



YELLOWKNIFE EDUCATION DISTRICT NO. 1

Your Key to Being a Candidate in the 2026 Trustee Election

A Candidate Handbook for the YK1 Board of Trustees Election

Educating for Life! • Hòt'alòo Hoghàgoteq • Une éducation pour la vie !

Questions? Contact us at info@yk1.nt.ca

August 2026

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MORE INFORMATION:

info@yk1.nt.ca

Contact YK1 with any questions about running for Trustee

ReturningOfficer@yellowknife.ca

Contact the Returning Officer with any questions about the election process.

How to Use This Handbook

Yellowknife Education District No. 1 (YK1) publishes this handbook for those interested in becoming a Trustee with the YK1 school district.

Our goal is to welcome potential Trustees and provide them with initial information about the election process, the responsibilities of the role, and how the Board of Trustees operates.

Running for School Board Trustee

Eligibility of Candidates and Voters

A person is eligible to vote if they:

- Are a Canadian citizen;
- Are 18 years or older on Election Day; and
- Have been a resident of the district for at least 12 consecutive months prior to Election Day.

A person is eligible to be a candidate if they:

- Meet the eligibility of municipal candidates. That is, they:
 - Are a Canadian citizen;
 - Have attained 18 years of age;
 - Have, for at least 12 consecutive months immediately preceding the day nominations close, been ordinarily resident in the City of Yellowknife (or an area that has become part of the City during that period as a result of a boundary variance);
 - Are ordinarily resident in the City of Yellowknife;
 - Are not disqualified under subsection 18(2) or (3) or section 19 or 20 of the Local Authorities Elections Act;
- Have no professional conflicts; and
- Have no criminal convictions that would prevent them from running.

A person is NOT eligible to be a candidate if they:

- Are a member of school staff, as defined in the Education Act, in a school within the jurisdiction of the District Education Authority;
- Are a person hired for the delivery of adult education programs; or
- Are an employee of the District Education Authority.

Filing Nomination Papers

Once the Notice for Nominations has been posted, potential candidates should be prepared to file nomination papers within the nomination period, which runs from September 8, 2026 until 3:00 PM on September 21, 2026.

KEY DATES — NOMINATION PERIOD

September 8–21, 2026

Nomination papers must be filed by or before 3:00 PM on September 21, 2026.

It is recommended that both nominators and the candidate make their declarations before (in front of) the Returning Officer.

Candidates are advised **not** to wait until the last moment to file their nomination papers. If an unforeseen event occurs, the candidate may have to find another nominator. Candidates who file at the last moment may not have time to find another nominator or make corrections to the nomination paper. Nominators **must** be eligible to vote for their nomination to be valid.

Since there will be more than one District Education Authority at the upcoming election, nominators and candidates must be eligible voters of the same District Education Authority.

A candidate may run in both the municipal election and the District Education Authority election. A person wishing to do so must file separate nomination papers for each position.

Campaigning — A Part of Running for Office

Access to Multiple Dwelling Sites

Landlords cannot prohibit candidates from campaigning or residents from displaying campaign materials. However, landlords can:

- Restrict candidates' time of access (e.g. 9 a.m. to 8 p.m. minimum access);
- Restrict residents' size and type of campaign materials; and
- Prohibit campaign materials in common areas.

Election Material and Signs

There is to be no campaign materials posted, erected, or placed within 25 m of a voting station.

All signs and other campaign materials must be removed within 7 days after the election. Failure to remove such materials can result in the municipality causing their removal and charging the expense to the candidate to whom they relate.

It is an offence to take down, remove, cover up, mutilate, deface, or alter campaign materials without authority.

Campaigning on Advance Vote and Election Day

There is to be no activity to promote or oppose the election of a candidate within 25 m of a voting station. This includes the wearing or display of any object indicating a political statement or message that could be construed as promoting or opposing the election of a candidate. This does not restrict a candidate or other person from transporting a voter to and from a voting station, but if campaign material is displayed on the vehicle, the driver may only stop at the voting station long enough for the voter to exit or enter the vehicle.

Candidate's Agents (Scrutineers)

Candidates must give written authority to each person who will act as their agent, and that written authority must be produced to the Deputy Returning Officer at a voting station.

Candidate's agents are sometimes called scrutineers. These are persons appointed by the candidate to assist in their election and observe voting procedures during Election Day. Agents may be in attendance at the voting station throughout the day.

Only the candidate or the agent, but not both, is permitted to remain in the voting station throughout Election Day or the vote count.

Both candidates and agents are permitted to view the Voters Register to see who has voted, provided they do not interfere with voters.

The Returning Officer will permit candidates or a candidate's agents to:

- Witness the inspection of the ballot box and other voting documents at the opening of the voting station and the counting of the ballots at the close of the voting station;
- Ask that a voter show identification or take an oath;
- Examine the Voters Register during Election Day, provided the candidate or agent does not inconvenience or delay the voter in voting;
- Share information with other agents of the candidate they represent;
- Ask the identity of a voter or ask why a voter requires voting assistance;
- Examine ballot marks and object to a ballot being counted during the count;
- Sign their names on the statement of the results and initial the envelope containing ballots; and
- Receive a copy of the statement of the final ballot count.

Candidate's agents are not permitted to:

- Interfere with voters or the Returning Officer during Election Day; or
- Rush or interfere with the Returning Officer during the vote count.

Election Staff Authority

Election staff may request any person, including a candidate or a candidate's agent, to leave the voting station if the person is interfering with the proper conduct of the election.

The Returning Officer has the authority to call bylaw officers or RCMP for assistance, if required.

Fact Sheet — Rules and Responsibilities

What Is a District Education Authority?

District Education Authorities (DEAs) are composed of elected and/or appointed individuals who represent their community's interests in the planning and delivery of educational programming in their school(s). YK1 is a DEA.

What Is a Divisional Education Council?

Divisional Education Councils (DECs) are composed of one DEA member from each community within the region. In the Northwest Territories, DEC's have been established for the:

- Beaufort Delta
- Sahtu
- Dehcho
- South Slave
- Commission scolaire francophone des Territoires du Nord-Ouest

The Tlicho Community Services Agency (TCSA) operates with the authority of a DEC. Each Tlicho community has representation on the TCSA; however, each Tlicho community does not have a DEA.

In Yellowknife, Yellowknife Education District No. 1 (YK1) and the Yellowknife Public Denominational District (Yellowknife Catholic Schools) each operate with the authority of a DEA. These are the only two education bodies with the ability to raise a portion of their operating funds through municipal taxation. The Ndilo and Dettah DEAs contract their superintendency through YK1.

School Board Authority

A School Board is a “local authority” as defined in the Local Authorities Elections Act. School boards are agencies established in the Northwest Territories and use the Local Authorities Elections Act for the administration of School Board elections.

NWT school boards help shape the future of local communities by governing the education of youth. The territorial government, through the Minister of Education, Culture and Employment (ECE), grants school boards the independent authority to make decisions regarding the direction and quality of local public education. Accountability to the public is entrenched through the election of local school board Trustees every four years.

KEY DATES — VOTING IN THE OFFICE OF THE RETURNING OFFICER**October 5 to 11 and October 13 to 16, 2026**

Yellowknife residents may cast their ballots in the office of the Returning Officer on these dates rather than on Election Day. For other voting opportunities please contact the Returning Officer.

KEY DATE — ELECTION DAY**October 19, 2026**

Mark your calendar — this is the day Yellowknife residents cast their ballots.

School Board Responsibilities

It is up to school boards to ensure all children in the community receive a quality education. Specific school board responsibilities include:

- Communicating, informing, and involving parents, staff, and the community at large in school board decisions and activities;
- Adopting an annual budget that achieves jurisdictional priorities;
- Setting goals and priorities for the jurisdiction that achieve territorial education standards, meet the needs of students, and reflect the community's wishes;
- Making and enforcing policies that set out standards and expectations regarding the actions of district and school administration, educators, and students;
- Lobbying the municipal, federal, and territorial governments on education issues of importance to the jurisdiction; and
- Hiring and evaluating the Superintendent.

Do You Have the Time Required?

Serving as a Trustee is a rewarding but significant four-year commitment. Your term begins on the first Monday of the month following the election. Throughout this period, you will be expected to:

KEY DATE — TERM BEGINS**First Monday of the Month That Follows After the Election for Trustees**

Your four-year term as a YK1 Trustee begins on this date.

- Attend regular meetings of the Board of Trustees, which are usually scheduled for the second Tuesday of each month at the District Board Office;
- Attend monthly Committee of the Whole (COW) meetings;

- Attend meetings of the committees, other boards, and agencies to which you are appointed as a Board representative;
- Attend conferences, conventions, seminars, and workshops for training and discussion; and
- Attend social and other events promoting the school district.

You will also spend time reading and talking with stakeholders, your colleagues on the Board of Trustees, and others. This will all be part of the preparation for meetings and will help you to make informed decisions.

The Role of Trustees

A school board trustee in the Northwest Territories is an elected community representative who works collectively with the board to govern a local school district under the NWT Education Act. Trustees are responsible for setting strategic priorities, approving budgets, and creating policies that ensure high-quality education for all students. They advocate for local priorities and hold the district superintendent accountable for daily operations.

As elected officials, trustees have several roles to play:

- Communicators — Trustees ensure effective communication with stakeholders;
- Policy Makers — Trustees create policies to guide administration, who in turn guide staff. They also evaluate the impact of these policies and make adjustments where necessary;
- Advocates — Trustees communicate with municipal, territorial, and federal levels of government to ensure those who influence funding and other resources hear the voice of the local community;
- Decision Makers — Trustees play a key role in developing tomorrow's citizens because they have the ability to make independent decisions that impact the direction and quality of public education; and
- Politicians — Trustees are elected every four years to govern the local public education system on behalf of the community. The democratic process ensures the “public” remains part of public education.

Frequently Asked Questions

Q: What does the school board do?

A: We help shape our communities by governing education, one of the most important activities that any community undertakes. In partnership with parents and the community at large, we ensure that children are provided the best possible education so that they can become the future citizens the community wishes them to be.

Q: How does your board govern education?

A: Our Board develops multi-year Strategic Priorities and annual budgets that reflect community feedback and requests, available resources, and sound educational practice; identify goals and priorities and set timelines for the results that should be achieved; and ensure education stays in step with today's world.

Q: How do you ensure that multi-year Strategic Priorities and annual budgets reflect community wishes?

A: Trustees spend a lot of time discussing public education with stakeholders. This ensures that the Board understands and reflects in its decision-making the community's input regarding public education matters.

Q: How do you ensure that the school Board achieves the results that have been identified?

A: Our Board creates policies that the Superintendent is responsible for implementing via Administrative Procedures. The Board also regularly evaluates the Superintendent's progress and the system as a whole, making adjustments where necessary.

Q: What if I'm not satisfied with a policy, or the way a policy is implemented by administration or staff?

A: Anyone may appeal to the School Board if they are dissatisfied with the way a policy, decision, or procedure affects them and neither school staff nor district Administration have been able to help. In these instances, the school board, or a committee of Trustees delegated by the Chairperson, will hear the concern and make recommendations to the Board of Trustees about what changes may be necessary.

Q: Who are Trustees accountable to?

A: Trustees are responsible to voters in the communities they serve. This accountability includes ensuring that the public is aware of what the Board does, the jurisdiction's accomplishments in education, and that good public education is crucial to the economic and social health of a community.

Q: Trustees are elected, but do they have any real power like municipal officials?

A: Both municipal/city councillors and school board trustees are considered local government, and both are given their mandate by the territorial government. Trustees are elected politicians who are engaged every day in the business of local government. Our School Board is funded by the Government of the Northwest Territories, City school taxation, and some federal funding. Working with Administration and within certain parameters, the Board sets the annual budget for the District. We also make decisions on the direction and quality of local education independent of the territorial government.

Q: Does the territorial government tell the Board what to do, and when and where to do it?

A: Not entirely. There are core territorial education standards, legislation, and funding formulas common to all school boards, but our Board decides how we can best meet the education needs of our schools. It is also the Board's responsibility to lobby the government and agencies that need to know about our community's educational interests, needs, and concerns.

Eight Tips for Effective Trustees

In “8 Signs of Effective School Board Members,” Kathryn Blumsack, director of board development for the Maryland Association of Boards of Education, and Terry McCabe, former associate executive director for the Maine School Boards Association, provide advice to incoming school Trustees. The following key points are summarized from the book.

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1. Speak as One Voice

As an incoming Trustee, you will hear from many people about problems and situations they want you to fix. While we always want to be supportive, it is helpful to gently remind stakeholders that individual trustees do not have the authority to make official commitments — only the Board, as a whole, can do so. The best approach is to welcome their input and invite them to partner with their school, parent advisory committee, or the full school board team.

This doesn't mean you can't champion an issue or raise issues at the Board level; engaged communication with fellow Trustees regarding any matter significantly increases the likelihood of securing support for proposed priorities and initiatives.

2. Respect the Team

While you were elected as an individual, as a member of the school board you are part of a team. Collaboration and respect must be your touchstones. From budgets to grievances, school boards deal with extremely difficult and vexing issues, and it's common for emotions to run high. Trustees who treat other Trustees with respect tend to be the most effective.

A commitment to collaboration and mutual respect does not always result in achieving consensus. There is honour in casting a sincere vote, win or lose — but after the vote, do not hold a grudge. Effective school boards move forward together, and the community is watching to see how the board functions as a team.

3. Understand the Difference Between the Board and Administration

Effective Trustees refrain from getting involved in administrative or management functions that are the responsibility of the Superintendent and staff. While the school board has great power, it's not the power to order individuals to “do this” or “stop doing that.” A school board's power lies in its ability to set the goals and policies for the jurisdiction and to demand accountability for reaching those goals and executing those policies.

The fundamental reason to refrain from performing management functions is so you can hold the system — and above all the Superintendent — accountable for results. As a new Trustee, make a point of finding out about your school system's policy for responding to concerns from members of the public, to ensure that every concern gets a fair hearing and timely resolution.

4. Share and Defend Your Views, but Listen to the Views of Others

You won't "win" on every issue you care about. In the charged and urgent arena of public education, expect to be flexible even as you honour your deepest values and commitments. Sometimes you'll measure your school board's success not by how agreeable you all are, but by the board's ability to disagree respectfully and have a spirited discussion followed by a difficult vote. After a difficult vote, effective boards embrace the decision and move forward together.

5. Do Your Homework and Ask Questions

Come to meetings prepared to engage in discussions, ask questions, and seek clarification. Asking sharp questions can help clarify issues not just for you, but for students, families, the community, and employees. Here are some good questions to keep in mind:

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it's important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities?
- Does it conflict with anything we're already doing?
- How will we evaluate the results?
- How will it benefit learners?

6. Respect Your Oath

You will swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Confidential matters typically include personnel issues, legal matters, negotiations, land acquisition, and grievances.

7. Keep Learning

Participate in professional development and commit the time and energy necessary to be an informed and effective leader. You should understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community. Most importantly, you should know the aspirations and expectations of the students and parents.

8. Make Decisions With the "Whole Community" in Mind

Trustees have the autonomy to deliberate and act for the greater common good — even if their decision runs counter to their own constituents' interests. This dichotomy causes the most dissent on school boards. Trustees need to bring forward the community's views and debate with vigour, while keeping the best interests of the whole jurisdiction in mind.

Your First Board Meeting and Beyond

The first school board meeting after YK1 Trustees are elected is called the organizational meeting. You will be notified about this first meeting by Administration.

Expect three things to happen at your first board meeting:

- Each Trustee will take the Oath of Office — completed both verbally and in writing, with the signed oath left with the Superintendent or the Secretary Treasurer;
- The Trustees will elect a Chairperson and Vice Chairperson by secret ballot; and
- Trustees may also decide which school board committees they will serve on.

Regular Meetings and Voting

Scheduling Meetings

The Board, as a whole, will set the schedule for regular board meetings. A motion will be passed setting the date, time, and place of the Board's regular meetings. Board meetings are held monthly during all months that schools are in session. Additional meetings include committee meetings, two weekend meetings per year, and Special Board meetings as required.

Attending Meetings

With the exception of documented medical conditions, a Trustee who misses three school board meetings in a row — without formal permission from the school board — will be disqualified. The Education Act does allow trustees to attend meetings electronically, as long as all the trustees and people attending the public meeting can hear each other.

IMPORTANT

3 Consecutive Absences = Disqualification

Unless a documented medical condition applies or the Board has formally granted permission.

Special Meetings

A special meeting may be called by the Chairperson, a majority of the Trustees, or the Minister of Education. Written notice of the special meeting — including the time, date, place, and business to be transacted — must be sent to all Trustees at least seven days before the meeting. If the notice is delivered personally, this must occur at least two days before the meeting.

IMPORTANT

7 Days' Written Notice Required

Or at least 2 days if delivered personally. All Trustees must agree in writing to waive this notice period.

If all trustees agree, this notice requirement may be waived, but the waiver must be documented in writing. If all Trustees attend the special meeting, the board may deal with any business at the meeting; if a Trustee is absent, no business other than that outlined in the meeting notice shall be transacted.

How Does Voting Work?

With the exception of the vote to elect the Chairperson and Vice Chairperson, all votes are done by open vote (verbal or show of hands).

Every Trustee present must vote on every motion — except if a Trustee declares a conflict of interest due to a pecuniary interest in the matter, or if the Board votes to excuse that Trustee from voting.

If a Trustee requests a recorded vote before the vote, each Trustee's name and how they voted is recorded in the minutes. If a Trustee asks for their vote to be recorded, the board secretary must record that Trustee's name and vote in the minutes.

In order to pass, a motion must be supported by a majority of the trustees at a meeting where there is quorum. Quorum is the majority of the trustees of the full board — that is, the total number of seats on the board.

The Minister of Education can change a school board's quorum when the number of Trustees falls below the number required for quorum, or when a board cannot achieve quorum because one or more Trustees have declared a conflict of interest on a particular issue. A meeting that begins with quorum but loses quorum because a Trustee leaves ceases to be a valid meeting. Only the Trustees attending the board meeting may vote on a matter — a staff member or member of the public may not fill in for a missing trustee.

If a vote results in a tie, the motion is defeated.

Any Trustee, including the Chairperson, may submit a motion for consideration by the school board. The Chairperson presides over board meetings. The YK1 Board By-Laws outline the adopted rules of procedure used to govern how business is conducted.

Are School Board Meetings Public?

Yes. School board meetings are open to the public. However, if someone is behaving inappropriately at a meeting, the Chairperson has the authority to ask them to leave. Members of the public are welcome to observe all Board meetings; public participation and question periods are reserved exclusively for individuals scheduled for formal presentations.

The Education Act allows school boards to discuss certain matters in private (commonly referred to as “in camera”) if the majority of Trustees at the meeting assess that it is in the public interest to do so. Matters typically dealt with in private include personnel matters, real estate matters, legal advice, and appeal hearings such as student expulsions, because personal information about the affected person will be discussed.

While the school board may deliberate and make a decision in a private meeting, school boards can only pass motions during a public meeting (other than the motion to revert to an open meeting). When a motion relates to a matter discussed in a private meeting, it is worded so that no personal information is revealed.

The Access to Information and Protection of Privacy Act (ATIPP) also prevents Trustees from discussing matters dealt with at a private meeting or hearing in public. Under ATIPP, a school board may go in camera to deal with:

- Security of property;
- Personal information of an individual, including an employee of a public body;
- A proposed or pending acquisition or disposition of property by the school board;
- Labour relations or employee negotiations;
- A law enforcement matter;
- Litigation or potential litigation, including matters before administrative tribunals affecting the school board; and
- The consideration of a request for access to information under the ATIPP Act, if the school board is itself designated as the head of the local public body for the purposes of the Act.

In accordance with ATIPP legislation, no other subject is to be considered in private. School boards must be careful about what they choose to address in camera and be able to demonstrate that a matter was dealt with appropriately if the board wishes to rely on any of the exemptions from disclosure under the ATIPP Act.

What Do School Boards Do?

In the Northwest Territories (NWT), citizens elect school boards to act for the legislature in their local schools and communities. School boards exist because of the belief that government — and decisions — made closest to the people being governed are the most effective.

Authority

Through the Education Act, the NWT legislature has delegated some authority for the governance of education to school boards. As statutory corporations, school boards have obligations to perform and powers to carry out these tasks. The Act gives boards Natural Person Powers — providing more discretion in how boards fulfill their responsibilities to the community.

The Board of Trustees is granted many types of authority to enable it to fulfill its mandate to provide kindergarten to Grade 12 education within its jurisdiction. The Education Act distinguishes between a school board's "duties," which are mandatory, and its "powers," which are discretionary. See sections 117 and 118 of the Education Act for some of a school board's mandatory duties, such as the duty to provide education to all students in accordance with the Act and to ensure the enforcement of student registration.

Leadership

School boards exercise leadership through governance in three areas: fiduciary leadership, strategic leadership, and generative leadership. The Education Act places more emphasis on school boards as generative leaders.

In its fiduciary leadership role, the school board focuses on its legal responsibilities — ensuring each student has the opportunity to achieve their potential, children are safe at school, and the jurisdiction's financial and capital resources are well managed.

In its strategic leadership role, the school board plans for the future, working — informed by environmental scans — on the school system's mission, values, vision, and goals.

Generative leadership reflects the belief that “it takes a whole village to raise a child.” In this role, the school board engages the community about the needs of its youth and the future. True generative leadership sees school boards share direction-setting and even decision-making with others.

Advocacy

The school board is an advocate for public education and for the local school system. In this capacity, the school board consults its constituents and shares information with MLAs and government. School boards advocate for students, and the school system must partner with parents to ensure children are provided the best possible educational opportunities.

Direction-Setting

School boards are direction-setters. The Board sets the overall direction for the school system through its annual strategic planning process. Through its vision, mission, values, and beliefs, the Board identifies strategic priorities and goals for the system, and working closely with the Secretary Treasurer, sets the annual budget that determines how resources are allocated to schools and programs.

The Board also provides direction through its policies — planning, developing, implementing, and evaluating them. A policy is an instrument of governance that sets out the Board's philosophy and provides the framework and overarching guidelines for the operation of the jurisdiction's school system and the actions of the District Office.

When setting policy, the Board must ensure it has the legal authority under the Education Act to establish the proposed policy, or the policy may be challenged and found unenforceable. Many school board policies reference Education Act provisions (or other legislation) setting out the statutory grant of authority governing that policy.

The Board focuses on establishing governance policies and delegates to Administration the responsibility for implementing procedures with respect to the jurisdiction's day-to-day operation and management. By definition, a policy is a general document — it is impossible to imagine every permutation of events a policy might cover, so most policy sets out overarching guidelines and leaves specific procedures to be determined on a case-by-case basis by Administration.

Decision-Making

School boards are macro-view decision-makers. The school board gathers information, processes it, evaluates it, and makes a decision that reflects its beliefs, values, and goals, considering the interests of all the students the jurisdiction serves.

The board exercises its decision-making authority by passing motions at a properly constituted meeting. School boards are considered corporations — no individual Trustee, not even the Chairperson, can make decisions for the Board without Board approval.

A school board may delegate specific tasks to an individual trustee to act as its agent, but only as specified by a board motion; the board remains ultimately accountable for that trustee's actions. Aside from this exception, trustees should avoid acting on their own in public settings.

Under the *Education Act*, school boards may exercise powers fairly implied in, or incidental to, the powers set out in *the Act*, as well as powers essential to the accomplishment of their expressed objects and purposes.

The Board of Trustees does not have any general authority — it:

- May do what the legislation says it may do;
- Must do what the legislation says it must do; and
- Must not do what the legislation says it cannot do.

The school board may delegate any of its duties or powers except:

- Making a By-Law;
- Permanently closing a school or school building;
- Requisitioning funds from a municipality; and
- Hiring a Superintendent.

School boards may delegate other duties or powers to the Superintendent, a committee of the board, or a joint committee established under the *Education Act*. When the Board establishes a committee, terms of reference are developed and approved by the Board, and committees make recommendations to the Board for approval.

The Board–Superintendent Relationship

The Board selects a Superintendent of schools, delegates administrative duties to the Superintendent, and evaluates the Superintendent's performance. The Board clearly outlines its expectations of the Superintendent, typically delegating operational tasks and focusing its energy on governing the system by setting performance targets and holding the system accountable for results. No matter how duties are assigned, the school board is ultimately accountable for outcomes.

A school board's relationship with the Superintendent is one of the most important relationships in the school system. Both parties have different but complementary roles, and each party's success is greatly

influenced by the other's. The school board must clearly establish the roles and responsibilities of the school board, the Chairperson, and the Superintendent.

Accountability

School boards hold both the system and themselves accountable for achieving their goals. The school board assigns roles and responsibilities for the desired results and creates a system to monitor and evaluate achievement of those results.

It is a great honour to serve the community as a Trustee. Trustees have assumed great responsibilities and may be called upon to apply legal principles to the local world in which the corporate YK1 Board operates. As “statutory delegates” whose authority is derived from the Education Act, Trustees must be aware of the legal parameters within which a Trustee carries out their role as a member of the Board. These legal rules arise from legislation, administrative law, and common law — the collection of experiences ruled on by the courts that set guidelines for how elected officials must act.

Confidentiality

According to the Access to Information and Protection of Privacy Act (ATIPP), all information a trustee receives regarding a school board's mandate and functions is considered records under the control of the Board. All records containing personal information about an identifiable individual — such as employee information, student information, or information in letters to the school board — must be kept confidential and may only be released in accordance with ATIPP.

Each school board has an ATIPP officer who is familiar with the legislation and can assist in making those determinations. The school board also has administrative procedures regarding the retention and destruction of records in keeping with ATIPP regulations. Information received by a Trustee in their capacity as Trustee must also be processed and treated in accordance with ATIPP.

Trustees take an Oath of Office requiring them to act in the best interests of the corporation (school board). Information Trustees receive in confidence must be respected and not disclosed to members of the public or taken advantage of for personal gain. To take financial advantage of information received as a Trustee is a disqualifying event under the Education Act, and a Trustee who does so could be required to account for profits made on the basis of information that came to their knowledge while acting in a fiduciary position.

A Trustee must not disclose confidential deliberations relating to Board business to anyone, including family, friends, constituents, and members of the public. While school board meetings are held in public, the board is able to meet in camera in certain circumstances.

A Final Word

Your decision to run for school board trustee in Yellowknife is a powerful step toward shaping the future of northern education, supporting local educators, and ensuring that every student in Yellowknife has the resources to thrive.

By using the strategies, legal frameworks, and community engagement tools outlined in this guide, you are equipped to run a transparent, impactful, and culturally respectful campaign. While the election process demands hard work and resilience, the opportunity to champion the voices of Yellowknife families and foster vibrant, inclusive learning environments makes the journey profoundly rewarding.

Step forward with confidence, connect deeply with your constituents, and lead with the vision our students deserve.

Educating for Life! • Hòt'alòo Hoghàgoteq • Une éducation pour la vie !

QUESTIONS ABOUT YK1?

Visit the YK1 website at www.yk1.nt.ca

QUESTIONS ABOUT BEING A TRUSTEE?

Contact YK1 at info@yk1.nt.ca

We're happy to help as you consider your candidacy.

QUESTIONS ABOUT THE ELECTION?

Contact the Returning Officer at ReturningOfficer@yellowknife.ca

QUESTIONS ABOUT THE EDUCATION ACT AND ASSOCIATED REGULATIONS?

Visit www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/e/education/