-	-	8,258	-	-	18,470	17,500	16,905
Freight	7,733	-	-	937	-	-	8,670	13,450	5,372
Materials and supplies	1,075,369	78,176	-	28,416	178,958	30,303	1,943,641	1,321,237	2,395,553
	1,093,314	78,176	-	37,611	178,958	30,303	1,970,781	1,352,187	2,417,830
AMORTIZATION									
	-	-	-	-	-	-	957,215	1,500,000	945,446
Total operating expenses	29,902,838	8,434,045	3,628,877	1,926,784	1,312,023	7,099,140	53,813,341	52,024,419	48,406,133



(the "Authority")

Details of Inclusive Schooling Expenses**Statement 6**

For the year ended June 30,	General Inclusive Schooling \$	Staff Development (SSI) \$	Assistive Technology \$	Magnet Facilities \$	School Based Mental Health and Wellness \$	Total 2025 \$
SALARIES						
Program support						
Teachers/counsellors	2,656,203	31,009	–	593,831	655,346	3,936,389
Support assistants	2,677,211	–	–	–	–	2,677,211
	5,333,414	31,009	–	593,831	655,346	6,613,600
EMPLOYEE BENEFITS	1,199,742	–	–	105,772	131,221	1,436,735
SERVICES PURCHASED						
Professional and technical	70,878	–	–	–	11,919	82,797
Communication	1,124	–	–	–	–	1,124
Maintenance and repairs	4,053	–	–	–	–	4,053
Travel	–	–	–	–	–	–
Student transportation	21,399	–	–	–	–	21,399
Other contracted services	138,942	57,219	–	–	–	196,161
	236,396	57,219	–	–	11,919	305,534
MATERIALS						
Materials and supplies	12,830	1,639	46,787	21,249	(4,329)	78,176
Total operating expenses	6,782,382	89,867	46,787	720,852	794,157	8,434,045



(the "Authority")

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

For the year ended June 30,	Indigenous Education \$	Our Languages Curriculum Resource Development \$	Community Support \$	Total 2025 \$
SALARIES				
Indigenous language instruction	296,324	357,753	–	654,077
Cultural resource staff	145,294	–	66,451	211,745
Elders in schools	3,500	13,348	56,632	73,480
	445,118	371,101	123,083	939,302
EMPLOYEE BENEFITS	83,384	70,761	20,346	174,491
SERVICES PURCHASED				
Professional/technical services	–	–	178	178
Travel	19,094	–	–	19,094
	19,094	–	178	19,272
MATERIALS				
Materials	155,452	21,459	2,047	178,958
TOTAL	703,048	463,321	145,654	1,312,023



(the "Authority")

Report on Activities of Specific Programs**Statement 8****French Language Program****BILATERAL AGREEMENT FUNDING****For the Year Ended June 30, 2025**

	Contribution from the Department \$	Commitment from the Authority \$	Expenses \$	Over (under) funding \$
Teacher assistants-immersion (Staff)	76,000	44,000	120,000	–
French immersion pedagogy specialist	90,000	90,000	173,741	6,259
Teacher Assistant-Intensive/Post-intensive (salary teachers)	30,000	15,000	62,106	(17,106)
Intensive & PIF French (staff)	90,000	400,000	592,687	(102,687)
Intensive PIF (elective courses)	–	–	–	–
Special Projects				
French camps	30,000	5,000	39,895	(4,895)
Assessment, Intensive/Post-intensive French & Immersion	25,000	–	27,297	(2,297)
French resources	45,000	5,000	42,146	7,854
Cultural activities	15,000	8,000	19,326	3,674
Professional development	40,000	5,000	42,806	2,194
Consultant	80,000	140,000	222,520	(2,520)
Language assistant for newcomers	15,000	5,000	20,000	–
Recruitment (job fairs & promotion tools)	34,000	5,000	22,708	16,292
Retention (mentorship)	10,000	–	5,984	4,016
French language communication & services	23,000	–	4,614	18,386
YK1-SSDEC Partnership 2022-2023 (received in March 2024)	–	–	1,467	(1,467)
Total	603,000	722,000	1,397,297	(72,297)



(the "Authority")

Report on Activities of Specific Programs

Statement 9

Student Success Initiative Projects

For the year ended June 30,	2025 Budget \$	2025 Actual \$
Revenues		
Government of the Northwest Territories	34,000	34,000
Carry Forward from 2023-2024	55,759	55,759
Total revenues	89,759	89,759
Expenses		
Salaries/Wages		
Facilitator fees (including per diems)	57,200	57,219
Substitute teacher wages	32,000	31,009
Other Expenses		
Materials and supplies	559	1,640
Total operating expenses	89,759	89,868
Surplus	–	(109)



(the "Authority")

Report on Activities of Specific Programs

Statement 10

Jordan's Principle

	June 30, 2025 Approved Contributions \$	June 30, 2025 Actual \$	June 30, 2024 Actual \$	July 1, 2024 - March 31, 2025 Actual \$	April 1, 2025 - June 30, 2025 Actual \$
Revenue					
Government of Canada	8,424,113	8,424,113	6,780,994	5,657,169	2,766,944
- First Nations and Inuit Health Branch Administration fee	842,411	842,411	678,099	565,717	276,694
Total - Government of Canada	9,266,524	9,266,524	7,459,093	6,222,886	3,043,638
Carry Forward from Previous Year	-	-	-	-	-
Carry Forward from Previous Year - Returned	-	-	-	-	-
Contributions not received	-	-	-	-	-
Total Revenue	9,266,524	9,266,524	7,459,093	6,222,886	3,043,638
Expenses					
Personnel	8,362,796	6,987,195	5,830,263	4,125,691	2,861,504
Transportation	-	-	667	-	-
Materials and Supplies	30,767	30,303	40,272	26,167	4,136
Rent and Utilities	-	-	-	-	-
Evaluation	30,550	24,905	12,250	4,400	20,505
Other	-	56,739	-	7,785	48,954
Total operating expenses (Schedule 2)	8,424,113	7,099,142	5,883,452	4,164,043	2,935,099
Administration Fee 10% of Expenses	842,411	709,914	588,345	416,404	293,510
Total Expenses	9,266,524	7,809,056	6,471,797	4,580,447	3,228,609
Net Surplus/(Deficit)	-	1,457,468	987,296	1,642,439	(184,971)
Contribution Deferred to March 31, 2026	-	46,474	-	-	46,474
Contribution Repayable (Receivable) for July 1, 2024-June 30, 2025	-	1,410,994	987,296	1,642,439	(231,445)
Balance Repayable from April-June 30, 2024 and 2023		243,225	686,520		
Total Contribution Repayable as of June 30, 2025 and 2024		1,654,219	2,360,336		



(the "Authority")

Statement of Utilities Expenses**Statement 11**

School Year	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	Total Expense \$	Avg Expense \$
	Expense \$							
Fuel Oil	300,021	606,624	609,504	514,203	388,209	579,220	2,997,781	499,630
Electricity	1,143,783	1,023,771	1,019,591	920,698	893,595	956,408	5,957,846	992,974
Pellets	350,645	328,446	224,539	286,349	178,727	163,310	1,532,016	255,336
Water	153,365	127,916	131,157	152,712	161,059	165,838	892,047	148,675
Garbage	64,470	47,422	62,812	52,683	45,163	54,542	327,092	54,515
Total Expense	2,012,284	2,134,179	2,047,603	1,926,645	1,666,753	1,919,318	11,706,782	1,951,130



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

1. Nature of the Organization

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

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

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

2. Significant Accounting Policies

a) Basis of Accounting

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

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

b) Reporting Entity

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

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

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

c) Cash and Cash Equivalents

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

d) Financial Instruments

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

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

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

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

e) Non-financial Assets

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

f) Tangible Capital Assets

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

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

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

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

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

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

g) Revenue Recognition

Government Transfers:

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

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

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

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

GNWT - Regular Contributions:

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

Local Tax Revenue:

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

Other Contributions:

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

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

Deferred Revenue:

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

Investment Income:

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

School Generated Funds

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

h) Budget Data

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

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

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

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

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

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

i) Measurement Uncertainty

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

j) Inventories Including Materials and Supplies

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

k) Payroll Liabilities

Payroll costs for teachers are accrued for July and August.

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

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

m) Expenses

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

n) Foreign Currency Translation

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

o) Fund Accounting

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

Operating Fund Surplus

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

Investment in Tangible Capital Assets

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

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

Capital Fund Reserve

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

LED Reserve

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

Decentralized Surplus

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

School Generated Funds

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

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

p) Inter-entity transactions

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

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

2. Significant Accounting Policies (Continued)

q) Related parties

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

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

r) Asset retirement obligations

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

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

3. Future Accounting Changes and Adoption of New Accounting Standards

The Conceptual Framework for Financial Reporting in the Public Sector

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

Financial Statement Presentation, Section PS 1202

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

4. Cash

	2025	2024
	\$	\$
Cash	9,739,729	9,285,377

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

5. Special Purpose Funds

The Authority does not have special purpose funds.

6. Restricted Cash

The Authority has restricted cash generated by schools in the amount of \$809,437 (2024 - \$758,832).



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2025****7. Portfolio Investments**

	2025	2024
	\$	\$
RBC Dominion Securities Investment 1		
Dollar value of interest accrued	–	1,630
Cost of investment	–	1,000,000
Market value at June 30	–	1,001,630

Date purchased: 14 June 2022

Term of investment: 3 year

Maturity date: 14 June 2025

Annual interest rate: 4.250 %

	2025	2024
	\$	\$
RBC Dominion Securities Investment 2		
Dollar value of interest accrued	1,907	1,668
Cost of investment	1,000,000	1,000,000
Market value at June 30	1,001,907	1,001,668

Date purchased: 14 June 2022

Term of investment: 3 year

Maturity date: 14 June 2026

Annual interest rate: 4.350 %

	2025	2024
	\$	\$
RBC Dominion Securities Investment 3		
Dollar value of interest accrued	1,649	1,374
Cost of investment	1,140,000	1,140,000
Market value at June 30	1,141,649	1,141,374

Date purchased: 14 June 2024

Term of investment: 3 year

Maturity date: 14 June 2027

Annual interest rate: 4.40 %



(the "Authority")

Notes to Consolidated Financial Statements**June 30, 2025****7. Portfolio Investments (Continued)**

	2025	2024
	\$	\$
RBC Dominion Securities Investment 4		
Dollar value of interest accrued	4,027	3,490
Cost of investment	2,000,000	2,000,000
Market value at June 30	2,004,027	2,003,490

Date purchased: 14 June 2023

Term of investment: 5 year

Maturity date: 14 June 2028

Annual interest rate: 4.90 %

	2025	2024
	\$	\$
RBC Dominion Securities Investment 5		
Dollar value of interest accrued	94	—
Cost of investment	83,333	—
Market value at June 30	83,427	—

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.430 %

	2025	2024
	\$	\$
RBC Dominion Securities Investment 6		
Dollar value of interest accrued	94	—
Cost of investment	83,333	—
Market value at June 30	83,427	—

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.420 %



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

7. Portfolio Investments (Continued)

	2025	2024
	\$	\$
RBC Dominion Securities Investment 7		
Dollar value of interest accrued	94	—
Cost of investment	83,333	—
Market value at June 30	83,427	—

Date purchased: 18 June 2025
 Term of investment: 1 year
 Maturity date: 18 June 2026
 Annual interest rate: 3.440 %

	2025	2024
	\$	\$
RBC Dominion Securities Investment 8		
Dollar value of interest accrued	93	—
Cost of investment	83,335	—
Market value at June 30	83,428	—

Date purchased: 18 June 2025
 Term of investment: 1 year
 Maturity date: 18 June 2026
 Annual interest rate: 3.410 %

	2025	2024
	\$	\$
RBC Dominion Securities Investment 9		
Dollar value of interest accrued	93	—
Cost of investment	83,333	—
Market value at June 30	83,426	—

Date purchased: 18 June 2025
 Term of investment: 1 year
 Maturity date: 18 June 2026
 Annual interest rate: 3.410 %



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

7. Portfolio Investments (Continued)

	2025	2024
RBC Dominion Securities Investment 10	\$	\$
Dollar value of interest accrued	94	—
Cost of investment	83,333	—
Market value at June 30	83,427	—

Date purchased: 18 June 2025

Term of investment: 1 year

Maturity date: 18 June 2026

Annual interest rate: 3.440 %

	2025	2024
RBC Dominion Securities Savings Account	\$	\$
Dollar value of interest accrued	—	—
Cost of investment	500,030	—
Market value at June 30	500,030	—

Date purchased: 18 June 2025

Term of investment: N/A

Maturity date: N/A

Annual interest rate: Variable



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

7. Portfolio Investments (Continued)

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

	2025 Cost \$	2025 Accrued Interest \$	2025 Market Value \$	2024 Market Value \$
RBC Dominion Securities Investment 1	–	–	–	1,001,630
RBC Dominion Securities Investment 2	1,000,000	1,907	1,001,907	1,001,668
RBC Dominion Securities Investment 3	1,140,000	1,649	1,141,649	1,141,374
RBC Dominion Securities Investment 4	2,000,000	4,027	2,004,027	2,003,490
RBC Dominion Securities Investment 5	83,333	94	83,427	–
RBC Dominion Securities Investment 6	83,333	94	83,427	–
RBC Dominion Securities Investment 7	83,333	94	83,427	–
RBC Dominion Securities Investment 8	83,335	93	83,428	–
RBC Dominion Securities Investment 9	83,333	93	83,426	–
RBC Dominion Securities Investment 10	83,333	94	83,427	–
RBC Dominion Securities Savings	500,030	–	500,030	–
Total portfolio investments	5,140,030	8,145	5,148,175	5,148,162



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

8. Accounts Receivable

	2025	2024
	\$	\$
Accrued interest receivable	64,509	67,145
Due from other related parties (Note 23)	622,726	1,509,132
Due from Government of the Northwest Territories (Note 23)	9,218	1,099,955
Other	41,452	11,979
Total	737,905	2,688,211

Allowance for doubtful accounts at June 30, 2025 is \$54,015 (2024 - \$60,515).

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

	0-30 days	30-60 days	60-90 days	Over 90 days	Total
Due from Related parties	7,720	–	–	–	7,720
Due from GNWT	1,348	–	2,697	5,173	9,218
Due from Government of Nunavut	–	–	–	–	–
Due from Government of Canada	–	–	–	–	–
Due from WSCC	–	–	–	–	–
Payroll Chargeback Recoveries	314,837	300,000	–	–	614,837
Other	97,888	–	8,242	–	106,130
Total	421,793	300,000	10,939	5,173	737,905

During the year, \$nil of accounts receivable (2024 \$nil) were written off and \$nil (2024 \$nil) were forgiven.

9. Inventories

There is no inventory recorded as at June 30, 2025.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

10. Accounts Payable and Accrued Liabilities

	2025	2024
	\$	\$
School Generated Trust Accounts - liabilities	20,469	20,469
Trade payables	1,179,686	647,741
SSI Accrual	–	55,759
Source deductions payable	2,551,673	2,181,437
	3,751,828	2,905,406
	2025	2024
	\$	\$
Payroll Liabilities		
To teachers (July, August wages and deferred NEBS pension)	3,422,438	3,803,493
Retroactive pay to United Steelworkers employees	–	128,424
Total Payroll Liabilities	3,422,438	3,931,917
Vacation payable (annual leave)	191,533	219,986
Total Payroll and Vacation Liabilities	3,613,971	4,151,903



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

11. Deferred Revenue

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

	2025	2024
	\$	\$
Government of Canada		
Menstrual Product Federal Funding	17,371	110,366
Jordan's Principle	46,474	–
Government of the Northwest Territories		
MACA - GOH Program	11,400	–
MACA - ?ORI Program	14,350	–
MACA - ELA Program	12,900	–
National Food Program	209,779	–
Other Education Bodies		
YCS - Funding Transfer	76,328	–
	388,602	110,366

12. Contribution Repayable

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

	2025	2024
	\$	\$
Jordan's Principal - Government of Canada	1,654,219	1,673,817
GNWT ECE - Mental Health & Wellness	–	357,608
	1,654,219	2,031,425



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

13. Due from Government of Canada

	2025	2024
	\$	\$
GST Receivable	128,551	127,881

14. Capital Lease Obligations

The Authority does not have any capital lease obligations.

15. Pension

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

The amount contributed to the NEBS pension was \$4,488,018 (2024 - \$4,648,322). The contributions are calculated at a rate of 8% of earning and allowances employee and employer contribution for a total of 16%. The maximum pensionable earnings is \$212,788.50 as at January 2025, and \$204,475 as at January 2024. The maximum monthly contributions is \$3,756.67 as at January 2025, and \$3,610 as at January 2024.

NEBS is an employer owned program and as such the Authority will be liable for its portion of any shortfall. The Plan serves 4,515 Employee Members and 119 Employer Members (total active, disabled and on leave: 2,269).

As of January 1, 2025, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be \$81,271,800 - funded ratio 120.1% (2024 - \$66,573,900 and 118.5%) on a going concern valuation basis. As of January 2025, the excess (deficiency) of actuarial value of net assets over actuarial present value of defined benefits is estimated to be (3,183,400) on a solvency basis. The solvency ratio is 99.4%.

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

16. Long-Term Debt

The Authority does not have long-term debt.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

17. Post-employment Benefits and Compensated Absences

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

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

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

Valuation results

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

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

Changes in Obligation	Severance and Removal \$	Compensated Absences \$	2025 \$	2024 \$
Accrued benefit obligation beginning of year	1,887,325	382,991	2,270,316	2,384,926
Current period benefit cost	139,274	30,030	169,304	173,971
Interest accrued	101,473	20,898	122,371	113,426
Benefits payments	(141,015)	(37,433)	(178,448)	(477,403)
Actuarial loss	(206,190)	(59,780)	(265,970)	75,396
Plan amendments	(7,400)	(585)	(7,985)	–
Accrued benefit obligation end of year	1,773,467	336,121	2,109,588	2,270,316
Unamortized net actuarial gain	(13,686)	(12,121)	(25,807)	(289,715)
Total employee future benefits and compensated absences	1,759,781	324,000	2,083,781	1,980,601

Benefits expense	Severance and Removal \$	Compensated Absences \$	2025 \$	2024 \$
Current period benefit cost	139,274	30,030	169,304	173,971
Interest accrued	101,473	20,898	122,371	113,426
Amortization of net actuarial (gain)/loss	(44,239)	42,177	(2,062)	(9,382)
Total benefits expense	189,108	92,520	281,628	278,015



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

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

The discount rate used in the 2025 fiscal year to determine the accrued benefit obligation was an average of 4.3% (2024 - 5.3%). The expected payments during the next five fiscal years are:

	Severance and Removal	Compensated Absences	Total
	\$	\$	\$
2026	191,981	35,437	227,418
2027	164,230	35,121	199,351
2028	170,715	33,260	203,975
2029	184,118	35,548	219,666
2030	193,251	38,463	231,714
2031-2035	972,288	216,648	1,188,936
Total	1,876,583	394,477	2,271,060



(the "Authority")
Notes to Consolidated Financial Statements

June 30, 2025

18. Tangible Capital Assets

	Cost	Additions	ARO Adjustments	Disposals	Amortization	Accumulated Amortization beginning of year	Accumulated Amortization	2025 Net Book Value	2024 Net Book Value
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Land and improvements	1,299,476	-	-	-	-	-	-	1,299,476	1,299,476
School buildings									
École Sir John Franklin	2,253,436	-	-	-	(56,246)	(1,473,269)	(1,529,515)	723,921	780,167
William McDonald	9,674,322	-	(8,245)	-	(120,814)	(7,660,332)	(7,781,146)	1,884,931	2,013,990
Mildred Hall	11,888,756	-	(28,197)	-	(286,330)	(8,178,723)	(8,465,053)	3,395,506	3,710,033
Range Lake North	8,963,690	-	(8,950)	-	(241,612)	(6,486,249)	(6,727,861)	2,236,879	2,477,441
N. J. Macpherson	5,346,109	-	(8,188)	-	(136,541)	(4,912,573)	(5,049,114)	288,807	433,535
	38,126,313	-	(53,580)	-	(841,543)	(28,711,146)	(29,552,689)	8,520,044	9,415,166
Other buildings									
Administration office	1,085,804	-	(7,860)	-	(26,781)	(834,843)	(861,624)	216,320	250,961
Maintenance shop	84,808	-	3,847	-	(28,966)	(71,647)	(100,613)	(11,958)	13,160
Total land and buildings	40,596,401	-	(57,593)	-	(897,290)	(29,617,636)	(30,514,926)	10,023,882	10,978,763
Equipment and furnishings									
Schools	3,362,878	-	-	-	(13,874)	(3,293,509)	(3,307,383)	55,495	69,368
Playgrounds	605,859	156,492	-	-	(29,954)	(267,028)	(296,982)	465,369	338,831
Administration office	322,132	-	-	-	-	(322,132)	(322,132)	-	-
Vehicles	407,494	-	-	-	(16,096)	(299,069)	(315,165)	92,329	108,425
	4,698,363	156,492	-	-	(59,924)	(4,181,738)	(4,241,662)	613,193	516,624
Work in progress									
It'l'o School playgrounds	24,192	8,320	-	-	-	-	-	32,512	24,192
	45,318,956	164,812	(57,593)	-	(957,215)	(33,799,374)	(34,756,588)	10,669,585	11,519,580



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

19. Prepaid Expenses

	2025 \$	2024 \$
Professional Development	7,315	–
Materials and Supplies	4,540	23,248
Leases	10,546	420
	22,401	23,668

20. GNWT Assets Provided at no Cost

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

	Cost \$	Accumulated Amortization \$	2025 Net Book Value \$	2024 Net Book Value \$
École Sir John Franklin	25,965,232	25,965,232	–	–
École Sir John Franklin Portable Classrooms	419,724	390,876	28,848	39,337
École Sir John Franklin NACC	2,214,552	2,029,653	184,899	246,532
École Sir John Franklin Sewer Line	108,852	36,647	72,205	76,559
N.J. Macpherson Portable Classrooms	1,413,831	627,228	786,603	821,956
École Sir John Franklin Wheelchair Lift	100,708	54,550	46,158	56,229
École Sir John Franklin Boiler Replacement	51,145	14,775	36,370	39,780
William McDonald School Portable Classrooms	2,242,917	361,359	1,881,558	1,956,323
	32,516,961	29,480,320	3,036,641	3,236,716
Deferred capital contributions				
École Sir John Franklin	(1,442,500)	(1,442,500)	–	–
	31,074,461	28,037,820	3,036,641	3,236,716

Rent expense of \$200,075 (2024 - \$200,073) was offset by a grant in-kind.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

21. Contractual Obligations

The Authority has a contract with First Student for student transportation. The Authority is invoiced monthly and the amounts vary depending on a number of factors including: the number of students, routes, and bus passes sold. The contract is renewed until June 2026.

The Authority leases space for Route 51. The contract is renewed until June 2026.

The Authority has a collective bargaining agreement with the NWT Teachers Association ("NWTTA") for teachers, specialists and education assistants. The Collective Agreement with the Northwest Territories Teachers' Association and YK1 expired on September 1, 2025. Negotiations have been ongoing since March of 2025 and will continue in October of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement.

The Authority has a collective bargaining agreement with the United Steelworkers for support staff. The Collective Agreement with United Steel, Paper and Forestry, Rubber, Manufacturing, Energy, Allied Industrial and Service Workers International Union (United Steelworkers) Local 1-207 and YK1 expired on July 1, 2025. Negotiations are scheduled to take place in the fall of 2025. Until a new collective agreement is signed, we are operating under the terms of the most recent collective agreement.

	Expiry Date	2026 \$	Total \$
Operational Contracts:			
First Student Bussing	June 30, 2026	546,364	546,364
Commercial & Residential Leases:			
Route 51	June 30, 2026	39,848	39,848
Total		586,212	586,212

22. Contingencies

The Authority does not have any contingencies.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

23. Related Parties

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

Yellowknife Public Denominational Education Authority
 Ndilo District Education Authority
 Dettah District Education Authority
 Commission Scolaire Francophone Territoires du Nord Ouest (TNO)
 South Slave Divisional Education Council
 Government of the Northwest Territories:
 Department of Finance
 Department of Health and Social Services
 Department of Education, Culture and Employment
 Department of Municipal and Community Affairs
 Department of Environment and Climate Change
 Department of Industry, Tourism and Investment

	2025	2024
	\$	\$
Due from Related Parties (Accounts Receivable):		
Other Education Bodies:		
Ndilo District Education Authority	507,612	949,195
Dettah District Education Authority	115,115	559,937
Subtotal - other related parties	622,727	1,509,132
Government of the Northwest Territories:		
Department of Education, Culture and Employment	9,218	1,099,955
Subtotal - Government of the Northwest Territories	9,218	1,099,955
Total Due from Related Parties	631,945	2,609,087

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

23. Related Parties (Continued)

	2025	2024
	\$	\$
Revenues from Related Parties:		
Government of the Northwest Territories:		
Department of Education, Culture and Employment - Regular contributions	30,823,512	30,094,127
Department of Education, Culture and Employment - Other contributions	2,853,282	1,553,830
Department of Industry, Tourism and Investment	–	7,053
Department of Education, Culture and Employment - French languages	586,614	556,947
Department of Finance - Interest	580,686	612,631
Department of Health and Social Services - GNWT other contributions	17,850	17,205
Department of Municipal and Community Affairs - GNWT other contributions	120,200	117,200
Department of Environment and Climate Change - GNWT other contributions	48,000	57,300
Other Education Bodies:		
Ndilo District Education Authority - Other education bodies	40,000	40,000
Dettah District Education Authority - Other education bodies	130,051	193,885
Yellowknife Catholic Schools - Other education bodies	51,172	–
South Slave Divisional Education Council - Other education bodies	15,000	15,000
Total Revenues from Related Parties	35,266,367	33,265,178



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

23. Related Parties (Continued)

	2025 \$	2024 \$
Expenses Paid to Related Parties:		
Government of the Northwest Territories:		
Department of Infrastructure - Maintenance and repairs	5,883	4,149
Department of Education, Culture & Employment - Professional and technical	–	5,770
Other Education Bodies:		
Yellowknife public Denominational Education Authority - Professional and technical	1,418	7,033
Commission Scolaire Francophone TNO - Professional	1,240	–
Yellowknives Dene First Nation Housing Division - Rental	6,960	6,960
Total Expenses paid to Related Parties	15,501	23,912

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



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Notes to Consolidated Financial Statements

June 30, 2025

24. Budget Data

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

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

The budget figures presented are those approved by the Trustees of the Authority on June 13, 2024 and submitted to the Minister of Education, Culture and Employment. The Budget for fiscal year 2024/2025 was submitted to the minister on June 30, 2024. The budget deficit is \$2,230,276.

25. Economic Dependence

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

26. Financial Instruments

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

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

a) Credit risk

Credit risk arises from the potential that a counter party will fail to perform its obligations. The Authority is exposed to credit risk from funding agencies and recipients of services. The Authority has a concentrated risk of credit from two other school districts, whose funding also comes from the Department of Education, Culture, and Employment. At June 30, 2025, receivables from these two districts is \$622,726 (2024 - \$1,509,132), which is 41% of total accounts receivable (2024 - 95%). Both districts have been current in paying the monthly invoices for their payroll costs.

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

b) Interest rate risk

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

26. Financial Instruments (Continued)

a) Liquidity risk

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

27. Expenses By Object

	2025 Budget \$	2025 Actual \$	2024 Actual \$
Amortization	1,500,000	957,215	945,446
Compensation	43,781,719	44,641,892	40,132,935
Other	6,742,700	8,214,235	7,327,752
	52,024,419	53,813,342	48,406,133

28. Subsequent Event

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

29. Comparative Figures

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



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

30. ECE Contributions

	2025 Budget \$	2025 Actual \$	2024 Actual \$
Original contribution	30,823,512	30,823,512	30,094,127
Student Success Initiatives ("SSI") project	34,000	89,759	123,000
NWTTA retroactive funding	–	17,003	942,937
NWTTA contract agreement ongoing	2,412,896	1,577,403	–
Termination benefits	–	59,969	–
UNW retroactive funding	–	433,166	–
UNW collective agreement ongoing	750,000	455,285	–
Updated Contribution	34,020,408	33,456,097	31,160,064
French cultural resources	–	2,000	3,333
French language funding	580,000	580,000	495,614
French partnership funding SSDEC	–	–	35,000
French language communications	–	4,614	23,000
School Based Mental Health & Wellness	–	–	339,615
National Food Program	–	60,698	–
It'l'o new school deficiencies & WMS Sports Court	160,000	160,000	148,278
Total Contributions	34,760,408	34,263,408	32,204,904



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

31. GNWT Other Contributions

	2025 Budget \$	2025 Actual \$	2024 Actual \$
Department of Municipal and Community Affairs ("MACA"):			
Active After School	–	91,800	76,500
Quebec Exchange Trip 2023-2024	–	–	8,000
Youth Corp	–	–	32,700
Drumming	–	5,000	–
GOH Program	–	11,400	
?ORI Program	–	12,000	
Department of Industry, Tourism and Investment ("ITI")	–	–	7,053
Department of Health and Social Services ("HSS"):			
Drop the Pop	–	17,850	17,205
Department of Environment and Climate Change ("ECC"):			
Take a Kid Trapping	–	48,000	24,000
Sir John Franklin Laser/Engraver Project	–	–	33,300
Total	–	186,050	198,758



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

32. Contingent Assets

Authority does not have contingent assets.

33. Contractual Rights

The Authority does not have any contractual rights. Jordan's Principle concluded June 30, 2025.



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

34. Environmental Liabilities

The Authority contracted Associated Environmental to complete a Hazardous Building Materials Assessment on all of the Buildings owned and managed by the Authority in 2018 and an update report on estimated abatement costs in October 2023. These estimates will be updated for the 2026 audit. Items that are recommended for abatement in the next 5-10 years are accrued as environmental liabilities. Building materials that are classified as low risk are earmarked for remediation when the building is demolished in the future and an accrual is recorded and reported under asset retirement obligation instead. Liabilities discovered as a result of the assessment were communicated to the GNWT Department of Education, Culture, and Employment, and the Department of Finance. The abatement for Sir John Franklin High School was partially completed by the GNWT in March 2018, and the abatement for the maintenance building was partially completed in March 2019. A liability totaling \$229,481 has been recorded for the asbestos abatement of the Maintenance Shop and Mildred Hall School (2024 - \$229,481) Management will continue to monitor these buildings under the Hazardous Materials management plan.

Location:	5402-50th Ave, Maintenance Shop
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring
Status and Next Steps:	Monitoring
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2025	\$157,775

Location:	5408-50th Avenue, Mildred Hall School
Type of Site:	School
Description and Studies Completed:	Hazardous Building Materials Assessment
Type of Contamination:	Asbestos
Site Stage:	Monitoring, Abatement
Status and Next Steps:	Abatement
Operating Site:	Yes
Part Non-Operating	No
Total Liability at June 30, 2025	\$71,706



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

35. Accumulated Surplus

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

Details of Funds

For the year ended June 30,	2025 \$	2024 \$
OPERATING FUND		
Balance, beginning of year	4,586,125	4,111,234
Operating deficit (Statement 2)	(2,583,323)	(537,458)
Acquisition of tangible capital assets	(103,073)	(112,273)
Transfer from Investment in Tangible Capital Assets	957,215	945,446
Transfer to Investment in Tangible Capital Assets - In Kind Capital Asset Donation	(61,739)	–
Transfer from Decentralized Surplus	128,044	210,276
Transfer (to) School Generated Funds	(50,605)	(59,616)
Adjustment from asset retirement obligations	32,303	28,516
Balance, end of year	2,904,947	4,586,125
INVESTMENT IN TANGIBLE CAPITAL ASSETS		
Balance, beginning of year	10,813,163	11,674,852
In Kind Capital Asset Donation	61,739	–
Acquisition of tangible capital assets	103,073	112,273
Adjustment from asset retirement obligations	(32,303)	(28,516)
Amortization	(957,215)	(945,446)
Balance, end of year	9,988,458	10,813,163
Investment in tangible capital assets consists of:		
Tangible Capital Assets (Note 18)	10,669,585	11,519,580
Asset Retirement Obligations (Note 37)	(681,127)	(706,417)
	9,988,458	10,813,163



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

35. Accumulated Surplus (Continued)

Details of Surplus and Reserves

	2025	2024
For the year ended June 30,	\$	\$
DECENTRALIZED SURPLUS		
Balance, beginning of year	237,557	447,833
Transfer from (to) Operating Fund - FY2022 adjustment	–	–
Transfer from (to) Operating Fund	(128,044)	(210,276)
Balance, end of year	109,513	237,557
CAPITAL FUND RESERVE		
Balance, beginning of year	904,165	904,165
Balance, end of year	904,165	904,165
LED RESERVE		
Balance, beginning of year	148,583	148,583
Balance, end of year	148,583	148,583
SCHOOL GENERATED FUNDS		
Balance, beginning of year	738,357	678,741
Transfer from (to) Operating Fund for surplus (deficit)	50,605	59,616
Balance, end of year	788,962	738,357



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

36. School Generated Funds (Trusts under Administration)

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

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

	2025	2024
	\$	\$
Balances, beginning of year	738,357	678,741
Fundraising revenues	603,024	663,057
Total funds available	1,341,381	1,341,798
Total related expenses	(552,419)	(603,441)
Balances, end of year	788,962	738,357
Net change	50,605	59,616



(the "Authority")

Notes to Consolidated Financial Statements

June 30, 2025

37. Asset Retirement Obligations

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

Type of Asset	2024 liability	New liabilities incurred	Utilized in the year	Accretion expense	Revisions in estimated cash flows	Additions	Disposals	2025 liability
Buildings	\$706,417	\$ -	\$ -	\$ (32,303)	\$ (57,593)	\$ -	\$ -	\$ 681,127

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

The carrying amount of the obligation is based on total expected undiscounted expenditures of \$2,214,341 (2024 - \$2,389,632), expected timing of undiscounted expenditures (majority to occur post-2036), and the weighted average discount rate of 4.57% (2024 - 4.57%). To adjust these undiscounted expenditures between periods, the weighted average discount rate is used to unwind the discount through amortization of tangible capital assets. This rate is estimated at the start of each year and is applied systematically over the year. These obligations will be funded through the regular operations of the Authority and recoveries cannot be estimated at date of the audit report.

Approvals

Annual Report



Education Body Chair



Superintendent

September 26, 2025

Date

September 26, 2025

Date



BOARD REPORT

Title:	2025-26 Budget Reductions Preparations
Contact:	Terry Brookes - Trustee
Date Submitted:	8 th October 2025
Mandate:	<p>Policy 2 - Role of the Board</p> <ul style="list-style-type: none"> The Board shall monitor the fiscal management of the District. <p>Policy 3 – Role of the Trustee</p> <ul style="list-style-type: none"> Trustees shall recognize their fiduciary responsibility to the District.
Background:	<ul style="list-style-type: none"> The GNWT is the main contributor to the YK1 District's budget. There is a good chance that budget reductions from the GNWT will be occurring to the YK1 District in the near future. This is a result of many factors such as; the closure of some parts of the diamond mines, the GNWT that is currently heavily in debt and the general economy. There is also the possibility that our surplus will be eliminated due to a financial arrangement with the GNWT. The recent Audit Report for the 2024-25 fiscal year displayed a graph showing that the District has consistently spent significantly more than the approved budgets for the last three years. For the 2025-26 District budget, at the time of its approval, there is a \$1,186K projected deficit. (Information from the 2025-26 budget submission before amortization.) This fiscal trend is not sustainable. Major downturns in the up-down economic business cycle have occurred previously in the history of the District, and the District has had to take steps to maintain its budget within its limits. These steps are not easy to do. It takes a careful plan to minimize the impacts of budget reductions on the education of students. In simple terms the District is spending beyond its means. A new financial management direction needs to be developed and implemented. The District currently does have a surplus fund, but this surplus will be eroded very quickly if annual fiscal spending is not managed. Experience tells me the longer you wait to

	<p>manage your budget and implement fiscal reductions the harder the impact on the District.</p> <ul style="list-style-type: none"> • I propose that the Board start now on its fiscal deficit situation. As a simple start I propose that the Board eliminate the lunches that are currently provided at Board and Committee meetings. This meal elimination does not apply on occasions when the Board hosts guests or other special occasions. • This meal elimination has been done at other times during my tenure as a Trustee when fiscal restraint was the order of the day. And it does not affect educational services. • This could result in a cost savings of around \$2K. Small in comparison to the million-dollar annual deficit in 2025-26, but, as noted, it is a start, sets a pattern, and an understanding by the Board of impacts for fiscal decisions. When you are a little hungry (pun intended) you will be more concise and analytical in your decision-making. • An added bonus is that staff do not need to provide any catering/clean-up services for the Board. Their time can be focused on more educational matters. • Whether the Board approves this small savings, as noted it still remains that the Board will need to prepare a fiscal restraint plan. The District is over one quarter the way through its fiscal year. Time is of the essence for this action. • I know that Administration has been looking at the budget for cost savings. The Board also needs to do its governance role in this endeavour.
<p>Other Headings as appropriate:</p> <ul style="list-style-type: none"> - Current - Survey Response - Information 	<ul style="list-style-type: none"> • N/A
<p>Recommendations</p>	<ul style="list-style-type: none"> • The Finance Committee begin the process and planning for the budget reductions.
<p>Proposed Motion (if applicable)</p>	<ul style="list-style-type: none"> • I move that the YK1 Board of Trustees, as a start to cost savings, discontinue serving lunch at Board and Committee Meetings, unless special occasions warrant the providing of meals.

Title:	Education Leaders Meeting
Contact:	Barbara Bell
Date:	October 8, 2025 (COW)
Mandate:	To collaborate with NWT education bodies and the Minister on shared priorities, advocacy, and system improvements aligned to YK1's governance role.
Background:	<p>The upcoming Education Leaders Meeting is scheduled for November 17, 2025. This meeting brings together school board chairs, superintendents, ECE and the Minister of Education, Culture and Employment to discuss shared priorities, challenges, and opportunities.</p> <p>I will be representing YK1 at this meeting and have been asked to serve as Chair.</p> <p>In preparation, I have reached out to other school board chairs to coordinate agenda items and ensure that trustee perspectives are reflected in the discussion.</p>
Info:	<p>Proposed agenda focus (from Chairs & trustee input):</p> <ul style="list-style-type: none"> ● Jordan's Principle Funding ● Inclusive Schooling Review ● Academic Year & School Attendance Regulations ● Interim Support Assistants Initiative ● Capital Planning ● Clarifying User Agreements (GNWT vs District responsibilities) ● Staffing Clarification ● Education Act ● Bussing costs ● ECE Audit follow-up
Recommendation:	That trustees email the Chair before October 17, 2025 with any other recommendations on agenda items. Must include a one pager on the request.

Title:	Handover Documents
Contact:	Barbara Bell
Date:	October 2, 2025
Mandate:	This item aligns with YK1's Strategic Priority of Governance — to ensure strong, transparent, and accountable board operations.
Background:	In June 2025, the Board passed a motion that all committee chairs, the Chair, Vice-Chair, and the Canadian School Boards Association (CSBA) representative prepare formal handover documents. The purpose of this initiative is to ensure continuity, strengthen institutional memory, and provide incoming trustees and representatives with a clear record of responsibilities, actions, and lessons learned.
Current:	<ul style="list-style-type: none"> The preparation of handover documents is intended to support smoother transitions following trustee elections or role changes. These documents will serve as a practical reference, capturing key contacts, ongoing initiatives, and governance processes within each committee and leadership position.
New Action Item:	Handover documents are added to the Action Item list until all items are shared with Admin, added to the DRIVE and shared with the incoming Chairs.

Title:	Strategic Plan
Contact:	Barbara Bell
Date:	October 8, 2025 (COW)
Mandate:	This item aligns with YK1's governance responsibility to provide overall direction for the district by establishing and reviewing its four-year Strategic Plan.
Background:	<p>Trustees, administration, staff, students and community members have participated in the process of updating YK1's four-year Strategic Plan. Engagement included board-led planning sessions in September and a Google Form survey (Oct 3 deadline) facilitated by Elk Willow Consulting. Feedback from these activities has been compiled and is being reviewed.</p> <p>Trustees have emphasized that the Strategic Plan is a board initiative, with District Office staff providing advisory input, particularly on implementation and reporting. Trustees will have the opportunity to review the final framework, including staff feedback, before adoption.</p> <p>An email was sent to trustees which included the rough drafts of the Board's work and the corresponding administrative feedback. Adelee noted that the administrative team has reviewed the plan and believes they can provide measurable outcomes for each of the identified goals and actions.</p>
Next Steps	<p>The next steps are</p> <ol style="list-style-type: none"> 1. The Board to determine whether to approve the draft framework as presented, or to defer formal approval until the next regular meeting to allow for further review or discussion. 2. Adelee will meet with admin to discuss how they will present measurable outcomes to the board.
Attachments	<ol style="list-style-type: none"> 1. Board's work on the desired states. 2. Central Office staff's suggestions as we worked through the states to consider how they might be operationalized. 3. The results from the four people who completed the survey 4. Suggested statements from me to ensure that all the voices from the board were honoured.



STRATEGIC PRIORITIES

2021-2027

Educating for Life

We Believe in and Respect the Diversity, Identity and Growth of ALL Learners

Indigenous Language and Culture

Honour and celebrate Indigenous language and culture for all learners. Attending to Indigenous Language and Education refers to honouring and celebrating Indigenous Language and Culture for all learners:

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

Wellness

Build relationships and cultivate a culture of holistic wellness.

Attending to Wellness refers to cultivating a culture of holistic wellness:

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

Learning

Ensure inclusive, equitable and authentic learning experiences.

Attending to Learning refers to ensuring inclusive, equitable and authentic learning experiences:

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

Community

Foster critical understanding of local, national and global issues.

Attending to Community refers to fostering critical understanding of local, national and global issues:

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

Following the spirit of reconciliation, we at YK1 support the growth of all learners as capable people by attending to their distinct learning needs, wellness, aspirations, interests, diverse culture, and lived experience with care.

The YK1 Board acknowledges that trust and confidence occur when the education system responds proactively to the needs of local stakeholders.



FOURTEEN ELEMENTS TO PROVIDE ASSURANCE

These desired states were developed in collaboration with Knowledge Keepers, YK1 Staff, Parents, Students, Community Members and the YK1 Board

Within the Indigenous Language and Culture Pillar

1. YK1 board, educators and leaders will embed the Truth and Reconciliation Calls to Action into their learning environments.
2. Educators and leaders will proactively weave Indigenous ways of knowing, being, voice, language, and culture into their environments.
3. YK1 board, educators, leaders, and students will work together to create welcoming environments that value Elders and Knowledge Keepers, collaborating as guides in learning.

Within the Learning Pillar

1. All YK1 students will be encouraged to explore their aspirations and achieve to their fullest potential.
2. The YK1 Board, educators, students, Knowledge Keepers, and leaders establish, promote and sustain inclusive learning environments where diversity, unique skills, and experiences are embraced. Every student is welcomed, cared for, respected and safe.
3. 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.
4. 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.
5. 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.

Within the Wellness Pillar

1. Students will develop ways to identify and communicate their emotions, guiding them to advocate for their own wellness and make good decisions.
2. 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.
3. Students are supported by educators who believe in their aspirations and well-being, ensuring they have a voice in their learning.

Within the Community Pillar

1. YK1 Board, educators and leaders will foster opportunities to encourage connection and belonging, building a sense of community and to engage in sustainable practices.
2. 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.
3. YK1 Board, educators, and leaders will invite and welcome families, Elders, Knowledge Keepers, and community members to collaborate on Acts of Reconciliation.



STRATEGIC PRIORITIES

2021-2027

Educating for Life

We Believe in and Respect the Diversity, Identity and Growth of ALL Learners

Indigenous Language and Culture

Honour and celebrate Indigenous language and culture for all learners. Attending to Indigenous Language and Education refers to honouring and celebrating Indigenous Language and Culture for all learners:

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

Wellness

Build relationships and cultivate a culture of holistic wellness.

Attending to Wellness refers to cultivating a culture of holistic wellness:

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

Learning

Ensure inclusive, equitable and authentic learning experiences.

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

Community

Foster critical understanding of local, national and global issues.

Attending to Community refers to fostering critical understanding of local, national and global issues:

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

At YK1, we believe every learner is a capable person with strengths and potential.

In the spirit of reconciliation, we support each student's growth by caring for their wellness, unique learning needs, interests, cultures, goals, and life experiences.

The YK1 Board knows that truth and trust grow when schools listen to families, communities, and students — and take action to support them.



FOURTEEN ELEMENTS TO PROVIDE ASSURANCE

These desired states were developed in collaboration with Knowledge Keepers, YK1 Staff, Parents, Students, Community Members and the YK1 Board

Within the Indigenous Language and Culture Pillar

1. YK1 board, educators and leaders will embed the Truth and Reconciliation Calls to Action into their learning environments.
2. Indigenous ways of knowing, being, language, culture, and voice are central to our learning environment. Educators will ensure these are meaningfully woven into learning environments.
3. The Land, Elders, and Knowledge Keepers are integral as partners and guides in learning. YK1 board, educators, leaders, and students will work together to create welcoming environments that value our partners.

Within the Learning Pillar

1. As capable people, all YK1 students will be encouraged to explore their aspirations and achieve to their fullest potential.
2. The YK1 Board, educators, students, and leaders, guided by Elders and Knowledge Keepers, create learning environments rooted in our community's cultures, languages and land, honouring every learner's strengths.
3. 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 support teaching and learning.
4. Educators and leaders bring care, cultural respect, research-based practices and skilled teaching to build strong, trusting relationships within and beyond the school community.
5. Educators and leaders nurture learners' curiosity and encourage thoughtful risk-taking in their learning environment. Students and Educators collaborate, solve problems, think critically, reflect, create and communicate authentically.

Within the Wellness Pillar

1. Students are empowered to advocate for their own wellness and to make informed decisions.
2. YK1 Board, staff, and students will foster relationships in caring spaces where students feel celebrated, accepted, safe to make mistakes, able to pursue their interests and empowered to self-advocate and have fun in school.
3. Students are supported by educators who believe in them and walk beside them, ensuring they have a voice in their learning.

Within the Community Pillar

1. YK1 Board, educators, students and leaders will build relationships and a sense of community where everyone is valued.
2. YK1 Board, educators, students and leaders commit to honouring local knowledge and culture while fostering global awareness.
3. YK1 Board, educators, and leaders will actively work with families, Elders, Knowledge Keepers, and community members to dismantle systemic racism and build learning environments grounded in equity, respect and Indigenous ways of knowing.

Desired State Proposals

Local Context Statements		
Board Statement	Central Office Suggestion	Adelee's Suggestion - made only to ensure that all Board members' comments were honoured.
<p>Following the spirit of reconciliation, we at YK1 support the growth of all learners as capable people by attending to their distinct learning needs, wellness, aspirations, interests, diverse cultures, and lived experiences with care.</p> <p>The YK1 Board acknowledges that trust and confidence occur when the education system responds proactively to the needs of local stakeholders.</p>	<p>At YK1, we believe every learner is a capable person with strengths and potential.</p> <p>In the spirit of reconciliation, we support each student's growth by caring for their wellness, unique learning needs, interests, cultures, goals, and life experiences.</p> <p>The YK1 Board knows that truth and trust grow when schools listen to families, communities, and students — and take action to support them.</p>	None
Indigenous Language and Culture		
YK1 board, educators and leaders will embed the Truth and Reconciliation Calls to Action into their learning environments.	YK1 board, educators and leaders will embed the Truth and Reconciliation Calls to Action into their learning environments.	none
Educators and leaders will proactively weave Indigenous ways of knowing, being, voice, language, and culture	Indigenous ways of knowing, being, language, culture, and voice are central to our learning environment.	Every student will learn in environments where Indigenous ways of knowing, being, languages, cultures, and voices are honoured and made visible. Educators will

into their environments.	Educators will ensure these are meaningfully woven into learning environments.	create learning that reflects these perspectives as essential to identity, belonging, and success.
YK1 board, educators, leaders, and students will work together to create welcoming environments that value Elders and Knowledge Keepers to collaborate as guides in learning.	The Land, Elders, and Knowledge Keepers are integral as partners and guides in learning. YK1 board, educators, leaders, and students will work together to create welcoming environments that value our partners.	none
Learning		
All YK1 students will be encouraged to explore their aspirations and achieve to their fullest potential.	As capable people all YK1 students will be encouraged to explore their aspirations and achieve to their fullest potential.	YK1 students, as capable people, will be empowered to pursue their aspirations and realize their fullest potential.
The YK1 Board, educators, students, Knowledge Keepers, and leaders establish, promote and sustain inclusive learning environments where diversity, unique skills, and experiences are embraced, and every student is welcomed, cared for, respected and safe.	The YK1 Board, educators, students, and leaders, guided by Elders and Knowledge Keepers, create learning environments rooted in our community's cultures, languages and land honouring every learner's strengths.	Guided by Elders and Knowledge Keepers, YK1 staff will create learning environments rooted in community cultures, languages, and land, where every learner's strengths are recognized and celebrated.
Educators and leaders will use responsive assessment strategies to gather authentic	Educators and leaders will use responsive assessment strategies to gather authentic	none

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.	evidence of what a student knows, understands, and can do. Educators, students and leaders will use this evidence to support teaching and learning.	
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.	Educators and leaders bring care, cultural respect, research-based practices and skilled teaching to build strong trusting relationships within and beyond the school community.	Educators and leaders will bring care, cultural respect, and professional competence to every interaction, building trusting relationships that strengthen student learning and community connections.
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.	Educators and leaders nurture learners' curiosity and encourage thoughtful risk-taking in their learning environment. Students and Educators collaborate, solve problems, think critically, reflect, create and communicate authentically.	Educators and leaders will nurture curiosity and encourage thoughtful risk-taking, creating learning environments where students collaborate, think critically, solve problems, reflect, create, and communicate authentically.
Wellness		
Students will develop ways to identify and communicate their emotions guiding them to advocate for their own	Students are empowered to advocate for their own wellness and to make informed decisions.	Students will develop the skills to identify and communicate their emotions, empowering them to advocate for their own wellness and make informed

wellness and make good decisions.		decisions.
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.	YK1 Board, staff and students will fosters relationships in caring spaces where students feel celebrated, accepted, safe to make mistakes, able to pursue their interests and empowered to self-advocate and have fun in school.	The YK1 Board, staff, and students will create safe and caring environments where students feel celebrated, accepted, free to take risks, able to pursue their interests, empowered to self-advocate, and have fun in school.
Students are supported by educators who believe in their aspirations and well-being, ensuring they have a voice in their learning.	Students are supported by educators who believe in them and walk beside them, ensuring they have a voice in their learning.	Students will be supported by educators who believe in their aspirations and well-being, ensuring they are empowered with a voice in their learning.
Community		
YK1 Board, educators and leaders will foster opportunities to encourage connection and belonging, building a sense of community and to engage in sustainable practices.	YK1 Board, educators, students and leaders will build relationships and a sense of community where everyone is valued.	Together, the YK1 Board, educators, leaders, and students will create a culture of belonging and connection, where relationships are honoured and every member of the community is valued.
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	YK1 Board, educators, students and leaders commit to honouring local knowledge and culture while fostering global awareness.	The YK1 Board and staff will honour local knowledge and culture while fostering global awareness, supporting students to think critically, demonstrate empathy, and connect with diverse perspectives.

learning opportunities.		
YK1 Board, educators, and leaders will invite and welcome families, Elders, Knowledge Keepers, and community members to collaborate on Acts of Reconciliation.	YK1 Board, educators, and leaders will actively work with families, Elders, Knowledge Keepers, and community members to dismantle systemic racism and build learning environments grounded in equity, respect and Indigenous ways of knowing.	none

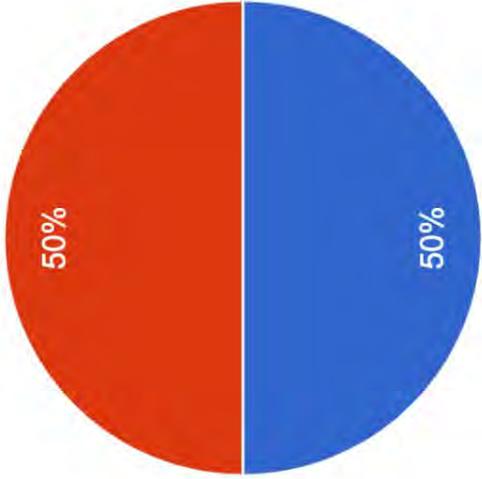
Responses to the Google Form

Confirming our Desired States

Attending to our local context is the foundational framework upon which the rest of our flower petals/pillars/domains will rest.

Which statement best represents the foundation of the local context for YK1?

4 responses



- At YK1, we believe every learner is a capable person with strengths and potential. In the spirit of reconciliation, we support each student's growth by caring for their wellness, unique learning needs, interests, cultures, goals, and li...
- Following the spirit of reconciliation, we at YK1 support the growth of all learners as capable people by attending to their distinct learning needs, wellness, aspirations, interests, diverse culture,...

Considering the statement you chose, do you have any edits, changes, or comments to improve the wording of the sentence(s)?

2 responses

Braek into two sentences for strongerr impact, plus some small changes. Following the spirit of reconciliation, we at YK1 support the growth of all learners as capable people for learning in life. We attend to their distinct learning needs, wellness, aspirations, interests, diverse culture, and lived experience with care.

But add the last sentence from the first quote. The YK 1 Board knows etc

We all agreed on the following desired state:

The YK1 board, educators and leaders will embed the Truth and Reconciliation Calls to Action into their learning environments.

Upon reflection, do you have any further comments, suggestions or edits for this statement?

4 responses

There are actually very few Calls to Action that YK1 can do, but we can imbed the spirit of the T&R Calls. I think that would be a more correct term.

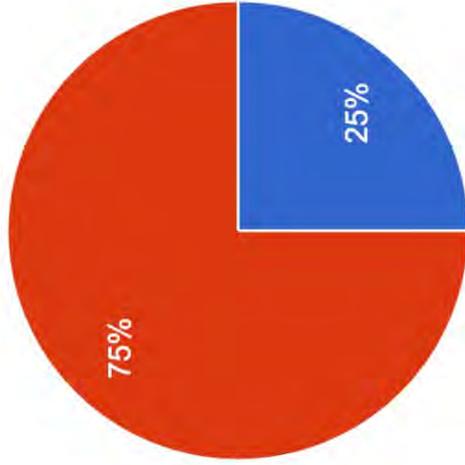
No

Whos "we all agreed?" The "we" refers to all of our stakeholders, staff and the Board.

no

Which statement best reflects YK1?

4 responses

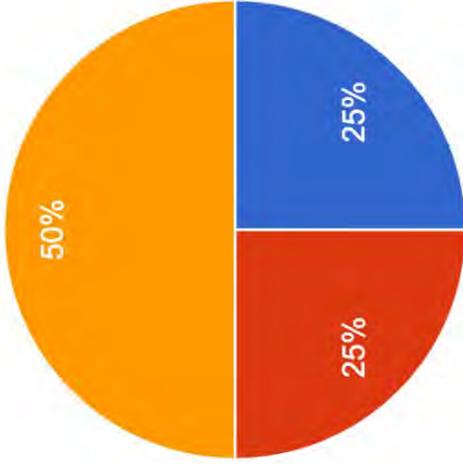


- YK1 board, educators, leaders, and students will work together to create welcoming environments that value Elders and Knowledge Keepers to collaborate as guides in learning.
- The Land, Elders, and Knowledge Keepers are integral as partners and guides in learning. YK1 board, educators, leaders, and students will work together to create welcoming environments that value our partners.

The comment for this statement was The second statement is a more positive action statement.

Which statement best reflects YK1?

4 responses



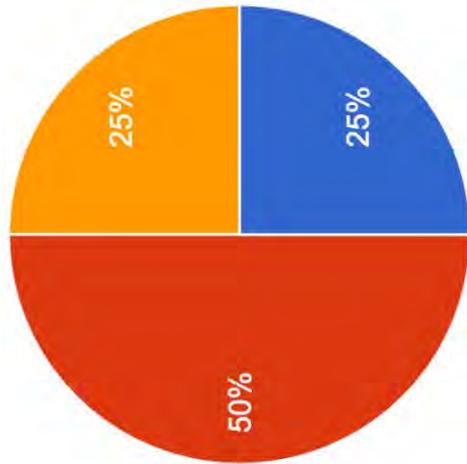
- Indigenous ways of knowing, being, language, culture, and voice are central to our learning environment. Educators will ensure these are meaningfully wo...
- Educators and leaders will proactively weave Indigenous ways of knowing, being, voice, language, and culture into their environments.
- Every student will learn in environments where Indigenous ways of knowing, being, languages, cultures, and voices...

Comments were: This second statement succinctly describes what we will actually do.

I would like this to be reviewed specifically by Indigenous students/caregivers and staff

Which statement best represents YK1?

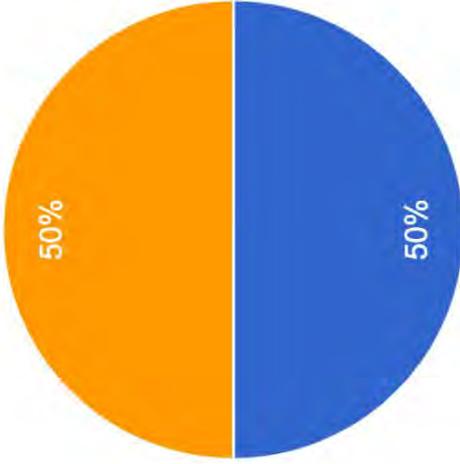
4 responses



- As capable people all YK1 students will be encouraged to explore their aspirations and achieve to their fullest potential.
- All YK1 students will be encouraged to explore their aspirations and achieve to their fullest potential.
- YK1 students, as capable people, will be empowered to pursue their aspirations and realize their fullest potential.

Which statement best represents YK1?

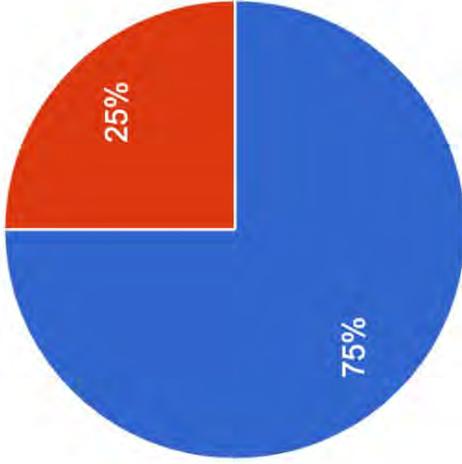
4 responses



- The YK1 Board, educators, students, Knowledge Keepers, and leaders establish, promote and sustain inclusive learning environments where diversity,...
- The YK1 Board, educators, students, and leaders, guided by Elders and Knowledge Keepers, create learning environments rooted in our community...
- Guided by Elders and Knowledge Keepers, YK1 staff will create learning environments rooted in community cul...

Which statement best represents YK1

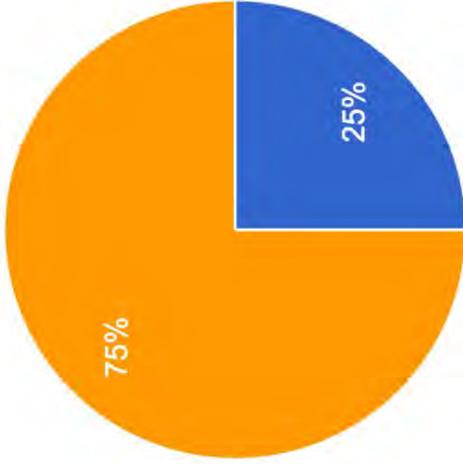
4 responses



- Educators and leaders will use responsive assessment strategies to gather authentic evidence of student learning, and together with students, will use this evidence to shape instruction and strengthen learning.
- 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 w...

Which statement best represents YK1?

4 responses



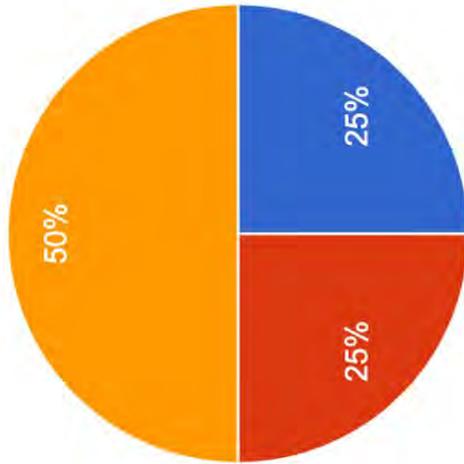
- Educators and leaders bring care, cultural respect, research-based practices and skilled teaching to build strong trusting relationships within and...
- Educators and leaders bring care, culturally sustaining practices and competence to all their interactions; care with all stakeholders, both within and...
- Educators and leaders will bring care, cultural respect, and professional competence to every interaction, build...

Comments were for the third comment:

change the first line ...leaders bring care..remove 'will'

Add Researched-based practices to the third comment

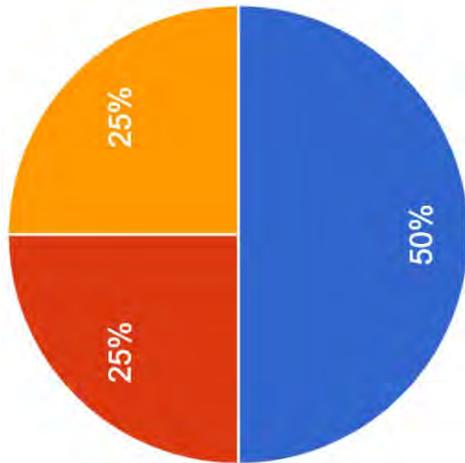
4 responses



- Educators and leaders will nurture curiosity and encourage thoughtful risk-taking, creating learning environments where students collaborate, think critic...
- Educators and leaders nurture learners' curiosity and encourage thoughtful risk-taking in their learning environment. Students and Educators collaborate, s...
- Educators and leaders will foster the curiosity of learners, encouraging risk-taking in their learning environment. S...

Which statement best reflects YK1?

4 responses



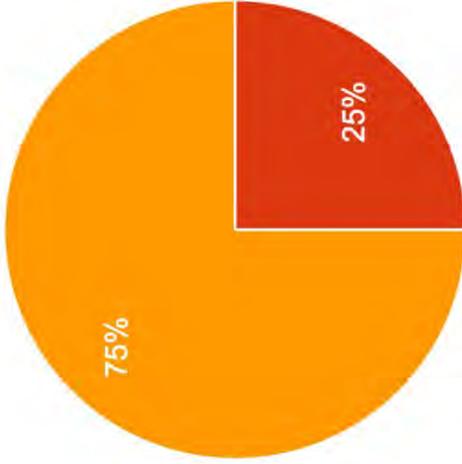
● Students are empowered to advocate for their own wellness and to make informed decisions.

● Students will develop ways to identify and communicate their emotions guiding them to advocate for their own wellness and make good decisions.

● Students will develop the skills to identify and communicate their emotions, empowering them to advocate for their own wellness and make informed decisions.

Which statement best represents YK1?

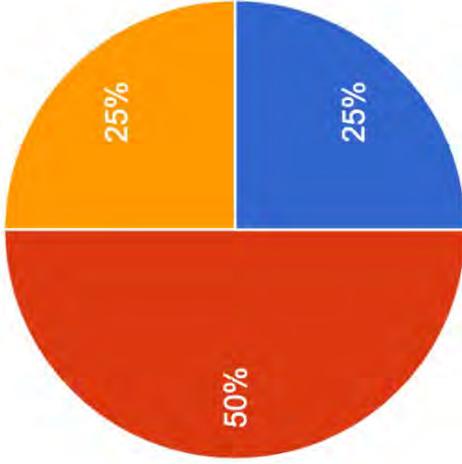
4 responses



- YK1 Board, staff and students will foster relationships in caring spaces where students feel celebrated, accepted, safe to make mistakes, able...
- YK1 Board, staff and students will create safe connections where students feel celebrated, accepted, safe to make mistakes, able to pursue their interest...
- The YK1 Board, staff, and students will create safe and caring environments where students feel celebrated, accep...

Which statement best represents YK1?

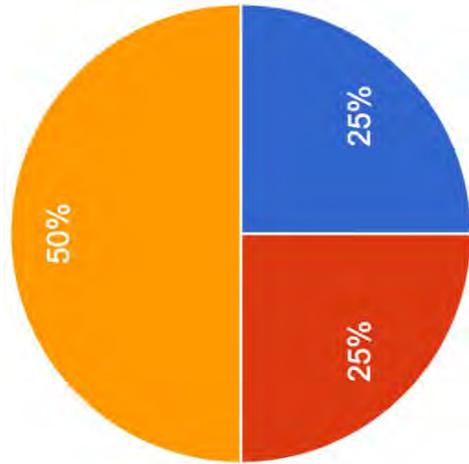
4 responses



- Students are supported by educators who believe in them and walk beside them ensuring they have a voice in their learning.
- Students will be supported by educators who believe in their aspirations and well-being, ensuring they are empowered with a voice in their learning.
- Students are supported by educators who believe in their aspirations and well-being, ensuring they have a voice in t...

Which statement best represents YK1?

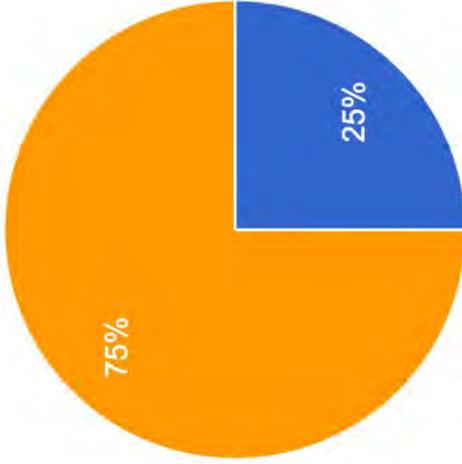
4 responses



- YK1 Board, educators, students and leaders will build relationships and a sense of community where everyone is valued.
- YK1 Board, educators and leaders will foster opportunities to encourage connection and belonging, building a sense of a community and to engage i...
- Together, the YK1 Board, educators, leaders, and students will create a culture of belonging and connection,...

Which statement best represents YK1?

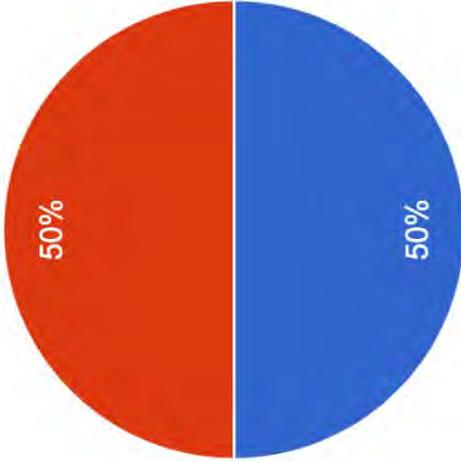
4 responses



- The YK1 Board and staff will honor local knowledge and culture while fostering global awareness, supporting students to think critically, demonstrate empath...
- YK1 Board, educators, students and leaders commit to honouring local knowledge and culture while fostering global awareness.
- Educators and leaders will foster opportunities for learners to develop critical thinking skills by engaging with...

Which statement best represents YK1?

4 responses



● YK1 Board, educators, and leaders will invite and welcome families, Elders, Knowledge Keepers, and community members to collaborate on Acts of Reconciliation.

● YK1 Board, educators, and leaders will actively work with families, Elders, Knowledge Keepers, and community members to dismantle systemic racism and build learning environments grounded in equity, respect and Indige...



BOARD REPORT

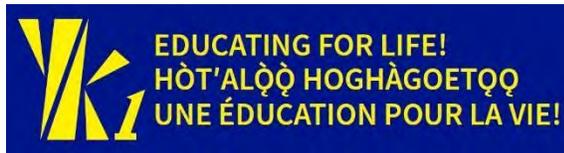
Title:	Chairs Report
Contact:	Barbara Bell
Date:	October 8, 2025

Over the past month, I have continued to focus on several key areas. I've been in ongoing discussions with Adelee as we move the Strategic Plan toward finalization and begin identifying measurable outcomes and timelines. I also spent time drafting and reviewing several pieces of correspondence which have all been shared with trustees, including advocacy letters to the Department and outreach to community partners.

In addition, I've met regularly with the Superintendent to discuss upcoming board priorities, governance processes, and current matters. This month has also involved continued preparation for upcoming meetings and events, ensuring the Board remains aligned and informed as we move into the next phase of our work.

- Addressed trustee communication preferences and engagement.
- Worked on clarifying policy and role boundaries (e.g., lawyer hiring, negotiations, in-camera processes).
- Multiple letters to Minister Caitlin Cleveland (ECE) on:
 - Interim Support Assistant funding and surplus use.
 - Jordan's Principle funding changes.
 - Inclusive Schooling and ECE Audit follow-up.
- Sent Introduction letters to Chief Sangris and Chief Betsina (YKDFN).
- Coordinated with DEAs/DECs for upcoming Education Leaders' Meeting (Nov 17, 2025).
- Corresponded with the MLAs office to collaborate on a joint press release.
- Attended the Social with members of Yellowknife, N'dilo and Dettah Boards.

On July 3 and 4th I attended the CSBA conference which due to wild fires was on line.



BOARD REPORT

Title:	Trustee Report
Contact:	Tina Drew, Trustee,
Date Submitted:	2 Oct 2025
Mandate:	<ul style="list-style-type: none"> • Policy 5 – Board By-laws
Background:	<p>Attended</p> <p>CSBA conference - report below.</p> <p>3 open houses.</p> <p>Doing education study on Autism</p>
Report	<p>CSBA conference</p> <p>Speakers David Suzuki - climate change</p> <p>Kevin Freeman - Role of School Trustee</p> <ul style="list-style-type: none"> • Representation - often a forgotten responsibility of the board - responsible to Students, voters, communities, staff and other levels of government. • Governance - to govern guided by data • Advocacy - to advocate for your students. <p>Advises all boards to have a policy on conflict of interest, transparency is key, open and public discussion, in-camera discussion should be limited - policy should decide what is in-camera not outside sources, create a culture of ethical behavior.</p>

Why it matters - Your board will be transparent, legitimate, accountable, have the trust of your community, and be effective.

Dr. Marti Ford - What can we learn from the Inuit.

Dr. Ford presented a new way to see schools, it was a land to be explored, students were the explorers, and staff, administration and trustees, the natives who guided the students on their way.

Challenges for Students - are like the explorers, in a new place and have to learn to survive, don't know what they need, ill equipped for where they are now, won't survive on their own.

Support from the school community -teaches them how to use tools to survive, gives them what they need, provides warmth and understanding, steps in to provide support.

I loved her analogy of showing how the Inuit helped support the arctic explorers and how she changed this into a school setting.

Cindy Blackstock - Blatant and Invisible Colonialism.

Highlighted there has been so much Child welfare reform but so little change.

Jordan's Principle -

2013 Hearings at the CDN human rights tribunal began on Canada's failure to fund child welfare equitably and implemented Jordan's principle.

2020 CHRT 36 affirms that non status First Nations children residents off reserve who are recognized by their First Nations are eligible for federally funded Jordan's Principle services, products and supports.

Only school related requests that are linked to the specific health, social or education need of the First Nations Child will be approved. **Off reserve school boards requests will be redirected to provincial school boards or other existing provincial and federally funded programs.**

	<p>Introduced the Beary Caring Curriculum which is about the Spirit Bear Guide to the TRC recommendations on how to implement the Calls to Action</p> <p>Recommend that Trustees to the following:</p> <ul style="list-style-type: none"> • Start Litigation to address Canada’s non-compliance with Jordan’s Principle. • Education teachers, staff and administration on Jordan’s Principle • Call on Canada to fully comply with Canadians Human Rights Tribunal Orders • Engage and promote Spirits Bear’s free reconciliation resources and actions. <p>Rick Haley - Care for all in Education</p> <p>Program for Mental Health Awareness for leaders and educators including school drivers. It is a virtual program.</p> <p>Canadian Employers take note: Young workers will switch jobs for better mental health benefits. Study done by Toronto Star.</p> <p>Todd Brand - Effective Board Meetings</p> <p>Suggest all board meetings should be evaluated,</p> <ol style="list-style-type: none"> 1. Did our meeting start and end on time? 2. Did the order of the agenda work - (does not agree on fixed agendas)? 3. Were you satisfied with your participation in the meeting? 4. Did we speak respectfully during the meeting? 5. What would have made this meeting better? <p>Gave ideas for Chair how to move discussion forward,</p> <p>Trustees should have cards in front of them, with these messages:</p> <p>Am I saying something new? Should I speak more on this? Am I making this more important than it is? Do I need to know this or am I just curious? Am I angry or anxious if yes wait to speak? Am I focused on the person speaking rather than the issue? Am I focused on the pending issue? Will my question lead to a motion for change</p>
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within the district? Will my question lead to clarification, so that I can perform my role as a trustee better?

Mary-Ann Zauhar-Hiscocks - Putting Data to Work

Effective governance begins with evidence. “School boards need to ground their decisions in quality data, they move from opinion to impact, ensuring resources, policies and practices align with student needs.”

Become a data driven decision-maker. Ensure your administrators are giving you data to make your decisions. Administrators’ reports at each board meeting should have data to allow the boards to make decisions, should not just be reports of activities but have clear data so that boards can advocate for change.

CSBA had ordered a study on French Second Language Education to advocate for more funding, so the data was presented. Aware there was a shortage of French Teachers, now CSBA has the data to advocate to the Federal Government and for Provinces to advocate to their Education Departments for change.

Phil Fontaine – Keynote speaker on his life.

Spoke about his life, and role in bringing about reconciliation between Indigenous people and the church, advocacy for the TRC and rights for Indigenous peoples. Amazing to hear.

Fred Penner – Education through Music

Dr. Daniel Brand - Education and Colonialism.

Education was weaponized to undermine indigenous people’s autonomy, culture, traditional knowledge, ways of knowing and being, and most importantly language transmission.

Hired by CSBA to see how boards across Canada were responding to TRC. 382 boards responded in 6 provinces.

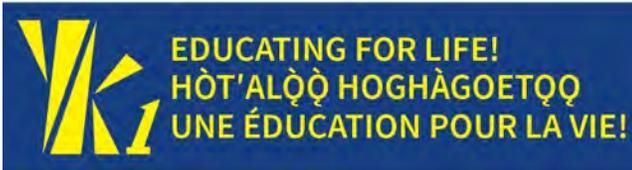
Talk about the importance of addressing all 50 calls of action, not just those for Education. We are dealing with the whole child not just a single identity of the child.

	<p>What questions or data sets could you include in your annual review to offset racism within your district?</p> <p>Clara Hughes - amazing motivational speaker, how a bad girl, smoker, non-regular school attendee became an Olympic champion and the only athlete to win at both the Summer and Winter Olympics.</p> <p>Summary</p> <p>This conference was amazing, encouraged Trustees to ask tough questions, be a representative of the public voice, demand data, advocate, advocate, advocate once data is received, challenge your government to support kids, read up on what governments are legally obliged to give kids, and then ensure that these are given. We are not elected to defend what government is willing to give to the education of children but to represent the public in demanding the government fulfill its duty to the children in our schools. Education costs should be one of the last cutbacks in a governments budget.</p>
Recommendations	To discuss at a future date Cindy Blackstock’s recommendation on Jordan’s Principle. To invite Cindy Blackstock, Dr. Marti Ford to speak at our in staff onboarding sessions.
Proposed Motion (if applicable)	
Attachment?	Yes____ No____



BOARD REPORT

Title:	Superintendent Board Report
Contact:	Shirley Zouboules, Superintendent
Date Submitted:	October 14, 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
Updates	<ul style="list-style-type: none"> ● Safe and caring schools - OHS - initiatives for the year - creation of OHS committees at each school ● Grade 4 & 7 students are in the midst of completing the Foundation Skills Assessments for Literacy and Numeracy. Marking dates are set for November. Grade 4 will be a District marking session while Grade 7 will have representation from across the NWT. ● NWT Superintendent's Association meeting with ECE ● NWTTA and USW negotiations take place this month ● Child & Youth Counsellors in schools - currently there is a pilot project that has one CYC at WMS, directly related to referrals from the school, one day a week as much as possible. ● YK1 hosted YCS, CSFTNO, NDEA and DDEA for a Meet and Greet ● Met with Elections NWT to discuss joint election provision for YCS, YK1 and the City of Yellowknife for elections in November 2026. Presentation to the Board scheduled for January 2026.
Looking ahead	<ul style="list-style-type: none"> ● Seal skin slipper making workshop - Cultural teaching with Gerri Sharpe ● "The Power Of Hope: How One Person Can Change The World" Kendal Netmaker October 22nd ● Implementation of the Grade 4 and 7 Foundation Skill Assessments ● Spike It!
Recommendations	Accept as information
Attachments?	<p>Yes__x__ No_____ (list attachments)</p> <p>Superintendent's Board Report</p> <p>Child & Youth Counselors in schools</p>



October 14, 2025

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. This month, we continued to prioritize mental health and physical well-being through various programs and activities. Staff and students took advantage of the incredible weather and got outside. With the change of season, we find ourselves preparing for colder temperatures. School sports are in full swing, clubs have all started up and community activities are underway.

Highlights include:

- Seal skin slipper workshop taking place October 18th
- On-going work with Arctic Response to renew Occupational Health and Safety programming for YK1
- Culture camps for grades 1 & 2
- Wellness Mentors are back in schools
- MHS community garden harvest - produce was shared with families during the Open House
- Regular meetings with GNWT partners regarding safe drinking water in schools
- Annual Mud Run volunteering
- Spike it Tournament October 23-26, and the Senior Spike It is from October 30-November 2nd

Indigenous Language & Education:

We are committed to Indigenous education, guided by principles of reconciliation, respect, and understanding. The arrival of fall and return to school reminds of our responsibility to the children and families impacted by residential schools. As September turns into October and we settle into routines in and out of school, the lessons we have learned carry into the fall. Indigenous knowledge and history is integral in all aspects of teaching and learning. October is no exception. With plenty of opportunities, students and staff continue on their learning journey.

Recent efforts include:

- Truth and Reconciliation focussed lessons and assemblies
- Berry and Bird camps
- We continue to work on staffing a Culture Camp position
- Renewal of our Messy Program with the Arctic Rose Foundation - started up first week of October at MHS and will once again be facilitate by youth from SJF and guest artists
- Language classes have started - at MHS, students are learning the Williideh words associated with food

Learning:

Academic excellence remains a key focus as we strive to provide high-quality learning experiences for all students. As we settle into the new school year, students are already thoroughly engaged. Physical activity, music and arts are important parts of a well-rounded education. Students have been taking advantage of the warmer weather to get outside for physical activities and for learning. Sir John students are learning about the land as a text.

Notable achievements this month include:

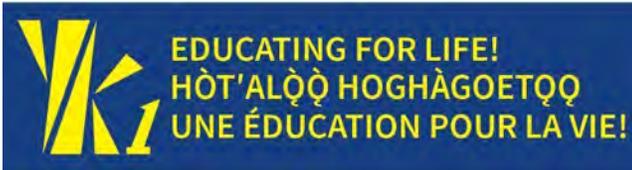
- Ed. Services preparing for the implementation and marking of Grade 4 & 7 FSAs, scheduling for the Grad Assessment
- YK1 staff participation on the ECE Curriculum Adaptation Working Groups , grades JK & K, 1-3 and 1-9
- Ecology North lessons on plants and animals
- NOWPlay teams have started up again. The teams will meet with the University of Toronto 's Shelley Stagg Peterson to continue their inquiry
- YK1 Leadership participated in Media Training
- Up-coming Curriculum Adaptation Working Groups

Community:

Strong community partnerships are essential for the success of our district, fostering a sense of belonging and collective responsibility. YK1 is fortunate to have forged strong partnerships across the city. While we are just in the second month of school, there are many exciting opportunities underway. Ensuring there continues to be representation of the community in schools and building students' global awareness is critical.

Recent endeavours include:

- Community engagement day for review of YK1 Strategic Priorities - 80 participants
- YK1 and Yellowknife MLA meeting
- National Truth and Reconciliation recognition
- Aurora College Early Childhood Education program students are once again working with our junior kindergarten and kindergarten classes
- YK1 hosts YCS, CSFTNO, DDEA and NDEA for a meet & greet
- Students and Staff honouring Terry Fox's memory with lessons and walks
- All schools held Open House events which were well attended
- Met with the Montessori Society to check in on status of programs running in Itlo, NJ and RLN.
- Met with Elections NWT to discuss how YCS, YK1 and the City of Yellowknife might work together for the elections in November 2026
- Regular meetings with TransDev bussing
- Hazhø Elexè Łets'eèzhe - Tree of Peace Gathering - October 10th, MHS and YK1 hosted community organisations such as MakerSpace, YKDFN, Foster Family Coalition, Northern Mosaic Network, Bush Kids, to talk about the school to community and community to school connections and possibilities.



October 14, 2025

Child & Youth Counselors in schools

We are working very closely with the leads from CYC program to find a way to support our students in schools more, but they have been clear that they cannot come into the schools at this time. Here is what has been discussed to date:

In April of last year, a meeting was held between the RISC and Program Manager to discuss where students are still falling through the cracks, primarily:

1. students who cannot get to Goga Cho for counselling due to a variety of reasons; and
2. clinical counselling needs at the high school, as ECE's current framework focus on wellness mentors does not serve this context appropriately.

- brainstormed possible solutions, and planned to meet September 3rd; a plan would be developed by the Program Manager over the summer.

A meeting was held September 3rd with the RISC, CYC Manager, and the Regional Clinical Supervisor. The Manager was tasked by the Regional Clinical Supervisor to lead a project to support in-school counselling. Again, it was made extremely clear that this approach to supporting students in schools would only be a pilot project; the CYC program only has capacity to trial 1 counsellor 1 day a week in 1 school, and they could not promise the same counsellor for each weekly visit.

Three possible schools for this project from both of our data sources: MHS, WMS, and SJF. The points below were the main factors in the decision:

- WMS has the highest number of referrals to Wellness Mentors
- WMS has the highest number of students with referrals that could be forwarded to the CYC program
- WMS has one of the highest number of students being referred to emergency mental health care
- There is not enough data from MHS at this time to make a fully informed decision on whether there is a large population of students that require/are ready for therapeutic counselling
- CYC's professional judgement on vulnerable populations lead to the determination that MHS students may not be best served by the project at this time (mainly because CYC cannot ensure the same counsellor weekly)
- Students at SJF have close geographical access to the Goga Cho building
- Students at SJF have a greater capacity to make it to appointments at the Goga Cho building

Based on the criteria above, WMS was chosen as the school to support at this point. It was stressed that despite the above indicators for MHS and SJF students, the students at these schools still require more support with therapeutic counselling and struggle with access to the CYC program outside of the schools.

The main path of communication is now between the Regional Clinical Supervisor and the WMS Administration. . The start date is anticipated for October 14th. However, they will still only service based on the referral system. This means they won't see anyone that just shows up at the door that day, as the goal is to be able to triage before they come, ensuring they are meeting students that otherwise would not be able to make it to appointments outside of the school.

The Program Manager, Regional Clinical Supervisor and RISC plan to meet quarterly, and the RISC will also be connecting with the Program Manager and the Regional Clinical Supervisor at the end of October/start of November to discuss the WMS project.



BOARD REPORT

Title:	Monthly Report – Assistant Superintendent – Curriculum & Learning
Contact:	Graham Arts, Assistant Superintendent
Date Submitted:	October 8, 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"> • The monthly activities report for Education Services is attached to this report for Trustees' information. • We are organizing our participant list for Healthy Relationships training, which will be offered later in October. This is the last year that the training will be organized by ECE. Starting next year, it is the responsibility of the school district to organize and offer the training for those teachers who require it. • Schools are currently working on their Safe and Caring Schools plans, which must be submitted to ECE by month's end. ECE has changed the format of the plans for this year, and a template is attached for Trustees' information. • The phone replacement project is moving ahead. Currently, we expect the phones in the District Office to be fully replaced by the end of October. Phones in schools will be replaced during non-instructional times between now and the end of March, 2026.
Recommendations	Accept for information
Proposed Motion (if applicable)	None
Attachments?	Monthly Assistant Superintendent for Curriculum and Learning Report Blank Safe and Caring Schools Template (for reference)

Assistant Superintendent for Curriculum and Learning Report				
<p>Education Services Updates</p>	<p>Wellness Cultivate a culture of holistic wellness 1.1 Recognize the importance of relationships in learning 1.2 Foster and promote personal wellness 1.3 Create healthy, safe and caring learning environments</p>	<p>Indigenous Language & Education Honour and celebrate Indigenous Language and Culture for all learners 2.1 Create a welcoming environment for all learners 2.2 Integrate an Indigenous approach to education 2.3 Strengthen Indigenous Language Instruction</p>	<p>Learning Ensure inclusive, equitable and authentic learning Experiences 3.1 Engage learners through meaningful and innovative teaching and learning practices 3.2 Strive for excellence 3.3 Celebrate diversity of all learners</p>	<p>Community Foster critical understanding of local, national and global issues 4.1 Inspire critical thinking through innovation and pursue sustainable practices 4.2 Embrace diversity and encourage empathy to promote global citizenship 4.3 Model and encourage ethical leadership and engage in opportunities for service learning</p>
<p>Education Services Updates</p>	<p>All schools are supported by 5 Wellness Mentors or a contracted counsellor. RISCs divided tasks to promote sustainability in the role Working with schools, principals, PSTs, teachers and EA to ensure safety in classes and schools for all staff and students with reduced support</p>	<p>All YK1 schools participated in various ways to acknowledge The National Day for Truth and Reconciliation, including welcoming drummers to all 6 schools. WMS Staff alongside RILE participated in ILE PD “The Whole School Approach to Language and Culture” run by ECE staff. It was a great day and the school has chosen the Inquiry focus of “The caribou” B.Dene Adventures welcomed YK1 students for 4 straight weeks! All grade 1 students attended Berry Camp. All</p>	<p>Curriculum Coordinators met with teams at each of the schools (aside from SJF) Early Literacy PD in French Immersion with Kim Lockhart at Ecole Itlo (Oct 6/7) French For the Future Local Yellowknife forum. Hosted by SJF and St.Pats - French immersion students from SJF, SPHS and ASC spent the day doing various workshops in French (Oct 7) Curriculum Coordinators met with school leads to prepare and organize for administration</p>	<p>Wellness Mentors supporting classwide/school wide community building circles/projects</p> <p style="text-align: right;">Page 255 of 282</p>

Grade 2 students attended Bird camp.

Donovan Boucher worked with students at EI in the "Goh" program to learn about and prepare fish!

Cailey mercredi worked with students at WMS in the "Ela" program to prepare moose stew and bannock

On October 18th, YK1 will be offering its first weekend learning session. 24 staff have registered (and paid) to meet at YK1 and sew seal skin slippers together.

Cailey Mercredi will be working with students at EI in the "Goh" program to make spruce salve. The salve will be saved to gift to school guests.

Carl Jr Kodakin-Yakelaya and Tiffany Harrington will be working with students at NJM in the ?Ori program to learn about traditional plant medicines

Wilfred Crapeau will be working with students at WMS in the "Ela" program to scrape traditional hides and make [drums](#). On the last day Wilfred will teach students to drum with their new drums which will

of the Grade 4 and 7 Foundation Skills Assessment

RISCs assigned to three schools each to directly support inclusive practices:

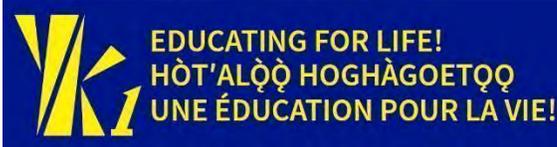
Lori
RLN, MHS, SJF
Iona
NJM, Itlo, WMS

RISCs have connected with all their schools and continue to schedule observations, debriefs, program planning, and school-based training.

RISCs held IEP training for new PSTs and those wanting a review.

RISCs planning EA PD based on EA voice (through survey) and choice (multiple options based on EA survey), including:
Trauma-informed practice
Inquiry through sensory play
Executive Functioning
Literacy and numeracy activities

			<p>become part of the schools drumming program.</p> <p>Mary Jane Drygeese worked with students at SJF in the Language class!</p>		
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BOARD REPORT

Title:	Assistant Superintendent of HR and Learning Report
Contact:	Landon Kowalzik, Superintendent
Date Submitted:	October 7, 2025
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 October 7, 2025, we have 122 active substitute teachers and new subs continue to be added on a weekly basis. ● Update on enrollment, as of October 7, 2025 complete. See attachment. ● Currently looking to fill 1.0 FTE teacher position for YK1, as well as a 1.0 FTE teacher position for K'alemi Dene School and a 1.0 teacher position for Kaw Tay Whee. ● Initial evaluation meetings have begun between administrators and staff and will continue through the rest of the month. ● School administrators have been invited to participate in the final year of the New Teacher Growth and Evaluation Pilot program.
Looking Forward	<ul style="list-style-type: none"> ● Participating in workshop with ECE regarding the New Teacher Growth and Evaluation Tool. ● Developing recruitment plan for openings that may occur during this school year and for the 2026/27 School Year.
Recommendations	Accept as information
Attachments?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (October Enrollment Report and USW Negotiations Report)



BOARD REPORT

Title:	USW-YK1 Collective Bargaining
Contact:	Landon Kowalzik, Assistant Superintendent of HR and Learning
Date Submitted:	October 6, 2025
Mandate	As has been the case in the past, the mandate for bargaining is to provide a fair and equitable agreement for all involved.
Background	The YK1-United Steelworkers Local 1-207 Collective Agreement, covering approximately 40 YK1 employees, expired on June 30, 2025.
Looking Forward	YK1 is entering into negotiations with the United Steelworkers Local 1-207 October 21, 2025 to October 24, 2025. There are two trustees currently sitting on this Ad-hoc committee, Terry Brookes and Allan Shortt. Senior leadership for YK1 recommends engaging the services of Colin Fetter of Brownlee LLP as lead negotiator.
Recommendations	Approve the mandate for negotiations. Approve the appointment of Colin Fetter as lead negotiator for YK1.
Attachments?	Yes____ No__x__

Yellowknife Education District No. 1
Enrolment Report as of: October 7, 2025

School	JK	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals			
															Oct-25	Oct-24	Change	
Mildred Hall	28	17	25	35	28	25	30	34	27	37						286	277	9
Ecole Itlo (French)	69	46	64	45	57	46	41									368	339	29
William McDonald (All)								129	95	103						327	324	3
N.J. Macpherson	45	41	45	47	48	42	63									331	364	-33
Range Lake North (All)	20	23	18	31	22	30	23	13	18	11						209	216	-7
Ecole Sir John Franklin											155	170	197	164		686	659	27
Totals	162	127	152	158	155	143	157	176	140	151	152	165	212	130	2207.00	2179	28.00	

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										
Ecole Itlo	366.00	368										
William McDonald	329.00	327										
N.J. Macpherson	334.00	331										
Range Lake North	206.00	209										
Ecole Sir John Franklin	679.00	686										
Totals	2215.00	2207.00										

BOARD REPORT

Title:	October 14, 2025, Secretary Treasurer Report
Contact:	Lisa Vass, Secretary Treasurer
Date Submitted:	October 9, 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
Updates:	<ul style="list-style-type: none"> ● The finance team will be issuing an Audit RFP for a three-year period covering audits for 2026, 2027 and 2028 fiscal year ends, with an option to renew for an additional two years. The RFP will be advertised later next week for a two-week period. ● The senior leadership team continues to work with Arctic Response in relation to the YK1 OH&S program. JOHS recruitment posters are being distributed to all eight schools. OH&S google drives are also being established for each school and training options are being explored for the JOHS committee members. ● The senior leadership team met with the principals to review their Substitute Teacher and Operating & Maintenance budgets, a key step in our financial plan for the 2025–2026 school year. We discussed how the operating budget allocation amounts were calculated, which relied directly on the 2024–2025 student enrolment numbers to ensure fair and needs-based distribution across all schools. This session concluded with a clear restatement of the expectation that all schools must

	<p>operate within their allocated budgets for the year to maintain financial health and responsibility.</p> <ul style="list-style-type: none"> ● The Public Sector Accounting Board’s new reporting model under Section PS1202 – Financial Statement Presentation becomes effective for the Yellowknife Education District No. 1 for its June 30, 2026 audited financial statements. A review of all liabilities is required as the new standard dictates that liabilities must be reported as financial or non-financial liabilities. The financial statements also need to be restructured, which means our financial reporting system will need to be updated. I asked ECE to provide their updated formats by January at the latest as I will require a significant time to review all required changes and have them ready for the 2026 audit.
Looking Forward:	<ul style="list-style-type: none"> ● Finance Committee annual schedule <ul style="list-style-type: none"> • This will include a budget schedule. ● Audit Committee annual schedule ● Bussing Review
Recommendations:	<ul style="list-style-type: none"> ● Accept as information.

BOARD REPORT

Title:	Director of Operations Board Report
Contact:	Jordan Martin
Date Submitted:	October 06, 2025
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 and NJ • VFD installation is complete at Mildred Hall • MOU for Mildred Hall MPR roof •
Looking forward	<ul style="list-style-type: none"> • Annual mechanical systems service early November •
Recommendations:	Accept report as presented

We have completed and awarded the requests for tender put out for our new snow removal equipment. We hope to have it in service by December so we can increase the quality of our snow removal.

I have been helping the Department of Municipal and Community Affairs field test their hand-held lead water test equipment. If shown to be effective, we may purchase similar equipment to perform ongoing water quality test to make sure we are providing the best quality of water we can and to monitor the infrastructure put in place to help reduce lead water content to acceptable levels.

Mildred Hall:

The VFD (variable frequency drive) is operational. We still require some trouble shooting on the computer side of the controls but the fans are running and the installation of all equipment is complete.

The multi-purpose room roof is in process between the Department of Education Culture and Employment and the department of Infrastructure. ECE will be working on the MOU between YK1, ECE and INF for the project.

William McDonald:

The Department of Health has requested to have standard operating procedures(SOP) in place for daily flushing of the food lab water lines and preventative maintenance schedules for the filter systems. There has been some back and forth between the working group on this and we will have everything in place soon to have the health order lifted.

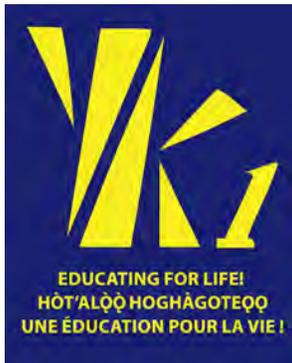
Itlo:

The railing for the stairs down to the playground has arrived and will be installed before the snow starts

NJ:

We have been having troubles with the distributor for the under-sink water filters for NJ. The local retailer is having a difficult time getting a delivery date for the filters. As soon as we receive the filters they will start to be installed. In the meantime, we will start working on the SOP's required to have the health order lifted.

After an incident where a soccer net fell on and injured one of the students. The old metal framed nets have been removed and discarded. The school has placed some lighter nets on the field and they have been secured to the ground so they will not be able to be tipped over. We are working to have all soccer nets secured to the ground, so this type of preventable injury doesn't happen again.



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

October 14, 2025 – 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 September 8, 2025
5. Strategic Plan (Barb)
6. Handover Documents (Barb)
7. Correspondence (Barb)
 - 7.1 Urgent Call for Immediate Retrofit for École William McDonald Middle School
 - 7.2 *Academic Year & School Attendance Regulations*
 - 7.3 Request for Use of Land and Portable Classrooms near Sir John Franklin School
 - 7.4 National School Food Program
8. Date and Time of Next COW Meeting

November 12, 2025 12:10 PM	Committee of the Whole (COW) Meeting
----------------------------	--------------------------------------
9. Adjournment



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

**September 8, 2025 – 12:10 PM
In-person and online via Google Meet**

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

Regrets: none

Administration

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

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

Chairperson Short 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. Adoption of Agenda

Motion #: 01/09-08/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adopt the September 8, 2025, Committee of the Whole (COW) Meeting agenda as presented.

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

4. Approval of Minutes

Motion #: 02/09-08/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees approve the August 18, 2025, Committee of the Whole (COW) Meeting minutes, as presented.

Moved by: Trustee Bell Seconded by: Trustee Snaggs Carried

Trustee Brookes asked that Principals remind students and parents of their school's cell phone policy at the start of the school year.

5. Chair's Communication

This item was introduced by Board Chairperson Bell regarding the document she sent out related to communication. Trustees are asked to review the content of the document a couple of times a week and provide feedback.

6. 2025-26 Budget Reductions Preparations

Trustee Brookes indicated he feels it is prudent for the Board to consider reduction plans given the current economy and funding sources. He suggested the elimination of meals for Board meetings as a starting point for the Board to show their support and the need for reductions.

This item will also be on the agenda for the September 9, 2025 Regular Board meeting.

7. BCSTA Trustee Academy

Trustee Wasylciw would like to get clarification about whether or not the Board will attend BCSTA PD.

Board Chair Bell has requested information on costs associated with attending and a detailed agenda so that the Board has that information in order to make a decision. Ideally, she would like to determine by Thursday, September 11th if the Board will attend. Registration opens on September 25th.

Trustee Wasylciw feels the fall BCSTA PD is good for yearly development. He also encouraged trustees to attend the CSBA Congress.

Trustee Snaggs indicated that given our connection with BC curriculum he thinks it is important for the YK1 Board to attend BCSTA.

8. Education Committee

Trustee Brookes asked trustees to review the Education Committee information and suggested 3 possible approaches. He then suggested putting the information to the Policy & Governance Committee to discuss further.

There was a discussion about whether or not Board Education meetings contravene the By-Laws. It was suggested that the By-Laws aren't contravened but having the Education meetings at a Board meeting gives those topics the importance they deserve. These allow for longer sessions than the 10-15 minute presentations at Regular Board Meetings.

It was suggested that the education meeting be moved to a COW meeting, where the board can discuss the information provided. The COW can then decide if the topic needs to be discussed further in a future Board meeting.

It was noted that the education meetings are intended to be informative rather than decision-making meetings.

Trustee Drew suggested holding the education meetings at schools and inviting parents to attend.

Trustee Wasylciw feels the current format does not contravene the By-Laws as they are flexible.

Trustee Brookes suggested having the education meetings in a special meeting format, with only 1 agenda item. He also noted that the By-Laws prescribe the contents of the agenda for regular board meetings. Trustee Wasylciw suggested using a regular board meeting agenda and deferring topics not discussed.

Trustee Snaggs asked to move to the next topic on the agenda due to time limitations.

9. CSBA Hand-off
To be added to the September 9, 2025 Board Meeting agenda.
10. Action Items
Trustees to review and forward questions, comments, etc to Board Chair Bell and they will be added to the weekly update.
11. Adjournment

Motion #: 03/09-08/25-26

I move that the Yellowknife Education District No. 1 Board of Trustees adjourn the September 8, 2025, COW meeting.

Moved by: Trustee Wasylciw

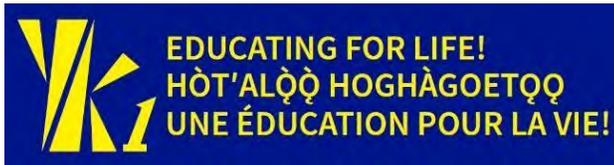
Seconded by: Trustee Peters

Carried

Meeting adjourned at 12:48 PM

Trustee Shortt, Chairperson

Lisa Vass, Secretary Treasurer



BOARD REPORT

Title:	Policy & Governance Committee
Contact:	Tina Drew, Trustee,
Date Submitted:	2 Oct, 2025
Mandate:	<ul style="list-style-type: none"> • Policy 8 – Standing Committees: Policy & Governance Committee • Policy 5 – Board By-laws • Policy Committee Work Plan 2022-2026
Background:	Summary of Policy Committee activities. Meeting held on Sep 24, 2025
Information:	<p>No chair elected as Trustee Snaggs not present</p> <p>Policy 2- Role of the Board - reviewed by Committee no changes required.</p> <p>Policy 3 Role of Trustee - updated to remove trustee to attend PAC Meetings. - first reading</p> <p>Policy 6 Role of the Board Chairperson - reviewed by Committee no changes required.</p> <p>Trustee Brookes to work on Policy 16 to bring to next committee meeting for review</p> <p>Trustee Drew to work on Policy 4 to bring draft form to next committee meeting.</p> <p>Trustee Snags and Assistant Superintendent Graham Arts to work on new policy IT/Information policy.</p>
Recommendations:	It is recommended that the board vote on the motion as stated
Proposed Motion (if applicable)	<p>I move that the Yellowknife Education District No. 1 Board of Trustee approve Policy 2 and Policy 6 with the recommendation of the committee that no changes were required.</p> <p>I move that the Yellowknife Education District No. 1 Board Trustee accept Policy 3 for first reading.</p>
Attachment?	Yes: Sept. 26, 2025 Meeting Minutes and Policy 2,3 and 6.

Purpose:

GNWT legislation defines what School Boards must and may do. As the corporate body elected by the voters that support the Yellowknife District No. 1 Education Authority, the Board is responsible for the development of strategic directions and policies to guide the provision of educational services to students in the District, in keeping with the requirements of government. The Board has the responsibility to adopt budgets to guide and direct how the community's tax dollars are spent, as well as conducting oversight on those budgets. In addition, legislation allows Boards to delegate almost all of these duties. Core governance functions include those listed below.

The Board accepts the responsibility of providing an education system that is organized and operated in the best interests of the students it serves. The Board ensures that each student enrolled in a school in the District and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity, inclusiveness, equity and fosters a sense of belonging,

Specific Areas of Responsibility:

1. Accountability to the GNWT

The Board shall:

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

2. Accountability to the Community

The Board shall:

- i. Make informed and transparent data-driven decisions that reflect the interests of the community;
- ii. Provide opportunity for the engagement of parents, students, staff and the community in the Board's plans, the achievement of goals and the management of public resources;
- iii. Report District results to the community at least annually.; and,
- iv. Strive to be visible within the community of Yellowknife.

3. Four-Year Strategic Plan

The Board shall:

- i. Provide overall guidance for the District by establishing strategic directions.
- ii. Identify Board priorities for each year of the four-year strategic plan; and,
- iii. Evaluate annually the effectiveness of the District in achieving the established goals and desired results.

4. Policy

The Board shall:

- i. Establish committees to assist in the governance of the District and to assist the Board in achieving its goals;
- ii. Develop and abide by Board policy;
- iii. Regulate how the Board functions;
- iv. Solicit advice from the Superintendent on policy development;
- v. Review all policies within each Board term for currency, relevancy, effectiveness, and impact; and,
- vi. Delegate authority to the Superintendent to develop and implement administrative procedures which adhere to Board policies.

5. Board/Superintendent Relations

The Board shall:

- i. Select the Superintendent and employ him/her with a negotiated contract;
- ii. Provide the Superintendent with clear corporate direction;
- iii. Delegate, in writing, administrative authority and identify responsibility subject to provisions and restrictions in GNWT legislation and regulation;
- iv. Respect the authority of the Superintendent to conduct executive action and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position;
- v. Annually evaluate the Superintendent using the roles and responsibilities document included in the Superintendent's employment contract;
- vi. Review the compensation of the Superintendent; and,
- vii. Provide for Superintendent succession planning as required.

6. Political Advocacy

The Board shall:

- i. Develop plans for advocacy including focus, key messages and mechanisms, and review annually;
- ii. Meet with other elected officials, neighboring educational authorities, and municipal governments to advance the District's and other areas of mutual interest; and,
- iii. Endeavour to establish regular meetings with the Minister and local MLAs over the course of the year.

7. Board Development

The Board shall:

- i. Review the Board's effectiveness through an annual evaluation;
- ii. Encourage its members to participate in professional development opportunities which will enhance their knowledge of Board roles and responsibilities;
- iii. Recognize the importance of group development and participate in group sessions over the term of the Board; and,
- iv. Ensure that funds are allocated in the budget for Board development.

8. Fiscal

The Board shall:

- i. Approve the budget annually and review programs to ensure efficiency against desired results;
- ii. Receive the audit report and take action on any recommendations;
- iii. Monitor the fiscal management of the District;
- iv. Have representation in collective bargaining sessions and ratify all collective agreements; and,
- v. Approve a capital plan that develops and maintains the physical infrastructure of the school District.

Selected Responsibilities

The Board shall retain responsibility for the following:

- i. Approval of any international student travel;
- ii. Determining the location of any specialty programs offered within the District;
- iii. Approving the annual educational calendar;
- iv. Approve the naming of schools and other Board owned facilities; and,
- v. Approve the acquisition and disposal of land and buildings.

References/Related Documents:

- i. *The Education Act*
- ii. YK1 Administrative Procedures

Appendix A – Policy 2 – Role of the Board – Revision History

Revision History			
Version #	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward, a summary of the changes will be included in this table.	May 2008 November 2011 March 2017	N/A
4	Changed strategic plan from 3 years to 4 years to reflect longer Board term	October 2022	2022-2026 Board
5 DRAFT	Updated clauses of the Purpose Section, and the Areas of Responsibility.	January 2024	Fall 2023

Purpose:

The role of the Trustee is to contribute to the Board as it carries out its mandate and strives to achieve its mission and goals. The oath of office taken or affirmation made by each Trustee when the Trustee assumes office, binds that person to work diligently and faithfully in the cause of public education.

Yellowknife Education District No. 1 is a corporation under Section 82 of the *Education Act*. The decisions of the Board of Trustees, in a properly constituted meeting, are those of the Corporation. A Trustee acting individually has only the authority and status of any other individual in the community. A Trustee that is given authority by the Board to act on its behalf may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for those actions.

Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.

Specific Responsibilities of Individual Trustees:

1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child.
2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount.
3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible.
4. The Trustee shall become familiar with Board policies and procedures, particularly the Trustee Code of Conduct (Policy 4), meeting agendas, and reports in order to participate fully in Board business.
5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the Board.
6. The Trustee is encouraged to become acquainted with all matters reflecting the operation of the District and the schools within it. However, the Trustee will:
 - i. Refer queries, or problems not already covered by Board policy or procedures, to the Board for discussion and decision;
 - ii. Refer queries, or problems of a purely administrative nature, to the Superintendent for resolution; and
 - iii. Assist the Superintendent with counsel and advice, by providing the benefit of the Trustee's judgment, experience and familiarity with the community.
7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced.
8. Share the materials and ideas gained from a Trustee development activity with fellow Trustees at the next available opportunity.

9. Stay current with respect to territorial, national, and international educational trends and issues.
10. Strive to develop a positive learning and working culture both within the Board and the District.
11. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.
12. Attend jurisdiction or school events when possible.
13. The Trustee shall, as a matter of courtesy, advise the Superintendent and the respective principal of their intentions to visit a school.
14. The Trustee shall refer all media inquiries on the Board decisions and policies to the Board Chairperson.

References/Related Documents:

- i. *The Education Act*
- ii. YK1 Administrative Procedures

Appendix A – Policy 3 – Role of the Trustee ~ Revision History

Revision History			
Version #	Revision Description	Approved Date	Review Date
1-3	Adopted and revised before the revision table was included. Going forward a summary of the changes will be included in this table as they are approved.	May 2008 Sept 2012 Sept 2018	2022-2026 Board
4	<p>Added to Purpose section (additions/changes in blue):</p> <p>In paragraph 1: The oath of office taken or affirmation made by each Trustee when the Trustee assumes office, binds that person to work diligently and faithfully in the cause of public education.</p> <p>and, in paragraph 3:</p> <p>Trustees are responsible and accountable to Yellowknife Education District No. 1 stakeholders (including, and not limited to, parents, taxpayers and the Minister of Education) for the educational welfare of students.</p> <p>In the "Specific Responsibilities" section added: "of Individual Trustees" to heading, added or changed the following items (per numbering in Policy document):</p> <ol style="list-style-type: none"> 1. Trustees advocate for learners, assessing educational policies in terms of what is the best for the whole child. 2. Trustees shall recognize their fiduciary responsibility to the District and the Public, and act in the best interest of the learners understanding that the learner's needs are paramount. 3. The Trustee shall attend all Board and Committee meetings unless unable to do so. Notification should be given to the Chair in advance of the meeting where feasible. 5. The Trustee shall support the decisions of the Board, regardless of how they might have voted. Trustees shall refrain from making any statements that are contrary to the decisions of the Board. 7. Participate in Board/Trustee development sessions so that the quality of leadership and service to the District can be enhanced. 8. Share the materials and ideas gained from a Trustee development activity with fellow Trustees at the next available opportunity. 9. Stay current with respect to territorial, national, and international educational trends and issues. 	Mar 2024	

	<p>10. Strive to develop a positive learning and working culture both within the Board and the District.</p> <p>11. Each year Trustees will be assigned to different school PAC's on a rotational basis over the term of the Board. The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee.</p> <p>12. When delegated responsibility, will exercise such authority within the defined terms of reference in a responsible and effective way.</p> <p>13. Attend jurisdiction or school events when possible.</p>		
5	<p>Removal of item former 11 (below). "Each year Trustees will be assigned to different school PAC's on a rotational basis over the term of the Board. The Trustee, or their designate, shall attend Parent Advisory Council meetings as scheduled, unless unavoidable circumstances arise, in which case the Trustee is expected to arrange an alternate attendee." and, Updated numbering.</p>	October 2025	
6			

Purpose:

In accordance with Board By-Laws (Policy 5), the Board of Trustees will select a chairperson at the annual organizational meeting. The Chairperson's position is at the pleasure of the Board.

The primary responsibility of the Chairperson is to assist the members of the Board to operate effectively and efficiently as a group. The Chairperson is the main liaison between the Board and the Superintendent. The Chairperson will keep the Board informed of communications between the Chairperson and the Superintendent.

Specific Responsibilities

1. The Chairperson shall be responsible for fulfilling the duties and responsibilities assigned to the position in legislation and the By-Laws of the Board.
2. The Chairperson shall ensure that the Board operates in accordance with its policies.
3. The Chairperson shall, where possible, confer with the Superintendent prior to each Board meeting in order to establish the agenda and become familiar with the items and materials included.
4. The Chairperson or designate shall chair each Board meeting in accordance with Board By-Laws, ensuring that all Trustees have the opportunity to participate in the meeting and make their views known in order that a collective opinion can be developed and a corporate decision reached.
5. At the first Committee of the Whole meeting following the annual organizational meeting, the Chairperson shall, following consultation with the Trustees, select the Trustees to serve on committees of the Board.
6. The Chairperson shall serve as the official spokesperson for the Board and must confine any remarks to existing Board policy or Corporate positions. The Chairperson may delegate this responsibility. The Chairperson will report activities as spokesperson back to the Board.
7. The Chairperson should initiate contact with other elected officials, including Members of the Legislative Assembly, in order to advocate existing Board policy or corporate positions. The Chairperson will report these contacts back to the Board.
8. The Chairperson shall have cheque signing authority for the District.
9. The Chairperson shall:
 - i. Have authorization and or approval of the Superintendent's expenses;
 - ii. Be responsible for authorization of Professional Development for the Superintendent;
 - iii. Be responsible for authorization and or approval of Superintendent's duty travel;
 - iv. Be responsible for authorization and or approval of vacation time leave requests by the Superintendent; and,
 - v. Track the above authorization and/or approvals and make it available to Trustees on request.

References/Related Documents:

- *Education Act*
- *Administrative Procedures*

Revision History			
Version #	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 Sept 2012 Mar 2017	2022-2026 Board
3.1	Reviewed and no changes required	XXX	Sept 2025
?			

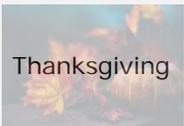


BOARD REPORT

Title:	USW-YK1 Collective Bargaining
Contact:	Terry Brookes and Allan Short
Date Submitted:	October 7, 2025
Mandate	As has been the case in the past, the mandate for bargaining is to provide a fair and equitable agreement for all involved.
Background	The YK1-United Steelworkers (USW) Local 1-207 Collective Agreement, covering approximately 40 YK1 employees, expired on June 30, 2025. Senior YK1 leadership recommends engaging the services of Colin Fetter of Brownlee LLP as lead negotiator. Colin has 31 years of experience in labour law across Alberta, the Northwest Territories, Nunavut and Saskatchewan. Colin's goal in negotiations is to get a deal that works for us, in less time and with less acrimony. Colin specializes in Municipal and School Division clients and has an extensive record of successful negotiations with school divisions/boards, including in the Northwest Territories.
Looking Forward	YK1 is entering into negotiations with the United Steelworkers Local 1-207 from October 21, 2025 to October 24, 2025. There are two trustees currently sitting on this ad hoc committee, Terry Brookes and Allan Shortt. Senior leadership for YK1 recommends engaging the services of Colin Fetter of Brownlee LLP as lead negotiator.
Recommendations	Approve the mandate for negotiations. Approve the appointment of Colin Fetter, of Brownlee LLP, as lead negotiator for YK1.
Attachments?	Yes _____ No <u> X </u>

October 2025

Canadian Islamic, German,
and Latin America History/Heritage Month
Women's History Month
ADHD Awareness Month

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4
		National Day for Truth and Reconciliation Orange Shirt Day	National Seniors Day			
5	6	7	8	9	10	11
World Teachers' Day						International Day of the Girl Child
12	13	14	15	16	17	18
	 Thanksgiving	Board COW Regular Board Meeting Terry Fox Run	NWTTA Negotiations RLN PAC Meeting	NWTTA Negotiations	NWTTA Negotiations Lawrie Hobart Volleyball Tournament begins	
19	20	21	22	23	24	25
		USW Negotiations NJM PAC Board Education Info Session Diwali	USW Negotiations Policy & Governance Committee Meeting	USW Negotiations	USW Negotiations Junior Spike it! begins	
26	27	28	29	30	31	1
		Finance & Facilities Committee Meeting 12:10 PM	MHS PAC	Senior Spike It! begins	Halloween 	

November 2025				Hindu Heritage Month, Lebanese Heritage Month, Movember		
Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
					Halloween	
2	3	4	5	6	7	8
Daylight Saving Time Ends	Agenda items due at 12 noon		Board Reports due at 3 PM			Indigenous Veterans Day
9	10	11	12	13	14	15
		Remembrance Day	Board COW Regular Board Meeting	World Kindness Day		
16	17	18	19	20	21	22
	Ed. Leaders Meeting		Challenge Cup NJM & RLN PAC Meeting	Hanukkah National Child Day	Board Newsletter item due	
23	24	25	26	27	28	29/30
		Finance & Facilities Committee Meeting Board Education Information Session	Policy & Governance Committee Meeting			