



# **ADMINISTRATIVE PROCEDURES MANUAL**

---

Yellowknife Education District No. 1

May 2022

## PREFACE

---

This Administrative Procedures Manual is designed to be the primary written source of administrative direction for the District. It is designed to be entirely consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This Manual may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected matters.

There are 5 categories in which administrative procedures are placed in the Manual. The categories are:

- 100 General Administration
- 200 Instructional Programs and Materials
- 300 Students
- 400 Personnel and Employee Relations
- 500 Business Administration

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least 2 other categories in the Manual. The procedures in 200, 300, and 400 are specific to each of the titles. The Business Administration procedures include finance, facilities, and student transportation matters.

A logical flow of procedures is attempted in the categories. For example, criteria for student admission is followed by attendance area requirements, by various safety considerations, by the maintenance of records, by daily attendance, by supervision and discipline, and lastly, by evaluation procedures.

Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any handbooks/manuals referenced are always the most current documents available.

# TABLE OF CONTENTS

## **100 – General Administration**

---

AP 100 – Three-Year Strategic Plan

AP 101 – Annual Reports

AP 102 – School Planning and Reporting

AP 105 – Decision Making Levels

AP 110 – Parents’ Advisory Committees/Groups

AP 120 – Policy and Procedures Dissemination

AP 121 – Review of Administrative Procedures

AP 130 – School Year Calendar

AP 131 – Emergency School Cancellation

AP 140 – Information Systems

    AP 140 – Appendix A – Software/Hardware

    AP 140 – Appendix B – Electronic Records Management

AP 141 – Appropriate Computer Use

AP 142 – Portable Technology Security

AP 145 – Use of Personal Electronic Devices (PEDs)

AP 146 – Reasonable Use of Electronic Devices

AP 147 – Commercial Electronic Messages (Anti-Spam)

AP 150 – District Communications

AP 151 – Media Relations

AP 152 – Public Concerns

AP 153 – Advertising or Canvassing in the Schools

AP 154 – Elections

AP 155 – Event Protocol

AP 156 – Visitors to the School

AP 157 – Flag Protocol

AP 158 – District Visual Identity

AP 160 – Occupational Health and Safety

AP 160 Appendix – Universal Precautions

AP 161 – Communicable Diseases

AP 161 Appendix – List of Communicable Diseases

AP 162 – Smoking on District Property

AP 162 – Appendix – Smudging/Pipe Ceremonies

AP 163 – Alcohol on District Premises

AP 164 – Nutrition

AP 164 – Wellness

AP 164 – Appendix – Healthy Eating Food Guide

AP 165 – Safe and Caring Schools

AP 165 – Appendix – YCS and YK#1 Emergency Response Plan

AP 165 – Appendix A – Establishment of Fire Safety Program

AP 165 – Appendix B – Emergency Evacuation Procedures

AP 165 – Appendix C – Fire Drills

AP 165 – Appendix D – Bomb Threats

AP 166 – Pandemic Management Plan

AP 167 - Defibrillators

AP 171 – Safe and Respectful Working Environments

AP 171 – Appendix – Complaint/Incident Reporting Form

AP 175 – Protection of Staff from Threats

AP 180 – Access to Information and Protection of Privacy

AP 181 – Video Surveillance

AP 185 – Records Management

AP 190 – Use of Copyrighted Materials

AP 190 – Appendix – Fair Dealing Guidelines

AP 191 – Software Licensing

AP 192 – Intellectual Property Rights

## **200 – Instructional Programs & Materials**

---

AP 200 – Organization for Instruction

AP 202 – Multiculturalism

AP 205 – Controversial Issues in the Classroom

AP 206 - Human Sexuality Education

AP 207 – Patriotic Exercises

AP 208 – Remembrance Day

AP 210 – Early Childhood Development

AP 212 – Second Language Programs

AP 213 – Special Education Programming

AP 214 – Gifted and Talented Programming

AP 216 – Work Experience Education

AP 220 – Alternative Programs

AP 230 – Distance Education

AP 240 – Guidance and Counselling Services

AP 250 – School Libraries/Learning Commons

AP 251 – Selection of Learning Resources

AP 252 – Challenge of Learning Resources

AP 255 – Use of Pets and Animals in the Classroom

AP 256 – Service Dogs

AP 260 – Student Travel

AP 261 – Field Trips

AP 262 – Safety Requirements for Water Related Field Trips

AP 263 – Extra-Curricular Activities

AP 270 – Home Schooling Program

AP 280 – Program Evaluation

AP 290 – Research Studies

### **300 – Students**

---

AP 300 – Access to Education

AP 300 - Appendix – Student Transfers

AP 301 – Non- Resident Student Admission

AP 302 – Foreign Students

AP 303 – Student Exchange

AP 307 – Student Information System (SIS)

AP 310 – Student Supervision

AP 311 – Cold Weather Considerations

AP 312 – Student Safety Patrols

AP 315 – Student Accidents

AP 316 – Administering Medications to Students

AP 317 – Students with Severe (Anaphylactic) Allergies

AP 317 – Appendix A – Action Steps for Anaphylaxis Management

AP 317 – Appendix B – How to Use the Epi-Pen Auto-Injector

AP 317 – Appendix C – The Basics of Asthma, Allergies and Anaphylaxis

AP 318 – Pediculosis (Lice)

AP 318 – Appendix A – Frequently Asked Questions About Head Lice

AP 318 – Appendix B – Head Lice Steps for Effective Treatment

AP 320 – Student Records

AP 321 – Young Offender Information Sharing

AP 322 – Custodial and Non-Custodial Parents

AP 325 – Child Abuse

AP 330 – Student Attendance

AP 340 – Specialized Services for Students and Children

AP 350 – Student Discipline

AP 351 – Student Conduct on School Buses

AP 352 – Interviewing of Students by RCMP or Government Officials

AP 353 – Searches of School and Student Property

AP 356 – Drugs, Alcohol and Controlled Substances

AP 357 – Vandalism and Theft of School Property

AP 360 – Evaluation of Student Achievement: Promotion and Retention

AP 361 – High School Program Route/Course Changes

AP 362 – Specialized Assessment

AP 364 – Homework

AP 365 – High School Challenge Credits

AP 370 – Student Awards and Scholarships

AP 375 – Graduation Exercises

AP 380 – Student Governance

AP 390 – Student Appeals

#### **400 – Personnel & Employee Relations**

---

AP 400 – Staff Recruitment and Selection

    AP 400 – Appendix A – Staff Recruitment and Selection Detailed Procedures

    AP 400 – Appendix B – Staff Criminal Record Check and Disclosure

AP 401 – Employment of Close Relatives

AP 402 – Personnel Records

AP 402 – Appendix – Staff Confidentiality

AP 403 – Duty to Report

AP 404 – Staff Conflict of Interest

AP 405 – Working Alone

AP 406 – Certificate of Good Health

AP 407 – Employee and Family Assistance Program

AP 409 – Employee Consulting Activities

AP 414 – Involvement in Court Proceedings

AP 415 – Staff Recognition

AP 418 – Staff Resignation

AP 421 – Teacher Preparation Time

AP 422 – Supervision and Evaluation of Teachers

AP 425 – Teacher Exchanges

AP 429 – Student Teaching

AP 431 – School-Based Administrative Appointments

AP 432 – Principal Role, Growth, Supervision and Evaluation

AP 440 – Selection of Support Staff

AP 442 – Evaluation of Support Staff

AP 450 – Administrative Organization Plan

AP 450 – Appendix – Organization Chart

AP 451 – Role of Assistant Superintendent

AP 451.1 – Role of Supervisor of Instruction (Student Support Services)

AP 451.2 – Role of Supervisor of Instruction (French Programming)

AP 451.3 – Role of Aboriginal Education Coordinator

AP 451.4 – Role of Manager, Information Technology Services

AP 452 – Role of Director of Corporate Services



AP 452.1 – Role of Payroll/ Accounting Officer  
AP 453 – Role of Manager of Personnel Services  
AP 454 – Role of Manager of Facilities and Maintenance  
AP 455 – Role of Communications Assistant  
AP 456 – Role of Executive Assistant  
AP 458 – Supervision and Evaluation of Central Administrative Staff  
AP 459 – Accountability Reporting

AP 460 – Substitute Teachers  
AP 461 – Substitute Support Staff

AP 470 – Position Descriptions  
    AP 470 – Appendix – Position Description/Appendix

AP 480 – Worker Contract Status Determination

AP 490 – Volunteers  
AP 491 – Volunteer Drivers  
AP 492 – Volunteer Coaches and Supervisors  
    AP 492 – Appendix – Respect in Sport – Coach/Activity/Leader Program

## **500 – Business Administration**

---

AP 500 – District Budget  
AP 501 – Annual School Budgets  
AP 502 – Rotating School Technology Upgrade Fund  
AP 505 – Caution Fees  
AP 506 – Reimbursement of Alberta Distance Learning Fees

AP 510 – Financial Accountability and Audits  
    AP 510 – Appendix – Recording Business Transactions  
AP 511 – School Activity Funds  
    AP 511 – Appendix – School Activity Fund Manual

AP 512 – Cash in School Buildings

AP 513 – Duty Travel Expenses

AP 514 – Hospitality Expenditures

AP 515 – Purchasing Procedures

    AP 515 – Appendix A – Northern Business Incentive

    AP 515 – Appendix B – Purchase Orders

AP 516 – Procurement Cards

    AP 516 – Appendix – Credit Card Expenditures

AP 517 – Inventory

AP 518 – Travel Advances

    AP 518 – Appendix – Emergency Payroll Advances

AP 519 – Assets Disposal

AP 520 – Fundraising

AP 525 – Partnerships and Sponsorships

    AP 525 – Appendix – Ethical Guidelines for Business-Education Partnerships

AP 526 – Charitable Donations

AP 530 – Insurance Management

AP 531 – Student Insurance Program

AP 540 – Facilities Planning

AP 541 – Names of Schools and District Buildings

AP 542 – Facilities Construction

AP 543 – Security of Buildings

AP 544 – Facility and Grounds Maintenance

AP 545 – Hazardous Goods Management

AP 546 – Environmental Considerations

AP 549 – Personal Use of District Equipment and Materials

AP 550 – Community Use of School Facilities

AP 551 – Use of School Facilities During School Hours

AP 552 – Playground Equipment

AP 560 – Student Transportation

AP 562 – Student Field Trip Bus Transportation

AP 565 – Transportation of Students in Private Vehicles

AP 570 – Fleet Management

AP 580 – Use of District Owned Vehicles

AP 590 – Staff Accommodation



## **THREE-YEAR STRATEGIC PLAN**

### **Background**

Planning in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing citizens. Planning ensures resources for education are used for optimal results.

The District plan outlines priorities for student learning in the District, guides budget development, and forms the basis for reporting on progress and achievement.

### **Procedures**

#### **1. System Planning Guidelines**

- 1.1 The mission, motto, beliefs and goals of the District will provide overall direction for system planning.
- 1.2 The planning process will recognize any corporate priorities identified by the Board.
- 1.3 The actions and endeavors of the District and its schools must be guided by sound planning processes.
  - 1.3.1 The planning process must provide ample opportunity for input and meaningful involvement by persons from stakeholder groups.
  - 1.3.2 Formal processes for the District and its schools to develop, revise, and extend the Three-Year Strategic Plan that identifies priorities, along with predetermined courses of action, outcomes, measures, strategies, and timelines for task completion will be developed each year.

#### **2. Three-Year Strategic Plan**

A District education plan that meets local needs and fulfils accountability requirements will be developed and implemented.

- 2.1 The District education plan will be updated every third year with provision for ongoing input into the revision process by schools, parent advisory committees/groups, parents, teachers, students, and community stakeholders.
- 2.2 The District education plan will be kept current to ensure focused, efficient, and effective change and improvements.
- 2.3 Progress reports on the District education plan will be presented to the Board as deemed necessary.

2.4 The Superintendent shall:

- 2.4.1 Submit the plan to the Board for approval generally at its regular May meeting.
- 2.4.2 Develop a communication strategy highlighting the key actions to be undertaken during the upcoming school year.
- 2.4.3 Make provision for distribution of the Three-Year Strategic Plan and its placement on the District website.

Reference: Section 34.1, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **ANNUAL REPORTS**

### **Background**

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The District recognizes its responsibility to keep stakeholders informed about accomplishments and work toward goals.

The District will keep the public informed of the accomplishments of the District through publishing and distributing an Annual Report.

### **Procedures**

1. An Annual Report shall be produced to provide information to the public on progress towards achieving the goals and results identified in the Three-Year Strategic Plan.
2. The Annual Report shall contain the results on measures gathered through the year from such activities as ongoing reviews, evaluations, surveys, planning sessions, and workshops.
3. The Annual Report shall be a foundation document in updating the Three-Year Strategic Plan and identifying strategies for effecting improvements.
4. The format for reporting measures and additional information in the Annual Report will be determined by the Superintendent.
5. The Annual Report shall be submitted to the Board by the Superintendent for its approval at its regular November meeting.
6. The Annual Report will be made available to the public.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## SCHOOL PLANNING AND REPORTING

### Background

School plans and reporting of accomplishments are a District requirement. School plans are updated annually to incorporate Board direction and local input, and to address areas for improvement identified from the results.

### Procedures

#### 1. School Improvement Plans

- 1.1 Principals will develop, update, and implement School Improvement Plans utilizing the following guidelines:
  - 1.1.1 Principals will actively seek involvement of stakeholders (students, parents, parent advisory committees/groups), as appropriate, in development of School Improvement Plans.
  - 1.1.2 School Improvement Plans will utilize a format that identifies:
    - 1.1.2.1 Goals: SMART goals to be accomplished in order to achieve its mission.
    - 1.1.2.2 Strategies: broad statements on actions that will be used to accomplish goals and achieve desired results.
    - 1.1.2.3 Results: outcomes to be achieved.
    - 1.1.2.4 Measures: means by which results will be quantified or qualified.
  - 1.1.3 School goals will reflect the District's Three-Year Strategic Plan and school priorities.
  - 1.1.4 School Improvement Plans are to impact the development of the school budget.
  - 1.1.5 School Improvement Plans will be developed and updated each school year by October 31 and submitted to the Superintendent.

#### 2. School Results Reporting

- 2.1 Principals will report annually on progress towards the goals of their School Improvement Plans.
- 2.2 This report will be submitted to the Superintendent by June 15 and presented to the Parents' Advisory Committee Group.

### 3. School Handbooks

- 3.1 Principals are encouraged to develop handbooks or other documents and distribute them to appropriate stakeholders as a means of communicating the school's philosophy, procedures, and expectations for daily operation.
- 3.2 Handbooks and local procedures must be consistent with District requirements and expectations.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017





## **DECISION MAKING LEVELS**

### **Background**

This Administrative Procedure establishes the authority, responsibility, and accountability for decision making in each major area of the District's operation.

The Superintendent has the authority and responsibility to manage the operations of the District effectively.

The Superintendent delegates to the staff of the District the authority and responsibility to manage the operations of the District in the areas to which they have been appointed.

The Superintendent is accountable to the Board, and all staff members are accountable to the Board through the Superintendent.

### **Procedures**

#### **1. District Office Level Decisions**

- 1.1 District Office level decisions are those made by the Superintendent or by the Assistant Superintendent or Director, Corporate Services, when they have been designated by the Superintendent.
- 1.2 On occasion, and in addition to the persons noted in clause 1.1, the Superintendent may seek advice and information from other groups including, but not limited to, principals, teachers, consultants, and service and support staff of the District.

#### **2. School Level Decisions**

- 2.1 School level decisions are those decisions made by the Principal in consultation with appropriate groups of teachers, staff, parents, students, parent advisory committee/ group members, and service and support staff of the school.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **PARENTS' ADVISORY COMMITTEES/GROUPS**

### **Background**

The District encourages and promotes parent and community participation in making informed decisions to ensure the best possible education for the children in the District. Parents who are informed and committed to their child's education can and do make a difference in the quality of learning – both at home and at school. The District, therefore, supports the establishment of Parents' Advisory Committees/Groups.

Parents' Advisory Committees/Groups provide valuable advisory assistance to the Principal, the Superintendent, and the Board.

### **Procedures**

1. The Parents' Advisory Committee/Group shall be formed and operate following the policies and procedures set out by the District.
2. The Principal is responsible for the management and operations of the school, as assigned by the Education Act, Board policy, and administrative procedures. His/her action(s) are to be in compliance with legislative statutes, Board policies, and administrative procedures.
3. Purpose(s) of the Parents' Advisory Committee/Group shall consist of some or all of the following:
  - 3.1 Offer advice to the Principal and the Board about any matter which relates to school operations;
  - 3.2 Offer advice to the Principal about the delivery of instructional and support programs and services to children;
  - 3.3 Encourage greater parent participation in the education of their children;
  - 3.4 Promote parent understanding of the education system and the teaching/learning process;
  - 3.5 Provide parents an organization through which they can express support for education;
  - 3.6 Enhance communication between home and school;
  - 3.7 Provide input from parents in the development of the mission of the school and in the attainment of that mission;
  - 3.8 Receive reports and suggestions from parents and community groups on school related matters;

- 3.9 Receive reports from the Principal regarding the school program, general rules, and organization of the school;
- 3.10 Perform any additional duty or function which may be delegated to it, through the Principal, by the Superintendent.
4. The Parents' Advisory Committee/Group shall observe the protocol of District-adopted channels of communication.
5. The Parents' Advisory Committee/Group may make rules with respect to the operation of the committee/group. A copy of these rules is to be filed with the Superintendent.
6. No officers or other members of a Parents' Advisory Committee/Group shall receive any remuneration for acting as a member of the Parents' Advisory Committee/Group.
7. The financial records of the Parents' Advisory Committee/Group shall be open to audit by the Director of Corporate Services.
  - 7.1 Funds shall not be raised through loans from banks, financial institutions, or other security requirements.
  - 7.2 The Parents' Advisory Committee/Group Chair shall prepare and provide to the Superintendent annually a financial statement within sixty (60) days of their fiscal year end relating to any money handled.
8. No Parents' Advisory Committee/Group shall incorporate under the Societies Act or the Companies Act.
9. The Parents' Advisory Committee/Group shall not be charged a fee for the use of schools or school facilities for holding its meetings.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **POLICY AND PROCEDURES DISSEMINATION**

### **Background**

The Superintendent has been given the responsibility for implementing Board policy and administrative procedures, which includes maintaining the Board Policy Handbook and the Administrative Procedures Manual and their dissemination to the appropriate members of the District.

### **Procedures**

1. The Superintendent will ensure that the Board Policy Handbook and the Administrative Procedures Manual will be available on the District web page so that all trustees, employees, students, parents, and the general public have ready access to all Board Policies and Administrative Procedures.
2. When updates to the Board Policy Handbook and the Administrative Procedures Manual are made, the Superintendent will ensure that supervisors and principals are advised in a timely manner. These individuals are responsible to advise the appropriate stakeholders as required.
3. It shall be the responsibility of the Principal and District supervisors to convey to and interpret policy and administrative procedures for their respective staffs.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 121

---

# REVIEW OF ADMINISTRATIVE PROCEDURES

### Background

A regular review of administrative procedures, with opportunity for input by the appropriate stakeholders, leads to effective operations within the school system.

### Procedures

1. A review of all administrative procedures will be carried out through the Office of the Superintendent on an annual basis.
2. The annual review of administrative procedures shall solicit input from teachers, District Office personnel, parent advisory committees/groups, and administrators.
3. Review of a specific administrative procedure may be initiated at any time by a formal request from the Board, a parent advisory committee/group, a school administrator, or an employee who is personally affected by that procedure. The request for such a review shall detail the issues and concerns associated with the administrative procedure and, if possible, offer suggestions for revision.
4. The Superintendent shall determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. It is expected that in most instances, such a review will be carried out by the Superintendent, a District Office administrator with direct responsibility in that area, and a school-based administrator selected by the Superintendent.
5. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **SCHOOL YEAR CALENDAR**

### **Background**

Subject to the provisions of the Education Act, the Superintendent is responsible for developing and recommending the school year calendar to the Board. The Board will establish the calendar prior to April 1 for the subsequent school year.

### **Procedures**

1. The Superintendent will prepare a proposed school year calendar for distribution to principals by January 15.
2. Principals shall ensure that staff and parent advisory committees/groups have opportunity for input. The Principal is responsible for recording and providing the feedback to the Superintendent by February 15.
3. The Superintendent, in consultation with principals, will consider the feedback and prepare a recommendation for the Board for the regular Board meeting in March.
4. The school year calendar will specify:
  - 4.1 School opening and closing dates.
  - 4.2 Number of instructional and non-instructional days.
  - 4.3 Dates of professional development days.
  - 4.4 Holidays and vacation periods.
5. Immediately following Board approval, the Superintendent shall publish information for parents and students and notify employees with respect to opening and closing dates of schools in the District for the subsequent school year.

Reference: Section 69, 78, 117, 118, 119, 126, 151 Education Act  
Academic Year and School Appendices Regulations

Approved: December 2007  
Reviewed/Revised: August 2017



## **EMERGENCY SCHOOL CANCELLATION**

### **Background**

The Superintendent may close schools and/or arrange for the early dismissal of students in situations where the health and safety of students is at risk.

In the event of early dismissal of bused students, every student shall be delivered safely to their parents/guardians or satisfactorily housed elsewhere.

### **Procedures**

1. School will be closed for students and staff if conditions are such that the students and staff are at a health risk. Any of the following factors, or combinations of them, shall serve as guides for considering school closure or early dismissal of students:
  - 1.1 Loss of power and/or heat;
  - 1.2 Inadequate water supply;
  - 1.3 Sewer back-up;
  - 1.4 Structural damage to the school building;
  - 1.5 Illness epidemic; and/or
  - 1.6 Other emergent situations.
2. At the commencement of the term, principals shall communicate in writing the current procedures on emergency cancellations, and, where necessary, collect emergency contact/billet information.
3. In the event of an emergency school cancellation or early dismissal:
  - 3.1 The Principal will:
    - 3.1.1 Consult with the Superintendent;
    - 3.1.2 In extreme emergency situations, exercise good judgment and decide and act on his/her own;
    - 3.1.3 Notify school personnel and other appropriate people of the decision to close the school or arrange for the early dismissal of students; and
    - 3.1.4 Ensure that all students are accounted for.

3.2 The Superintendent will:

3.2.1 Arrange for the school bus drivers to be notified immediately; and

3.2.2 Initiate the spread of information to the school community via the “fan out” information system, and to the larger community via television and radio stations.

Reference: Section 45, 69, 78, 117, 118, 119, 151 Education Act  
Academic Year and School Attendance Regulations

Approved: December 2007

Reviewed/Revised: August 2017





## **INFORMATION SYSTEMS**

### **Background**

The District information systems, data, and computing assets, which include but are not limited to computers, computer networks, printers, cell phones, PDAs, and other related pieces of equipment and/or systems, are the property of the District and are valuable District assets. Individuals using and having access to these District assets must take reasonable and prudent steps to preserve the integrity of the systems and their data and to protect the assets. These assets are to be used for appropriate school or business-related functions only.

All communications emanating from the District or made and transmitted within the District shall be professional in nature as they represent the District, its students, employees and the Board.

The Internet may only be used for the purpose that benefits the District, its students, employees or Board and that are directly applicable to an employee's job function or students information gathering.

E-mail is a District resource and may be used solely for purposes that benefit the District and that are directly applicable to an employee's job function. All e-mail sent on behalf of the District by anyone must be made using the assigned District e-mail account.

Voice communications equipment and voice mail may be used solely for purposes that benefit the District and its schools and that are directly applicable to an employee's job function.

Access to the information systems and data is restricted to those with appropriate user identifications and passwords.

The cost of space on a network is one of the most expensive aspects of the District network. To preserve this valuable space, all electronic documents will have a life span on the network.

Great care is taken to ensure the integrity of these information systems and data. All data stored on the District network is backed up in accordance with specific procedures in order to preserve these assets.

### **Procedures**

1. Prior to the use of the District data and telecommunications systems, the student, employee or third party entity hired by the District is required to read the District information systems and technology procedures and to sign an acknowledgement statement (Form 140-1, Form 140-2 or Form 140-3, as applicable).

2. District information systems assets include but are not limited to the hardware, software, and data that make up the client workstations, local area networks, wide area networks, and telephone and other communication systems.
  - 2.1 All information services acquisitions must go through a certification process managed by the Manager, Information Technology Services, accordingly all changes, modifications, and alterations to computing assets must be authorized by the Manager Information Technology Services.
3. Information systems and data which are accessed on the client workstation become the direct responsibility of the client user.
  - 3.1 Critical information systems and their data are to be stored by users on mapped network drives.
    - 3.1.1 Critical information systems and data residing on the District servers are backed-up according to Information Technology best practices and are maintained by the Manager, Information Technology Services.
    - 3.1.2 Information stored on laptop or workstation drives is the direct responsibility of the individual using the laptop or workstation.
    - 3.1.3 All District data is to be saved on the network mapped drives.
    - 3.1.4 Non- Critical data can be stored in the Cloud on the District's G Suite Domain.
  - 3.2 District data and District information systems are only to be used as directed by the District usage procedures.
    - 3.2.1 Access to District data and District information systems are to conform to an individual's purpose for usage within the scope or their job or class.
    - 3.2.2 Release of any District data is to be in compliance or in keeping with District and employment confidentiality practices.
4. Internet/Internet Connections
  - 4.1 The Internet or Internet connections shall not be used to transfer information as follows:
    - 4.1.1 The Internet must not be used in violation of federal, territorial or copyright laws, or that contradicts the intent or spirit of these procedures.
    - 4.1.2 The Internet must not be used for commercial purposes outside those directly related to or of benefit to the District.
    - 4.1.3 Access to the District Internet account is limited to those expressly authorized by the Principal or District Office personnel.
    - 4.1.4 The Internet may be accessed only through an Internet service provider engaged by the District.
    - 4.1.5 The Internet may not be used to access other systems for which the user has no authorization.
  - 4.2 Bandwidth is expensive and is hard to come by. Everything that is not on our network (Internet browsing, e-mail, etc.) takes up some of our allocated bandwidth. The more

bandwidth that is used, the slower our network runs. For this reason the Internet or Internet connections shall not be used for the following activities:

- 4.2.1 Downloading programs for personal use.
  - 4.2.2 Running streaming video without the sole purpose being for education.
  - 4.2.3 Running Internet radio programs.
  - 4.2.4 Downloading audio files such as MP3s and WMAs unless it is required for a project that is a part of the classroom or employee's resources.
  - 4.2.5 Playing interactive games over the Internet.
  - 4.2.6 Engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating or releasing viruses, disrupting services or damaging files.
  - 4.2.7 Accessing any kind of inappropriate, racial or explicit image or document.
  - 4.2.8 Personal shopping or internet purchases during working hours.
- 4.3 District Information Technology personnel regularly monitor all internet connections as part of security measures and controls.

## 5. Email

- 5.1 E-mail is a District resource and may not be used as follows:
- 5.1.1 In violation of federal, territorial, or copyright laws.
  - 5.1.2 To provide District information or District performance information without prior written consent of the Superintendent.
  - 5.1.3 To distribute material that contradicts or is in violation of the District procedures.
  - 5.1.4 To conduct personal business beyond what is reasonable and usual during the course of a business day.
  - 5.1.5 To send inappropriate, racial or explicit material of any kind.
- 5.2 E-mail can be used to solicit support for District sponsored events and District supported charities.
- 5.3 All staff and students have access to e-mail. Student e-mail is limited to internal addresses.
- 5.4 Recognizing that the use of e-mail, and in particular the content that can be printed and copied from it, can reflect negatively on the District, use will be made in a business manner and be made for the sole purpose of benefiting the District and its schools.
- 5.5 E-mail communication must be professional in nature. Unprofessional and inappropriate use of e-mail including but not limited to the use of disparaging, discourteous, insulting, ethnic, harassing, or abusive language or slanderous, defamatory, coercive, extortive content is strictly prohibited.

## 6. Voice Communications Equipment/Voice Mail Systems

- 6.1 The voice communications equipment and voice mail systems are District resources and are not to be considered private.
- 6.2 Use of this equipment is limited to those purposes that directly benefit the District and its schools.
- 6.3 Voice communications include but are not limited to cellular telephones, desk telephones, voice mail messages, and 2-way radios.
- 6.4 Voice communications and voice mail is a District resource and may not be used as follows:
  - 6.4.1 In violation of federal or territorial laws.
  - 6.4.2 To provide District information or District performance information without express consent of the Superintendent.
  - 6.4.3 To distribute material or information that contradicts or violates the spirit of the District procedures.
  - 6.4.4 To conduct personal business beyond what is reasonable and usual during the course of a business day.
- 6.5 The voice communications equipment and voice mail system must not be used for commercial purposes other than those authorized or which solely benefit the District and its schools.
- 6.6 The voice communications equipment and voice mail system may be used to solicit support for District sponsored events and District supported charities.
- 6.7 Access to the voice communications equipment and voice mail systems is limited to those expressly authorized by the Superintendent or principals. Voice mail access will not be provided to individuals not specifically authorized for its use.
- 6.8 Unauthorized voice communications equipment or voice mail use must be immediately reported to the Superintendent. Voice communication and voice mail must be professional in nature. Unprofessional and inappropriate use of voice mail including but not limited to the use of disparaging, discourteous, insulting, ethnic, harassing, or abusive language or slanderous, defamatory, coercive, extortive content is strictly prohibited.
- 6.9 Voice communications equipment phone number listings are published for internal use only. External requests for these listings are to be made through the Superintendent.

## 7. Security

- 7.1 To ensure that the information systems and data are accessible to all users and no one else, users are responsible for taking reasonable precautions to maintain the security of the information stored on or accessed by their client/workstation.
- 7.2 Passwords
  - 7.2.1 Sharing of network user IDs and passwords is strictly forbidden.
  - 7.2.2 Each user will have access to the information systems and data as
  - 7.2.3 Each user will use the user ID and password assigned to them until such time that the password is required to be changed.

- 7.2.4 Each user is responsible for any unauthorized use of the information systems and data due to careless, accidental, or deliberate access by someone other than the registered owner of the user ID.
- 7.2.5 All users are to lock their workstations from access any time they are away from their computer for longer than two (2) minutes. This will ensure that no access to the information systems and data is left open.
- 7.3 Student network accounts are deleted at the end of each school year and a new connection will need to be established at the start of a new school year. Google accounts will continue year over year.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
Correction Code (Canada),  
Copyright Act

Approved: December 2007  
Reviewed/Revised: August 2017



## SOFTWARE/HARDWARE

### 1. Acceptable Use

This Appendix defines the boundaries for the “acceptable use” of the District’s electronic resources, including software, hardware devices, and network systems. Hardware devices, software programs, and network systems purchased and provided by the District are to be used only for creating, researching, and processing District related materials. By using the District’s hardware, software, and network systems you assume personal responsibility for their appropriate use and agree to comply with Administrative Procedure 140 and other applicable District procedures, as well as city, territorial, and federal laws and regulations.

#### 1.1 Software

All software acquired for or on behalf of the District or its schools or developed by District employees or contract personnel on behalf of the District is and shall be deemed District property. All such software must be used in compliance with applicable licenses, notices, contracts, and agreements.

##### 1.1.1 Purchasing

Some software can be incompatible with existing software and hardware. For that reason all purchasing of District software shall be centralized with the Manager, Information Technology Services to ensure that all applications conform to District software standards and are purchased at the best possible price. All requests for District software must be submitted to the Principal or department manager for approval. The request must then be sent to the Manager, Information Technology Services, who will then determine the standard software that best accommodates the desired request.

##### 1.1.2 Licensing

Each employee is individually responsible for reading, understanding, and following all applicable licenses, notices, contracts, and agreements for software that he/she uses or seeks to use on District computers. Unless otherwise provided in the applicable license, notice, contract, or agreement, any duplication of copyrighted software, except for backup and archival purposes, may be a violation of federal law. In addition to violating such laws, unauthorized duplication of software is a violation of District procedures.

##### 1.1.3 Software standards

The following list shows the standard suite of software installed on District computers (excluding test computers) that is fully supported by Information Technology personnel:

- ◆ Microsoft Windows 10 Professional
- ◆ G Suite For Education

- ◆ Google Chrome (latest version)
- ◆ Microsoft Office 2016/365 (Access, Excel, Outlook, PowerPoint, Publisher, Word) where applicable
- ◆ Adobe Acrobat Reader 10 or current version
- ◆ Adobe Creative Suite 6 where applicable
- ◆ Adobe Creative Cloud where applicable
- ◆ Learning A-Z
- ◆ IXL Math
- ◆ Teamviewer
- ◆ Citrix Receiver

Employees needing software other than those programs listed above must request such software from the Principal or department manager who in turn will send approvals to the Manager, Information Technology Services in accordance with the purchase procedure listed above. Each request will be considered on a case-by-case basis.

## 1.2 Hardware

All hardware devices acquired for or on behalf of the District or school or developed by District employees or contract personnel on behalf of the District is and shall be deemed District property. All such hardware devices must be used in compliance with applicable licenses, notices, contracts, and agreements.

### 1.2.1 Purchasing

Some hardware can be incompatible with existing software and hardware. For that reason all purchasing of District computer hardware devices shall be centralized with the Manager, Information Technology Services to ensure that all equipment conforms to District hardware standards and is purchased at the best possible price. All requests for District computing hardware devices must be submitted to the Principal or department manager for approval. The request must then be sent to the Manager, Information Technology Services, to determine standard hardware that best accommodates the desired request.

### 1.2.2 Hardware standards

The following list shows the standard hardware configuration for District computers (excluding test computers) that are fully supported by Information Technology personnel. It will be left to the discretion of the principals to determine whether staff receive a desktop or laptop.

#### 1.2.2.1 Desktops

- ◆ Desktops will be provided to employees who require them.
- ◆ Latest generation Intel i5 professional
- ◆ 8GB DDR4 RAM (minimum)
- ◆ Intel HD Integrated Graphics (minimum)
- ◆ 500GB hard drive single NTFS partition (C)
- ◆ Current speed DVD/CDRW Combo drive (E:) (minimum)
- ◆ Gigabit integrated Ethernet card
- ◆ 2 USB 3.0 ports (minimum)

- ◆ Sound card
- ◆ Speakers
- ◆ Standard 102-key English keyboard
- ◆ Optical wheel mouse
- ◆ All applicable cables
- ◆ Surge suppressor or UPS
- ◆ DVD Drive as required

#### 1.2.2.2 Laptops

- ◆ Laptops will be provided to employees who require them.
- ◆ Latest generation Intel i5 Processor
- ◆ 8GB DDR4 RAM (minimum)
- ◆ Intel-M HD Integrated Graphics (minimum)
- ◆ 500GB hard drive single NTFS partition (C:)
- ◆ DVD Drive as required
- ◆ Gigabit integrated Ethernet card
- ◆ Integrated Wireless network 802.11ac
- ◆ 2 USB 3.0 ports (minimum)
- ◆ Integrated Sound card and speakers
- ◆ Standard 102-key English keyboard
- ◆ All applicable cables
- ◆ Surge suppressor UPS (where required)

#### 1.2.2.3 Monitors

- ◆ LCD monitors will be provided for desktop computers and for laptop systems on a case by case basis.
- ◆ 19-inch minimum depending on requirements

#### 1.2.2.4 Printers

- ◆ Employees will be given access to appropriate network laser printers. In some limited cases, employees may be given local printers if deemed necessary by the Principal, department manager or Manager, Information Technology Services. Access to color printers will be determined by the Principal or department manager.

Employees needing computer hardware other than what is stated above must request such hardware from the Principal or department manager who in turn will send approvals to the Manager, Information Technology Services in accordance with the purchasing procedure listed above. Each request will be considered on a case-by-case basis.

### 1.3 Non District owned equipment

Equipment that doesn't belong to the school or District may not be plugged into the District's network without the permission of the Manager, Information Technology Services.



#### 1.4 Network and Internet Access

All users in the district will be provided with network and Internet access. Usage of these are subject to usage limits as per the appropriate computer use agreement. Computer Use Agreements will be signed and kept on file at each location.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
Correction Code (Canada)  
Copyright Act

Approved: December 2007  
Reviewed/Revised: August 2017



## **ELECTRONIC RECORDS MANAGEMENT**

### **Background**

To aid schools and departments with understanding their obligations in retaining electronic documents—including e-mail, Web files, text files, sound and movie files, PDF documents, and all Microsoft Office or other formatted files—employees will refer to this Administrative Procedure. This procedure applies to all employees who create electronic documents and all District, work-related, and personal documents stored on desktops, laptops, the District’s network, and personal digital assistants (PDAs). After a review of our document management practices, the District has instituted this procedure for the following reasons:

- To preserve storage space on the network and on users’ laptops/desktops
- To encourage optimal performance of the District network
- To lessen the chance electronic documents could later be used in litigation against the District
- To eliminate confusion over different iterations of documents
- To ensure the authenticity of electronic documents on the network and the employees’ laptops/desktops
- To ensure that important documents are not made unusable by technological upgrades

### **Procedures**

The following are the types of electronic documents and files covered under this Administrative procedure. Other formats may be added as necessary.

1. E-mail
  - 1.1 All e-mail, either from internal or external sources is to be archived or deleted after each school year.
  - 1.2 Employees will strive to keep the majority of their e-mail related to school or District issues.
  - 1.3 Employees will receive automated notices from the Manager, Information Technology Services each June reminding them to delete or archive old e-mail. In case the e-mail needs to be referenced or retrieved, archived e-mail can be retrieved from the G Suite archive.
  - 1.4 Employees will not store or transfer District-related e-mail in non-District e-mail accounts.

- 1.5 Employees will take care not to send confidential/proprietary District information to outside sources.
2. Web Page Files
  - 2.1 Employees will delete Web page files saved on the network or their local machines after the school year.
3. Text/Formatted Files
  - 3.1 Employees will conduct yearly reviews of all text/formatted files (e.g., Microsoft Word documents) and will delete or burn to a CD/DVD all those they consider unnecessary or outdated.
  - 3.2 All documents that have not been accessed during the last eighteen (18) months will be removed from the network.
  - 3.3 Text/formatted files the employee deems vital to the performance of his/her job are to be printed and stored by the employee or preferably accessed on a regular basis to maintain the file as current.
4. Sound and Movie Files
  - 4.1 Sound and movie files (e.g., MP3s, AVIs, WAVs, and MPEGs) used for school or District purposes will be permitted to remain on the school's desktop/laptop or network drive for a period of twenty-four (24) months.
  - 4.2 Sound and movie files downloaded for personal use are not permitted to be stored on network drives and will be deleted immediately.
  - 4.3 Employees will adhere to the District's acceptable Internet and E-mail use procedure when downloading sound and/or movie files for personal and/or District use.
5. Spreadsheets
  - 5.1 As spreadsheets are often used with other departments (e.g., budgets, attendance projections etc.), employees are to check with other related parties before deleting spreadsheets.
  - 5.2 Employees will conduct yearly reviews of all spreadsheet files (e.g., Microsoft Excel) and will delete or burn to a CD/DVD all those they consider unnecessary or outdated. All spreadsheets that have not been accessed during the last twenty-four (24) months will be removed from the network.
  - 5.3 Spreadsheet files the employee deems vital to the performance of his or her job are to be printed and stored by the employee or preferably accessed on a regular basis to maintain the file as current.
6. PowerPoint Presentations
  - 6.1 Because of the wide use within the District, employees will have the option of storing PowerPoint presentations on the network in a shared folder to encourage collaboration between various schools or departments. The Manager, Information Technology Services may be contacted to facilitate this.
  - 6.2 The author of any PowerPoint presentation will conduct yearly reviews of all their PowerPoint files and will delete or burn to a CD/DVD all those they consider unnecessary or outdated.

- 6.3 Because of the space required for many PowerPoint presentations, all files will be removed after twenty-four (24) months.

## 7. PDF Documents

- 7.1 Employees will conduct yearly reviews of all .pdf files and will delete or burn to a CD/DVD all those they consider unnecessary or outdated.
- 7.2 All documents that have not been accessed during the last twenty-four (24) months will be removed from the network.
- 7.3 PDF files the employee deems vital to the performance of his or her job are to be printed and stored by the employee or preferably accessed on a regular basis to maintain the file as current.

## 8. Audit of Electronic Files

- 8.1 The District does not currently employ the means to automatically delete electronic files beyond the dates specified in this Administrative Procedure but it does have the ability to manually delete or archive these files. Because of this, it is vital that employees adhere to the procedures specified in this Administrative Procedure.
- 8.2 Each month, Information Technology personnel will choose several network users at random and check their user shares on the network to ensure they are in compliance.
- 8.3 Files that are beyond the designated retention date will be deleted or archived in accordance with this procedure.

## 9. Exceptions

- 9.1 This Administrative Procedure does not apply to electronic documents related to litigation.
- 9.2 Information Technology personnel will work closely with employees to ensure that the document retention procedures are suspended for documents that have relevance to legal action.

## 10. Back Up of Electronic Files

10.1 The following details the backup procedures that are followed by the Manager, Information Technology Services:

10.1.1 Information Technology Services personnel do location backups to virtual and physical devices.

10.1.2 Full backups are done in each location on the first of every month. The backup is located on a Network Attached Storage (NAS) in that location.

10.1.3 Daily incremental backups are done each night to a NAS in each location.

10.1.4 An off-site backup is done each Saturday to a NAS in the Information Technology Service office. This is a one way incremental backup (new or modified items will be changed/added to the backup copy). Deleted originals will not be deleted from the NAS.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
Correction Code (Canada),  
Copyright Act

Approved: December 2007

Reviewed/Revised: August 2017



## **APPROPRIATE COMPUTER USE**

### **Background**

Telecommunications, electronic information sources, and networked services significantly alter access to information for schools by opening classrooms to a broad array of resources. In the past, instructional and library media materials were usually screened, prior to use, by school staff who selected materials according to predetermined criteria. Selected materials could support and enrich the curriculum while taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students in the class. Telecommunications, because they may lead to any publicly available file server in the world, open classrooms to electronic information resources that have not been screened by members of the teaching staff for use by students of various ages.

The District recognizes that as telecommunications and other new technologies change, the way information may be accessed, communicated, and transferred by members of society, those changes may also alter instruction and student learning. Whereas, electronic information research skills are now a fundamental part of education, the District supports access by students to a variety of information resources, along with the development by staff of appropriate skills to analyze and evaluate such resources. Access to information is a right of a student, but must be viewed in light of community values and beliefs. The District believes that the appropriate use of computer technology in the instructional process can significantly enhance learning outcomes, and further recognizes that computer technology contributes substantially to the efficient management of the resources necessary to support educational objectives.

### **Procedures**

1. Staff will provide opportunities for the use of electronic information research skills throughout the curriculum while providing guidance and instruction to students in the appropriate use of such resources.
2. Students are responsible for good behaviour while using school computers and networks, just as they are in a classroom or a school hallway. Specifically, the following activities are not to be permitted:
  - 2.1 Sending or displaying offensive messages or pictures.
  - 2.2 Harassing, insulting, or attacking others.
  - 2.3 Damaging computers, computer systems, or computer networks.
  - 2.4 Vandalism of accounts or systems, including hardware.
  - 2.5 Violating laws and regulations, including those of copyright.

- 2.6 Using others' passwords or sharing passwords with anyone besides a staff member.
  - 2.7 Trespassing in others' folders, work, or files.
  - 2.8 Intentionally wasting resources.
  - 2.9 Downloading unauthorized, excessively large files.
  - 2.10 Subscribing to inappropriate newsgroups.
  - 2.11 E-mail or newsgroup correspondence inappropriate to educational purposes.
  - 2.12 Any activity posing potential risks to oneself or to others.
  - 2.13 Using abusive, vulgar, obscene, or other inappropriate language.
  - 2.14 Activities that would violate the school handbook directions.
  - 2.15 Failure to report known security problems.
  - 2.16 Any other inappropriate use or misuse of the system.
  - 2.17 Employing the school computers and networks for commercial purposes.
  - 2.18 Making purchases that are charged back to the system.
  - 2.19 Submitting names, photos, or any personal information to a website.
  - 2.20 Plagiarizing materials for assignments.
3. Staff must be partners with parents for setting and conveying the standards that students are to follow when using computers and computer networks. Staff shall make available educational opportunities for parents to view, first hand, telecommunication technologies, followed by discussion of expectations staff have for students when students work independently with electronic information resources. Parent Advisory Committee/Group meetings provide opportunities for such discussions to occur.
  4. Computer networks are provided for students to conduct research and to communicate with others. Independent access to network services is provided to students who agree to act in a considerate and responsible manner. Access is a privilege and entails responsibility, and students need to be made aware of this.
  5. All students will be informed by staff of their responsibilities and of unpermitted activities as users of the District computers and network prior to gaining access to that network, either as an individual user or as a member of a class or group. All students will be informed of activities that would pose potential risks to themselves or others.
  6. Staff may review student files and communications to maintain system integrity and to ensure that users are using the system responsibly. Users are not to expect that stored files will be private.
  7. During school time, teachers of younger students will guide them toward appropriate materials.
  8. The Principal is to encourage families to provide guidance for internet use at home.
  9. Violations of the above and other inappropriate uses of technology will result in sanctions, such as:

- 9.1 A denial of computer privileges (temporary or permanent).
- 9.2 Additional disciplinary action may be determined at the school level in line with existing disciplinary practice dealing with inappropriate language or behaviour.
- 9.3 An exclusion from a computer course option.
- 9.4 When applicable, law enforcement agencies may be requested by the Principal to become involved in criminal prosecution, as detailed in the computer crimes provisions of the Criminal Code of Canada.

Reference: Section 34, 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
Criminal Code (Canada)  
Copyright Act

Approved: December 2007  
Reviewed/Revised: August 2017





## **PORTABLE TECHNOLOGY SECURITY**

### **Background**

All staff using District information at a District location or otherwise are responsible for the management and safekeeping of information under their control by ensuring that there is adequate security to prevent unauthorized access, collection, use, disclosure, or disposal of information.

Sensitive and confidential information stored on portable technology such as laptops, personal organizers, cell phones, or memory sticks must be kept to an even higher standard due to the higher risk of equipment theft.

### **Procedures**

1. All password protection mechanisms available on portable technology must be activated, and utilized consistently and to the greatest extent possible. Industry standards/methods are to be deployed in the selection of appropriate passwords.
2. Established passwords must be given in strict confidence to the Superintendent or designate, and may not be shared with any other individual.
3. All files containing sensitive and confidential information that are stored on portable technology must be encrypted.
4. Any information that is no longer required on portable technology is to be transferred immediately to more secure electronic storage.
5. All security measures adopted for other technology use within the District apply to portable technology.

Reference: Section 34, 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Criminal Code (Canada)  
Copyright Act

Approved: December 2007  
Reviewed/Revised: August 2017



---

## USE OF PERSONAL ELECTRONIC DEVICES (PEDs)

### Background

The District recognizes the openness to new and future technologies, and their educated use to create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal electronic devices in the school and community may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

### Definition

Personal Electronic Devices include student or staff owned laptops, mobile phones, tablets, e-readers, USB storage devices, and any other electronic data or communication device.

### Procedures

1. Personal Electronic Devices (PEDs) are not to be operated during regularly scheduled instructional time, or during any school sponsored activity, such as an assembly or talk by a guest speaker, unless such use is approved by the classroom teacher to facilitate learning activities.
  - 1.1 Normally PEDs are to be stored in silent mode during instructional and school sponsored activities.
2. PEDs are not to be taken into test or examination settings, unless students have been given permission to do so by the teacher administering the test or exam.
3. PEDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
4. Students who bring PEDs to the school are expected to comply with all parts of Administrative Procedure 350 – Student Discipline. Students who consistently refuse to comply with the District's procedures for use of PEDs in the school setting may be subject to disciplinary measures detailed in the school's rules, as well as the steps outlined in Administrative Procedure 350 – Student Discipline.
5. The Superintendent requires principals, in consultation with appropriate stakeholders (including the Parent Advisory Committees/Groups), to formulate and implement procedures at the school site.
6. The Principal or designate may authorize a specific use of a PED during the school day.

7. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of PEDs in that emergency situation.
8. PEDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair, or replacement of PEDs.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approver: December 2007

Reviewed/Revised: August 2017



---

## RESPONSIBLE USE OF ELECTRONIC SOCIAL MEDIA

### Background

The District recognizes that the use of electronic social media is a viable means to enhance learning. The District supports the use of electronic social media to interact knowledgeably and responsibly for this stated purpose. This procedure applies to all District students, staff, and Parents' Advisory Committee/ Group representatives.

The District has enacted Administrative Procedure 140 – Information Systems and its associated form of agreement to guide and govern the use of electronic media by students and staff. This Administrative Procedure covers electronic media that may not be specifically referenced in that Procedure; however it is to be read in concert with Administrative Procedure 140 – Information Systems and Administrative Procedure 141 – Appropriate Computer Use.

### Definition

Electronic social media refers to electronic access to and use of blogs, personal websites, RSS feeds, postings on wikis and other interactive sites, such as, but not limited to: Facebook, MySpace, Blogger, Twitter, Instant Messaging, and postings on video or picture-sharing sites and elsewhere on the Internet.

### Procedures

1. Interactions Representing the District
  - 1.1 Unless given written permission from a Principal or supervisor, a user is not authorized to use electronic social media sites to represent a school, Parents' Advisory Committee/Group, department, or the District.
  - 1.2 In cases where a user has sought permission to represent a school, School Council, department, or the District, the user must identify themselves by name and as an employee of the District or from a specific Parents' Advisory Committee/Group.
    - 1.2.1 The signature "Yellowknife Education District No.1" and/or the District logo must appear in the banner for blogs, etc., or in the profile page for social media sites like Twitter.
    - 1.2.2 Access and permission to use the District's logo can be granted by emailing the Director, Corporate Services.
    - 1.2.3 School logos will not be used without first obtaining written permission from the Principal or supervisor.

- 1.3 Any use of electronic media by a user must be consistent with the duty of loyalty each user owes to the District and must not transgress any law or civil duty of care owed to the District or any other person. Breach of this requirement will be considered to be conduct that is subject to action by the District and the District will take such action as it considers is warranted.

## 2. Respect, Privacy, and Confidential Information

- 2.1 Users will not disclose confidential student information, images, or confidential school, department, or personnel records without first obtaining written consent from the Principal, supervisor, and the parent(s) for students under the age of eighteen (18 years) or without first obtaining written consent from the Principal, supervisor, and from a student eighteen (18) years of age or older.
- 2.2 Users will not use electronic social media sites to be defamatory or harassing towards any person and will not espouse or support any position or opinion or statement that is contrary to Board policies and District administrative procedures.
- 2.3 Users will not engage electronically in behaviour or comments that would reflect negatively on a school or the District's reputation or the reputation of any person employed with or holding elected office with the District.
- 2.4 Users may be disciplined if their social media comments and postings, whether personal or school/District related, are not in compliance with this procedure or any other policies or procedures of the District.
- 2.5 Users participating in social media activities will respect copyright laws, not only in relation to the content produced on the social media sites, but also in relation to the software that enables them to operate.
- 2.6 Users participating in electronic social media activities acknowledge that all information posted to sites is subject to the provisions of the Access to Information and Protection of Privacy Act if that information falls within the ambit of the information protected by and governed by the Act.

## 3. Staff-Student Online Correspondence

- 3.1 Online correspondence between staff and students must be related to course work, or school sanctioned clubs/activities. Social media conversations between a staff member and a parent are subject to the provisions of this Administrative Procedure.
- 3.2 Principal(s) must approve school-based electronic social media groups that will be supervised and monitored by a teacher from each participating school.
- 3.3 Principals will ensure that all school-sanctioned electronic social media groups have at least two (2) administrators with administrative privileges.
- 3.4 Principals will inform staff members participating in school-created electronic social media groups with students that the ethical standards for the teaching profession apply at all times, whether in a traditional school environment or an online environment.
- 3.5 District staff shall not initiate or accept electronic "friend" invitations from students unless the networking is part of an existing school course or school club structure and at least one (1) other staff member has administrative access to the electronic social media group.

#### 4. Social Media Accounts

- 4.1 Schools, Parents' Advisory Committees/Group, departments, or individual staff wanting to create a social media account on behalf of the school/Parents' Advisory Committee/ Group must request that a social media page be established under the District's corporate account.
- 4.2 All accounts can be set up through a formal written request to the Director, Corporate Services.
- 4.3 As a condition of such pages, the Principal or Assistant Principal must be one (1) of the two (2) administrators of the account, who holds the responsibility to manage the page, including removing defamatory or inappropriate remarks.

Reference: Section 34, 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
Criminal Code (Canada)  
Copyright Act

Approved: August 2017  
Reviewed/Revised:



## **COMMERCIAL ELECTRONIC MESSAGES (ANTI-SPAM)**

### **Background**

Electronic messaging is one of the ways the District regularly communicates with parents, students, and staff. Generally, communications are limited to information sharing but occasionally, communication may encourage participation of a commercial nature including an expectation of profit, such as fund raising. Both email and website postings, and occasionally voice messages to telephones, are the electronic means for the District or a school to send and receive messages.

### **Procedures**

1. The Principal will advise parents through the student registration form (Form 300-1) and a posting to the website that the District and school communicates essential information electronically to parents and students.
  - 1.1 Parents will be asked to provide an email address, which the District will understand, is express consent to send Commercial Electronic Messages (CEMs).
  - 1.2 Parents will be provided with an email address, school phone number and contact name, to unsubscribe at any time.
  - 1.3 The student registration form will also state that explicit consent to send CEMs continues until the parent unsubscribes, or two (2) years after the student graduates – whichever comes first.
2. The Principal will advise staff that the use of emails is primarily to share information where there is no expectation of profit. When the CEMs have an expectation of profit, the Principal must approve staff access to the email lists of parents, vendors, donors and supporters.
3. Only those persons or businesses with whom the District has explicit consent or implied consent through an ongoing relationship may be contacted by email when the expectation is for profit. Fund-raising is an example of a for-profit CEM.
4. The District does not share its email lists with external organizations or persons.
5. All CEMs from staff, or on behalf of the District, and/or using the District email system, must contain the unsubscribe notice.

I would like to unsubscribe from receiving:

All messages from the Yellowknife Education District No. 1.

All promotional messages from the Yellowknife Education District No.1. I will continue to receive notification consisting of information about the programs, events and activities.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Canada Anti-Spam Act

Approved: August 2017

Reviewed/Revised:



## **DISTRICT COMMUNICATIONS**

### **Background**

The District is committed to the principle of open, two-way communication with its internal and external publics. In accordance with this commitment, the Communications Assistant will establish and maintain an ongoing communications program which has the following goals:

- Opportunities for meaningful involvement of students, parents and the community in decisions that affect them;
- Access to information about the operation of the District and its schools except for information about individual employees or students;
- Opportunities for all staff to play a role in community relations;
- Promotion of public interest and participation in the District;
- Sensitivity to public attitudes toward District activities;
- Provision of objective, continuous and comprehensive information about the District.

### **Procedures**

1. Every employee within the District has the responsibility for encouraging and maintaining effective communication as called for by the scope of their respective duties and areas of responsibility.
2. The District will incorporate strategies within its Strategic Plan planning process that ensures all education stake-holders can participate in a meaningful way in shaping education directions and initiatives of the District.
3. The District will maintain a unified corporate image, in its style, presentation, and direction for Corporate Identity.
4. All District staff are to be familiar with the District's communications efforts and play a role in building awareness, understanding, and support of the District's goals, objectives, and activities amongst the District's numerous publics.
5. All sites will ensure sufficient resources are allocated to permit effective two-way communication with their local stakeholders.
6. Regular evaluations will be conducted to assess the effectiveness of the District's communications to provide directions for continuing improvements.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act

Approved: August 2017  
Reviewed/Revised:





---

## **MEDIA RELATIONS**

### **Background**

The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. The District recognizes the valuable contribution that print and electronic media can make to its schools. Notwithstanding this, the District has an obligation to protect its students and staff from unwelcome intrusions into the operation of its schools.

### **Procedures**

1. Information releases, which accurately communicate the Board's business to the public, may only be issued by persons authorized by the Board as per Policy 6 – Role of the Board Chairperson.
2. The Superintendent shall approve all information released to the media from District Office.
3. The Principal, in consultation with the Superintendent, shall approve all information released to the media from schools.
4. Representatives of the media may be permitted into the schools for legitimate reporting and promotional purposes. This is at the discretion of the Principal, in consultation with the Superintendent. Particular care must be exercised in protecting the rights of students when media are present.
5. Media representatives shall not be allowed to disrupt the normal operation of a school or a class for the sole purpose of information gathering. This includes the interviewing of District staff members and/or students during regular class times.
6. The Principal shall obtain parental permission for media to interview or photograph individual students (Form 151-1 – Media Release Form).
7. Media representatives may be asked by the Principal or District staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.
8. In the event of emergency or crisis interactions, the Superintendent shall determine what information shall be given to the media, and by whom.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Board Policy 6- Role of the Board Chairperson

Approved: December 2007  
Reviewed/Revised: August 2017



## **PUBLIC CONCERNS**

### **Background**

The District wishes to ensure that all parents and community members that have a concern with a school matter are provided with an opportunity to express their concern, and an assurance that it will be dealt with fairly and efficiently. Normally, public concerns are dealt with directly by the staff of the school. On occasion, however, the Superintendent may receive a request from a parent or a member of the public to intervene directly in school affairs.

### **Procedures**

Should the Superintendent receive a request from a parent or a member of the public to deal with a school matter, the following steps will be undertaken:

1. The Superintendent will, as deemed appropriate in the circumstances, refer a complaint or request for intervention to the Principal, engage in mediation, or conduct an inquiry.
2. The Superintendent will ensure, in cooperation with the Principal, that parents and others are provided with the opportunity to express their complaints and to be heard fairly by school and District staff.
3. Upon receiving a complaint, the Superintendent will contact the complainant to determine if all local avenues have been considered. Most appropriately, the issue is to be discussed directly with the staff member involved or the Principal. If this has not been done, the complainant will be advised to do so.
4. If it has been determined that all local avenues have been exhausted, the Superintendent shall meet with the complainant and the school-based administrators in an attempt to resolve the issue.
5. If a resolution cannot be achieved at the administrative level, the complainant may request the Superintendent to advise the Board of the complainant's wish to appear before the Board. If the Board agrees to hear the complaint, the Superintendent shall advise the complainant of the date, time, and place of the Board meeting at which the complaint will be heard.

Reference: Section 5, 7, 39, 40, 45, 69, 78, 117, 118, 119 Education Act  
Policy 15 – Appeals and Hearings Regarding Student Matters

Approved: December 2007  
Reviewed/Revised: August 2017



---

## **ADVERTISING OR CANVASSING IN THE SCHOOLS**

### **Background**

Schools are the centres of the communities in which they are located and are public facilities used by students, staff, parents, and other visitors. As a result, many individuals and organizations request access to schools in order to advertise events, products, and services.

### **Procedures**

1. Advertising of community activities by way of posters, displays, brochures, or public address announcements will only be permitted if approved by the Superintendent.
2. Unapproved advertisements or non-school commercial activities, products, or services will not be sent home with students.
3. Commercial advertisements are acceptable and may be approved by the Superintendent if they are made in conjunction with school book sales, clubs, or other school related activities.
4. Business firms sometimes produce materials of general value to the school or the student's home, the production of which is designed to create general goodwill for the producer rather than encourage the direct sale of a product or service. Such advertising materials may be accepted for use in the schools if all of the following conditions have been met:
  - 4.1 The materials are judged by the Principal to have sufficient educational or other value to justify their being used or distributed in schools.
  - 4.2 The advertising is generally inconspicuous.
5. Sales representatives of educational products will be permitted to meet with teachers during their planning periods or before or after school. An appointment will be necessary and must be approved by the teacher and the Principal.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **ELECTIONS**

### **Background**

Where federal, provincial, or local election campaigns are in progress, the following general procedures apply to ensure that schools are not identified with a specific political stance.

### **Procedures**

1. No class time shall be made available for uninvited political speakers.
2. Discretion shall be used in inviting speakers who have political positions to present. If any are presented, then all parties or candidates must be given equal opportunity. Teachers shall clear the matter with the Principal and Superintendent before extending invitations or granting approval.
3. Where election issues are dealt with by the staff in current events or other areas, steps must be taken to ensure that each party's or candidate's position is fairly stated.
4. No political advertising will be posted, distributed, and/or published in schools except that it may be used by teachers to illustrate, in an objective fashion, the workings of the political process.
5. No canvassing on behalf of any political party or candidate in any federal, territorial, or municipal election will be permitted on school property.
6. From the date an election is called until after election day, candidates for political office may be given the opportunity to address students, but only if taking part in a panel debate wherein all parties contesting the seat are represented.
7. Political meetings may be held in school buildings after school hours, providing the regular procedures for obtaining the use of school space have been followed.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **EVENT PROTOCOL**

### **Background**

The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. In reflecting on the importance the District places on healthy relationships with its partners and stakeholders, it is important that appropriate protocol is followed for events organized by the District or its schools.

Events organized by both individual schools and the District reflect the mission, values and beliefs of the District in content and presentation. This requires the professional judgment of staff members and organizers to ensure that events meet the needs of all students, present the District positively, and involve the school community as appropriate. Defining a specific agenda and purpose for the event helps to ensure that such goals are met.

At least one (1) trustee must be invited to participate in significant public District and school events (e.g. graduation ceremonies, awards nights, community open houses, and orientation nights for parents). It is also expected that event organizers will extend an invitation to the Superintendent to attend such events.

When a local organization has been involved in the project and is being recognized by an event, representatives from that group shall be formally invited by event organizers. Similarly, when local territorial or federal politicians have been involved in a project, or their presence is desired at an event, the request is made through a formal letter, preferably signed by the Board Chairperson.

In the planning for an event, the order of introductions and speakers must be given specific attention. Protocols will vary from one situation to another, depending on who is involved in the particular event.

### **Procedures**

1. When organizing a public event and at which dignitaries are present, introduce the Board Chairperson and trustees first, followed by the most senior dignitaries.
  - 1.1 Board Chairperson;
  - 1.2 Other Trustees (Board Vice Chairperson first);
  - 1.3 Members of the Senate representing Northwest Territories;
  - 1.4 MPs (cabinet members first);
  - 1.5 MLAs (cabinet members first);
  - 1.6 Civic Officials (Mayor first);

- 1.7 Other civic counselors;
  - 1.8 Senior bureaucrats and heads of other organizations;
  - 1.9 Prominent community members.
2. When organizing an event within the schools of the District, the introductions will take place in the following order:
    - 2.1 Board Chairperson;
    - 2.2 Vice Chairperson;
    - 2.3 Trustees in attendance;
    - 2.4 Superintendent, Assistant Superintendent;
    - 2.5 Consultants;
    - 2.6 Principal, Assistant Principal.
  3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
  4. As audience members, dignitaries are to be provided with reserved seating in the front row.
  5. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.
  6. Trustees are to be introduced at all times.
  7. Provision is to be made for trustees and other important guests to be greeted by staff or students.
  8. Invitations to trustees are to be issued by an individual invitation to the District Office. The role and expectation is to be defined in the invitation.
  9. Trustees are to be notified at least two (2) weeks prior to the event, if possible.
  10. The Superintendent is to be contacted if a speaker is required at the Board or District level.
  11. The trustee invitation and District Office notice must indicate who will serve as the Master of Ceremonies (MC) and whether or not invited guests will be asked to speak.
  12. When no trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.
  13. For assistance, contact the Office of the Superintendent.
  14. Royal and Other Special Visits
    - 14.1 While extremely rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or the Northwest Territories' Lieutenant Governor); visits by the Prime Minister or Premier, senior cabinet ministers, ambassadors, or other prominent dignitaries. In such

circumstances, the formal protocol of either the Government of Canada or Northwest Territories takes precedence.

- 14.2 Information on proper protocol in these special circumstances can be obtained from the Government of the Northwest Territories. The Superintendent must be contacted in these instances.

Reference: Section 78, 117, 118, 119 Education Act  
Government of Northwest Territories Protocol  
Federal Government Protocol

Approved: December 2007  
Reviewed/Revised: August 2017



## **VISITORS TO THE SCHOOL**

### **Background**

Each Principal is responsible to ensure the safety and security of its students and staff. In order to meet this responsibility, the Principal must determine who, when, and under what conditions a person not enrolled in the school may enter the facility.

### **Procedures**

1. Signs will be posted at all entrances, notifying visitors that they must report to the Principal's office for permission to be in the school.
2. Visitors to schools during school hours are subject to the directions issued by the Principal concerning their presence and conduct.
3. Persons observed in the school who have no apparent reason to be there shall be asked by a staff member if assistance is required and directed by that person to the Principal's office.
4. Should a school visitor refuse to leave the school when directed by the Principal to do so, the Principal shall contact the RCMP and request that the visitor be escorted from the facility. In such cases, school staff are to attempt to record the following information if at all possible:
  - 4.1 The name of the individual;
  - 4.2 A description of the individual;
  - 4.3 Details of the incident;
  - 4.4 The name(s) of any witness(es); and
  - 4.5 License number and description of any vehicle used by the individual.
5. When contacting the RCMP, the Principal is to also seek advice in order to best deal with the circumstance.
6. In the event the visitor is a hostile individual, and it becomes necessary to evacuate the school, fire drill procedures are to be followed.
7. The Principal may refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the Principal's judgment, be detrimental to the students and/or staff members. The individual who has been denied access may appeal the Principal's determination to the Superintendent.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017





---

## **FLAG PROTOCOL**

### **Background**

Principals and appropriate District Office personnel shall ensure that the Canadian flag and the Northwest Territories flag are displayed at schools and other District facilities.

### **Procedures**

#### **1. General**

- 1.1 The Canadian flag shall be displayed in each elementary school classroom.
- 1.2 The Canadian and Northwest Territories flags shall be flown at each school on every instructional day.
- 1.3 The Canadian and Northwest Territories flags shall be displayed at all public functions held in the schools.
- 1.4 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
- 1.5 Flags shall be displayed in accordance with a general protocol as set out by the Secretary of State for Canada.

#### **2. The Principal shall:**

- 2.1 Purchase flags, as required, for the school.
- 2.2 Display the Canadian and Northwest Territories Flags in accordance with this procedure.
- 2.3 Principals may display flags in other areas within the school at his/her discretion.

#### **3. Placement of the flags shall be such that when displayed with another territorial, provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.**

#### **4. Flags shall be flown at half-mast:**

- 4.1 At all District/school sites upon the death of a current student, staff member or trustee;
- 4.2 At the local school site upon the death of someone who is an integral part of the school community (this could include retired staff);
- 4.3 At the direction of the Superintendent upon the death of a prominent citizen not associated with the District;

4.4 For a period commencing at notification of the death, up to and including the day of the funeral, at the site(s) where the deceased was closely associated or connected; and

4.5 On the day of the funeral for cases other than those described in clause 4.4.

5. Current 'Rules for Flying the Flag' can be found at:

<http://www.pch.gc.ca/pgm/ceem-cced/etiqt/index-eng.cfm>

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: August 2017

Reviewed/Revised:



---

## DISTRICT VISUAL IDENTITY

### Background

The District's visual identity program (corporate brand) is one of the first points of contact that the public has with the District. The organization's visual identity tells a lot about who we are as an organization and plays a key part in defining our District to our publics. The visual identity program also establishes the 'look and feel' of who we are and what we represent. The District's corporate logo is an integral part of our visual identity program and aligns closely with the mission, values and beliefs in telling our story to broad public audiences.

A key measure in defining the success of the District's corporate branding is the extent to which we are able to achieve consistency across all communications and marketing platforms. Consistent execution of the District's visual identity (including logo) will be necessary in all forms of print and digital communications, social media, web-based communication, corporate advertising, and building/vehicle signage.

### Procedures

1. All representations of the District's visual identity/corporate brand in any internal or external communications resource must follow the District's approved Visual Identity Guidelines.
2. The Communications Assistant is responsible for ensuring the District's Visual Identity Guidelines are followed by the District Office, District schools and external third-party stakeholders.
3. The Logo is to be used for stationary, forms, display, lapel pins, etc. to promote visual identity of the District.
4. Metal pins will be provided in reasonable quantities to trustees and executive staff for promotion of the District, recognition of guests, etc. Distribution of pins shall be under the direction and discretion of the Communications Assistant.
5. Various types of clothing or other items may be acquired by the District in order to promote its image. These items may be provided as gifts or may be available for resale.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: August 2017  
Reviewed/Revised:



## OCCUPATIONAL HEALTH AND SAFETY

### Background

The District is committed to providing a safe and healthy study and work environment for its students, staff members, contracted and temporary workers, volunteers, and the general public.

### Procedures

1. Under the Safety Act, all staff members have the responsibility to ensure the health and safety of students, themselves, and their colleagues.
  - 1.1 All District administrators, staff, and contractors shall comply with Safety legislation.
  - 1.2 All District personnel and contractors shall comply with WHMIS (Workplace Hazardous Materials Information System) standards.
  - 1.3 All District personnel and contractors who, as a part of their duties, either use or may be exposed to hazardous chemicals shall take a WHMIS training session, and receive WHMIS refreshers every three (3) years.
  - 1.4 All District personnel and contractors who ship, transport, or receive dangerous goods shall have Transportation of Dangerous Goods (TDG) training, and renew certificates every three (3) years.
  - 1.5 All students in laboratory courses shall have a safety training session.
2. The establishment and maintenance of safe learning and working conditions is to be a primary consideration for supervisors and staff.
  - 2.1 Each Principal shall develop procedures that prescribe the rules of safe operation of all laboratories within the school. Such procedures shall address:
    - 2.1.1 Safe and secure storage, annual checking, and disposal, where needed, of chemicals;
    - 2.1.2 WHMIS labeling of all chemicals;
    - 2.1.3 Safe and secure storage and use of laboratory equipment;
    - 2.1.4 Safe use of natural gas and security when gas is not in use;
    - 2.1.5 Appropriate teacher supervision of students in all laboratory activities;
    - 2.1.6 The training of staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use, as well as the safety requirements of any procedure or activity they may use;
    - 2.1.7 The training of students in any safety procedures relevant to the work they are doing; and

- 2.1.8 Any other measures required to ensure the safety of students and staff in any school laboratory.
  - 2.2 Each supervisor shall develop procedures that prescribe the rules of safe operation for all projects within the District. Such procedures shall address:
    - 2.2.1 Stoppage of work processes when unsafe or dangerous conditions exist;
    - 2.2.2 Investigation of reported unsafe work conditions and subsequent corrective action and documentation;
    - 2.2.3 Reporting processes for all work-related pain, injury or illness;
    - 2.2.4 Immediate reporting of certain types of incidents and accidents in accordance with the Safety Act; and
    - 2.2.5 Investigation and reporting of serious injury or accident, and corrective action taken.
  - 2.3 Any staff member covered by Workers' Compensation who is injured while carrying out his/her duties to the District shall, within the specified time, fill out any forms required under Workers' Compensation.
  - 2.4 Any staff member not covered under Workers' Compensation shall report to their immediate supervisor any injury caused by an accident while carrying out their duties to the District. The supervisor shall report such accident injury to the Superintendent.
3. The Facilities and Maintenance Director and the principals are responsible for the management of all chemicals, hazardous and dangerous goods and wastes and shall:
- 3.1 Ensure that only the required chemicals and hazardous materials are purchased.
  - 3.2 Ensure that the chemicals and hazardous materials are purchased in such quantities that they can be consumed within a three-year period.
  - 3.3 Ensure that chemicals and hazardous wastes are recycled or disposed of in accordance with WHMIS standards.
  - 3.4 Consider the following factors when purchasing controlled materials:
    - 3.4.1 Appropriate amounts;
    - 3.4.2 Least toxic alternative;
    - 3.4.3 Shelf-life; and
    - 3.4.4 Use of consumer products.
  - 3.5 Maintain a proper inventory of all materials, and ensure that they are used chronologically.
  - 3.6 Ensure that a copy of the Guidelines for Management of Chemicals and Hazardous Waste in Schools (Alberta Education) and Hazardous Chemicals Information and Disposal Guide (University of Alberta) are available in each school office.
  - 3.7 Ensure that all obsolete chemicals and hazardous wastes are removed from District facilities at least once a year and properly disposed of by the Facilities and Maintenance Director.

4. The development and implementation of safety and accident prevention programs, including orientation programs, is mandatory in order to develop a learning and working environment that promotes health and safety.
  - 4.1 The Facilities and Maintenance Director is responsible for the development, implementation, and continuous improvement of District health and safety programs.
  - 4.2 The Facilities and Maintenance Director must ensure sufficient staff are trained in workplace hazard assessments, inspections, investigations, and First Aid.
  - 4.3 In order to ensure that there are staff members proficient in administering First Aid, the District encourages staff members to take a certified First Aid course.
  - 4.4 Upon approval and the successful completion of a certified First Aid course, the District will reimburse the staff member's registration fee.
5. The provision of instruction and training to students and staff is essential in order to encourage safe working practices and to ensure appropriate response in the event of an accident.
  - 5.1 The application of Universal Precautions, meaning the application of strategies for isolation precautions to prevent the spread of blood-borne infections by applying Blood and Body Fluid precautions universally to all persons, regardless of their presumed infection status, is mandatory for all staff members.
  - 5.2 Universal Precautions in a school setting shall apply to isolation of all moist and potentially infectious body substances (blood, feces, urine, sputum, saliva, wound drainage, and other body fluids) from all persons, regardless of their presumed infection status through the use of protective gloves.
  - 5.3 Staff members shall put on clean protective gloves just before contact with mucous membranes, non-intact skin, and for anticipated contact with moist body substances. Remove protective gloves promptly after use, before handling non-contaminated items or environmental surfaces, and wash hands immediately to avoid transfer of micro-organisms to others or environments.
  - 5.4 The Principal or District Office administrator shall ensure that an adequate supply of protective gloves is available to all staff members, and that all staff members have knowledge of storage locations and easy access to the protective gloves.
  - 5.5 Principals shall ensure that procedures are developed for the application of Universal Precautions in their work environment.
6. The District will not accept donations of chemicals, hazardous goods, or other substances of a dangerous nature.
7. This Administrative Procedure shall take precedence in the application of any procedures in matters of health and safety.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Emergency Medical Aid Act  
Safety Act  
Transportation of Dangerous Goods Act

Approved: December 2007  
Reviewed/Revised: August 2017



## Administrative Procedure 160 – Appendix

---

### UNIVERSAL PRECAUTIONS

#### Background

Hygienic practices are required to minimize the risk of transmission of infectious diseases following contact with blood or other body fluids.

#### Procedures

1. Use dressings and tissues to minimize direct contact with blood, other body fluids, and wounds.
2. When cleaning up body fluids, protective disposable plastic gloves shall be worn.
3. If any part of the skin comes in contact with body fluids, it shall immediately be washed with a disinfectant or hot, soapy water.
4. Exposure of open skin lesions and eye and mouth areas to body fluids shall be avoided.
5. Appropriate disinfectants (e.g. 1:9 dilution of household bleach in water) shall be used in cleaning body fluids from floors, walls, and clothing. The Yellowknife Health and Social Services Board of Management can be contacted if there is doubt as to which disinfectants or cleansers are to be used.
6. The person doing the cleaning is to use disposable materials such as paper towels, if at all possible. If a mop is used, it shall be rinsed in disinfectant.
7. All disposable articles soiled with body fluids (e.g. paper towels) shall be placed in a plastic container, which shall be sealed and disposed of immediately.
8. Non-disposable articles, such as clothing and linens visibly soiled with blood or other body fluids, are to be rinsed in cold water and then machine-washed in hot water with ordinary household laundry detergent, including bleach (or dry cleaned). The person who is rinsing the clothes is to wear necessary protective coverings.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Emergency Medical Aid Act  
Safety Act  
Transportation of Dangerous Goods Act

Approved: December 2007  
Reviewed/Revised: August 2017



---

## COMMUNICABLE DISEASES

### Background

The existence of numerous communicable diseases, including Acquired Immune Deficiency Syndrome (AIDS) requires school authorities to establish procedures with regard to the management of infected students and staff. Such procedures reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

The District is committed to the humane responsible and compassionate treatment of students and staff infected with communicable diseases within an environment that protects the health and safety of all students and staff.

### Procedures

1. Normally, students with communicable diseases will be dealt with in accordance with the provisions of the Public Health Act.
2. Children with a communicable disease shall be allowed to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Officer of Health, special circumstances dictate otherwise.
3. The right of infected students to privacy will be respected by staff, including the confidentiality of records.
4. Information about communicable diseases will be provided to students as part of the regular instructional program as specified within the Health Studies curriculum.
5. Employees infected with communicable diseases shall be allowed to continue normal duties unless:
  - 5.1 In the opinion of the local Medical Officer of Health, special circumstances dictate otherwise; or
  - 5.2 The job of the employee requires that the employee be free from any communicable diseases.
6. The right of infected employees to privacy will be respected and their identity will remain confidential.
7. Employees who are unable to continue their duties as a result of having a communicable disease shall have full access to sick leave, long term disability and other medical benefits provided for by the various collective agreements and benefit plans.



8. In the event that an employee indicates that they have been infected with a communicable disease, the supervisor shall immediately contact the Superintendent to review procedures to be followed.
9. If, in the opinion of the attending physician, an infected employee is no longer capable of working, the matter will be dealt with in the same way as other illnesses that impair an employee's capacity to work.
10. In all cases, the confidentiality of the persons affected by the disease shall be reserved for those who need to know on the basis of providing appropriate programs or services for the persons affected.

Reference: Section 34, 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Emergency Medical Aid Act  
Health Information Act  
Safety Act  
Public Health Act  
Charter of Rights and Freedoms (Canada)

Approved: December, 2007  
Reviewed/Revised: August, 2017



## Administrative Procedure 161 – Appendix

---

### LIST OF COMMUNICABLE DISEASES

Acquired Immunodeficiency Syndrome (AIDS)  
Amebiasis  
Anthrax  
Arboviral Infections (including Dengue)  
Botulism  
Brucellosis  
Campylobacter  
Cerebrospinal Fluid Isolates  
Chickenpox  
Cholera  
Congenital Infections (includes Cytomegalovirus,  
Hepatitis B, Herpes Simplex, Rubella, Toxoplasmosis, Varicella-Zoster)  
Dengue  
Diphtheria  
Encephalitis (specified or unspecified)  
\*Enteric Pathogens  
\*Foodborne Illness  
\*Gastroenteritis, epidemic  
Giardiasis  
Hemophilus Influenza Infections (invasive)  
Hemolytic Uremic Syndrome  
Hepatitis A, B, Non-A, Non-B  
Kawasaki Disease  
Lassa Fever  
Legionella Infections  
Leprosy  
Leptospirosis  
Malaria  
Measles  
Meningitis (all causes)  
Meningococcal Infections  
Mumps  
Neonatal Herpes  
Nosocomial Infections  
Ophthalmia Neonatorum (all causes)  
Paratyphoid  
Pertussis  
Plague  
Poliomyelitis  
Psittacosis  
Giardiasis

Q-Fever  
Rabies  
Rye Syndrome  
Rickettsial Infections  
Rocky Mountain Spotted Fever  
Rubella (including Congenital Rubella)  
Rubeola  
Salmonella Infections  
Shigella Infections  
\*Stool Pathogens, all types  
Tetanus  
Toxic Shock Syndrome

Tuberculosis  
Tularemia  
Typhoid  
Typhus  
Varicella  
Viral Hemorrhagic Fevers (including Marburg, Ebola,  
Lassa, Argentinean, African Hemorrhagic Fevers)  
\*Waterborne Illness (all causes)  
Yellow Fever

\* Enteric Pathogens, Foodborne Illness, Gastroenteritis, epidemic and Waterborne Illness include the following and any other identified or unidentified cause: Aeromonas; Bacillus cereus; Campylobacter; Clostridium botulinum and; perfringens; Salmonella; Shigella; Staphylococcus; Viruses such as Norwalk and Rotavirus; Yersinia

Reference: Section 34, 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Emergency Medical Aid Act  
Health Information Act  
Safety Act  
Public Health Act  
Charter of Rights and Freedoms (Canada)

Approved: August 2017

Reviewed/Revised:



## **SMOKING ON DISTRICT PROPERTY**

### **Background**

The District strives to provide safe, comfortable, and healthy environments for all students, employees, community partners, visitors, and guests.

The District has a responsibility to ensure that students and staff are protected from the harmful effects of smoking or second hand smoke.

### **Procedures**

1. Smoking is not permitted within any District educational facilities, vehicles, and grounds.
2. All schools and District facilities shall have signage informing all students, staff, user groups, and visitors that the building is a non-smoking facility.
3. The Principal shall be notified if smoking is detected within the school or on school grounds and is responsible to take appropriate action.
4. Students who do not comply with this Administrative Procedure may face consequences, as detailed in school rules and Administrative Procedure 350 – Student Discipline.
5. Employees who do not comply may receive a verbal warning, written reprimand, suspension with or without pay, or may face dismissal.
6. Community partners who do not abide by this Administrative Procedure will receive written notice that any further incident will result in the cancellation of any future scheduled events they may sponsor.
7. Individuals, groups, or organizations that rent a District owned facility and do not comply with this Administrative Procedure will be informed they will not be able to book any future events in District owned facilities or on District owned properties.
8. Guests, visitors, and other persons found to be smoking or using tobacco products in a District owned building or on District owned property shall be informed of this Administrative Procedure by the employee in charge of the facility, and requested to desist. If they fail to do so, they will be asked to leave.

9. It is understood that this Administrative Procedure does not apply to residential facilities.
10. This prohibition does not apply to the use of tobacco for ceremonial events.

Reference: Section 34, 35, 45, 69, 78, 117, 118, 119 Education Act  
Tobacco Control Act

Approved: December 2007

Reviewed/Revised: August 2017



## SMUDGING / PIPE CEREMONIES

### Background

The District recognizes the spiritual needs of the Indigenous community. The District recognizes that smudging and the use of herbs and tobacco are a part of the Indigenous traditional way of life and are, therefore, permitted in District schools, subject to proper safety measures.

### Definition

Smudging is an Indigenous tradition which involves the burning of sage, sweetgrass and/or cedar. Smudge produces a distinct odour, but the smoke associated with it is minimal and lasts a very short time. A smudge is burned to cleanse the body, mind, spirit of any bad feelings, negative thoughts, or negative energy – cleansing both physically and spiritually.

### Procedures

1. If smudging is to take place in a District building, principals/supervisors must ensure staff understand the associated protocols and importance of smudging and pipe ceremonies as part of the Indigenous traditional way of life.
2. If smudging is to take place in a District building it will be in a designated area.
3. Any areas designated as smudging areas are to be in a well-ventilated area and approved by the Director, Facilities and Maintenance.
4. Designated smudging areas must contain a fully charged fire extinguisher.
5. Staff responsible must be instructed on the use of fire extinguishers.
6. When smudging ceremonies are completed the materials must be fully extinguished and disposed of in an appropriate manner.
  - 6.1 Smoking or warm smudging materials need to burn out on their own.
  - 6.2 Smudge remnants and matches are to be placed in a tin can and saved.
  - 6.3 Smudge remnants are never to be placed in trash receptacle.
7. Tobacco is used in pipe ceremonies and only by a pipe carrier.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Tobacco Control Act

Approved: August, 2017

Reviewed/Revised:



## Administrative Procedure 163

---

# ALCOHOL ON DISTRICT PREMISES

### Background

On occasion, an adult community group or adult school group may wish to make available alcoholic beverages for consumption on school premises.

### Procedures

1. The serving or consumption of alcoholic beverages on District premises will not be permitted for District or community functions.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: August 2017  
Reviewed/Revised:



## **NUTRITION**

### **Background**

District staff have an obligation to promote the health of students while they attend school, and to promote healthy lifestyle practices. Schools have a powerful influence on children's eating habits, as students spend a significant portion of their day in the school environment, including snack and meal times.

While classroom teaching provides students with the basic philosophy and rationale for food selection, the cafeteria or other food service provides the environment to implement and reinforce what is taught. The school cafeteria is, therefore, an important part of the learning system. Schools that provide healthy food and beverage choices contribute to the well-being of their students.

One of the most important reasons for the promotion of healthy eating in the school environment is the connection with healthy body image. The development of a realistic body image is critical in childhood and adolescence because it is highly associated with positive levels of self-esteem and with reduced stress levels.

What a student eats has a direct impact on his or her academic performance. Well-nourished students attend school more regularly, concentrate better, are more alert, less aggressive, less anxious, and exhibit better behaviour and social skills. The result is increased student receptivity to the learning experience.

Nutrition plays a significant role in growth, development, resistance to disease, and physical and mental health. It is important that children receive all the nutrients they need to prevent illness and to optimize cognitive and behavioral performance. Research has clearly shown that many chronic degenerative diseases such as diabetes, heart disease, and cancer have their roots in childhood and early food habits. Research also demonstrates a relationship between nutrition and children's physical, emotional, and intellectual readiness to learn.

### **Procedures**

1. All staff members shall encourage healthy eating habits among students by promoting Canada's Food Guide.
2. Staff members shall encourage students to choose a diet that includes a variety of foods from the four food groups.
3. Staff members shall emphasize the importance of eating whole grain cereals, breads and other grain products, vegetables, and fruit.

4. Students will be encouraged to choose lower-fat dairy products, leaner meats, and foods prepared with little or no added fat.
5. Students will be encouraged to achieve and maintain a healthy body weight by enjoying regular physical activity and healthy eating.
6. Staff members shall emphasize that the key to healthy body weight is a combination of enjoying regular physical activity, healthy eating, and a positive self-image. Being either too thin or too heavy may lead to health problems.
7. Students will be encouraged to limit salt and caffeine by adding flavour to foods with spices and herbs, cutting back on foods with high salt content (potato chips, hot dogs, cold cuts like salami and bologna) and choosing beverages such as water, low-fat milk, and fruit juices instead of cola drinks, coffee, and tea.
8. Staff members shall monitor the sale of food in the school cafeteria to ensure that the school environment promotes positive attitudes to nutritious foods. Eating healthy foods must become part of the culture of a school. School food services must be organized to allow students to make choices regarding food selection in order to provide a positive contribution to the development of healthy food habits.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Canada's Food Guide

Approved: December 2007

Reviewed/Revised: August 2017





---

## WELLNESS

### Background

Wellness is a balanced state of active living, healthy eating, and social/emotional well-being. Health and quality learning are interdependent. Educational research supports this connection and acknowledges the District's role in creating and supporting healthy school communities as foundations for optimal learning. The District is committed to a comprehensive school health approach that fosters lifelong wellness practices.

### Procedures

1. The comprehensive school health approach in the District focuses on three (3) priority areas: active living, healthy eating, and positive social/emotional environments, and acknowledges the interconnectedness between the three.
  - 1.1 Active Living

Students who are physically active are more likely to exhibit on-task behaviour, academic success, and social inclusion. Incorporation of activity into daily routine and an active living lifestyle supports optimal physical, cognitive and social growth and development that helps maintain a healthy body weight and reduces the risk of chronic disease.
  - 1.2 Healthy Eating

Nutrition plays a significant role in student growth, developing disease resistance, and physical and mental health. Students who make wise and healthy food choices based on Canada's Food Guide to Healthy Eating support optimal physical, cognitive and social growth and development while reducing their risk of obesity and chronic disease.
  - 1.3 Social/Emotional Well-being

Students who have a strong sense of self and belonging and who feel safe and cared for at school are more likely to achieve greater academic success, have successful and rewarding relationships, and exhibit positive social/emotional behaviours.
2. Principals will identify a Wellness Champion to facilitate student and staff access to community resources to enable everyone to:
  - 2.1 Participate in active living opportunities both within and outside of school,
  - 2.2 Make healthy nutritional choices, and
  - 2.3 Promote positive social/emotional well being.

3. Employees will act from the understanding that staff advocacy and role modeling influence wellness and learning.

4. Active Living

Individuals have the knowledge, skills, attitudes and opportunities to live an active lifestyle. Principals, in conjunction with their staff will:

- 4.1 Provide quality daily physical activity (grades 1 to 9) and encourage students to engage in physical activity inside and outside of regular curriculum to support their development as healthy, active learners;
- 4.2 Provide for opportunities to meet the outcomes of the Physical Education Program of Studies; and meet the minimum time allocations for quality physical education;
- 4.3 Use Physical Education expertise of the staff and others in providing/enhancing programming for students.

5. Healthy Eating

Individuals have the knowledge, skills, attitudes and opportunities to develop lifelong healthy eating practices.

- 5.1 The primary reference for the provision, promotion, sale and distribution of food in schools shall be the Alberta Nutrition Guidelines for Children and Youth from which principals, in conjunction with their staffs, shall provide foods from the “Choose Most Often” and “Choose Sometimes” categories, and limit foods from the “Choose Least Often” category. This Administrative Procedure does not impact lunches and/or snacks that students or staff members are bringing from home.
- 5.2 Principals must ensure that strategies are in place to foster the knowledge, skills and attitudes that promote healthy eating for everyone. In fulfilling this expectation, principals, in conjunction with their staffs, shall:
  - 5.2.1 Promote nutrition education and create an environment of positive food and beverage messages;
  - 5.2.2 Establish strong connections between nutrition education and foods available at the school;
  - 5.2.3 Schedule nutrition break(s) that provides time for eating and recreation; and
  - 5.2.4 Be encouraged to limit the use of food as a reward.
- 5.3 All school communities will examine their nutrition practices and provide opportunities, support and encouragement for staff and students to consume healthy foods/beverages. In fulfilling this expectation, principals, in conjunction with their staffs, shall:
  - 5.3.1 Explore healthy fundraising options based upon foods from the “Choose Most Often” category and limit foods from the “Choose Least Often” category;
  - 5.3.2 Create an environment where healthy foods/beverages are available, affordable and promoted as the best choice;
  - 5.3.3 Review options with food suppliers to maximize the nutritional value of the items;

- 5.3.4 Limit the number of items from the “Choose Least Often” category offered during special days;
  - 5.3.5 Be encouraged to model healthy nutritional practices.
  - 5.4 Principals are encouraged to create their own health and wellness team that includes students, staff, and parents, in collaboration with public health nurses and other health-related professionals.
  - 5.5 Principals shall promote healthy, reasonably priced food/beverage choices when sold or otherwise offered. In fulfilling this expectation, principals, in consultation with the school community, shall:
    - 5.5.1 Access expertise in the community through approaches including but not limited to partnerships, programs, referrals; and
    - 5.5.2 Offer healthy foods/beverages including healthy meal combinations.
6. Social/Emotional Well-being
- 6.1 Every Principal, in conjunction with staff, will actively develop the relationship between student/staff- sense of connectedness and their social/emotional well-being by:
    - 6.1.1 Supporting and embedding education programs to support emotional well-being.
    - 6.1.2 Creating learning environments where emotional well-being is role modeled and developed in students.
    - 6.1.3 Accessing the resources and links with community agencies, partners and support networks to help students/staff develop the skills to be aware of and monitor their emotional well-being.
  - 6.2 Every Principal, in conjunction with staff, will also:
    - 6.2.1 Access integrated, multidisciplinary social/emotional supports that may include partnerships with communities and other agencies.
    - 6.2.2 Provide a school environment that encourages making positive choices to support healthy body image.
    - 6.2.3 Provide education reducing the stigma surrounding mental health shall be provided.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Alberta Nutrition Guidelines for Children and Youth  
Canada’s Food Guide

Approved: August 2017  
Reviewed/Revised:

## HEALTHY EATING FOOD GUIDE

### Live Outside the French Fries Box:

#### Guidelines to Help Your School Make Healthy Food Choices

#### Serve Most Often

GRAIN PRODUCTS		MILK PRODUCTS	
Whole grain bread/ toast/bun	Homemade whole wheat banana bread	Low fat cheese (e.g. cheddar <20% MF)	Cottage cheese
Home made muffins	Roti	Milk based soups	Yogurt
Pasta/rice/whole wheat or rice noodles	Baked Bannock	Low fat milk (1% and skim)	Fortified soy beverage
Unsweetened/low sugar cereals	Whole-wheat bagels/ pita/bread		
English muffins	Whole grain crackers		
	Tortillas/rice cakes		
VEGETABLES & FRUIT		MEATS & ALTERNATIVES	
Fresh/unsweetened frozen fruit	Unsweetened juices	Cooked beans and lentils	Fish/seafood
Canned fruit in juice	Vegetable soups	Canned fish (packed in water)	Lean cuts of beef/pork
Raw/ cooked vegetables	*Dried fruit (no sugar added)	Eggs	**Peanut butter/nuts
	Baked potatoes	Ham	Tofu
			Lean cuts of chicken/turkey

#### Serve Sometimes

GRAIN PRODUCTS		MILK PRODUCTS	
Granola/granola bars	Plain homemade cake	Eggnog	Frozen yogurt
Plain popcorn/pretzels	**Cookies (made with oatmeal, peanut butter or dried fruit)	Milk puddings	Regular cheese
Fruit crisps/cobblers	Croissants	Ice cream	Custards
White bread/crackers (e.g. soda)	Biscuits	***Flavoured milk Low fat milk (1% and skim)	Processed cheese slices
VEGETABLES & FRUIT		MEATS & ALTERNATIVES	
Fruit in syrup		Wieners/sausages	Fish sticks
Vegetables with sauces or breading		Canned luncheon meats	Breaded meat strips
		Pepperoni sticks	Canned fish (in oil)
		Deli meats	

#### Serve Least Often

These foods are high in sugar, fat or salt and should not be every day choices.

Pastry/danishes	Cookies (with icing)	Gravy
Syrup/honey	Frozen ice treats (popsicles)	*Fruit leather with sugar added
Pie	Cheese puffs	Milkshakes
Cream cheese	Presweetened cereals	Whipped cream
Cakes with icing	Soft drinks	French fries
Chocolate/candy	Sherbet	Sport drinks
Chilled coffee drinks	Cheese spreads	Flavored popcorn/chips
Sticky buns	Bacon	Jams/jellies
Sour cream	Fruit drinks (e.g. punch)	Instant packaged noodle soups
Chips	Flavored jelly powder	Poutine

Source: Good Nutrition at School, David Thompson Health Region

SCHOOLS: *Healthy Eating*

Approved: August 2017  
Reviewed/Revised:

\* These foods are sticky and tend to stick to teeth, increasing the risk of tooth decay. When these foods are eaten with meals, the risk of tooth decay is lower. The risk is lower yet if these foods are eaten and followed by brushing, rinsing with water, eating a piece of cheese or chewing a piece of sugarless gum

\*\* Check for students' food allergies before serving food at school. Resources for allergies: Calgary Allergy [www.calgaryallergy.ca](http://www.calgaryallergy.ca).

\*\*\* Although the nutrient content is similar, white milk is a better choice over flavoured milks because it has fewer calories and less sugar.

#### TIPS:

**Milk Products:** aim for 2% MF (milk fat) or less, aim for 15% RDI of calcium and 25% RDI of Vitamin D per serving

**Grain Products:** aim for 2g of Fibre or more per serving

**Meats and Alternatives:** aim for 5% RDI or more of B vitamin and iron per serving

**Vegetables and Fruit:** a good source of Vitamin C (aim for 30% RDI), Vitamin A and Folic Acid (aim for 15% RDI)

**For all food groups:** Aim for less than 2 g saturated fat/serving and no hydrogenated vegetable oil/vegetable oil shortening or added "trans fats"

\*RDI=Recommended Dietary Intake

Adapted from: *The Role of Schools in Promoting Healthy Eating* as well as Dietitians of Canada – School Food and Nutrition Recommendations for Ontario Ministry of Education [www.dietitians.ca/news/media.asp](http://www.dietitians.ca/news/media.asp)



---

## SAFE AND CARING SCHOOLS

### Background

District administrative and educational activities must be directed to the attainment of its statutory responsibilities to provide all students with a safe and caring environment that fosters and maintains respectful and responsible behaviours and to ensure that all students have the opportunity to meet the standards of education set by the Minister. The District therefore, desires that measures be put in place that provide for the physical, emotional and psychological safety of all participants in the educational process.

### Procedures

1. Principals shall foster and maintain a safe, secure and caring school environment.
  - 1.1 The objective of schools shall be the provision of a safe and caring school environment where student behaviour and conduct is characteristic of a socially responsible citizen. Basic standards of student behaviour and conduct are to be expected and achieved while students are involved in any school or school-sponsored activity.
  - 1.2 Students and parents shall be made aware of the provisions through school handbooks, newsletters or other methods of communication of Administrative Procedure 350 – Student Discipline.
  - 1.3 The Principal shall respond to behaviour that threatens or breeches school safety and security.
  - 1.4 The Principal shall apply the provision of Administrative Procedure 350 – Student Discipline as one means of responding to threats of violence, harassment and possession of weapons by any student in the school and shall pursue with the police the pressing of charges against non-students who may be involved in such incidents.
  - 1.5 A safe and secure school environment is one that is physically, emotionally and psychologically safe. Such an environment may be characterized by:
    - 1.5.1 Caring;
    - 1.5.2 Respect for law and order;
    - 1.5.3 Respect for rights and responsibilities;
    - 1.5.4 Respect for democratic values;
    - 1.5.5 Respect for diversity (e.g. gender, religion, race, etc.);
    - 1.5.6 Community, family, student and staff involvement;
    - 1.5.7 Appropriate modeling by staff, students and staff involvement;

- 1.5.8 Clear and consistent expectations for behaviour;
  - 1.5.9 The provision of appropriate consequences for misconduct; and
  - 1.5.10 The clear communication of behaviour expectations and the consequences for misbehaviour to students, staff and parents.
- 1.6 Principals shall foster and maintain a safe and secure environment through measures that include:
- 1.6.1 The establishment of a school environment where appropriate behaviour is valued, taught and modeled by all staff and students;
  - 1.6.2 The development of positive student attitudes toward the school and its environment;
  - 1.6.3 The provision of appropriate student supervision at school-sponsored or approved activities;
  - 1.6.4 Making all participants in school-sponsored or approved activities (students, staff and parents) aware of the school's expectations with regard to their conduct and language;
  - 1.6.5 Making students, parents, and staff aware of the school's expectations for conduct and the consequences established for serious or repeated misconduct; and
  - 1.6.6 Developing plans for action to be taken in response to perceived threats or to breeches of the security and good order of the school.
- 1.7 Principals shall strive to develop positive student attitudes that are conducive to a safe and secure school environment
- 1.7.1 By providing students with an environment that:
    - 1.7.1.1 Is caring;
    - 1.7.1.2 Provides opportunities for success;
    - 1.7.1.3 Provides opportunities for the recognition of success; and
    - 1.7.1.4 Fosters self-esteem, self-discipline and a sense of responsibility.
  - 1.7.2 By taking advantage of opportunities afforded by the Territorial curriculum and curricular activities to develop District held values, such as:
    - 1.7.2.1 A passion for learning (awakening the joy and excitement of learning);
    - 1.7.2.2 Caring for others (genuine concern for and healthy relationships with others);
    - 1.7.2.3 Respect (holding self, others and the environment in high esteem);
    - 1.7.2.4 Excellence (pursuing personal excellence through continuous life-long improvement);
    - 1.7.2.5 Integrity (striving for fairness, sincerity and honour in all interactions);
    - 1.7.2.6 Honesty (striving for truthfulness, sincerity);

- 1.7.2.7 Work ethic (values based on the moral virtues of hard work and diligence);
- 1.7.2.8 Adaptability (dynamically and progressively responding to change);
- 1.7.2.9 Creativity (nurturing originality and innovation); and
- 1.7.2.10 Collaboration (working or acting jointly).
- 1.7.3 By assisting students in developing appropriate approaches to solving problems and resolving conflict.
- 1.8 All visitors to the school shall be required to report to the school office for authorization to enter the school proper. Such authorization shall at least take the form of issuing a visitor's identification tag as set out in this Administrative Procedure. Signs requiring visitors to report to the office must be posted in the school.
- 1.9 The Principal shall have in place a Critical Response Plan that includes safety procedures that can be implemented when individuals or groups who pose a threat to students and staff are identified or when conditions arise that pose a danger to students and staff. These safeguards may include:
  - 1.9.1 Requiring visitors to the school to report to the office;
  - 1.9.2 Having in place procedures to be used by staff in the event that an unauthorized person is in the school;
  - 1.9.3 Having in place procedures to be pursued by staff in the event that a person or group that pose a threat to school safety is in the school;
  - 1.9.4 Lockdown procedures to be used if there is an intruder (inside or outside of the school building) who is armed or there is reason to believe the intruder is armed and dangerous; and
  - 1.9.5 Emergency procedures to be used when conditions arise that pose a danger to students and staff.
- 1.10 All staff and students shall report all threats and incidents of violent behaviour to the appropriate school staff member as identified in the school's internal procedures. Parents are urged to follow the same procedure in the event that they witness or are informed about a threat or incident of violent behaviour.
- 1.11 Each Principal shall identify a "Crisis Response Team" or a "Threat/Incident Response Team" to lead the school in its response to a critical incident, a threat or a high risk incident.
- 1.12 The Superintendent has the responsibility to provide periodic in-service training sessions for appropriate school personnel in the application of the protocol for "Threat and High Risk Incidents".
- 1.13 The Principal shall ensure that during school hours, or while engaging in school related activities, students are released into the custody of the parents or other adults identified by the parents.
- 1.14 The Principal shall ensure that during school hours, or while engaging in school related activities, persons wishing to contact a student have a legitimate reason and the right to do so before permitting such contact.

2. All administrative departments are expected to support schools in their efforts to foster and maintain a safe and secure school environment.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017





# **YCS and YK #1**

## **Emergency Response Plan**

# TABLE OF CONTENTS

SUPERINTENDENT'S LETTER.....	1
AMENDMENT LIST .....	2
DISTRIBUTION LIST.....	3
<b>SECTION 1</b>	
<b>1. Introduction.....</b>	<b>9</b>
1.1 Policy statement.....	9
1.2 Classification of Disaster .....	10
1.3 Underlying Principles .....	11
1.4 Risk analysis: Summary .....	12
1.5 Description of the Plan .....	13
1.5.1 Aim of the Plan.....	13
1.5.2 Content Layout.....	13
1.5.3 Suggested Use .....	14
<b>SECTION 2</b>	
<b>2. Quick reference .....</b>	<b>2</b>
<b>SECTION 3</b>	
<b>3. Roles and Responsibilities .....</b>	<b>2</b>
3.1 General Roles .....	2
3.2 School Board.....	3
3.3 School District – Superintendent .....	4
3.4 School District – Director of Corporate Services .....	5
3.5 School District – Director of Facilities and Maintenance .....	6
3.6 School District – Assistant Superintendent.....	7
3.7 School District – Supervisor of Instruction, Student Support Services.....	8
3.8 Principal.....	9
3.9 Assistant Principal .....	10
3.10 Each Teacher .....	11
3.11 School Maintenance Person .....	12
3.12 School Secretary .....	13
3.13 School Counsellor.....	14
3.14 Educational Psychologist .....	15
<b>SECTION 4</b>	
<b>4. Procedures .....</b>	<b>2</b>
4.1 Emergency Response: An Overview.....	2
4.2 Notification .....	5
4.2.1 Principal or Designate.....	5

4.2.2	Emergency Response Agencies .....	5
4.2.3	School District .....	6
4.2.4	Media.....	6
4.2.5	Parents .....	6
4.2.6	Local Residents or Neighbors (as appropriate).....	6
4.3	Response to Emergencies WITHIN the School .....	7
4.3.1	Multi-casualty Incidents .....	7
4.3.2	Response to a Fatality (i.e., Student, Staff or Visitor).....	8
4.3.3	Fire .....	10
4.3.4	Bomb Threat.....	11
4.3.5	Hostage Taking or Shooting .....	14
4.3.6	Dangerous Goods Incidents.....	15
4.3.7	Evacuation .....	16
4.4	Response to Emergencies OUTSIDE the School .....	19
4.4.1	Shelter-in-Place .....	19
4.4.2	School bus Accidents.....	20
4.4.3	Serving as a Reception Centre .....	21
4.5	Activation of the School Area Communication Centre (SACC) .....	23
4.6	Activation of the Parent Information Point .....	24
4.7	Use of Volunteers .....	25
4.8	Closure of the Emergency Response Effort .....	26

## SECTION 5

5.	Communication Plan .....	2
5.1	Communication Needs.....	2
5.1.1	School Staff.....	3
5.1.2	Students.....	3
5.1.3	School District .....	3
5.1.4	Emergency Response Personnel.....	3
5.1.5	Parents or Guardians.....	4
5.1.6	Media Representatives.....	4
5.2	Authority to “Communicate”.....	5
5.3	The Crisis Communication Team.....	6
5.3.1	Activation.....	7
5.3.2	Establishing the Parent Inquiry Point (PIP).....	7
5.3.3	Response to Inquiries.....	8
5.3.4	Completion of the Phone Contact Record.....	9
5.3.5	Maintaining the Communication Log .....	10
5.3.6	Shut Down.....	10
5.4	Letters or Messages to Parents .....	11
5.5	News releases .....	11
5.6	Capacity of the Media.....	12
5.7	Required Resources .....	13
5.8	Form.....	13

## SECTION 6

<b>6.</b>	<b>School-Area Communication Center (SACC).....</b>	<b>2</b>
6.1	Function and Mandate.....	2
6.2	Members .....	3
6.3	SACC location and layout .....	3
6.4	Procedures .....	4
6.4.1	Activation.....	4
6.4.2	Set up.....	5
6.4.3	Security .....	5
6.4.4	Operations .....	6
6.4.5	Tips for success.....	7
6.4.6	Shut-down.....	8

## SECTION 7

<b>7.</b>	<b>Administration and Support Operations.....</b>	<b>2</b>
7.1	Pre-crisis administration .....	2
7.1.1	Preparing the SACC Box.....	2
7.1.2	Preparing the Parent Inquiry Point box .....	3
7.1.3	Preparing the SACC .....	3
7.1.4	Administering the SACC.....	4
7.1.5	Revising and updating the Plan .....	5
7.2	Supporting the response effort.....	5
7.2.1	Support to the general operation .....	5
7.2.2	Support to the SACC .....	5
7.2.3	Support to the Parent Inquiry Point (PIP) .....	6
7.2.4	Electronic data processing.....	6

## SECTION 8

<b>8.</b>	<b>Business Recovery Plan .....</b>	<b>2</b>
-----------	-------------------------------------	----------

## APPENDICES

- FORMS
- ORGANIZATIONAL CHARTS
- SCHOOL FACILITY LAYOUT
- KEY RESOURCE LISTS
- TERMS AND DEFINITIONS
- SCHOOL AREA COMMUNICATIONS CENTRE (SACC)
- MAINTENANCE OF THIS PLAN
- DRILLS AND EMERGENCY EXERCISES
- BACKGROUND MATERIAL: COMMUNICATIONS
- RISK ANALYSIS: THE PROCESS
- CRISIS MANAGEMENT CHECKLIST
- SAMPLE CORESPONDENCE
- REQUIRED NON-DISASTER PROCEDURES
- SCHOOL EVACUATION PROCEDURES

## Superintendent's Letter

It is our pleasure to introduce to you the Yellowknife *Emergency Response Plan* for both School Districts. We are very cognizant of the risks inherent in School facilities, District operations and the community around us. A number of procedures, resources and systems already exist to ensure overall safe operational practices within each School District and in every School in Yellowknife. More will be developed as the need arises.

This *Emergency Response Plan* is another step in our continued and firm commitment to the safety of our students, staff, the public, School property and the environment. It is developed with the realization that various individuals within both School Districts have already invested effort to ensure that our facilities and practices are safe. It also acknowledges that during an emergency we would see a number of agencies involved including the School District, local emergency response agencies, the municipality and others as appropriate.

The Plan defines the roles, responsibilities, resources and key contacts we would employ in response to a diverse range of disasters. It is intended to serve as a broad guide and are to be applied with common sense.

We obviously hope to have no need for our emergency plans beyond exercise purposes, however, we must be prepared to manage disasters efficiently. We therefore encourage you to become familiar with this Plan and to be prepared to take action according to your role and responsibilities.

Judith Knapp  
Kern Von Hagen

**Note:** For more information on this Amendment List please refer to Appendix G.

## **Amendment List**

<i>#</i>	<i>Revised by</i>	<i>Date</i>	<i>#</i>	<i>Revised by</i>	<i>Date</i>

# Distribution List

#	<i>Responsibility of</i>	<i>Held at</i>	#	<i>Responsibility of</i>	<i>Held at</i>
1			41		
2			42		
3			43		
4			44		
5			45		
6			46		
7			47		
8			48		
9			49		
10			50		
11			51		
12			52		
13			53		
14			54		
15			55		
16			56		
17			57		
18			58		
19			59		
20			60		
21			61		
22			62		
23			63		
24			64		
25			65		
26			66		
27			67		
28			68		
29			69		
30			70		
31			71		
32			72		
33			73		
34			74		
35			75		
36			76		
37			77		
38			78		
39			79		
40			80		

# **SECTION 1**

## **INTRODUCTION**

- 1.1 Policy Statement
- 1.2 Classification of Disaster
- 1.3 Underlying Principles
- 1.4 Risk Analysis
- 1.5 Description of the Plan
  - 1.5.1 Aim of the Plan
  - 1.5.2 Content Layout
  - 1.5.3 Suggested Use



# 1 Introduction

**Emergency management** involves three distinct yet related components. They are emergency preparedness, disaster/crisis response and business recovery. **‘Emergency preparedness’** involves all efforts to minimize the risks and consequence of crises. **‘Crisis management’** is focused on the most effective and efficient ways to manage the disaster or crisis as it unfolds. **‘Crisis recovery’** is the process that guides the most expeditious resumption of business operations after their disruption by a crisis. When developed and implemented, the three separate components complement each other to enhance the ability of a School (or an organization) to effectively respond to disastrous events.

## 1.1 Policy Statement

Yellowknife Education District#1 (YK#1) and Yellowknife Catholic Schools (YCS) are committed to protecting students and staff, and ensuring their safety, health and wellbeing during emergency situations.

This process includes the ability to:

1. Reduce the hazards inherent to District operations and facilities.
2. Prepare fully to respond to all likely crises or emergencies.
3. Effectively manage the response to crises or emergencies.
4. Recover from these events.

It is the policy of YK#1 and YCS to ensure that safe practices are the norm and that appropriately trained staff members and resources are available to respond to crises or emergencies should they occur.

We believe that to be effective, the emergency management process must be on-going, address all facets of our operation (or facilities), and be as thorough as possible. Consequently, every staff member at a School may play a significant role in ensuring that a School is effective in its emergency preparedness or response effort. Moreover, those who are specifically tasked by this Plan **MUST** ensure their availability and competence to conduct their duties as outlined by the Plan.

## 1.2 Classification of Disaster

There are many ways to define crises, disasters, emergencies and other such catastrophic events. Despite some of the differences in their definition, these events have a number of common themes. They are ALL unusual, unique and tend to initially overwhelm the resources of both individuals and organizations. **Therefore, for the sake of both clarity and consistency, this Plan uses the term CRISIS to also mean emergency and disaster situations.**

The School Districts categorize emergencies or disasters into three levels depending on the impact and severity of the event as well as the ability of the School's staff or students to respond. The three categories are level 1 (lowest) to level 3 (most complex). The three disaster categories are distinguished by a number of criteria: Impact/consequence on a School (or School Districts), capacity of the staff to respond, the jurisdiction of the staff to act unilaterally, the involvement of other organizations, and the anticipated duration of the event. The three categories are as follows:

**Level 1** Incidents are restricted to our own District site or property and are not likely to threaten public safety or property, or the environment. The District staff is likely to have sufficient capacity and authority to respond to these low-risk events. A Level 1 event is a 'local emergency' (e.g., one or few students/staff with minor injuries, a small and easily extinguished fire on site, or an easily contained chemical spill).

**Level 2** Emergencies *could* pose a *major* threat to the safety and wellbeing of students, staff or the public. These events are typically of short duration (i.e., less than one day) and involve a response effort beyond the capability, resources and jurisdiction of the District staff (e.g., a fire, an evacuation, off site incident).

**Level 3** Disasters have an impact beyond the District site or property and pose a *significant* threat, present or pending, to the safety of students or staff, property, the environment or the operation and reputation of the School District. **Representatives of the School District manage these events.** These events are lengthy and may be represented by a major explosion, natural disasters, or a massive off site leak/spill of dangerous goods.

Regardless of their classification, disasters are fluid events that may evolve rapidly from one level to another. District staff must be continuously alert to the likely escalation of an event from one category to the next (i.e., from level 1 to a 2 or a 3).

### 1.3 Underlying Principles

The emergency management process at a District level is founded on a number of principles, which should serve as a guide for all related activities. These include:

- Response to disasters and crises is based on the following priorities:
  - Preservation of life
  - Protection of property (public and private)
  - Protection of the environment
  - Maintenance of the reputation of the School District
- Effective emergency response depends on solid emergency planning and preparedness
- School Districts reporting lines must be maintained throughout all emergencies
- Control of and responsibility for resolving an emergency situation rests with the School personnel. However, they are encouraged to seek help (e.g., District staff, other Schools, community response agencies) as required and as soon as practical
- Every staff member may play a key role in emergency planning and response
- Staff members are encouraged to use common sense and initiative during emergencies
- School District's support during emergency situations is expected and available to assist the School's staff members, especially at Level 2 and 3 crises
- Accurate and timely communication is the basis of an effective emergency response
- Notification of the crisis should be made as quickly as possible to the appropriate individual or agency
- The Superintendent or Superintendent Designate will handle communications with the public and the various media outlets, during disaster periods.

## 1.4 Risk Analysis: Summary

Risk analysis is a process through which individuals or organizations assess the likelihood or ‘probability’ that a certain undesirable event would occur, and define the expected consequence or ‘outcome’ of that event.

This plan is based on the following current risks (please refer to Appendix J):

Priority	Threat	Consequences
		<b>Possible injury or death, damage to School and property, loss of property, close down of School</b>
	<b>Bomb Threats</b>	<b>Disrupt School routine, may close down School, possible injury or death, possible damage to property</b>
	<b>Violent/Armed Intruder</b>	<b>Possible injury or death, severe trauma to staff and students, damage to School’s reputation</b>
	<b>Dangerous Goods Issue</b>	<b>Possible injury or death, likely contamination, may lead to School closure</b>
	<b>Power Outage</b>	<b>Disruption of School routine; may have to close School if it is extended</b>
	<b>Field Trip Accident</b>	<b>Worried and concerned students and parents; possible injury or death of student or staff member, damage to School’s reputation</b>
	<b>Student Death</b>	<b>Mental trauma for staff and students; need to debrief and allow for mourning; possible damage to School’s reputation dependent upon cause of death</b>

## 1.5 Description of the Plan

### 1.5.1 Aim of the Plan

Emergencies/disasters are stressful events that are unique, chaotic, have an element of danger, and demand rapid response. The purpose of emergency plans and procedures is to guide the response of organizations and individuals during emergency situations or disasters.

This Plan is focused on the management of Level 2 Emergencies or Level 3 Disasters.

### 1.5.2 Content Layout

This Plan is divided into a number of interrelated sections, each addressing a specific area of interest:

- **Section 2** is a pullout section, which is intended to serve as a quick reference for use during crises. It is a condensed version of the Plan.
- **Section 3** includes all the roles and responsibilities of the major players in Level 2 Emergencies or Level 3 Disasters.
- **Section 4** includes all relevant procedures.
- **Section 5** contains the School Crisis Communications Plan.
- **Section 6** includes all the appropriate instructions for the operations of the School Area Communication Center (SACC).
- **Section 7** contains the procedures for the Administrative and Support Operations, which make the Plan a success.
- **Section 8** will contain a Business Recovery Plan once completed

In addition to the above-mentioned sections, the Plan has a number of appendices. These address related topics in greater depth and are offered as background material.

### 1.5.3 Suggested Use

If you are likely to be involved in a Level 2 Emergency or Level 3 Disaster, you should be *familiar* with this Plan. The Plan is designed as a guide and you are encouraged to use your initiative and common sense. However, there are a number of procedures and roles with which you should be familiar.

In order to quickly become familiar with this Plan, the following approach is recommended:

1. Read Section 3 - "Roles and Responsibilities"
2. Read Section 4 - "Procedures"
3. Read Section 2 - "Quick Reference"
4. Scan Appendix A ("Forms")
5. At first opportunity scan the rest of the Plan

**NOTE: This Plan WILL likely change over time. You are requested to review it periodically. When revisions are distributed you will be advised of the significant changes incorporated by each of these revisions.**

[School logo]

## **SECTION 2**

### **QUICK REFERENCE**

# **Emergency Response Plan**

[School Name]

---

## 2 Quick Reference

There are three categories or levels of disasters depending on the impact and severity of the event and the District's ability to respond to it:

**Level 1** incidents are restricted to a School site or property and are not likely to threaten public safety, property, or the environment. The School staff is likely to have sufficient capacity and authority to respond to these low-risk events. A Level 1 event is a 'local emergency' (e.g., one or few students/staff with minor injuries, a small and easily extinguished fire on site, or an easily contained chemical spill).

**Level 2** emergencies *could* pose a *major* threat to the safety and well being of students, staff or the public. These events are typically of short duration (i.e., less than one day) and involve a response effort beyond the capability, resources and jurisdiction of the District staff (e.g., a fire, an evacuation, off site incident).

**Level 3** disasters have an impact beyond the District site or property and pose a *significant* threat, present or pending, to the safety of students or staff, property, the environment or the operation and reputation of the School District. **Representatives of the School District manage these events.** These events are lengthy and may be represented by a major explosion, natural disasters, or a massive off site leak/spill of dangerous goods.



**Principles of Response** include:

- Response to disasters and crises is based on the following priorities:
  1. Preservation of life
  2. Reduction of injuries
  3. Protection of property (public and private)
  4. Maintenance of the reputation of the School District
  
- Effective emergency response depends on solid emergency planning and preparedness
  
- Existing or current reporting lines must be maintained throughout all emergencies
  
- Control of and responsibility for resolving an emergency situation rests with School personnel. However, they are encouraged to seek help as required and as soon as practical
  
- Every staff member may play a key role in emergency planning or response
  
- School staff members are encouraged to use common sense and initiative during emergencies
  
- District support is available to assist School staff members during these events
  
- Clear, accurate and timely communication is the basis of an effective emergency response
  
- Notification of the crisis should be made as quickly as possible to the appropriate level
  
- Communications with the public and the various media outlets, during crisis periods, will be handled **only** by those authorized and trained to do so

The Superintendents will coordinate the disaster response by School personnel. His or her effort could be enhanced and supported by a School Area Communication Centre (SACC) and a Parent Information Point (PIP).

**Specific Roles and Responsibilities** (by position) are listed in Section 3.

**All District staff members who encounter a crisis MUST, day or night, IMMEDIATELY notify the Principal or Designate.**

Communication with the Media: The authority to communicate anything and on any

---

disaster to members of the media or the public is restricted to the following:

- YCS/YK#1's Superintendents
- YCS/YK#1's Assistant Superintendents

**The primary function of the SACC** is to provide a location from which to effectively manage the **District's response effort** to the emergency or disaster.

**The SACC** must be occupied by:

1. The Principal or Designate
2. One Assistant Principal
3. One or more teachers who are not otherwise specifically tasked
4. The School Administrative Assistant or another support staff
5. The School Caretaker (when not otherwise committed)

**Tips for success** for the successful operation of the SACC:

- Rely on the Plan.
- Employ Crisis Management check list (Appendix K)
- Effective communications is critical.
- Use the SACC structure as a tool. Expand or reduce size or resources as needed.
- Secure the SACC and shield it from unnecessary interference.
- Provide briefing to new arrivals.
- When necessary STOP and get reoriented.
- Every hour (e.g., on the hour) conduct a five minute 'reality check' to compare notes and get an update.
- Ensure backup resources are available.
- Ensure availability of 'creature comforts'.
- Reduce or minimize fatigue or stress.
- Remove or eliminate distractions.
- Maintain or encourage a sense of calm throughout the SACC and the School population.

**Administrative Requirements and Procedures** (see Section 7).

**Forms** (see Appendix A)

## SECTION 3

### ROLES AND RESPONSIBILITIES

- 3.1 General Roles
- 3.2 School Board
- 3.3 School District – Superintendent
- 3.4 School District – Director of Corporate Services
- 3.5 School District – Director of Facilities and Maintenance
- 3.6 School District – Assistant Superintendent
- 3.7 School District – Supervisor of Instruction, Student Support Services
- 3.8 Principal
- 3.9 Assistant Principal
- 3.10 Teachers, Classroom Assistants, Library Workers
- 3.11 School Maintenance Person
- 3.12 School Secretary
- 3.13 School Counselor
- 3.14 Educational Psychologist

---

## Roles and Responsibilities

This section outlines the roles and responsibilities of the key players in the management of School-related disasters or emergency situations. By necessity, these ‘players’ include those who are within the School as well as those who may respond to a School-related disaster from within the School District or the community.

**The roles defined in this section are ALL disaster or emergency-focused and do NOT refer to the incumbent’s day to day responsibilities.**

### 3.1 General Roles

The **primary role** of those who are involved in either District emergency preparedness is to **plan for and respond to emergencies or disasters in a manner that would: avoid or minimize injuries, reduce losses, and enhance the recovery process.** They should meet at least twice a year or more often as required.

In order to achieve this general role the following responsibilities must be addressed:

#### Pre-disaster

- Promote ‘emergency management’ activities throughout the School
- Develop appropriate protocols or procedures at the School
- Commit required resources to ensure appropriate emergency preparedness
- Promote training programs that would enhance safe work practices and more efficient emergency response activities
- Regularly (i.e., at least once annually) review and update the Plan as appropriate
- Maintain this Plan to ensure its currency

#### During Disaster Situations

- Provide the necessary notification
- Take the necessary response actions (i.e., medical treatment, evacuation, and rescue from debris or confinement of the hazard)
- Act to manage the situation and the response to it (i.e., coordinate the overall response, media/public communication)
- Link the School’s response with the municipality’s effort (as appropriate)
- Ensure the continuation of other day-to-day activities or operations as appropriate
- Initiate the recovery process

---

Post Crisis Period

- Evaluate the response effort and revise the Plan, as appropriate
- Ensure the recovery of all key operational activities, as appropriate
- Facilitate or conduct Critical Incident Stress Debriefings (CISD) or other mental health activities to alleviate trauma

### 3.2 School Board

The Boards have an obligation to protect the health, safety and well being of both students and staff during emergency or disaster situations. To achieve this goal, the School Board should:

**Designate** someone who would be responsible for emergency planning

- Issue emergency-related policy
- Provide a budget for the emergency preparedness process
- Encourage, facilitate and support the emergency planning process within its Schools
- Approve mutual aid agreements and related contracts as appropriate
- Mandate the creation of an Emergency Preparedness Committee that will:
  - Define a process for notification by School personnel, in case of disaster
  - Identify spokesperson(s) who will speak on behalf of the District during crisis/disaster periods
  - Ensure that the various School Emergency Response Plans are coordinated and linked into a District-level Response Plan
  - Ensure that the various emergency plans are tested, monitored and updated
  - Ensure that appropriate mutual aid agreements are drafted

### 3.3 School District – Superintendent

**Role:** The Superintendent has an obligation to protect the health, safety and well being of both students and staff, during emergency or disaster situations. The Superintendent is the **critical** link between those affected by a disaster at School level and all other resources within the School District and the Community.

**Reporting to:** The School Board

The **responsibilities** of the Superintendent include:

1. Establish an Emergency Preparedness Committee that would undertake the emergency planning process, and monitor its progress
2. Ensure the linkage of the School District Emergency Response Plan with the Municipal Emergency Plan
3. Ensure that appropriate training and supporting materials are available to staff, students and to parents where appropriate
4. Ensure that emergency response equipment is available, properly positioned, and maintained
5. Ensure the presence of systems for disaster or emergency notification (i.e., School, District, parents, municipal response agencies, Board)
6. Ensure that School (and District) Emergency Response Plans are exercised and amended appropriately to remain both current and functional
7. **During disaster:** initiate and coordinate the activation of the School District Emergency Response Plan (where it exists)
8. Manage the District's response effort to the disaster
9. Keep informed about and coordinate with local (i.e., municipal) response effort
10. Support School staff members as appropriate in the implementation of their Plan
11. Be available to communicate with the media
12. **Following disaster:** ensure that the Plan is evaluated and revised, as required
13. Ensure that mental health resources are made available as needed
14. Initiate and manage the operational recovery process, as appropriate

### 3.4 School District – Director of Corporate Services

**Role:** The Director of Corporate Services must ensure the availability of adequate transportation during disasters to properly evacuate affected School(s), or other designated locations within the community. The Director of Corporate Services must ensure an effective accounting of all emergency related expenditures.

**Reporting to:** The Superintendent

The **responsibilities** of the Director of Corporate Services include:

#### Transportation

1. Be part of the District Emergency Planning committee
2. Identify type, quantity, and status of available resources that would be used for evacuation of students and staff
3. Ensure the continued availability of key resources, as identified by the Plan
4. Advise the Superintendent of resource or capacity shortcomings
5. **During disaster:** ensure that all required resources are deployed as per the Plan
6. Monitor resources on hand and be prepared to report on current status
7. If municipal officials request resources, establish and maintain contact with the appropriate municipal agency or its Emergency Operations Centre (EOC)
8. **Following the disaster:** evaluate and revise the Plan, as appropriate
9. Take part in recovery operations (i.e., maintenance of rolling stock, equipment or facility replacement), as appropriate

#### Financial Management

1. Advise the District Emergency Planning committee on emergency related financial matters, as appropriate
2. Ensure the continued ability of the District to pay for its staff, needed resources or services during emergency situations
3. Advise the Superintendent on financial matters likely to arise during disasters or emergency situations
4. **During disaster:** facilitate emergency financial transactions, as appropriate
5. Track and compile emergency related expenditures
6. **Following the disaster:** report on emergency related expenditures and seek compensation or financial assistance (i.e., disaster relief), as appropriate
7. Assist with the deliberations relating to operational recovery

---

### 3.5 School District – The Director of Facilities and Maintenance

**Role:** The Director of Facilities and Maintenance must ensure the accessibility to and safety of all District facilities, before and during disaster situations. The Director of Facilities and Maintenance must ensure the safety of all District facilities and the well being of staff and student, before and during disaster situations.

**Reporting to:** The Superintendent

The **responsibilities** of the Director of Facilities and Maintenance include:

1. Be part of the District Emergency Planning committee
2. Identify type, quantity, and status of facilities available for emergency related use (i.e., in-house sheltering, reception centers, or other uses as may be required by the local municipal authorities)
3. Ensure the continued availability of designated resources or facilities, as identified by the Plan
4. Advise the Superintendent of capacity shortcomings or inability to meet the Plan
5. **During disaster:** identify and monitor the status of District facilities
6. Ensure that all required facilities are available and equipped as per the Plan
7. Monitor resources on hand and prepare to report on current status
8. If Municipal officials request resources, establish and maintain contact with the appropriate municipal agency or its Emergency Operations Centre (EOC)
9. **Following the disaster:** evaluate and revise the Plan, as appropriate
10. Take part in recovery operations (i.e., inspection or maintenance of facilities, resumption of facility operations), as appropriate

#### Occupational Health and Safety Duties

1. Be part of the District Emergency Planning committee
2. Identify the risks inherent to District (and School based) operations both before and during disasters
3. Take preventative measures to minimize the risks
4. Ensure that necessary safety equipment is available and in continued good repair
5. Enhance capacity of staff to respond to disaster, through education or training
6. Advise the Superintendent of risks or shortcomings
7. **During disaster:** identify and monitor the status of safety concerns
8. Ensure that additional safety equipment is made available, as appropriate
9. Be prepare to provide damage assessment
10. **Following the disaster:** evaluate and revise the Plan, as appropriate
11. Take part in recovery operations, as appropriate



### 3.6 School District – Assistant Superintendent

**Role:** The Assistant Superintendent of Learning is the District's primary spokesperson during the disaster period.

**Reporting to:** The Superintendent

The **responsibilities** of the Assistant Superintendent include:

1. Be part of the District Emergency Planning committee
2. Identify key stakeholders for disaster-related communication (e.g., Board, staff, parents, media, and municipal public information officers)
3. Ensure the continued availability of communications equipment during disaster (e.g., phone, fax, email and cell phone)
4. Devise a process to respond to inquiries from the public (e.g., parents) and the media during disasters
5. **During disaster:** monitor the status and progress of the response effort
6. Be available to respond to the media, as appropriate
7. Ensure that public and media communication is being conducted as per the Plan
8. Be prepared to coordinate, as appropriate, with municipal officials (e.g., joint news releases or conferences)
9. Establish and maintain contact with the Superintendent or Board
10. **Following the disaster:** evaluate and revise the Plan, as appropriate
11. Take part in recovery operations, as appropriate

---

3.7 **School District – Supervisor of Instruction, Student Support Services**

**The Role:** The Supervisor of Instruction, Student Support Services assists the Superintendent in the overall implementation of the District Emergency Response Plan (DERP). The Supervisor of Instruction, Student Support Services must ensure the availability of community resources such as mental health to the affected students, staff and parents.

**Reporting to:** Superintendent

The **responsibilities** of the Supervisor of Instruction, Student Support Services include:

1. Be part of the District Emergency Planning Committee
2. Assist the Superintendent in the implementation of DERP
3. Monitor the District Emergency Preparedness Committee and the District Emergency Planning Committee
4. Assist in the facilitation of training School staff and ensuring the supporting materials are available to staff, students and parents, where appropriate
5. Identify type of resources, quantity, and status of available mental health resources that be used at the SACC and PIP centers
6. Ensure the continued availability of key resources as identified in the Plan
7. Advise the Superintendent of capacity shortcomings
8. **During the disaster:** monitor the status and progress of the response effort
9. **Following the disaster:** evaluate and revise the Plan, as appropriate
10. Take part in recovery operations i.e. coordinating the CISD process

### 3.8 Principal

**Role:** Principal must ensure that the School's staff plan for and respond to emergencies or disasters in a manner that would: avoid or minimize injuries, reduce losses, and enhance the recovery process of the School's personnel or operations.

**Reporting to:** The Superintendent

**Located at:** The School

The **responsibilities** of the Principal include:

1. Maintain overall responsibility for the emergency planning process
2. Be aware of the District Emergency Planning Committee activities
3. Establish an Emergency Preparedness team within the School and monitor its progress
4. Establish a mandate, objectives, and budget for the Emergency Preparedness team
5. Delegate relevant emergency roles and responsibilities to staff members
6. Ensure School's Emergency Response Plan is comprehensive, complete, and current
7. Ensure that the School staff and District personnel are aware of the Plan
8. Ensure that appropriate training and supporting materials are available to staff, students and where appropriate also parents
9. Ensure that emergency response equipment is available, properly positioned, and maintained
10. Develop and test systems for notification (i.e., staff, students, and parents, District, municipal response agencies)
11. Ensure that Emergency Response Plan is exercised and amended appropriately to remain current and functional
12. Advise the Superintendent of capacity shortcomings
13. Participate in emergency exercises as they occur
14. **During disaster:** initiate and coordinate the activation of the School's Emergency Response Plan
15. Take charge of the School's emergency response effort
16. Keep informed about and coordinate with local (i.e., municipal) response effort as it relates to the School
17. Be available to communicate with the media
18. **Following the disaster:** evaluate and revise the Plan, as appropriate
19. Ensure that mental health resources are made available as needed
20. Initiate and manage the (operational) recovery process, as required

---

### 3.9 Assistant Principal(s)

**Role:** The Assistant Principals will serve as back up to the Principal

**Reporting to:** The Principal

**Located at:** The School

The **responsibilities** of the Assistant Principal include:

1. Assist the Principal with the emergency planning process, as designated
2. Chair the School's Emergency Preparedness Team
3. Work within the School's Emergency Preparedness team to refine the Plan (i.e., make it as comprehensive, complete, and current as possible)
4. Ensure that key stakeholders (i.e., staff, students, and parents, District, municipal response agencies) are aware of the Plan
5. Ensure that appropriate training and supporting materials are available to staff, students and parents where appropriate
6. Ensure that identified emergency response equipment is available, properly positioned, and maintained
7. Ensure that Emergency Response Plan is exercised and amended appropriately to remain current and functional
8. Ensure that the School has sufficient resources to rapidly evacuate under all conditions
9. Advise the Principal of capacity shortcomings
10. Participate in emergency exercises, as necessary
- 11. During disaster** assist the Principal to initiate and coordinate the activation of the School's Emergency Response Plan
12. Maintain records of activities taken and decisions made, as necessary
13. Serve as liaison between the School and other agencies (i.e., District and municipal emergency operations centre)
14. Coordinate transportation arrangements (in case of evacuation)
- 15. Following the disaster** evaluates and revises the Plan, as appropriate
16. Assist with the operational-recovery process, as required

---

### 3.10 Each Teacher and Support Staff (Library, CA's, etc.)

**Role:** The primary disaster role of each Teacher and Support Staff is to ensure the continued care and protection of the students under his or her care, and the prevention of additional fatalities or injuries.

**Reporting to:** The Principal

**Located at:** The School

The **responsibilities** of each Teacher include:

1. **Before the disaster:** assist the Principal or Designate with emergency planning process,
2. Contribute his/her expertise to the Plan, as appropriate or as tasked
3. Ensure that he or she is aware of the Plan
4. Advise the Principal of hazards, needed resources, or capacity shortcomings
5. Incorporate emergency related information into instructional material, as appropriate
6. Maintain, and keep readily available, records of vital information on his/her students
7. Become familiar with basic first aid techniques
8. Become familiar with the psychological impact of disaster on children and youth
9. Participate in emergency exercises, as necessary
10. **During disaster:** ensure the safety and protection of his/her students
11. If first to identify the disaster threat or impact, sound the alarm and begin notification as per the Plan
12. Act immediately (e.g., rescue, and evacuation) to ensure student, staff or visitor's safety
13. Contain the hazard (e.g., close door, remove threat, turn off machines) in the immediate area, if safe to do so
14. Quickly report to the Principal or Designate with the names of those who are missing, injured, or deceased
15. Stand by to assist, when directed, the Principal or Assistant Principals
16. Prepare to provide leadership or activities for students during periods of enforced confinement (i.e., shelter-in-place)
17. Prepare to advise local emergency responders on classroom layout or content (i.e., in chemistry lab, auto-repair shop, and metalworking shop)
18. Encourage and support the students under care
19. Keep a record of the students as they are picked up by parents/guardians, or (if older) as they leave on their own
20. **Following the disaster:** provide feedback on the emergency response effort
21. Monitor students and other staff for signs of trauma and suggest mental health interventions, as appropriate
22. Assist with the recovery process, as necessary

---

### 3.11 School Maintenance Person

**Role:** The primary role of the School Maintenance Person during disaster is to prevent additional fatalities or injuries by reducing threats and containing hazards.

**Reporting to:** The Principal

**Located at:** The School

The **responsibilities** of each Maintenance person include:

1. Contribute his/her expertise (e.g., the School mechanical or safety systems, structural hazards, remedial actions) to the Plan, as appropriate
2. Ensure that he/she is aware of the Plan
3. Routinely test safety systems
4. Ensure that designated people among the staff are aware of shut-off mechanisms (i.e., water, electrical, gas)
5. Advise the Principal of new hazards, needed resources, or capacity shortcomings
6. Become familiar with basic first aid techniques
7. Assist during emergency exercises to simulate the desired scenario (i.e., utility shutdown)
8. **During disaster:** if first to identify the disaster threat or impact, sound the alarm and begin notification as per the Plan
9. Take immediate response action to curtail or contain the hazard(s) (i.e., shut-off utilities, isolate released dangerous goods, and isolate areas under fire)
10. Report to the Principal or Designate with a situational update (i.e., damage assessment, action taken, required action)
11. Stand by to assist, as directed by the Principal or Assistant Principal in the implementation of the Emergency Response Plan
12. Prepare to guide arriving emergency response personnel (i.e., Fire, Police, and Emergency Medical Services) through the facility, as appropriate
13. Secure the facility on a 24-hour basis, as required
14. **Following the disaster** conducts a damage assessment of the facility and reports it to the Principal
15. Provide feedback on the emergency response effort
16. Assist with the recovery effort, as appropriate

### 3.12 School Secretary

**Role:** The primary disaster role of the School Secretary is to help the Principal or Designate in coordinating an emergency response.

**Reporting to:** The Principal

**Located at:** The School

The **responsibilities** of the School Secretary include:

1. Maintain or update the Plan on behalf of the Principal
2. Know the location of, and have ready access to key emergency response resources (i.e., loud hailer, cell phones, first aid kits); the SACC kit
3. Become familiar of key shut-off valves and safety controls
4. Become familiar with basic first aid techniques
5. **During disaster:** if first to identify the disaster threat or impact, sound the alarm and begin notification as per the Plan
6. If evacuation is likely, immediately gather key records, documents, and resources
7. Stand by to assist the Principal or Assistant Principals in the implementation of the Emergency Response Plan
8. Conduct, if asked, a fan-out for volunteers (i.e., parents, local residents)
9. **Following the disaster:** provide feedback on the emergency response effort
10. Ensure that all student records or documents and School resources are updated or returned to pre-disaster status
11. Update the Plan, as directed by the Principal or the Emergency Planning Team

### 3.13 School Counselor

**Role:** The School Counselor should be available DURING a disaster to assess and assist students, staff or parents who are traumatized, as necessary

**Reporting to:** The Principal or Designate

**Located at:** The School or in case of an evacuation at a Reception Centre

The **responsibilities** of the Counselor include:

- **During the disaster:** monitor students, staff or parents for signs of disaster-related trauma
- Be available at the Parent Information Point to assist with certain phone inquiries, as necessary
- Assist these individuals to ‘get grounded’
- Recommend follow-up action or other professional help
- **After the disaster:** recommend ways to help the School body through the recovery process

### 3.14 Educational Psychologist

**Role:** The Educational Psychologist should be available DURING a disaster to assess and assist students, staff or parents who are traumatized, as necessary.

**Reporting to:** The Supervisor of Instruction, Student Support Services

**Located as assigned**

The **responsibilities** of the Educational Psychologist

- **During the disaster:** monitor students, staff or parents for signs of disaster-related trauma
- Recommend follow-up action or other professional help
- **After the disaster:** recommend ways to help the School body through the recovery process





## SECTION 4

### PROCEDURES

- 4.1 Emergency Response: An Overview
- 4.2 Notification
  - 4.2.1 Emergency Response Agencies
  - 4.2.2 School District
  - 4.2.3 Media
  - 4.2.4 Parents
  - 4.2.5 Local Residents or Neighbors
- 4.3 Response to Emergencies WITHIN the School
  - 4.3.1 Multi-Casualty Incidents
  - 4.3.2 Response to A Fatality (Student , Staff or Visitor)
  - 4.3.3 Fire
  - 4.3.4 Bomb Threat
  - 4.3.5 Hostage Taking Or Shooting
  - 4.3.6 Dangerous Goods Incident
  - 4.3.7 Evacuation
- 4.4 Response to Emergencies OUTSIDE the School
  - 4.4.1 Shelter-In-Place
  - 4.4.2 School Bus Accidents
  - 4.4.3 Serving As A Reception Centre
- 4.5 Activation of the School Area Communication Centre
- 4.6 Activation of the Parent Information Centre
- 4.7 Use Of Volunteers
- 4.8 Closure Of the Emergency Response Effort

---

## 4 Procedures

This section focuses on the School's response to a variety of emergency or disaster situations. It defines specific procedures for a number of pre-identified events.

### 4.1 Emergency Response: An Overview

School staff members who encounter any School-related emergency or disaster situation **MUST** immediately:

1. **RESPOND** to it within their capability and authority
2. **ESTABLISH** their first priority as the **SAFETY** of students and staff under their care
3. **NOTIFY** the Principal or Designate with as much information as available on the following:
  - Nature of the event and its consequence
  - Any response action taken
  - The required response action

The Principal or Designate may then:

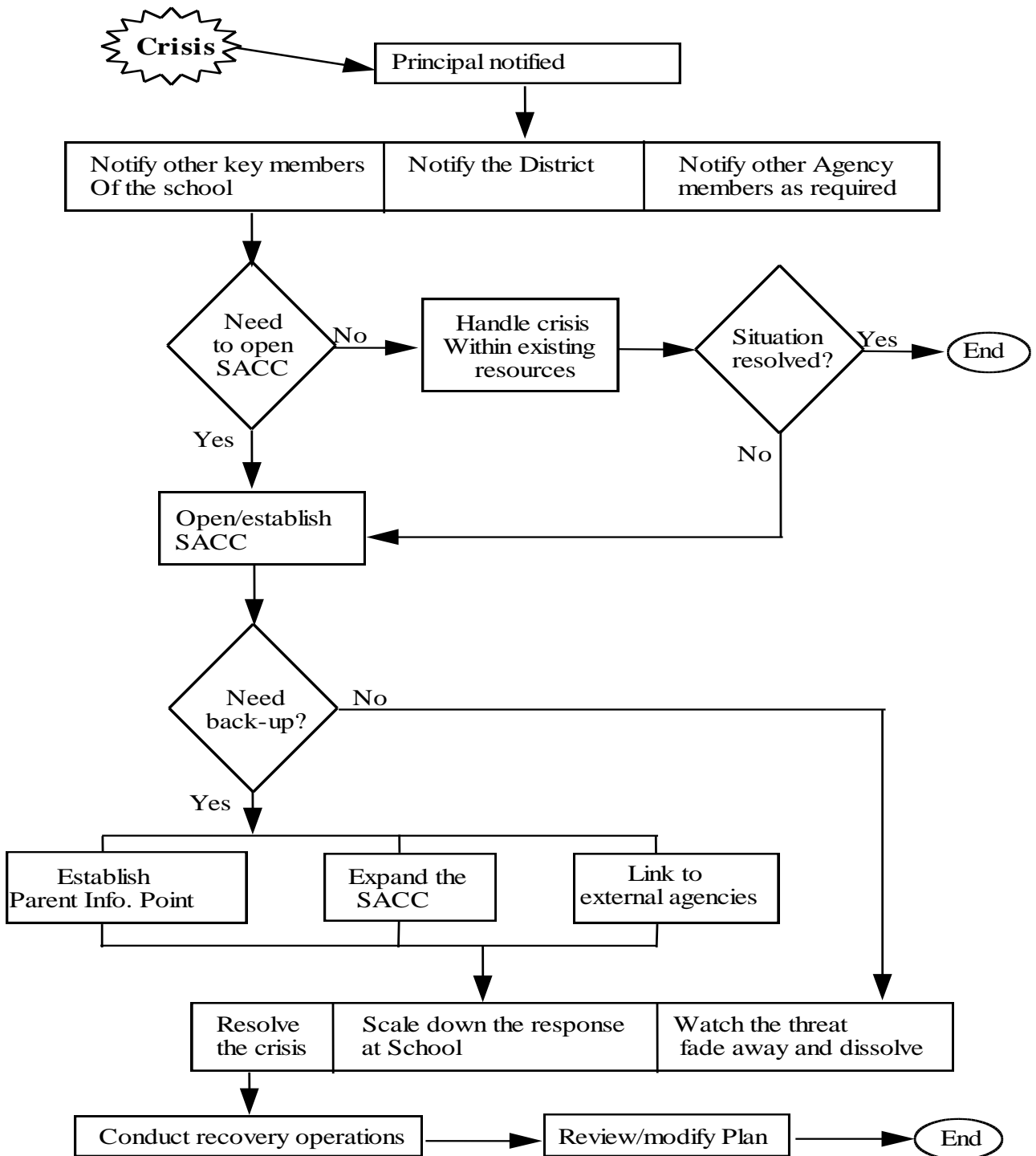
1. Initiate the appropriate response
2. Alert the remaining members of the School response team, as appropriate
3. Advise the Superintendent, as appropriate
4. Coordinate the School's response effort until relieved of duty or until the response effort ends

The Principal or Designate may decide to establish the **School Area Communication Centre (SACC)**, from which to coordinate the overall effort of the School's emergency-response activities. The SACC will then become the 'School's headquarters'. It will be linked to external agencies as appropriate.

A **Parent Information Point (PIP)** may also be established to provide a location with a source of information for parents, guardians, other recognized caregivers, or the media.

**The following chart illustrates the overall process for the management of disasters or emergencies. Note that it begins with notification!**

**Crisis Management: An overview**



The response to a School-related disaster is likely to occur simultaneously by many staff members or students, at many locations across the School. Staff and students are likely to act quickly and independently in response to their own perceived danger or need. **It is critical that these activities quickly become coordinated** through the School's Communication Centre (SACC).

The following are the priorities of response activities:

1. Preservation and protection of life
2. Avoidance or limitation of injuries
3. Protection of property
4. Protection of the environment

**Jurisdiction:** When external response agencies (e.g., Fire, Police, and Emergency Medical services) are called to the School, they typically have primary response jurisdiction. Nevertheless, School staff will continue to have responsibility over the students under their care until relieved of their duties (e.g., students released to their guardians, dismissed, or walk away on their own account), as appropriate.

**Coordination:** Response activities performed by the School's staff should be coordinated with representatives of the local emergency response agencies. This coordination is to be achieved through the Principal or Designate.

The SACC should be advised of all relevant activities, requirements and outcome. To achieve this, those at the SACC should manage the information at their disposal by keeping a Log or record of all key activities taken, decisions made, or resources (i.e., staff, students, equipment) deployed.

**Communication:** Effective disaster response demands on-going communication among many 'partners'. These include the Principal or Designate, those at the SACC or the PIP, parents, District representatives (i.e., Superintendent), emergency-response agency representatives, municipal officials, media representatives, as well as a variety of other groups or agencies (i.e., Red Cross, Salvation Army).

Wherever possible, records or 'accounts' should be kept throughout the response effort. These should include lists of student names (i.e., evacuated, sheltered, missing, and injured), and actions taken and the time these occurred. Collectively, these Logs or records should help reconstruct the chain of events throughout the response period.

**Post-incident activities.** When required, post-incident reporting and recovery operations will be undertaken as soon as possible. This would allow a speedy and effective return to 'normal' with the minimum of costs in financial, emotional and operational terms.

## 4.2 Notification

The Principal or Designate may receive notification of an emergency or a disaster, at **any time of the day**, and from a variety of sources including:

- The staff (most likely)
- Students, parents or visitors at the School
- Someone near by (i.e., neighbor, or passer by)
- Media representatives or reports
- District representatives
- Emergency response agency representatives

**All notifications should be treated seriously and addressed promptly regardless of their source.** Wherever possible, the Principal or Designate should be provided with, or seek, as much information as possible about the crisis situation.

Where applicable (and possible) each of the following should be notified, in the order presented.

#### 4.2.1 Principal or Designate

**If time is available, the Principal or Designate should be advised of the situation. He/She should then decide whether to activate an internal response or call out external agencies for assistance.**

#### 4.2.2 Emergency Response Agencies

If the situation requires the involvement of the local or municipal emergency response agencies, **THEY should be notified IMMEDIATELY** as they will require time to respond and would have the greatest and most immediate benefit.

#### 4.2.3 School District

The Superintendent or Designate, and other key District staff should be advised day or night and as soon as possible of ANY emergency or disaster affecting the School.

See **CRISIS RESPONSE TEAM** document

#### 4.2.4 Media

The media could be a tremendous ally in relating important message(s) to parents and the community. Provide media with the necessary information (i.e., desired messages to the parents) as soon as possible. (See Section 5 for more detail.)

The ONLY ones authorized to talk to the media on behalf of the School are:

- The Principal
- The Principal's Designate

Under no circumstance should the media be given the name of those injured, or missing, unless the Principal AND the most senior Police officer at the site have first cleared their release. The name of the deceased may ONLY be released if authorized to do so by the [Medical Examiner or Coroner], or his/her representative (i.e., the Senior Police Officer) at the scene.

#### 4.2.5 Parents

Parents MUST be notified at the earliest possible time, even when information is not yet fully available. They should be told:

- About the Parent Information Point (PIP)
- When it is opened
- Where it is
- Its purpose for them
- Where they could pick up their child or children
- When or how more information would be available

#### 4.2.6 Local residents or neighbours (as appropriate)

In certain cases, the local residents or neighbours of the School should be advised of the situation and the response action necessary by them. This is best performed through the local municipal response agencies.

### 4.3

---

## Response to Emergencies WITHIN the School

Upon being notified of a crisis, the Principal or Designate will:

- Assess the situation and decide the desired level of response (i.e., internal or external)
- Immediately activate the notification process (if not already completed)
- Take the necessary response action(s) to ensure the safety of all students and staff
- Monitor the situation and respond appropriately
- Communicate to ALL key stakeholders (see Appendix K)

### 4.3.1 Multi-Casualty Incidents

Emergencies and disasters often contain a high risk of injury. Emergency situations involving injuries could rapidly escalate in complexity and may result in additional harm. They must, therefore, be addressed with speed.

Anyone identifying a serious injury to person(s) within the School area is to stay calm and report the matter IMMEDIATELY to the School Secretary, who will advise the Principal or Designate. Given the number, location, and severity of the injured; the following action should be taken:

1. Call for assistance. IF the injured require additional treatment, or their status is in doubt, call the local Emergency Medical Services at **873-2222**
2. Initial treatment. The injured person(s) should be:
  - Assessed as to injuries
  - Reassured (i.e., kept calm)
  - Quickly given first aid, as appropriate, by those qualified to do so. **[A list of qualified staff members should be available at the Administration office, and posted in all washrooms with the School]**
  - Kept secure from further harm
3. Stabilization. IF patient(s) need additional treatment AND if their injuries are not life threatening they should be moved to a location where they can be kept warm and dry, and be monitored (i.e., not be left unattended)
4. Transportation. IF asked by the local Emergency Medical Services, or forced by the situation to transport the injured to the local health facility ensure that the patient is transported comfortably, safely, and accompanied by a School representative. Do not leave the injured unattended!



- 
5. Living aids (i.e., wheel chairs) should be kept and evacuated with the injured
  6. Notify all key stakeholders
    - Response agencies as appropriate
    - Parents, guardians, caregivers spouses, next-of-kin
    - District personnel
    - Insurance Company agent (if appropriate)
  7. Document the events leading to the injury
    - Get written statements from witnesses
    - Record all activities taken to treat/mitigate the injury (include timing)
    - Log key decisions made (include timing)
    - Record key notification/communication (include timing)
    - Take photographs of the scene of the injury as appropriate
  8. Follow-up with key stakeholders as necessary
  9. Arrange for post-trauma debriefings as appropriate

#### 4.3.2 Response to a Fatality (i.e., Student, Staff or Visitor)

Incidents resulting in one or more fatalities can be extremely traumatic and often require School staff to respond with a great deal of compassion, sensitivity and care to detail. These incidents may occur within the School property during the School day, or after hours. They may also occur elsewhere in the community but have a profound impact on the staff and student population.

Anyone identifying a person presumed to have been deceased within the School area is to:

1. Stay calm!
2. Check for signs of breathing or pulse
3. Attempt CPR as appropriate
4. IMMEDIATELY notify the School Administrative Assistant, the Principal or Designate
5. **The Administrative Assistant, Principal, Designate, or in their absence** the one who discovered the 'body' must immediately notify the following in order:
  1. Local Emergency Medical Services
  2. Local Police
  3. District office (i.e., Superintendent or Designate)

6. **The Principal or Designate should** appoint someone who will:
  - Go to the scene and secure or protect it (i.e., leave it undisturbed) Above all Do NOT remove the body or the items around it!
  - Keep the area isolated (i.e., keep students and staff away from the scene)
  - Wait for and on arrival brief the appropriate response agency personnel
7. **The Principal or Designate should:**
  - Establish the Parent Information Point, as appropriate
  - Assist the Police to notify the next-of-kin
  - Notify Media of the location and phone # of the PIP
  - Assist investigators (i.e., Police) as requested
  - Document the chain of events from detection of the ‘body’ until its removal by the appropriate agency (i.e., Emergency Medical Services, Police, and Medical Examiner/Coroner)
  - Monitor the reaction of staff and students to the event
  - Secure mental health professionals
  - Begin to address the reaction of students, staff, and parents to this traumatic event through mental health interventions, as appropriate
8. **The Assistant Superintendent**, in consultation with the Principal shall prepare a press release and respond to the press.
9. **The Supervisor of Instruction, Student Support Services**, in consultation with the Principal shall arrange for mental health professionals and school counselors to be available.

School personnel are NOT permitted to:

- Declare an individual “dead”
- Advise parents, guardians, next-of-kin or the Media of the “fatality”

UNTIL authorized to do so by the Coroner.

Some fatalities may have a significant impact on the staff or the student population, even if they occur OUTSIDE the School area. The response to them is somewhat similar to the above. The major difference in the response process is that the ‘body is missing’. Step #7 above is, therefore, the key one.

In both cases the Principal should:

- Communicate with students, staff and perhaps even parents about the event
- Consider holding a ‘memorial’ event or other appropriate event to bring closure
- Have available or employ mental health interventions, as necessary

### 4.3.3 Fire

Fires are dangerous and destructive. They could cause injuries, fatalities, property or environmental damage. They are typically disruptive for on-going operations of the affected facility, and demanding on staff and students.

Fire situations have the potential to escalate quickly. They must be responded to quickly and efficiently.

Anyone detecting a fire in or around the school MUST trigger the school's fire alarm to activate a formal response by the local Fire Department. All persons in the area must immediately carry out the fire procedure for the school.

IF the fire is small and appears manageable efforts should be made to extinguish it. Once extinguished it should be immediately reported to the Principal or Designate through the School Secretary.

**The Principal or Designate should:**

- Monitor the fire scene to ensure that it is completely out
- Consult with the maintenance staff about the damage
- Advise the District through the Director of Facilities and Maintenance
- If the fire is deemed to be suspicious advise the Fire Department (Fire Inspection Branch)

---

#### 4.3.4 Bomb Threat

A 'bomb' is a device of any shape, colour or size that has the capacity to explode. (It is typically triggered by a timing switch like a clock). 'Bomb threat situations' are events where there is reasonable suspicion that someone has placed an explosive device within or around the School. The suspicion may be based on the receipt of a written or a verbal threat, or the detection of a suspicious object within the premises.

School-based bomb threats will most likely come from individuals seeking revenge or wishing to create havoc at the School. However, they may also be designed to intentionally cause injury or destruction. Therefore, all bomb threats must be taken seriously!

Most likely a bomb threat will be received as an incoming call to the School main administration number. However, it is also possible that the caller may request the call to be transferred to a specific office or person. Therefore, all staff must be familiar with the following standard procedures, and follow it should they receive a bomb threat.

Because of the hazard inherent in such situations, the School response must be based on the following key operational principles:

- The safety and well-being of staff, students and visitors is paramount
- Accurate and timely information is the best tool to minimize the danger and diffuse the situation. Such information is best gleaned from the threat maker
- The response action must be coordinated internally by the Principal or Designate
- The School's effort, including response to media inquiries, must be coordinated with the local Police Services
- An evacuation of the School should be a serious consideration

Any person receiving a bomb threat should:

1. Remain calm
2. AVOID hanging up on the caller! Keep the caller talking
3. Collect and write down as much information as possible (see "Bomb Threat Record" below)
  - About the bomb
  - About the caller
4. Quickly but silently alert another staff member and have him/her contact the Principal or Designate
5. Immediately after the end of the phone call
  - Contact the Principal or Designate (if not already done)
  - Phone **669-1111** (RCMP) and provide information learned from caller

**NOTE:** If a bomb threat is received in writing, the receiver is to follow the above process but SKIP steps 2 and 3.

When alerted, the **Principal or Designate** should:

1. **Contact RCMP** (if not already done) and request guidance
2. **Decide on immediate action**
  - Total and immediate evacuation
  - Partial evacuation (i.e., if caller made reference to a specific area)
  - Search of the School or area (e.g., if deemed safe AND time permits)
3. **Notify District Board Office**
4. If evacuation IS necessary **quickly initiate it** by any means possible (see Section 4.3.7 about evacuation)
5. **Secure the site** or the whole School from re-entry by anyone
6. **Wait for and follow direction from Police**

**Bomb Threat Record**

If you receive a bomb threat stay calm, be courteous, and listen carefully and DO NOT hang up! Obtain as much information as possible.

**DURING the call try to FIND OUT** and record the following:

- \* Time called received \_\_\_\_\_ When will bomb explode?
- \* Where was it placed? \_\_\_\_\_
- \* What does 'bomb' look like? \_\_\_\_\_
- \* Why was bomb placed? \_\_\_\_\_
- \* Where is caller calling from? (I.e., same building, city?) \_\_\_\_\_
- \* What is caller's name? (Ask: "May I have your name?" or "Could I at least have your first name?") \_\_\_\_\_
- \* EXACT WORDING OF THREAT: \_\_\_\_\_  
\_\_\_\_\_

**AFTER** the caller hung up record **IDENTIFYING CHARACTERISTICS:**

Male \_\_\_ Female \_\_\_ Estimated age: \_\_\_\_\_ Accent: \_\_\_\_\_

Voice: (Loud, soft, raspy, etc.) \_\_\_\_\_

Speech: (Fast, slow, halting, stutter, etc.) \_\_\_\_\_  
\_\_\_\_\_

Diction: (Clear, nasal, lisp, etc.) \_\_\_\_\_

Manners: (Polite, calm, emotional, vulgar, etc.) \_\_\_\_\_

Background noises: (Traffic, announcements, people, machines, animals) \_\_\_\_\_  
\_\_\_\_\_

Caller familiar with facility or operation? (If 'yes' in what way?) \_\_\_\_\_

Caller's voice sounded like \_\_\_\_\_

Call taken by \_\_\_\_\_ on (date) \_\_\_\_\_ ended at (time) \_\_\_\_\_

### 4.3.5 Hostage Taking or Shooting

The following covers ANY situation involving the use of a weapon by one or more persons to hurt, maim, kill, or detain another. It may occur within the School facility or in the area around it. The response is generally the same.

ANYONE noticing an incident that appears to be a hostage taking or an incident of violence (i.e., carrying or using a weapon) must immediately:

- Ensure his/her own protection
- Alert people in the immediate vicinity to the danger
- Notify the School administration (i.e., Administrative Assistant, Principal or Designate) OR if they are not easily reached, contact the RCMP
- AVOID returning to the scene

When advised of a hostage taking, violence, or shooting incident at the School the Principal or Designate MUST immediately:

1. Determine the severity of the event (i.e., degree of threat)
2. Maintain contact with local RCMP at **669-1111** and request guidance
3. Decide quickly on course of action
  - Total and immediate evacuation
  - Partial evacuation (i.e., the affected area of hostage taking)
  - Confinement of all students and staff to their (secure) area
4. Notify District
5. If evacuation is necessary quickly initiate it by any means possible (see Section 4.3.7 about evacuation)
6. Secure the safety of the remaining staff or students (i.e., ensure they stay in safe areas and NOT re-enter the School)
7. Gather information (i.e., who is hurt, killed, missing or held hostage).
8. Prevent the escalation of the situation (i.e., more people being shot or become hostage)
9. Establish the SACC or PIP as necessary
10. Avoid contact with the media until after RCMP arrives
11. Wait for and follow direction from RCMP

---

### 4.3.6 Dangerous Goods Incidents

Exposure to Dangerous Goods (i.e., through spills, leaks, explosions, radiation, or corrosion) can result in contamination, injury, or death. These incidents must be rapidly diagnosed, contained, isolated and action must be taken to remedy their threat.

Anyone identifying a release (i.e., spill, leak) of hazardous or dangerous goods is to immediately:

- Ensure personal safety by keeping appropriate distance AND using personal protection equipment (e.g., gloves, special suits, masks)
- Alert others in the immediate vicinity of the danger
- Notify the District Board Office
- Take steps to contain the release, as appropriate (e.g., cap, seal, cover or neutralize the container or area)
- Evacuate and seal the area, as necessary
- Prepare to brief arriving response units (i.e., fire, dangerous goods)

When notified of the incident, the Principal or Designate should:

- Consult with the School maintenance staff or qualified teachers regarding the hazards inherent to the situation
- Notify the local Fire Department at **873-2222** if situation requires specialized response or 'clean-up'
- Keep staff and students away from scene
- Treat the injured, as applicable
- Notify the local Emergency Medical Services if injuries are serious
- Direct the immediate response actions such as
  - ◆ Identify the type and quantity of the released substances
  - ◆ Contain the substance or the contaminated area (e.g., cap, seal, cover or neutralize the container or area)
  - ◆ Identify a decontamination area, if necessary, where everyone who has been in contact with the substance is quarantined
  - ◆ Isolate its expansion through the School (e.g., seal air ducts, turn off heating or air conditioning)
- Notify District Board Office
- Conduct an evacuation, as appropriate, of the
  - ◆ Affected area,
  - ◆ A wing of the School, or
  - ◆ The whole School
- Establish a Parent Information Point (PIP) as and where appropriate
- Guide emergency response units, as required or requested



---

### 4.3.7 Evacuation

ANY evacuation, partial or complete, of the School is to be performed quickly and in as orderly or controlled fashion as possible. This 'control' is achieved through:

- **Awareness by staff and students of the Plan, its related procedures, and POSTED evacuation routes (posted in hallways and classrooms, as appropriate)**
- **Timely notice** to evacuate
- **Clear direction** regarding the need for and process of the evacuation
- **Accountability** by the School Administration of staff and students (i.e., know who was evacuated and who MAY still be left in the building)

The School is to be evacuated **ONLY** under any of the following circumstances:

- **A significant threat WITHIN the School to the health or life** of staff or students (i.e., fire, smoke, dangerous goods, act of violence)
- **An imminent threat to the School structure** (i.e., risk of structural collapse or explosion)
- **A threat identified by municipal agencies**, which requires relocation

ALL School evacuation must be triggered by the activation of the Fire Alarm! Evacuations may be:

- **Specifically directed** by the Principal or Designate
- **Initiated by other School staff** (i.e., Administrative Assistant, Teachers, Maintenance staff)
- **Triggered by the Fire Alarm**, which may be pulled by ANYONE

The evacuation of the School should unfold in overlapping stages:

**1. Sound the Alarm!**

The Fire alarm is the fastest, all encompassing method to initiate an evacuation.

(It automatically alerts external response agencies.)

- Pull the Fire Alarm
- Shout a warning to others within the immediate area

**2. Isolate the Danger**

- Safely contain the dangerous goods, close/seal box, container or bottle
- Turn off all electrical power tools
- Extinguish source of sparks
- Ensure no one left in 'danger area'
- Make note of the remaining hazard (to brief emergency responders)
- Close door leading into the hazard area

**3. Leave the Immediate Area**

**Teachers**

- Shepherd all students in immediate area out
- Tell them where to assemble
- Assist those with disability (using other students)
- Evacuate with lists of students, as available

**Administration Staff:** take crash kit (i.e., list of students, Emergency Plan, loud hailer, flags, cell phones, lap top, pens, paper) as available

**Everyone**

- Help carry/support the injured
- Establish pairs of students to carry people with disability with their mobility equipment (i.e., wheelchair). A pair for carrying the individual, another for the chair.
- Leave people who are deemed with CERTAINTY to be a fatality
- Close but not lock doors upon exit

**4. Exit Building Using Most Immediate Safe Exit**

- Leave building quickly
- Close but not lock doors
- DO NOT re-enter the School until cleared to do so (e.g., by Fire Officer or Principal)

**5. Rejoin Group**

- Move quickly to the designated Assembly Area
- Identify yourself to any of the Staff
- Stand by for further direction

**The Principal or Designate Should**

- Locate and establish the School Area Communication Center
- Task someone with maintaining the Log of Events
- Coordinate the communication (i.e., among staff or between the School and the response agencies)

**Staff Members Should**

- Collect names and forward them to the Principal or Designate who will check them off against the student list
- Keep the students, if possible by identifiable groups (e.g., classes) within a safe area until told otherwise
- Keep students away from the operational area of first responders, the SACC, or the PIP

**6. Transport as Necessary**

If a further evacuation is necessary keep a detailed record of the where about of staff and students.

**7. Reentry**

Reentry into the School must be done ONLY after the all clear has been given by the Site Commander (i.e., senior Fire or Police Officer). The first to reenter should be the School maintenance staff, Principal and key Administration staff. They should ensure that the place is ready for the return of the rest of the staff and students.

---

## 4.4 Response to Emergencies OUTSIDE the School

The School staff and students may be affected by a variety of events (e.g., dangerous goods incidents on nearby roads) that occur **outside** the School but with significant consequence to those **within** the School.

### 4.4.1 Shelter-in-Place

Shelter-in-place is the process of keeping the School's population safely indoors rather than attempting a more risky exposure to the threat by evacuating the School. Shelter-in-place typically occurs in incidents involving dangerous goods (most likely), or violence (less likely), outside the School boundary.

The Principal or Designate will determine the need for shelter-in-place based on the advice of the local Fire Department.

Once determined, the shelter-in-place will involve the following:

- **The Principal or Designate must immediately notify all staff and students to reenter the School and STAY INDOORS**
- **The Principal or Designate should inform the local emergency response agencies (if not already done so) and District of situation**
- The staff should closing ALL windows, doors, and entryways (i.e., anything that would allow for the exchange of air)
- The staff should seal, where possible, all door or window cracks (e.g., using wet towels or cloth)
- Maintenance staff must turn off the furnace, air conditioning or other air exchange units
- All teachers must turn off or limit any equipment that may create sparks (i.e., grinders, sanders) or pollute the air (e.g., chemistry-room chemicals).
- The Principal or Designate must
  - ◆ Keep a phone line continuously connected to the local Fire Dept.
  - ◆ Have someone keep the Log of Events
  - ◆ Establish the PIP to inform parents and District of situation

The **ONLY** time that staff or students should be allowed out is when the “All Clear” is given by the senior Fire Officer in the area. At that point:

- The Maintenance staff should restart all School systems
- All barriers and seals should be removed
- Staff and students could be released as appropriate

---

#### 4.4.2 School Bus Accidents

These are incidents where a group of the School's staff or students have been hurt, killed or traumatized due to an event away from the School. These events are typified by a School-bus accident.

Staff members who are on a field trip with students must have a list of all students under their care AT THE TIME. During a disaster they must immediately assume direct and continuous control over these students, until relieved of duty.

Staff members on a field trip who become aware of/or encounter an accident involving their student MUST:

- Immediately seek assistance from those near by
- Alert or have someone alert
  - ◆ Fire Department or Emergency Medical Services 873-2222
  - ◆ School Administration office
- Ensure the safety of all students (including those who are not hurt)
- Render first aid, as appropriate
- Arrange to have those not injured returned to the School
- Upon return
  - ◆ Document the event, outcome, and action taken
  - Monitor self and others for symptoms of trauma

When advised of such an event as a bus accident, the Principal of Designate should:

- Immediately advise District Board Office
- Have someone maintain a Log of Events in chronological order
- Establish and maintain contact with the Fire Emergency Medical Services Department (i.e., offer assistance as required)
- Dispatch a Vice Principal or Senior Teacher to the receiving facility or hospital to act as liaison with the local Fire or Emergency Medical Services response unit
  - ◆ Ensure he/she has cell phone and extra battery
  - ◆ Record the cell phone number!
- Create a detailed list of ALL staff and students who are believed to be involved
- Develop and maintain a status board of all staff and students affected (i.e., injured plus nature of injuries, missing, presumed dead, returned to School, returned to parent/guardian)
- At some point let the student body know (BEFORE they leave for home and newscasts)
- Establish a PIP

After the event the Principal or Designate should:

- Communicate to the staff and students the outcome of the event (Did anyone die? When are those hurt likely to return? What was the cause of the event? What is being done to avoid a similar event from happening?)
- Draft a report for District of the event, its consequences, and the action taken in chronological sequence
- Where appropriate, involve mental health professionals to assist staff or students to cope with the experience
- Where appropriate, hold a memorial ceremony of sorts to provide 'closure'

#### 4.4.3 Serving as a Reception Centre

In some circumstances, the School may become a host to staff or students from other Schools, or the community residents. In such circumstances, the School may be used for any one of a variety of purposes, from a command post and reception center, to a mass feeding post, hospital, and temporary morgue.

If your School is to be used as a reception center for others you need answers to the following questions:

**Who will likely be using the School?** (i.e., staff or students from another School, seniors from a local long-term care, general public)

**Who is assuming responsibility for liability and damages?**

**What parts of the School's infrastructure is needed and for what purpose?** (e.g., gym, classrooms, washrooms, meeting room, cafeteria, or workshop space)

**What part of the School is 'off limits' and to whom?** (e.g., the Administration area, School records, staff lounge)

**What specific resources are required and for how long?** (e.g., access to phones, various shop equipment, gym mats)

**Who is paying for consumables?** (e.g., food, cleaning and washroom supplies)

**For how long is each of the School facilities or wings needed?** (The School may be only partially occupied by others.)

**What about the School's security system?** (i.e., who will have access to it, how will it be secured?)

**What restrictions are to be placed on those within the School?** (e.g., smoking, food, movement, noise)

**Can instruction continue and if so how?** (i.e., can the staff continue teaching in parts of the School?)

**Can instruction continue and incorporate the visitors?** (i.e., children of those evacuated)

**What parking and traffic arrangements are required** given the added number of vehicles?

**What areas, if any, are off limits to vehicles?**

**What is the desired traffic pattern around the School?**

**Who will monitor the traffic and parking?**

**How soon will the School be likely to resume its 'normal' operations?**

#### 4.5 Activation of the School Area Communication Centre (SACC)

It is recommended that the School Area Communication Centre (SACC) be activated, in part or in whole, for **every** emergency or disaster situation. Partial activation involves fewer staff members, but the capacity to expand rapidly if necessary is still there.

The SACC will be established on the direction of the Principal or Designate. When required or desired, the SACC will be established as follows:

**The Principal or Designate will:**

- Determine the location of the SACC based on the situation
- Direct one or more staff members to occupy that space
- Direct one staff member to maintain the Log of Events

**The Staff assigned to the SACC will:**

- Initiate a Log of Events
- Secure, connect and maintain communications equipment (i.e., phone, cell, megaphone) as appropriate
- Keep current record of staff or students by issue-category (i.e., total student population, injured, missing, presumed dead) and location
- Maintain contact internally the other staff members
- Maintain contact, as necessary, with external agencies
- Provide information, as appropriate, to emergency response agencies

**The Maintenance staff must:**

- Keep the SACC staff current of the situation (i.e., as it pertains to safety or maintenance systems at the School)
- Take action (i.e., turn off fans, vents) as requested by the Principal
- Be available to guide emergency response units
- Monitor the security of the School and report breaches to the Principal



#### 4.6 Activation of the Parent Information Point

The Parent Information Point may be activated even when the SACC is not. It SHOULD be made operational every time that the School MAY be flooded by inquiries from parents, the public or the media.

The PIP will be established on the direction of the Principal or Designate. When required or desired, the PIP will be established as follows:

**The Principal or Designate will:**

- Determine the location of the PIP based on the situation or available resources (i.e., phones)
- Direct one or more staff members to occupy that space
- Direct all PIP staff to maintain a Log of Events of their calls
- Advise District, the Media, Emergency response agencies and parents of the PIP number and purpose

**The staff assigned to the PIP will:**

- Initiate a Log of Events
- Secure, connect and maintain communications equipment (i.e., phone, cell, megaphone) as appropriate
- Keep current the record of staff or students by issue-category (i.e., total student population, injured, missing, presumed dead) and location
- Maintain contact with the SACC or Principal to gain latest information
- Reply to phone inquiries
- Alert the Principal of key issues or concerns
- Close down the PIP, when directed by the Principal, and provide an overview report of the issues covered or actions taken

---

## 4.7 Use of Volunteers

Disaster response demands resources beyond the immediate capacity of any School. Volunteers provide a ready source of much needed support for the School staff. However, volunteers must be well managed, or risk further confusing an already chaotic situation.

The School has a ready source of volunteers. Some may be pre-determined, but most would be identified on the spot during the disaster response. The source for volunteers includes the following:

- Parents, Guardians or caregivers
- Neighbours to the School
- People who pass by the School at the time of the disaster
- Community residents attracted by media reports

Volunteers CAN be helpful, but MUST be managed by a staff member or a pre-designated person who would act, on behalf of the Principle or Designate, as 'Volunteer coordinator'.

The Volunteer Coordinator should be appointed or designated by the Principal or Designate, as soon as this Plan is activated. (This action is in anticipation of the likely involvement of volunteers.)

The Volunteer Coordinator should:

1. Take post at or near the SACC
2. Become acquainted of the activities that are or may be required. (He or she should be advised on an on-going basis by the SACC.)
3. Establish a table or board from which to keep track of volunteers
4. Register volunteers as they enter the School to assist
5. Briefly 'orient' the volunteer
  - What has happened
  - Task(s) required
  - Safety rules
  - Identification requirements
  - Contact person(s)
6. Assign volunteers to specific tasks and coordinate these with the appropriate School staff member(s)
7. Reassign the volunteers when they complete their task
8. **Sign out the volunteers when they depart the School**

**AFTER the disaster is over, the Volunteer Coordinator should coordinate a thank you note to all volunteers, or the conduct of a recognition event, as appropriate.**

#### 4.8 Closure of the Emergency Response Effort

Closure of the emergency or disaster response operation may begin when the crisis situation has been:

- Stabilized and downgraded to Level 1 (refer to Section 1.2)
- Effectively managed by the School staff
- Resolved

The decision to closedown the operation by the School staff will come from the Principal or Designate in consultation with the Superintendent or the Municipal Emergency Site Manager, as appropriate. Once made, the decision to shut down operations will be related in person, by phone or E-mail to all School and District staff members who were involved in the crisis management operation, as well as to all other key stakeholders (i.e., Municipal Emergency Response agencies).

They will be advised of the following:

- The current status of the emergency (i.e., resolved, downgraded, being managed by the School personnel)
- Crisis-related tasks still requiring action (i.e., reporting)
- When should individuals return to their normal duties
- What follow-up action (i.e., debriefing, compensation) will be taken, when, and by whom
- When the School would be reopened for instruction

## SECTION 5

### COMMUNICATION PLAN

- 5.1 Communication Needs:
  - 5.1.1 School Staff
  - 5.1.2 Students
  - 5.1.3 School District
  - 5.1.4 Emergency Response Personnel
  - 5.1.5 Parents or Guardians
  - 5.1.6 Media representatives
- 5.2 Authority to 'Communicate'
- 5.3 The Crisis Communications 'Team'
  - 5.3.1 Activation
  - 5.3.2 Establishing the Parent Inquiry Point (PIP)
  - 5.3.3 Response to Inquiries
  - 5.3.4 Completion of Phone Contact Record
  - 5.3.5 Maintaining the Communications Log
  - 5.3.6 Shut Down
- 5.4 Letter or Message to Parents
- 5.5 News Releases
- 5.6 Capability of the Media
- 5.7 Required Resources
- 5.8 Forms

---

## Communication Plan

This Section outlines the complete Crisis Communication Plan. More specifically, this section defines how public and media communication are to be conducted by a School or School board during crises or disaster periods.

One of the key elements of effective crisis management is complete, accurate, relevant, truthful and timely communication. Different people and organizations have different needs for information. Therefore, it is important to understand these differences and manage the flow of information, especially during the chaos of crises.

### 5.1 Communication Needs

A crisis involving the School, its students, staff, resources, activities or interests causes it (and potentially the School District) to quickly be in the public's eye. Inaccurate or misleading reports about the actual involvement of the students or staff, and the staff response efforts can cause tremendous damage to the School's current and future operations. One of the best ways to avoid or minimize this 'damage' is through effective Planning and implementation of the communication process.

The person speaking on behalf of the School and School board must collect and disseminate relevant information accurately and in a timely fashion. This communication effort is intended to meet a number of objectives including:

- Identification of the situation and the appropriate response to it
- Notification of the crisis to the appropriate response and regulatory agencies
- Notification to key stakeholders (e.g., parents, District, public).
- Notification, as appropriate, to media outlets and through them to the public.
- Response to public or media inquiries.

It is policy to provide callers with truthful and complete information.

(For more information on "dealing with irate callers" refer to Appendix I).

When communicating, it is important to realize that different groups or stakeholders may have different interests and perspectives. Listed below are some of these perspectives.

### 5.1.1 School Staff

**Before a disaster** the School's staff need to know the contents of the Plan: the resources at their disposal, responsibility within it, and linkages to the overall response. **During the disaster**, the staff needs to know

- What has taken place (i.e., notification as well as description of event)
- What is being done (i.e., overall response)
- What they must do (i.e., evacuate, shelter-in-place)

### 5.1.2 Students

**During disaster**, students need to be advised of the following:

- What has taken place (i.e., description of event)
- Specific action they must take (i.e., evacuate, shelter-in-place)
- Action they must not take (i.e., re-enter the School, depart without notice)

After the event, students must be given an opportunity to discuss the event, their feelings about it, and the future (i.e., memorial events, recovery activities).

### 5.1.3 School District

**During disaster**, the School District immediately needs the following information:

- What specifically has taken place (i.e., detailed description of event and its consequences)
- Specific action taken to date (i.e., evacuate, shelter-in-place)
- Numbers or names of the injured, deceased, missing
- Support required by the School

### 5.1.4 Emergency Response Personnel

When they arrive at the School, Emergency Response Personnel will typically be unfamiliar with the location. They will need to be guided 'on-the-ground' by someone who knows the School layout or equipment, and advised of the following:

1. What specifically has taken place (i.e., detailed description of event, location, and consequences)
2. Specific action taken to date by School staff (i.e., evacuate, shelter-in-place, safety systems)
3. Numbers of known injured, deceased, missing
4. Layout (i.e., diagram) of the School

---

### 5.1.5 Parents or Guardians

Crises and disasters are emotional events made more fearful by the lack of critical information about one's child or children. Members of the public (i.e., parents) are caught in the unenviable position of knowing that 'something has happened' yet not knowing all the details about the event, or who to call for the desired information.

In their search for information, parents will quite often call the School's main number, media outlets, or municipal response agencies. Above all, during disaster, parents (or guardians) need reassurance that their child or children are 'safe' and in good care. More specifically, they need to know:

- What has taken place
- The status of their child or children (i.e., OK, missing, injured, presumed dead)
- Where, when, or how to get more information (i.e., referred to the District or City Hall)
- Where, when, or how to pick up their child or children
- Some indication as to whether the School will be closed and for how long

### 5.1.6 Media Representatives

The media will most likely want to be at the School to catch stories or pictures of the students in traumatic conditions. As much as possible, the privacy and well being of students **MUST** be protected by insulating them from the media.

Nevertheless, wherever possible the media should be provided the following:

- What has taken place
- What was done to protect the students (or School)
- Where, when, or how to get more information (i.e., referred to the District or City Hall)
- Some indication as to whether the School will be closed and for how long

## 5.2 Authority to “Communicate”

Internal communications are based on existing reporting lines and Standard Operating Procedures (SOPs) as established by each School District. These should continue to be followed during crises. However, the authority to communicate anytime and on any disaster to members of the media or the public is restricted to the following:

1. The District's Media Spokesperson – The Assistant Superintendent
2. Superintendent
3. Principal

All disaster-related inquiries received by the School staff, from the media or the public, must be referred to the Principal or Designate who in turn will consult with the Superintendent. **The inquiries and the response to them should be documented .**



---

### 5.3 The Crisis Communication Team

**Who:** The Crisis Communication Team is comprised of those designated individuals who, during a crisis, are responsible to communicate with parents, or other members of the public. At School level this team should consist of the following:

- The Assistant Principal
- The School Secretary
- Specifically designated individuals

**Role:** The role of the Crisis Communication Team during crises is to facilitate accurate and timely communication with parents.

**When activated?** This Team will be put into action when required to respond to a large number of likely or actual inquiries from parents, the media, or other members of the public. The Team will be dissolved as soon as possible following the disaster and its members will resume their normal duties.

**Responsibilities:** Members of the Crisis Communication Team must:

1. Communicate clearly and accurately
2. Release ONLY the information that they have been authorized to release
3. Provide the necessary information, or collect the appropriate details (i.e., name, contact number, query) from the caller
4. Ensure that they keep the line(s) open for other callers
5. Keep record of callers and issues raised

ALL Media inquiries should be referred to the Principal or the Assistant Superintendent at District.

**The Principal is the primary representative of the School to the media or the public, and should:**

- Be prepared to keep the media appropriately informed of the crisis situation and the response effort to it
- Ensure that erroneous or misleading information in the media about the School is corrected through the provision of accurate information or other action
- Issue news releases and draft reports to maintain the flow of information, as appropriate
- Organize and manage news conferences, when appropriate

### 5.3.1 Activation

Once alerted of a crisis, the Principal may activate the Crisis Communication Team, and task its members with responding to parent inquiries. (Certain circumstances will not require full activation of the Team).

The Principal should advise the Team members of the following:

1. The nature of the crisis (in brief)
2. Known facts about consequences (i.e., number or name of missing, injured, presumed fatalities)
3. Upcoming response action by the School
4. Location from which to operate

The first Team member to be notified by the Principal should **immediately** establish the Parent Inquiry Point, at a location designated by the Principal or Designate.

### 5.3.2 Establishing the Parent Inquiry Point (PIP)

The Principal or Designate will determine the location of the Parent Inquiry Point. The first Team member to arrive at that location should:

1. Secure one or more phones for contact with parents or the general public
2. Gather the necessary files, forms and supplies (see 5.7 below)
3. Open three separate folders/files for:
  - incoming messages
  - outgoing messages
  - follow-up required.
4. Begin the Communication Log (see below and Appendix A)
5. Advise the School Administrative Assistant and District that the Parent Inquiry Point is open for call taking and prepare to receive calls

### 5.3.3 Response to Inquiries

Any major disaster at the School is likely to attract the attention of the media and, therefore, the public. During these events the School is likely to receive a flood of calls requesting information updates or confirmation of suspect facts. Most of these calls will be from parents. But many others will be from District staff or the media.

During the initial phase of the disaster, inquiries will likely be received by the School's support staff through its main (i.e., published) phone number. Upon receipt of such calls, the School Secretary or support staff will:

1. Gather necessary information from and about the caller (see Phone Contact Record and 5.3.4 below)
2. Respond to the inquiry by providing ONLY the information, which is confirmed AND has been authorized, for release!
3. Inform the Principal (or Delegate) of pertinent calls or issues
4. If no one is available to provide requested information or action, take a message and advise callers that someone will get back to them
5. Complete the Phone Contact Record and file all relevant documents on:
  - Calls received in the In-coming File
  - Calls made in the Out-going File
  - Calls which require follow-up action on the desk of the appropriate person to deal with it or in the Follow-up File
6. Document the call in the Communication Log

All key files will be kept at a centralized area within the School's administration office.

### 5.3.4 Completion of the Phone Contact Record

The **Phone Contact Record** (see end of this Section or Appendix A) is a fast and consistent way to record (in brief) the key issues of each inquiry fielded by the School staff. Every member of the Crisis Communication Team should complete a Phone Contact Record for each phone call from parents, the media or the general public. The Phone Contact Record should be filled-in as soon as it is realized that the phone call is about the crisis at hand.

The Team member should:

1. Immediately note the time and date when call was RECEIVED
2. Initial the form
3. Identify the caller (i.e., name, contact phone number and organization)
4. Annotate the caller's main concerns or questions
5. Briefly note own response(s) and action (if any)
6. Highlight follow-up action (if any)
7. Annotate, as appropriate, the Communication Log
8. Keep this form in a time-sequence manner

---

### 5.3.5 Maintaining the Communication Log

The “Communication Log” (see end of Section or Appendix A) is a critical document. It provides a summary of key phone conversations or requests for either information or action. As such, it is designed to assist in the management of information DURING the crisis response period. Following the crisis, it MAY also be relied upon to identify what was said, to whom and when.

**The Communication Log must be maintained continuously and accurately.** It is supported by the Phone-Contact Record (see 5.3.4 above). Generally, only one Communication Log should be active at any one time. Entries to it should be consecutively numbered in increasing order. They should be sequenced by the time when the information/query was received or relayed.

The Communication Log consists of the following entries:

- Serial number (#), in sequence beginning with #1, to identify each entry
- Time or, when the call was initiated
- From or the caller’s name, which may be a Communication Team member
- To or, the person to whom the call was made
- Message or, the key element(s) or issues of the phone call
- A reference number to another entry on the Communication Log, if a reference to an earlier Log entry has been made
- Action taken by the Communication Team member regarding the call
- Follow-up required by any member of the Communication Team
- Check-off column to indicate completion (i.e., no further action needed)

### 5.3.6 Shut Down

The team operating the Parent Inquiry Point will disband, on the direction of the Principal, at the end of the disaster. It must then undertake the following actions:

1. Close off all Communication Log(s) with an entry indicating when the Parent Inquiry Point ceased its operation
2. Finalize all Phone Contact Records
3. Undertake follow-up action, as appropriate
4. File all Records and Logs in the appropriate files. (Communication Logs should be filed separately in chronological sequence)
5. All files should be stored in safe keeping for at least one year, then destroyed.

#### 5.4 Letters or Messages to Parents

Effective emergency preparedness at [School's name] is based on many partnerships, one of which is between the School and the parents or guardians of its students.

**[School's name] commits that wherever possible parents/guardians would be:**

- Informed of the emergency preparedness activities at the School
- Involved, wherever possible, in emergency planning
- Notified (i.e., through the media) of disasters at the School
- Provided access to the Parent Inquiry Point, from which to gain more detail about their child or children

The Principal should draft or have drafted letters to Parents that would:

- Define the activities taken by the School in planning for disaster
- Identify the activities that the School would likely take (i.e. Parent Inquiry Point)
- Expectation of parents (i.e., listen to the media for instructions, not rush in to the School)

**Parents should NOT be ignored during disaster!** When ignored they are likely to become more agitated, and act in manners that would interfere with the response effort. Every effort should be made to keep them informed (i.e., of the situation, where to pick up their child, the PIP phone number). See Appendix L for sample letter.

#### 5.5 News Releases

News releases are one of the many and acceptable ways to quickly distribute information to a large and varied audience. The distribution of news releases by the School will be performed **ONLY** on the authority of the Superintendent or Designate.

News releases should be brief yet accurate, timely and as comprehensive as the situation permits. As a rule, they should **NOT** mention the name of those injured, missing, or presumed dead.

## 5.6 Capacity of the Media

The media has the same fundamental needs for information as members of the public. However, the media is pressured by two additional requirements of its 'primary role.' These are getting a 'story' and meeting their broadcast/print deadline.

Media representatives have a job to do. They need to get a 'story', which will be attractive to their audience and unique from their competitors. The media's representatives would prefer to get the story from a reliable source (i.e., a spokesperson for the School or the District). However, if no spokesperson is available to talk to them, they will get their story by talking to others, who may be less qualified and informed.

Media representatives are forced to dig for unique information--'an angle'. To meet this requirement, they may try to find out specific School policies or procedures, identify who is at 'fault', or make conclusions based on limited or unconfirmed information. (For more information on types of media questions that you may be asked see Appendix I).

The other significant requirement for the media relates to their broadcast/print schedules. These are often rigid and cannot be changed. As such, they place tremendous pressure on reporters to 'have something' by a specific time to meet THEIR time line.

The media has unique capabilities and resources, which makes it a tremendous asset and a valuable ally in a crisis situation. Its greatest asset is its ability to communicate almost instantly with the public (i.e., parents!). Its broadcasts simultaneously cover a large geographical area. Its messages are most often seen as credible. Moreover, when advised of a community-related disaster, members of the public are accustomed to 'tuning-in' to the media for relevant information. The media is, therefore, a valuable asset to help the School reach parents.

### 5.7 Required Resources

The Parent Inquiry Point requires space with the following specifications:

- Privacy (i.e., from the media or the public)
- Sufficient space for information to be posted (i.e., on walls or various boards)
- Sufficient phone lines (and phones) to accommodate the flow of in/out calls
- Security (due to the confidential files and information)
- Easy access for key individuals (i.e., Principal, District personnel)
- Provides, where possible, sufficient 'creature comfort' (i.e., quiet area, with good lighting, not crowded, temperature control, close to break-off area and washrooms).
- Availability for the duration of the disaster-response period

As a minimum, the Parent Inquiry Point should have the following resources:

- Sufficient desk/tables and chairs
- Sufficient phone lines and phones!
- Ideally, one computer with connection to Email and School records
- Notice or display board(s)
- An updated copy of the School's Emergency Response Plan.
- Stationary including:
  - Copies of the "Phone Contact Record"
  - Copies of the "Communication Log"
  - Pads of lined paper AND scratch paper
  - Pens (NOT pencils)
  - Stapler(s)
  - Masking and scotch tape

### 5.8 Forms

The following forms are for use by the Parent Inquiry Point.



## **SECTION 6**

### **SCHOOL AREA COMMUNICATION CENTRE (SACC)**

- 6.1 Function and Mandate
- 6.2 Members
- 6.3 Layout
- 6.4 Procedures
  - 6.4.1 Activation
  - 6.4.2 Set up
  - 6.4.3 Security
  - 6.4.4 Operations
  - 6.4.5 Tips for success
  - 6.4.6 Shut-down

---

**School-Area Communication Center (SACC)**

This Section focuses on the activation and conduct of a Communication Centre at the School to help manage emergencies or disasters. The specific administrative requirements of the School Area Communication Centre (SACC) are detailed in Section 7, “Administration and Support Operations”. This Communication Centre may be located anywhere close to the main body of the School population (i.e., at the School or reception center). It would NOT necessary be located at the School!

**6.1 Function and Mandate**

Communication Centers typically serve as a focal point for the management of emergency or disaster situations. (They may also be called Emergency Operations Centres.) They are more than a facility or a location. Their greatest value in an emergency is that they provide and facilitate a needed forum for effective communications, decision-making and coordination.

Depending on the nature of the disaster, the School may encounter and be linked to a number of Communication Centres or “Emergency Operations Centres” at various organizations or agencies (i.e., District, Municipal, Police, Fire). Each of these may address a different requirement and manage/support a different segment of the overall emergency response effort.

The School’s Communication Centre may not be activated for every disaster. However, when activated it must facilitate the management of the disaster response effort by School personnel. It should help perform the following functions:

- Manage the flow of disaster-related information
- Make decisions on School-related issues (e.g., student or staff welfare, facility, operations)
- Coordinate disaster-related activities and resources within the School area
- Communicate on behalf of the School with District or external organizations
- Initiate the recovery process, when appropriate

## 6.2 Members

Regardless of its location, access to the SACC must be limited to those who have a designated role to play within it. It must be occupied by:

- The Principal or Designate
- One or more teachers who are not otherwise specifically tasked
- The School Administrative Assistant or another support staff
- Director of Facilities

Other people (e.g., specialists among the staff, from the community) may be invited to the SACC based on the need for their expertise or assistance. However, their stay should be as brief as possible. Moreover, consideration should always be made to ensure the security of disaster-related information

## 6.3 SACC Location and Layout

The SACC will be established ONLY when the complexity of the situation demands it. Its ideal location is the administration area at the School. However, depending on the situation at the time, it may be located ANYWHERE as long as the resources listed in Section 7.1.4 are available. It may NOT necessarily be established at the School site. Each School will identify in their plans predetermined alternate SACC sites.

Wherever established, the SACC should be well stocked and must be secure from interference. This includes restrictions on:

- Walk-in access
- Appropriate media control

The layout of the SACC is not important, as long as it meets the following criteria:

- Provide a quiet and closed-off area for its participants
- Contains, within close proximity, the resources and data necessary to make decisions
- Contains communications equipment (i.e., phones, fax, email, megaphone)

---

## 6.4 Procedures

### 6.4.1 Activation

The decision to activate the SACC will be made by the Principal or Designate. It is recommended, but not necessary, to activate the SACC for every crisis situation.

The SACC will be activated as follows:

- The Principal or Designate will assess the nature of the disaster
- When circumstances warrant the opening of the SACC the Principal or Designate will immediately contact the School Administrative Assistant (or other Support Staff) and identify:
  - The need to open the SACC
  - Where it should be located?
- The Principal will immediately phone the Superintendent and notify the need to activate a School SACC.
- The School Secretary or Designated support staff will call-in those identified by the Principal to assist in the SACC
- The Principal [or Designate] will relocate to the SACC, continue to monitor the situation and respond appropriately
- All designated personnel will relocate to the SACC as quickly as possible and assist with the collection of appropriate records, response to phone calls, and other tasks as assigned by the Principal or Designate
- Security or access control should be established at the SACC entrance as soon as it becomes operational

---

### 6.4.2 Set Up

**The actual set-up of the SACC is the responsibility of the School.** When tasked to set-up the SACC, the designated School staff will:

1. Pick up the “SACC box” at the School administrative office
2. Set up or clear tables/desks and chairs for use by the other SACC members
3. If key resources (i.e., tables, chairs, or phones) are missing, quickly locate and secure them from nearby offices.
4. Position or otherwise make available telephones
5. Lay out resources and supplies as appropriate (e.g., message or Log forms)
6. Ensure that there is sufficient notice board or flip chart space for tracking information

### 6.4.3 Security

When operational the SACC must be made secure from any interference. This requires:

- Restricted access into the SACC to exclude unwanted ‘visitors’ (i.e., students, parents, School staff, visitors)
- Restricted phone access (on at least one line) into the SACC except for key stakeholders and responders (i.e., not the public or the media)
- Privacy for the occupants of the SACC within the confines of the center
- Confidentiality of the information displayed within the SACC

During the set-up of the SACC the Principal or Designate may appoint a person to the role of Security. When appointed the Security person will:

1. Quickly relocate to the SACC and report to the Principal or Designate
2. Establish a ‘presence’ by or near the entrance to the SACC to control access into it
3. When in doubt as to who has ‘access’ check with the Principal or Designate
4. IF access-control to the SACC is not a major concern assist the Principal with:
  - Maintaining the Crisis Management Log
  - Responding to phone calls
5. Assist, when required, with the shutdown of the SACC

### 6.4.4 Operations

Each occupant of the SACC brings a key function or skill to the team. (For specific roles and responsibilities played by the various positions please refer to Section 3.) When called into the SACC, each member must:

1. Report to the Principal
2. Quickly become aware of:
  - The situation
  - The response to it, if any
  - The requirements of him/her
3. Establish telephone or computer links, as appropriate
4. Initiate the appropriate Log and other documents
5. Begin his/her specific response, as required

The Principal or Designate should:

1. Ensure that relevant information is shared with and among SACC members
2. Where possible, ensure that information is displayed clearly and accurately
3. Monitor that all relevant Log(s) and records are established and maintained
4. Encourage and facilitate the coordination of resources or activities
5. Make contact with external agencies/individuals (e.g., District, Municipal response agencies), as required
6. Monitor the situation and call in assistance, as required
7. Ensure that the Superintendent is kept advised of the situation
8. Plan for breaks or shift-changes while maintaining operational continuity
9. Near the end of the disaster response period begin to implement the Recovery Plan (Section 8).

For more information refer to Appendix K “Crisis Management checklist”.

---

### 6.4.5 Tips for success

The following suggestions may assist in the successful operation of the SACC:

- Rely on the Plan. When in doubt refer to it.
- Use the SACC structure/facility as a tool. Expand/reduce its size and resources based on need.
- Secure the SACC and shield it from unnecessary interference.
- Provide briefing to new arrivals to the SACC on its set-up, operation and the situation to date.
- The role of the Principal or Designate is primarily to ‘manage’ the disaster response effort by the School personnel.
- Effective communications is critical. Therefore, take time to communicate.
- When necessary STOP and get reoriented. If things are going off the rail, the Principal should ask for a time out. SACC members should leave their respective phone and activity to compare notes and coordinate their next move.
- Every hour (e.g., on the hour) conduct a five minute ‘reality check’ to compare notes and get an update. This will also assist in ensuring that the situation board is constantly updated and facilitate, when necessary, the drafting of news releases.
- Ensure backup resources are available especially for key personnel and equipment (e.g., phones).
- During lengthy operations, ensure availability of ‘creature comforts’ like washrooms, comfortable chairs, light, and things to eat and drink.
- Reduce fatigue/stress. Ensure that SACC staff gets regular breaks (i.e., a few minutes every two hours). Shifts should not exceed 8 hours, since fatigue results in deterioration of one’s decision-making or communication capability.
- Remove/eliminate distractions.
- Maintain/encourage a sense of calm throughout the SACC.

### 6.4.6 Shut-down

Upon the closure of the SACC, those within it must:

1. Complete the various Logs or Records, which were opened and maintained for the operation
2. Gather and sort all documents
3. Maintain all relevant documentation for long-term storage (i.e., at least one year)
4. Store all crisis-related documents/files at a location designated by the Principal.

Additionally, the School Administrative Assistant must:

1. Return borrowed equipment and resources to its owner(s).
2. Store the SACC supply box in the main office area.
3. Return the SACC space to its original configuration.



## SECTION 7

### ADMINISTRATION AND SUPPORT OPERATIONS

- 7.1 Pre-crisis Administration
  - 7.1.1 Preparing the SACC Box
  - 7.1.2 Preparing the Parent Inquiry Point (PIP) Box
  - 7.1.3 Preparing the SACC
  - 7.1.4 Administering the SACC
  - 7.1.5 Revising and Updating the Plan
- 7.2 Support to the Response Effort
  - 7.2.1 Support to the General Operation
  - 7.2.2 Support to the SACC
  - 7.2.3 Support to the Parent Inquiry Point (PIP)
  - 7.2.4 Electronic Data Processing



## **7 Administration and Support Operations**

This Section focuses on the administrative activities required to ensure successful emergency preparedness or response at the School. It defines:

- The specific administrative requirements, which must be addressed prior to an emergency or disaster
- The support services which should be provided during these events

### **7.1 Pre-crisis Administration**

#### **7.1.1 Preparing the SACC Box**

The content of the SACC box is the responsibility of the School Principal or Designate. He/she must ensure that the box contains the following:

1. A complete and updated copy of the School's Emergency Response Plan
2. School Floor Plans
3. 1-2 telephone extension cords
4. 1-2 electric extension cords
5. Sufficient pens
6. 3-4 in/out trays
7. staplers with extra staples
8. Rolls of masking tape
9. Sufficient forms (i.e., Message forms, Crisis Management Log, Crisis Communications Log)
10. 4-6 scratch/writing pads
11. Flashlight with LIVE batteries

An updated list of the SACC box content must be attached to the box and be visible. The box content should be checked, once every six months, to ensure that all required items are present and in working condition.

The SACC box must be readily available for quick deployment anywhere the SACC is established.

### 7.1.2 Preparing the Parent Inquiry Point Box

The content of the Parent Inquiry Point box is the responsibility of the School Principal or Designate. He/she must ensure that the box contains the following:

1. A complete and updated copy of the Plan (desirable)
2. A complete and updated copy of the Section 5 of the Plan
3. Sufficient copies of the “Phone Contact Record”
4. Sufficient copies of the “Communication Log”
5. Pads of lined paper
6. Pens (NOT pencils)
7. Large clock (preferably wall mounted)
8. 3-4 in/out trays
9. A stapler with extra staples
10. Rolls of masking tape

An updated list of the Parent Inquiry Point’s box content must be visibly attached to the box. The contents of the box should be checked, once every six months, to ensure that all required items are present. The box must be readily available for deployment to wherever the PIP is established.

### 7.1.3 Preparing the SACC

When required, the SACC should be established quickly. Ideally, it should be located at the School’s Administration Office area. However, depending on the situation at the time, it may be located elsewhere (i.e., at an evacuation center, or District offices).

Wherever it is established, the layout of the SACC should have the following:

- Sufficient space for up to 6 key participants
- A work area with easy access to phone and electrical outlets
- Sufficient board or wall space to post documents, charts or lists
- Reliable electrical hook-up for at least 8 outlets
- Sufficient telephone (3-4) and computer (1-2) hook-ups
- Ready access to a ‘dedicated’ fax machine
- Sufficient parking for members and visitors (optional)
- Easy access to washroom facilities

**The SACC must be secure from interference.** This includes restrictions on:

- Walk-in access
- Observation of the information displayed within the SACC
- Appropriate media control

When laid out, the SACC should allow for:

- Maximum interaction among its occupants
- The display of all relevant information (i.e., lists of students or staff, resources committed, contact numbers, known facts).
- The protection of its members from harassment or unnecessary interruption
- The protection of its information from undesirable leaks (i.e., to the media)

#### **7.1.4 Administering the SACC**

When required, the SACC should be readily available and activated quickly. Therefore, the following items should be present or easily accessible even at the alternate location(s):

1. A copy of the School's Emergency Response Plan
2. Site plans of the School facility and area
3. Map of the community (in case of evacuation)
4. Table(s) to allow for 4-6 work areas
5. A minimum of 4 phone lines and phones
6. One or more cellular phones as back-up (ideal)
7. 1-2 computers (PCs or laptops) with modems (ideal)
8. 1 fax machine
9. 2 electric extension cords
10. A power bar
11. Sufficient pens
12. 1-2 flip chart(s) with extra pads of paper
13. 3-4 in/out trays
14. Stapler with extra staples
15. 1 box of wall tacks
16. Roles of masking tapes
17. Sufficient forms (i.e., message forms, or Logs)
18. 4-6 scratch/writing pads
19. Flashlight with working batteries
20. 1-2 small trash baskets (for confidential papers)

### **7.1.5 Revising and Updating the Plan**

The specific procedures for the revision, update and distribution of the Plan are defined in Part 3 of Appendix G.

## **7.2 Supporting the Response Effort**

### **7.2.1 Support to the General Operation**

The School emergency response effort will require support both at the SACC (see 7.2.2 below) and the Parent Inquiry Point (see 7.2.3). The Principal may also require support with the following:

- Arrange for relief personnel for the SACC and the Parent Inquiry Point
- Secure needed resources (i.e., evacuation shelter, transportation, notification to parents, media relations)
- Secure or maintain back up communications equipment
- Provide creature comforts (e.g., food or refreshments), as appropriate
- Arrange for traffic control or parking at the School
- Arrange for extra security at the School (especially in case of a lengthy evacuation)

### **7.2.2 Support to the SACC**

Read the following in the context of Section 6 and Appendix K.

The decision to activate the SACC will typically be made by the Principal or Designate. That decision will require that the SACC become operational as soon as possible. (For more detail see Section 6.4.)

Once activated and operational, the SACC requires continuous support! The support staff designate to the SACC should perform the following activities:

- Answer phones as required (primarily the School's main phone number, or the one assigned to the SACC)
- Maintain the various Logs and Records, as required
- Update, as requested, the various information boards
- Maintain the SACC fully stocked with necessary supplies and stationary
- Secure needed resources and replace malfunctioned equipment (e.g., phones)
- In lengthy operations ensure the availability of coffee, tea, water and juice at or near the SACC
- Provide relief for staff on duty

### **7.2.3 Support to the Parent Inquiry Point (PIP)**

The decision to activate the Parent Inquiry Point (PIP) will be made by the Principal or Designate. The PIP may be co-located with the School's Communication Centre.

Once activated and operational, the support staff assigned to the Parent Inquiry Point may be required to perform the following activities:

- Answer the phones
- Maintain the Communication Log and the communication-related records
- Update, as requested, the various information boards in either the SACC or the Parent Inquiry Point
- Maintain the Parent Inquiry Point stocked with necessary supplies/stationary
- Secure needed resources and replacement of malfunctioning equipment (e.g., phones, and tape recorder)
- If lengthy operation ensure the availability of coffee, tea, water and juice at or near the Parent Inquiry Point
- Provide relief for duty staff at either the Parent Inquiry Point or the SACC

### **7.2.4 Electronic Data Processing**

Both the SACC and the Parent Inquiry Point must be able to access various telecommunications and computer resources. More specifically, the two teams need to access the School's key databases (i.e., student lists, details).

If available, the School's databases should be readily available on a laptop, which will be taken to the SACC.

## **SECTION 8**

### **BUSINESS RECOVERY PLAN**

- 8.1 Communication
- 8.2 Support Services
- 8.3 Facilities
  - 8.3.1 Ensure safety of space to be reoccupied
  - 8.3.2 Secure damaged or disrupted area
  - 8.3.3 Assess damages
  - 8.3.4 Develop a plan to resume normal operations
  - 8.3.5 Develop a plan for repair or replacement
- 8.4 Programs
  - 8.4.1 Provide support to staff and students from internal sources
  - 8.4.2 Provide support to staff and students from external sources
- 8.5 Evaluation

---

## Business Recovery Plan

The goal of this process is to restore normalcy as quickly and smoothly as possible.

### 8.1 Communication

The **Assistant Superintendent** is responsible to ensure consistent information is provided in a timely manner to the entire community: school, families and community organizations. This will include

- Acting as the communication manager of information to the press and outside sources in collaboration with the school principal
- Reporting current status of the event – timely factual information as it becomes available
- Reporting what occurred
- Reporting the plan to resume normal function
- Identifying sources where specific information regarding recovery may be obtained

### 8.2 Support Services

Each District will make members of the District and community Crisis Response Team available on request to the school as required.

- Provide follow-up support to students, staff, and community members
- Help parents understand children's reactions to the crisis
- Help teachers and other staff deal with their reactions to the crisis
- Help students and faculty adjust after the crisis
- Help victims and family members of victims re-enter the school environment
- Help students and teachers address the return of a previously removed student to the school community

### 8.3 Facilities

#### 8.3.1. Ensure safety of space to be reoccupied

- Ensure return air ducts from damaged area are sealed to prevent cross contamination]
- Ensure power. Fire suppression, communication, heating and ventilation systems are intact and functional
- Ensure all access and egress routes are safe

#### 8.3.2 Secure damaged or disrupted area

- Separate damaged area from occupied spaces through use of barriers, partitions, ropes, etc.
- Enclose area from elements and intruders



**8.3.3 Assess Damages**

- Call insurance company and work with their adjuster to assess damages
- Determine need for additional expertise i.e. Structural, mechanical and electrical engineers
- Clean up crews may be required to remove debris so that an accurate assessment can be made
- Determine what can be salvaged and put back into immediate use

**8.3.4 Develop a plan to resume normal operations for dispersed classes and programs if required**

- Help source needed resources i.e. Space, furniture, supplies and equipment
- ensure temporary space meets operational and safety requirements
- assist in relocation of dispersed staff and students

**8.3.5. Develop a plan for repair or replacement of facility**

- Work with insurance adjuster, architects, and engineers to develop a comprehensive plan and work schedule
- Plan for relocation of furniture, equipment and supplies from temporary location back to regular space

**8.3 Programs****8.4.1 Provide support to staff and students from internal sources**

- School and District counsellors
- Ed. Psych
- School and community supports, ie. church, elders,

**8.4.2 Provide support to staff and students from external sources**

- NGOs
  - ◆ Employee family Assistance Program
  - ◆ Victims Services
  - ◆ Life Works Counselling Services

**8.5 Evaluation**

The purpose of this process is to assess the response, identify areas for improvement, and include revisions in the recovery plan. This is the responsibility of the District Superintendent. In the event of a serious incident involving loss of life or property, an outside agency may be contracted to conduct an evaluation of the Emergency Crisis Response.



## Administrative Procedure 165 – Appendix A

---

### ESTABLISHMENT OF FIRE SAFETY PROGRAM

#### Background

The District has a responsibility to ensure the safety of students, staff and visitors in its schools. In order to fulfill its responsibility it must ensure that buildings and grounds are examined for the presence of potential hazards.

#### Procedures

1. The Principal shall cooperate with the Director of Facilities and Maintenance in order to establish a fire prevention program.
2. The Principal and the Director of Facilities and Maintenance shall advise staff that the following are not permitted and will conduct periodic inspections to ensure that these practices are not occurring:
  - 2.1 Blocking of fire exit routes or locking fire exit doors.
  - 2.2 The use of unauthorized electrical equipment.
  - 2.3 The use of lamp cords for extension to electric lights.
  - 2.4 The accumulation of materials of inflammable nature, which are not in use, such as wastepaper, empty cartons and wood shavings.
  - 2.5 Improper storing of combustible materials in shop areas.
  - 2.6 Decorative materials that are fire hazards.
  - 2.7 The improper storage of combustible materials.
  - 2.8 Percentage of wall square footage covered in paper does not exceed allowable limits.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **EMERGENCY EVACUATION PROCEDURES**

### **Background**

The District has a responsibility to ensure the safety of students, staff and visitors to the school and to develop procedures to evacuate the school in the event of an emergency during school hours.

### **Procedures**

1. Prior to the beginning of the school year the Principal shall prepare an emergency evacuation plan and in consultation with the Superintendent shall confirm an alternative evacuation site for the school.
2. A copy of the emergency plan shall be filed with the Superintendent and retained at the District Office.
3. The emergency plan shall provide for the prompt and orderly evacuation of students and staff from the facility.
4. Staff members are to be appointed to ensure that communication with the District Office and other authorities occurs when individual cases demand.
5. The Principal shall ensure that all staff members, substitutes, volunteers and students are fully aware of the plan and of their duties and responsibilities.
6. In the event of an emergency during school hours that might require the dismissal of students from the school, the following shall occur:
  - 6.1 The Principal shall take whatever steps are necessary to confirm the existence of an emergency and to determine if it warrants sending students home. This may include such steps as contacting the RCMP, the District Office or listening to the radio for emergency notices.
  - 6.2 Should the Principal believe that it is essential that the students be dismissed, all staff members will be advised of the emergency and the need to dismiss the students. Parents/caregivers must be notified prior to the dismissal of a student.
  - 6.3 When students are dismissed, the students:
    - 6.3.1 Who do not ride the bus will be directed to go home or to an alternate location determined by the Principal.
    - 6.3.2 Who ride the bus will go to a safe area designated by the Principal to await the arrival of the bus.

- 6.4 Should it be determined that the school must be evacuated immediately, evacuation procedures will begin and students and staff will leave the building according to the emergency evacuation plan used for fire drills.
  - 6.5 The Principal shall advise the Director of Corporate Services as soon as possible and request that the buses be sent to the school in order that students may be transported home.
  - 6.6 The Principal shall advise the Superintendent of the decision to close the school and dismiss the student body and explain the reason for that action.
  - 6.7 The Principal shall phone the radio stations as soon as possible and request that a public information bulletin be broadcast indicating:
    - 6.7.1 That students have been dismissed for the day, and/or
    - 6.7.2 The alternate locations of students if students have been assembled at alternative sites
  - 6.8 When the school has been evacuated, the Principal shall post notices at the entrances to indicate why school has been dismissed and if applicable, the location to which students have been taken.
7. It is difficult to anticipate the exact circumstances surrounding any emergency that might occur at a school or within a community. Therefore, common sense must dictate the reaction of school personnel to emergency situations.
    - 7.1 Considerations need to be based upon such factors as the age of the students, weather conditions, and the nature of the emergency.
    - 7.2 Students are only to be dismissed and sent home under the most serious of circumstances.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 165 – Appendix C

---

### FIRE DRILLS

#### Background

The Principal has the responsibility to make arrangements for the safety of students and staff in the event of a fire, explosion or any other significant threat to health and safety.

The purpose of a fire drill is to provide students and staff with practice in leaving the school quickly and orderly in the case of an emergency.

#### Procedures

1. The Principal shall prepare a detailed fire drill plan prior to school opening and file a copy with the Superintendent and the Director of Facilities and Maintenance.
2. The Principal shall ensure that all staff members are fully informed of their duties and responsibilities under the fire drill plan.
3. A copy of the fire drill plan shall be posted conspicuously in the school office, in the staff room, in the caretaker's room and in each classroom.
4. Detailed instructions for the movement of students shall be posted in all rooms used for instruction. These instructions are to be reviewed with the students at least once a month during the first three months of the fall term.
5. Fire drills shall be conducted at least six times each school year and the date of each fire drill shall be recorded and kept on file by the Principal.
6. Fire drills are to be held at any time of the day so that the students become accustomed to responding correctly at any time and circumstance.
7. All persons in the school shall participate in fire drills. Support staff, caretakers, and all visitors are to follow the directions of the Principal and evacuate the school.
8. Fire drill plans are to provide the following:
  - 8.1 The sounding of the fire alarm bell and the identity of other forms of notification for the evacuation of the school that may be necessary.
  - 8.2 A notation of the need to inform the City Fire Department and the assignment of that responsibility to a staff member.
  - 8.3 The identification of predetermined evacuation routes.
  - 8.4 The orderly and prompt evacuation of all persons from the building.

- 8.5 Identification of monitors to hold exit doors open and if necessary to assist at the foot of stairs.
- 8.6 Staff members to act as monitors to check all areas and report that the evacuation has been completed.
- 8.7 Requirement for students to assemble in predetermined areas.
- 8.8 Procedure for the recording of student attendance. Teachers in charge of classes must ensure that all students from the class are accounted for.
- 8.9 Staff members are to be appointed to ensure that communication with the District Office and other authorities occurs when individual cases demand such action.
- 8.10 Procedure to be followed in the event of a real fire emergency, such as:
  - 8.10.1 Having someone identify the source and location of the fire to the arriving fire department staff.
  - 8.10.2 Preventing students and staff from re-entering the building until declared safe to do so.
- 8.11 The identification of an evaluation process that could be used to judge the success of the fire drill and identify areas that might need improvement.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 165 – Appendix D

---

### BOMB THREATS

#### Background

Every call or letter indicating the existence of a bomb or other “threat to life” has been placed in the school shall be taken seriously. It shall be reported promptly to the administration of the school, the District Office, the RCMP and Disaster Services. Investigations may be undertaken as circumstances may dictate.

The decision to evacuate the school is the sole responsibility of the Principal. The safety of the students, staff and visitors to the school is to be the prime and ultimate consideration in any decision.

#### Procedures

1. The Principal shall prepare a bomb threat form (Form 165-X) and discuss it with the staff at the first staff meeting of the year. The purpose of the form is to permit the individual receiving information of the existence of a bomb to record the pertinent details. Forms are to be located in the school office and the staff room.
2. The Principal shall prepare, and have available at all times, the following:
  - 2.1 A list of all persons, and their phone numbers, who need to be contacted in the event a bomb threat is received.
  - 2.2 Search plan for the school identifying areas that are easily accessible to the public
3. Any staff members receiving a call advising of a bomb must advise the Principal immediately.
4. Should the Principal determine that the evacuation of the school is appropriate, then an announcement shall be made over the intercom that an emergency exists and all students are to put on their outdoor clothes and leave the school or proceed to alternate safe areas in the same manner as if it were an evacuation procedure.
5. The Principal shall contact the RCMP and make them aware of the bomb threat. The District Office shall also be contacted and advised of the bomb threat and the action being taken.
6. Each teacher shall take a class list and while exiting the classroom and hallways with the students check for objects that appear to be suspicious. If anything is noticed it is not to be touched but when the students are all outside and accounted for, reported to the Principal.
7. Once outside, the teacher shall take attendance. Any irregularity in attendance is to be reported immediately to the Principal.

8. The Principal shall advise the teaching staff as to whether to:
  - 8.1 Dismiss the students for the remainder of the day;
  - 8.2 Proceed to an alternate evacuation site; or
  - 8.3 Await further instructions.
  - 8.4 If the students are to be dismissed, parents/caregivers must be notified prior to dismissal.
  
9. If the Principal determines that students are to be dismissed, then:
  - 9.1 All students who do not ride the bus will be directed to go home or to an alternate location determined by the Principal.
  - 9.2 Students who ride the bus will be directed to go to a safe area as designated by the Principal to await the bus.
  - 9.3 The Director of Corporate Services will be contacted and requested to provide the necessary buses.
  - 9.4 The Superintendent will be informed of the decision to dismiss the students.
  
10. The Principal shall phone the radio station(s) as soon as possible and request that a public information bulletin be broadcast indicating the alternate location(s) of students.
  
11. When the building is being evacuated those adults who are not directly involved with the children, including janitorial staff, are to search pre-assigned areas of the building and immediate vicinity for foreign objects. If anything unusual is spotted it is not to be touched but is to be reported to the RCMP upon their arrival.
  
12. Should the Principal determine that it is safe for the students to re-enter the school, then teachers will accompany their students back into their classrooms.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017





---

## PANDEMIC MANAGEMENT PLAN

### Background

There are several characteristics of a pandemic that differentiate it from other public health emergencies. First, it has the potential to suddenly cause illness in a very large number of people, who could easily overwhelm the healthcare system. A pandemic outbreak could also jeopardize essential community services by causing high levels of absenteeism in critical positions in every workforce. It is possible that vaccines against a virus will not be available for months following its emergence. Basic services, such as health care, law enforcement, fire, emergency response, communications, transportation, public schools and utilities, could be disrupted during a pandemic. The increased stress from a potential pandemic or actual pandemic will also increase the mental health service needs throughout schools and the community. Finally, the pandemic, unlike many other emergency events, could last for many weeks, if not months.

Schools tend to be affected by outbreaks more than other settings because their occupants—primarily children—easily transmit illnesses to one another as a result of their close proximity and their inefficiency at containing the droplets issued by their coughs and sneezes. High susceptibility of students and staff to exposure to a virus as a result of proximity and a longer duration of the outbreak due to lack of immunity and vaccines could result in lengthy and widespread absenteeism. In a worse-case scenario, the pandemic could force schools to close, and expend additional resources for staff sick leave and substitute teachers.

YK1 will follow all guidelines, recommendations and public health orders issued by the Office of the Chief Public Health Officer (OCPHO), and utilize its pandemic management plan to achieve the following goals:

- Limit the number of illnesses and deaths.
- Preserve continuity of essential school functions.
- Minimize educational and social disruption.
- Minimize economic and academic losses.

## Procedures

### 1. Overview

- 1.1 The OCPHO will be the lead agency in coordinating the local health and medical response to a pandemic with territorial, national, and local agencies and officials.
- 1.2 The OCPHO's response actions will emphasize disease surveillance and investigation, social distancing measures to reduce the spread of infection, and continually informing and educating the public about the pandemic, the public health response, and steps the public can take to reduce the risks of infection.
- 1.3 The District will maintain increased communications with the municipalities and the OCPHO and will implement those procedures that increase the health and safety of the school community.
- 1.4 The District assumes the following responsibilities:
  - 1.4.1 Develop capabilities to implement non-medical measures to decrease the spread of disease throughout the school community as guided by the epidemiology of the pandemic and the OCPHO.
  - 1.4.2 Develop and implement pandemic preparedness activities and a business continuity plan aimed at maintaining the provision of educational services and limiting the spread of disease throughout the duration of a pandemic.
  - 1.4.3 Communicate with and educate the school community about approved public health practices and what each person can do to prepare or respond to minimize health risks.
  - 1.4.4 Develop and implement educational support plans for students who are isolated or quarantined. Plans for remote learning are prepared for implementation, with the expectation that teaching staff are able to provide this within a reasonable time frame.
  - 1.4.5 Coordinate onsite testing and/or vaccination facilities as requested by the OCPHO.
- 1.5 As per OCPHO and WSCC expectations, each school will assume the following responsibility as documented in their individual reopening plans:
  - 1.5.1 Develop a response plan that will:
    - 1.5.1.1 Identify chain essential staff
    - 1.5.1.2 Review best practices for respiratory hygiene and universal precautions. Train all school staff, volunteers, and students. Identify and procure needed resources.
    - 1.5.1.3 Review procedures for sending ill individuals home, and make adjustments if necessary.
    - 1.5.1.4 Track daily attendance of student and staff absenteeism as it relates to the pandemic
    - 1.5.1.5 Document actions taken.
    - 1.5.1.6 Notify parents and staff of potential changes that might take place at school.

- 1.5.2 Develop a recovery plan that provides for education support and emotional support for staff and students. If there is loss of life, implement procedures located in 4.3.2 Section IV, YK1 Emergency Response Plan.

## 2. Direction and Control

- 2.1 YK1 takes direction from the OCPHO in all matters related to public health and pandemic response.
- 2.2 YK1 works directly with Education, Culture and Employment (ECE) regarding any communication.

## 3. Communications

- 3.1 Communications with the public and health care providers will be one of the most critical strategies for containing the spread of the virus and for managing the utilization of health care services. This plan's communications goals are to:
  - 3.1.1 Provide accurate, consistent, and comprehensive information about the pandemic as provided by the OCPHO. including case definitions, treatment options, infection control measures, and reporting requirements.
  - 3.1.2 Contribute to maintaining order, minimizing public panic and fear, and facilitating public compliance by providing accurate, rapid, and complete information.
  - 3.1.3 Address rumors, inaccuracies, and misperceptions as quickly as possible, and prevent the stigmatization of affected groups.
- 3.2 Communications During Early Pandemic Phase
  - 3.2.1 Under the direction of the Superintendent, the District Office will assess the needs of the schools.
    - 3.2.1.1 Assess the information needs of the school community.
    - 3.2.1.2 Intensify public education efforts about the pandemic and steps that can be taken to reduce exposure to infection. Information may be disseminated via all district platforms.
    - 3.2.1.3 The District will identify hard-to-reach families, and ensure communications in their home language.
- 3.3 Communications During Pandemic
  - 3.3.1 YK1 takes direction from the OCPHO as it relates to impacts on schools as a result of the pandemic.
  - 3.3.2 The District will assist in ensuring all families have access to communication from the OCPHO.
  - 3.3.3 The District will evaluate the need to establish a school information call centre to respond to public inquiries. The District will disseminate web alerts per OCPHO guidelines and as necessary.

### 3.4 Mitigation

3.4.1 Mitigation activities, as directed by the OCPHO, are taken in advance of a pandemic to prevent or temper its impact. Mitigation efforts will occur primarily during the early pandemic phases.

### 3.5 The District's pre-event mitigation activities include:

3.5.1 Planning, exercising, evaluating, and revising the Pandemic Management Plan.

3.5.2 Training and equipping District staff to assure competencies and capacities needed to respond to a pandemic outbreak.

3.5.3 Developing strategic partnerships with local community health care institutions and providers

3.5.4 Educating schools and parents about a pandemic, and recommending preparedness measures.

3.5.5 Informing and updating schools about the potential impacts of a pandemic on essential services. Reviewing and updating District-wide business continuity plans and assuring essential business functions are adequately staffed.

3.5.6 Stockpiling necessary equipment and supplies that will be needed to respond to a pandemic.

3.5.7 Establish ventilation (HVAC) standards to be used during each phase of the pandemic.

## 4. Surveillance

4.1 The Health Authority uses several methods to understand when a potentially dangerous virus has arrived, is most active, and subsides in our community.

4.2 During a pandemic response, the OCPHO may declare the circulating strain causing the pandemic a Disease of Public Health Significance, requiring health care providers, schools, and labs to report patients meeting a case definition.

### 4.3 Surveillance During Early Pandemic Phase

4.3.1 The OCPHO will maintain daily tracking activities (reports regarding school absenteeism)

4.3.2 As a sentinel reporter, each school may report student to the OCPHO as needed/requested.

### 4.4 Surveillance During Pandemic Phases

4.4.1 As a sentinel reporter, each school will closely monitor and report attendance and data trends when fluctuations occur as result of illness.

4.4.2 School administration will report concerns of staff absenteeism due to illness. This data will be used to identify staffing needs and inform school closure discussions as it is described in the School Continuity Plans.

4.4.3 The OCPHO will identify essential personnel to be included in priority groups for vaccinations.

## 5. Vaccine Management

5.1 The OCPHO may coordinate mass vaccination plans with regional partners, including schools.

## 6. Social Distancing Strategies

Social distancing strategies are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. These strategies could include closing schools, closing non-essential agency functions, implementing emergency staffing plans, increasing telecommuting, flex scheduling and other options, and closing all public assemblies or after school activities.

6.1 The OCPHO will review all school reopening and mitigation plans to ensure social distancing actions are appropriate

6.2 Decisions regarding the closing of schools will be made by the OCPHO after consultation with the Superintendent.

6.3 Decisions regarding the implementation of social distancing measures, including suspending large public gatherings and closing stadiums, theatres, churches, community centres, and other facilities where large numbers of people gather will be made by the OCPHO and schools may choose to further restrict access to their facilities. For instance, school gyms being used by community groups.

### 6.4 Social Distancing Strategies During Early Phase

6.4.1 The OCPHO will advise YK1 in all matters of its pandemic response including the implementation of social distancing measures.

6.4.2 Principals will:

6.4.2.1 Increase respiratory hygiene education for staff, students, and parents.

6.4.2.2 Increase symptom monitoring and attendance monitoring to ensure accurate reporting to the OCPHO as requested.

### Social Distancing Strategies During Phase

6.4.3 YK1 will respond to OCPHO directions for social distancing strategies, which may include identifying essential staff to maintain critical business functions, the use of telecommuting, flex schedules, and alternate work site options.

6.4.4 Principals will:

6.4.4.1 Follow OCPHO guidelines, as appropriate, including following social distancing guidelines and emergency pandemic staffing plans.

6.4.4.2 Cancel extracurricular activities, or close schools, as directed by the OCPHO.

## 7. Isolation and Quarantine

7.1 YK1 will respond to direction from the OCPHO regarding guidelines for isolation and quarantine.

## 8. Maintenance of Essential Services

- 8.1 One of the critical needs during a pandemic will be to maintain essential community and business services.
  - 8.1.1 With the possibility of higher than usual absenteeism due to potential illness, it may be difficult to maintain adequate staffing for certain critical functions.
  - 8.1.2 There is the possibility that services could be disrupted if significant numbers of staff are unable to carry out critical functions due to illness. Individual District schools or the entire District may be adversely disrupted.
- 8.2 The District will update and maintain continuity of operations plans and protocols that address the unique consequences of a pandemic.
- 8.3 The District will follow OCPHO directions outlining safe return to work practices, including return to work following illness.
- 8.4 Screening criteria, as established by the OCPHO, will determine if a staff or student may return to school.
- 8.5 The Emergency Management Plan will be updated and maintained. The Plan includes a continuity of operations plans detailing:
  - 8.5.1 District and school coverage plans which clearly identify essential staff and coverage in the event of absenteeism.
  - 8.5.2 School reopening plans include:
    - 8.5.2.1 Critical “daily” functions that need to be provided even during an event, although at a reduced level
    - 8.5.2.2 Standard Operating Procedures for critical functions/processes, including clearly documented protocols for adjusting staffing to maintain essential functions
    - 8.5.2.3 Human Resource policies, including:
      - 8.5.2.3.1 Staff policies for personal illness or care of family.
      - 8.5.2.3.2 Policies for flexible work hours and working from home.
      - 8.5.2.3.3 Procedures for the reassignment of employees to support mission essential services.
- 8.6 Maintenance of Essential Services During Early Phase
  - 8.6.1 The District will continue to liaise with community partners in relation to the continuity of services for programs such as: food programs, counselling services and respite care.
  - 8.6.2 YK1 will work with the OCPHO to educate District Office, school administrators and the school community about the need for a continuity plan for services, in advance of a pandemic.
- 8.7 Maintenance of Essential Services During Pandemic Phase
  - 8.6.3 The District will update its continuity of operations plans and will request that its schools update their plans.

8.6.4 The Superintendent, in conjunction with the OCPHO, will determine the appropriate time to implement the continuity of operations plans and protocols.

## 9. Recovery

- 9.1 School recovery from an outbreak will begin when, in conjunction with the OCPHO, school officials determine that normal supplies, resources, and response systems can manage ongoing school activities.
- 9.2 The District will assess the economic and educational impact of the pandemic.
- 9.3 Recovery plans will depend on the severity and duration of the outbreak, with special consideration being given to financial, education and emotional impacts on students and staff.
- 9.4 In consultation with the OCPHO, the District will recommend specific actions to be taken to return schools and the District Office to pre-event status, including environmental sanitation.
- 9.5 The District will conduct an after-action evaluation of the pandemic response. The evaluation will include recommendations for amendments to the Emergency Management Plan, including the Pandemic Management Plan.

Reference: Section 34.1, 45, 69, 78, 117, 118, 119 Education Act  
Civil Emergency Measures Act NWT  
Public Health Act

Approved: December 2007

Reviewed/Revised: September 2021



## **DEFIBRILLATORS**

### **Background**

The installation of automated external defibrillators (AED) within District facilities is supported. The importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student or staff member at school or during school sponsored activities is recognized.

### **Procedures**

1. The District has authorized the placement and use of automated external defibrillators (AED) at District facilities.
2. In a medical emergency, the doctrine of “in loco parentis” applies as outlined in the Emergency Medical Aid Act.
3. Any District facility installing an AED must ensure the following:
  - 3.1 AED meets Health Canada’s Medical Device Regulations.
  - 3.2 AED is approved by Canadian Standards Association (CSA).
  - 3.3 Notification to the Emergency Response Communications Center (EMS dispatch) of type and location of AED.
  - 3.4 Establishment of procedures for the monitoring and maintenance of the AED.

Reference: Section 34.1, 45, 69, 78, 117, 118, 119 Education Act  
Emergency Medical Aid Act

Approved: August 2017  
Reviewed/Revised:





---

## SAFE & RESPECTFUL WORKING ENVIRONMENTS

### OBJECTIVE

To provide clarity and expectations around Yellowknife Education District No.1's commitment to providing students and staff with welcoming, safe, caring, inclusive, and respectful working and learning environments. Through awareness, education, complaint resolution, and investigation processes, YK1 strives, to the extent that is reasonably practicable, to manage workplace hazards of harassment (including sexual harassment), discrimination, racism and/or workplace bullying.

### DEFINITIONS

**Complaint** means a statement that describes Prohibited Behaviour(s) that are unsatisfactory or unacceptable.

**Complainant** means the individual who makes a complaint.

**Discrimination** means limiting opportunities, benefits, or advantages with respect to access to any term or condition of employment that is available to others under any protected ground identified by the *NWT Human Rights Act*. The behaviour giving rise to a complaint of discrimination may be direct or indirect and need not be intentional in order to be considered discrimination.

**Dispute/Conflict Resolution Processes** are confidential, voluntary, collaborative problem-solving alternatives to the complaint process set out in this procedure whereby individuals can communicate with the assistance of a neutral third party with the aim of identifying mutual interests and resolving a dispute. Examples of alternative approaches may include such strategies as face-to-face conversation, conflict management coaching, facilitated discussion, or mediation.

**Harassment** is objectionable or unwelcome conduct, comments, bullying, gestures, contact or actions based on race, creed, religion, colour, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, gender, gender identity, gender expression, or sexual orientation. The conduct is directed to an employee or group in the workplace within or outside regular work hours, by a person that knows or ought reasonably to know their actions would cause offence, humiliation or adversely affect the health and safety of another person. Harassing behaviour includes actions that occur at work, at any event or location related to work or resulting from work or that may negatively impact working relationships. Harassment normally refers to a series of incidents or repeated behaviour, but can be one incident. The actions create fear or mistrust and may be explicit or indirect, or physical, psychological, psychosocial or electronic in nature.

Harassment excludes management or supervisory decisions involving work assignments, assessment and evaluation, workplace inspections, implementation of appropriate policy and procedures and disciplinary action are not considered harassment, even if they sometimes involve

unpleasant consequences. Management actions must be carried out in a manner that is reasonable and not abusive. Other situations that do not constitute harassment include: physical contact necessary for the performance of the work using accepted industry standards or differences of opinion or minor disagreements between co-workers.

**Prohibited Grounds** are grounds protected from discrimination under the *NWT Human Rights Act*. Grounds include race, colour, ancestry, nationality, ethnic origin, place of origin, creed, religion, age, disability, sex, sexual orientation, gender identity or expression, marital status, family status, family affiliation, political belief, political association, and social condition.

**Prohibited Behavior** means discrimination, racism, harassment (including sexual harassment) and/or workplace bullying.

**Racism** occurs in the context of a power imbalance and is prejudice based on beliefs of superiority resulting in advantage of one race over another. It includes conscious and unconscious discriminatory or derogatory attitudes, comments or actions derived from assumptions and perceptions relative to race, colour, ancestry or place of origin.

**Respect** means to honour and demonstrate consideration for the dignity, rights, feelings, opinions, and property of others. Respect means treating others in a way that recognizes their worth and builds trust, relationships, well-being and a sense of safety as the foundation for a healthy work environment.

**Respondent** means the individual who is alleged to have engaged in Prohibited Behaviour(s).

**Sexual Harassment** is conduct, comment, gesture or contact of a sexual nature that is offensive, unsolicited or unwelcome. Unwanted sexual advances or requests for sexual acts, and other verbal, physical or electronic/virtual conduct of a sexual nature constitutes sexual harassment when:

- i. Such conduct undermines another individual's personal dignity by causing embarrassment, discomfort, humiliation or offence.
- ii. Such conduct interferes with an individual's work performance or learning opportunities by creating an intimidating or hostile work or learning environment.
- iii. Submission to such conduct is made either explicitly or implicitly a term or condition of employment or of educational services.
- iv. Submission to or rejection of such conduct affects decisions regarding that individual's employment or educational advancement, including but not limited to, such matters as promotion, salary, benefits, job security, employment references, ability to transfer within the District or performance rating.

Sexual harassment may include, but is not limited to, a direct or implied threat of reprisal for refusing to comply with a sexually oriented request; unwelcome remarks, jokes, innuendoes, propositions or taunting about a person's body, attire, sex or sexual orientation; displaying pornographic or sexually explicit pictures or materials; unwelcome physical contact; unwelcome invitations or requests, direct or indirect, to engage in behaviour of a sexual nature; or refusing to work with or have contact with workers because of their sex, gender, gender identity, or sexual orientation.

**Vexatious** (includes Malicious) describes a complaint that is submitted without reasonable or probable cause, is not submitted in good faith (i.e., with honesty and positive intention) and has the intention to cause harm.

**Personal Harassment** is the persistent negative, aggressive or hostile action by an employee or group of employees directed toward another employee or group of employees in or related to the workplace, whether or not it occurs in a District building or during the regular work day, that causes the targeted individual(s) to feel uncomfortable, intimidated, fearful, or unsafe. It includes any inappropriate conduct, comment, display, action or gesture by a person that: adversely affects a worker's psychological or physical well-being; causes the worker to be humiliated or intimidated; or constitutes a threat to the health and safety of a worker. Personal harassment may include: verbal or written abuse or threats; insulting, derogatory or degrading comments; unwelcome nicknames; jokes or gestures; personal ridicule or malicious gossip; unjustifiable interference with another's work or work sabotage; refusing to work or cooperate with others; or interference with or vandalizing personal property. Personal Harassment may be subtle or overt, threatened or actual, and verbal, physical or electronic in nature; and may or may not be in the context of an unequal power relationship between the parties.

Personal harassment typically involves repeated occurrences. A single incident may also constitute personal harassment if it is serious or severe and is shown to have a lasting harmful effect on a worker.

## **RESPONSIBILITY**

### **Manager of Human Resources**

- a. Ensure that real and potential hazards of discrimination, racism and harassment, including workplace bullying, are recognized and that steps are taken to eliminate or control them to prevent harm to employees.
- b. Ensure the complaint and investigation processes are conducted according to the processes outlined in this procedure.
- c. Facilitate communication of information and education to all employees relative to this procedure and related processes.

### **Administrators / Supervisors / Managers**

- a. Ensure that staff are aware of and adhere to, expectations outlined in this procedure and its related processes in order that all staff have the information they need to meet their obligations and support their safety and well-being of themselves and others in their workplace.
- b. Address minor interpersonal issues in the workplace in a timely and fair manner.

### **Employees**

- a. Review this procedure to ensure awareness of expectations and obligations.
- b. Contribute to safe, healthy, and respectful working environments free from discrimination, racism or harassment, including workplace bullying, and refraining from participating in Prohibited Behaviour(s).
- c. Employees have the obligation to cooperate with investigation processes, as required, and to be forthcoming and truthful in sharing information within the complaint and investigation processes.

## **DISTRICT PRINCIPLES**

1. This procedure applies to behaviours that may constitute discrimination, racism, harassment, including workplace bullying, against staff members, whether or not the behaviour occurs at the work site or during regular working hours.
2. Interpersonal conflict in the workplace and concerns regarding the actions of another District employee should be addressed in the most informal and least disruptive manner possible.
3. All incidents of harassment, workplace bullying, discrimination and/or racism that are experienced or observed should be reported and addressed, and appropriate action will be taken in accordance with this procedure
4. Investigations will be completed in as timely a manner as possible, taking into consideration the circumstances and complexity of the complaint, external factors (e.g., natural breaks; leaves of absence of either party) and the need to balance thoroughness and fairness in the process.
5. The scope of the investigation and the investigation process will correspond to the severity and complexity of a complaint.
6. Confidentiality will be maintained, except where required by law or when necessary, to communicate findings to the parties or to take appropriate action. All parties, including supervisors and witnesses, are expected to maintain confidentiality regarding all aspects of the complaint and investigation processes.
7. Retaliation against any individual involved in an investigation process is prohibited and may result in disciplinary action up to and including termination of employment.
8. This procedure does not prohibit an employee who is subjected to Prohibited Behaviour from exercising their rights pursuant to any other law, including the *NWT Human Rights Act*, or professional obligation.
9. Dispute resolution processes are available throughout the complaint and investigation process at the request of either party and if both parties agree. An investigation process is suspended during a dispute resolution process.

## **COMPLAINT RESOLUTION PROCESS**

### **Direct Action**

- a. Individuals experiencing perceived Prohibited Behaviour are encouraged to take direct action by advising the Respondent, in person or in writing and as soon as possible, that their actions are unwelcome or offensive. A Complainant may request assistance from their supervisor or from the Manager, Human Resources, where the Respondent is the supervisor, in communicating their concern to the Respondent.
- b. Individuals experiencing perceived Prohibited Behaviour should keep a record of incident and the way in which they were managed.

### **Informal Resolution**

- a. If a Complainant is not comfortable confronting the Respondent or if the offensive actions do not stop after they have confronted the individual, the Complainant may choose to proceed with informal resolution, whereby the supervisor, or the Manager, Human Resources, is approached to help find a resolution to the concern.
- b. If informal processes, where appropriate, do not successfully resolve the issue, the Complainant may choose to initiate a complaint.

### **Complaint**

- a. A complaint is made in writing to the Manager, Human Resources, using the Complaint Reporting Form.
- b. The Manager, Human Resources, will make a determination as to whether an investigation is the appropriate process to resolve a complaint depending on the circumstances.
- c. The Manager, Human Resources, may dismiss the complaint if the Complainant does not provide adequate information within a reasonable time, lacks legitimate grounds, and/or the complaint does not meet the definition of discrimination, racism, harassment (including sexual harassment) and/or workplace bullying.
- d. The decision by the Manager, Human Resources, to dismiss a complaint or direct the complaint to an appropriate process can be appealed by the Complainant in writing to the Superintendent within one week of being notified of the decision.

## INVESTIGATIONS

### Initiating an Investigation – Reporting

- a. Workplace investigations are conducted to gather relevant facts and information in order to review allegations of misconduct of an employee; to ensure that actions of employees support District procedures and policies; and to support accountability and identify opportunities for individual and systemic improvement.
- b. An investigation may be initiated by the Manager, Human Resources, where:
  - i. The Manager, Human Resources, determines that an investigation is the appropriate process to resolve a complaint.
  - ii. A pattern of inquiries or complaints over a period of time suggests that a specific problem has been identified but not corrected.
  - iii. There is reason to believe that a broader, systemic issue exists that causes or contributes to discrimination, racism, or harassment (including sexual harassment) and/or workplace bullying.
  - iv. There is a complaint by an external party against a District employee if sufficient information is provided and the external parties are willing participants in an investigation process.
- c. Complaints will not generally be accepted for investigation if:
  - i. The Complainant is anonymous or third-party, though follow-up may occur and investigated where warranted and when sufficient information is provided; or
  - ii. The issue has been previously investigated, except in circumstances where previously unknown information emerges.
- d. Complainants and Respondents will be provided with information regarding:
  - i. Administrative Procedure Respectful Working and Learning Environments
  - ii. Alternative approaches for addressing the complaint (e.g., conflict resolution processes).
  - iii. Benefits and services available through the District, or external supports relevant to the circumstances (e.g., Employee and Family Assistance Program).
- e. The Complainant may withdraw their complaint at any stage in the complaint or investigation process. The District, however, may initiate and proceed with an investigation process at the discretion of the Manager, Human Resources.
- f. Information collected and retained as part of an investigation may be subject to release as part of a legal process or under *Access to Information and Protection of Privacy Act (AT/IPP)*. Anonymity and complete confidentiality cannot be guaranteed once a complaint is made. A Complainant and a Respondent have a right to know what has been said about

them and by whom, except where information about each other or a third party is not directly related to the complaint, or the Manager, Human Resources:

- i. Determines, in accordance with *ATIPP*, that disclosure of personal information will constitute an unreasonable invasion of a third party's personal privacy; or
- ii. Reasonably believes that disclosure of information will jeopardize the safety of an individual.

## Investigation Process

- a. The Manager, Human Resources, will inform the Complainant, the Respondent, and the administrative supervisor(s) of the parties involved of the general nature of the complaint and that an investigation has been initiated.
- b. The parties have the right to be accompanied during an investigation process by a union or professional association representative or other professional representative at no additional cost to the District.
- c. Parties are not permitted to audio or video record the investigation interview; however, written notes may be taken. The parties will be provided the opportunity to confirm their statements and/or responses to the Investigator.
- d. The Investigator will provide a confidential investigation report to the Manager, Human Resources, that includes the Investigator's opinion, based on gathered information, on findings specific to each allegation. The standard of proof used by the Investigator will be the balance of probabilities (i.e., whether it is more likely than not the alleged event has occurred), which is the standard used in human rights and civil matters. Findings of the Investigator are not subject to appeal.
- e. Investigation findings will be prepared in accordance with *ATIPP* and will be provided to the parties by the Manager, Human Resources, with the opportunity to respond in writing within ten (10) working days.
- f. The Manager, Human Resources, will communicate findings, and responses to the findings (where responses are provided within the timeframe) to the administrative supervisor of the Respondent (or the next level administrative supervisor in the line of authority where the administrative supervisor of the Respondent is a witness or is the Respondent) and will support the respective administrative supervisor(s) in taking appropriate action if an allegation is substantiated. Subject to any legislative requirements, processes may include a recommendation by the administrative supervisor.
- g. Appropriate action will consider the impact of the Prohibited Behaviour on the Complainant and the work environment and may include, but is not limited to, one or more of:
  - i. Direction to make a formal, written apology.
  - ii. Non-disciplinary letter.
  - iii. Written reprimand.
  - iv. Direction to participate in a relevant educational opportunity.
  - v. Recommendation to the appropriate authority for:
  - vi. Transfer to another District location.
  - vii. Demotion or withholding of a promotion.
  - viii. Suspension (with or without pay).
  - ix. Termination.
  - x. Any other measures deemed appropriate by the administrative supervisor.
- h. Regardless of the outcome of the investigation, the Complainant will not be disciplined if the complaint was made in good faith.
- i. If evidence indicates that the complaint was vexatious or malicious or a deliberate attempt to avoid supervision and performance management, the Complainant may be subject to discipline, up to and including a recommendation for termination of employment.

- j. If the investigation does not find evidence to support the allegation(s), no documentation concerning the complaint is retained on the Respondent's Employee File or Working File.

Reference: Access to Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
Criminal Code of Canada  
Northwest Territories Education Act Sections 34, 35, 36, 45, 69, 78, 117, 118 & 119  
Northwest Territories Human Rights Act  
Northwest Territories Occupational Health & Safety Regulations  
Northwest Territories Safety Act

Approved: April 2022

Reviewed/Revised: April 2022



# Complaint/Incident Reporting Form

## For incident(s) of harassment (including sexual harassment), discrimination, racism and/or workplace personal harassment or disrespect, or workplace violence

Use of this form is optional.

Yellowknife Education District No. 1 (YK1) does not tolerate harassment (including sexual harassment), discrimination, racism and/or workplace personal harassment from any person, including colleagues, supervisors, students, parents/guardians, community members, external partners and contractors.

**Complete and return this form, along with the required attachment(s).** You may do this one of three ways:

1. Fill electronically and email your complaint to [stacey.mahe@ykl.nt.ca](mailto:stacey.mahe@ykl.nt.ca)
2. Submit a printed copy of your complaint in a sealed envelope marked 'Private and Confidential' to Stacey Mahe, Manager of Human Resources, at YK1's District Office
3. Scan and email your complaint to [stacey.mahe@ykl.nt.ca](mailto:stacey.mahe@ykl.nt.ca)

COMPLAINANT INFORMATION	
Name	
Phone Number	Email Address
School/Department (if applicable)	Position
Were you directly affected by the incident, or a witness to the incident? <input type="checkbox"/> Directly affected <input type="checkbox"/> Witness	
Have you reviewed the respective Administrative Procedure(s) before submitting this complaint? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> Not applicable	

RESPONDENT INFORMATION — Who is this complaint against?	
Name	
School/Department	Position

NATURE OF COMPLAINT
<p>What is the nature of your complaint? (Check all that apply)</p> <p> <input type="checkbox"/> Harassment (including sexual harassment)*           <input type="checkbox"/> Disrespect  <input type="checkbox"/> Discrimination*           <input type="checkbox"/> Retaliation following report of an incident, a complaint and/or an investigation  <input type="checkbox"/> Racism*           <input type="checkbox"/> Workplace violence*  <input type="checkbox"/> Workplace personal harassment*         </p> <p><i>* Definitions are included in Administrative Procedures 165, 170, 171 &amp; 175</i></p>
<p>If your complaint is harassment or discrimination-based on protected grounds under the <u>NWT Human Rights Act</u>, please identify the ground(s) of your complaint:</p>



## STATEMENT

When describing the incidents of concern, please be specific and include detailed information (attach another sheet if needed):

- **What happened** (e.g., the unwelcome or offensive behaviour and specific words used)?
- **When** did it happen?
- **Where** did it happen?
- **Witnesses**, if any?

Attach any supporting materials (e.g., screenshots, handwritten notes, emails, photos) relevant to your complaint.

Have you reported your concerns previously?  YES  NO  Not applicable

If YES: When? To whom? What was the outcome?

Was the person informed, in person or in writing, that their behaviour is unwelcome or offensive?  YES  NO  Not applicable

If YES: When? How? By whom?

Would you be willing to participate in an informal resolution process with the other person and a supervisor of the Manager of Human Resources with the intent of resolving your concern?

YES  NO If NO, please explain why not? (Optional)

What suggestions do you have for resolving your concern?

Comments or additional information that may be helpful in order to understand the concern:

**Please note:**

- Anonymous reporting happens when you do not disclose your name or the identities of the other parties involved. Depending on what information is shared, action on anonymous reports by Yellowknife Education District No. 1 may be limited. The Manager of Human Resources will determine appropriate next steps, which may include the Superintendent of Education/ CEO.
- Use of this complaint form is preferred, but may not be required in order for action to be taken by the District.
- Complaints should be submitted as soon as possible after the most recent incident of concern.
- Although the District cannot commit to keeping a complaint completely confidential because of its obligation to investigate legitimate complaints, every effort will be made to limit the sharing of information to only those who need to know.
- If both the Complainant and the Respondent are teachers (including principals), the Complainant is reminded to refer to their obligations under the [Northwest Territories Teachers' Association Code of Ethics](#). Likewise, unionized employees should observe requirements outlined by their respective union in regards to member obligations.

**Please check to confirm agreement:**

I hereby certify that the information provided in this complaint is true, accurate and complete, to the best of my knowledge.

I understand that making false, malicious or vexatious allegations may result in disciplinary action up to and including termination of my employment with Yellowknife Education District No. 1.

I understand that my statement may be shared with the Respondent as part of the investigation process.

I understand that the information provided in this complaint is subject to disclosure as required by the NWT's Access to Information and Protection of Privacy Act.

<b>Signature</b>	<b>Date</b> (YYYY/MM/DD)
------------------	--------------------------

The information on this form is collected in accordance with the NWT's Access to Information and Protection of Privacy Act, for the purpose of the complaint and investigation processes. Your contact information will be kept confidential and used only by the Manager of Human Resources, or the Investigator, if applicable, for the purpose of communicating with you regarding your complaint.

**For office use only**

Date Received:



## PROTECTION OF STAFF FROM THREATS

### Background

Employees, students, volunteers, parents and all others who visit District facilities are required to conduct themselves in a manner which promotes and protects the best interests of students, staff and colleagues.

On occasion, members of staff and volunteers will have to deal with parents, students, members of the public, or colleagues who exhibit anger, express their frustrations or demands in a manner which is demeaning to the well-being of a staff member(s). District staff are expected to respond to such challenges with a professionalism that may defuse the causes of such behaviour and could allow problems or concerns to be resolved.

On rare occasions the professional behaviour of District staff may be unsuccessful in defusing offensive behaviour by others. The District has an obligation to support, assist and educate its staff and volunteers in the schools with respect to issues surrounding abuse, harassment or defamation associated with the carrying out of their duties. Such situations are to be addressed, where possible, through informal resolution processes. These processes include mediation or conciliation. Where such processes are fruitless or if the severity of the situation warrants, the Superintendent is authorized to use legal remedies through the District's counsel or RCMP.

### Definitions

Abuse is a violation of the rights, dignity, and worth of other individuals. This includes any act of physical assault and/or verbal expression that humiliates, degrades, elicits fear or takes unfair advantage of a staff member.

- Verbal Abuse may take the form of threats, name calling, gestures or swearing.
- Physical Abuse may include striking out, grabbing, pulling or kicking an individual or other such similar activity which may result in injury. Legally, it is referred to as assault.

Defamation is any expression that attacks or injures the reputation or honour of an individual or recognized group by, amongst other things, false and malicious statements. Defamatory expressions malign, slander or libel an individual or recognized group.

Harassment means any comment, conduct or gesture or contact of a discriminatory nature that is likely to cause offence or humiliation to an employee. Harassment occurs when one person subjects another to unwelcome verbal or physical conduct because of:

- Race, religious beliefs, colour, gender, physical or mental disability, age, ancestry,

or place of origin.

- Unwanted physical contact, tension, demands, jokes or insults are harassment when they negatively affect the working environment (and/or) the ability to obtain services.

Harassing behaviour may be either criminal or civil in nature.

Criminal harassment may include:

- Oral – threats that give rise to a genuine concern for personal safety.
- Physical – abuse as described above or watching or besetting (stalking).
- Telephone – conveying threats by telephone that give rise to a genuine concern for safety.
- Written – threats conveyed in writing, on paper or electronic mail, which give rise to a genuine concern for safety.

Civil harassment may include:

- Oral – shouting, swearing or the use of personally demeaning, sarcastic expressions.
- Physical – intentionally using an intimidating presence or entering District property without permission.
- Telephone – numerous and lengthy calls that disrupt an employee's ability to attend to duties.
- Written – frequent detailed frivolous or vexatious written complaints that require an employee to spend inordinate time investigating thus detracting the employee from attending to duties.

Safety means freedom from physical harm, mental, emotional or psychological trauma.

## **Procedures**

### **1. Communicating with Angry Persons**

In the performance of their duties, District staff may be faced with individuals experiencing serious levels of frustration, concern or anger. Such individuals may initially conduct themselves in an uncivil and rude manner. Wherever possible, staff members are to use communication techniques that defuse frustration or anger and allow problem resolution to occur. In working with angry, concerned persons, staff members are expected to:

- 1.1 Conduct themselves in a civil and cordial manner.
- 1.2 Anticipate, where possible, personal sensitivities (e.g. parental feelings of "guilt" associated with students with diverse learning needs or other family circumstances) and avoid comments or behaviours that arouse those sensitivities.
- 1.3 Call for support from a colleague or administrator if rude, confrontational behaviour persists.
- 1.4 Assert their legal rights whilst meeting their responsibilities.

- 1.5 Adjourn meetings with angry persons if, in their judgment, there is no possibility, at the time, for civil discourse.
  - 1.6 Respect the requirements of the Access to Information and Protection of Privacy Act in discussing unsuccessful meetings except with their immediate supervisor(s) or, if necessary, the Superintendent.
2. The District will provide:
    - 2.1 Staff learning opportunities in personal communication, conflict resolution and human problem solving; and
    - 2.2 Staff learning opportunities to assist staff in dealing with the personal and emotional consequences of dealing with angry persons.
3. Reporting
    - 3.1 When a staff member believes that he/she has been subjected to physical abuse or criminal harassment, the individual is to immediately inform the supervisor and then provide a written report of the incident(s) using the Incident/Injury Report (Form 160-5). If necessary the supervisor may inform the police.
    - 3.2 When an individual believes that he/she has been subjected to criminal or civil abuse, harassment or defamation, he/she is to keep records, where possible, of the experience(s).
    - 3.3 If the matter brought to the attention of a supervisor is not resolved through the intervention of the supervisor, the matter will be reported to the Assistant Superintendent, who may consult with legal counsel.
      - 3.3.1 If the individual affected is a member of the Northwest Territories Teachers' Association, the individual is advised to contact the Association.
    - 3.4 If the intervention of the Superintendent does not satisfactorily resolve the matter, it will be referred to legal counsel for advice and possible action.
  4. Dealing with Civil Harassment
    - 4.1 When an employee believes that another employee of the District has harassed him/her, the affected individual will follow procedures outlined in Administrative Procedure 171 – Harassment.
    - 4.2 When an employee believes that a student has harassed him/her the affected employee will follow procedures outlined in Administrative Procedure 171 – Harassment.
    - 4.3 If these procedures are insufficient to correct the offensive behaviour, then procedures outlined in section 3 above may be taken.
    - 4.4 When an employee believes that a parent, volunteer or visitor to a school or other District personnel has harassed him/her, the employee shall:
      - 4.4.1 Seek the assistance of an immediate supervisor (Principal, manager, etc.) in drafting a plan to address the issue.

- 4.4.2 Make every attempt to meet with the parent or volunteer. The immediate supervisor is to be present.
- 4.4.3 Require that the allegations associated with the harassment be detailed and specific, not vague or nebulous.
- 4.4.4 Listen. Try to understand the other person's perspective. Try to ascertain truth in the concern being expressed.
- 4.4.5 The goal is to resolve the problem to the mutual satisfaction of both parties. Try to elicit the complainant's help to reach a satisfactory resolution.
- 4.4.6 Keep an accurate written record of events, times, places and witnesses.
- 4.4.7 If the harassment persists, action section 3 above both orally and in writing.

## 5. Systemic Investigations

- 5.1 When the Superintendent has reason to believe that harassment or abuse of an employee(s) has occurred but a complaint has not been registered, the Superintendent shall investigate the matter under the following conditions:
  - 5.1.1 There is a focused pattern of inquiries, complaints or behaviour over time that suggest the existence of a specific problem; or
  - 5.1.2 There is reason to believe a broader or systemic problem exists in the learning or work environment that causes, contributes to or encourages harassment; or
  - 5.1.3 As a result of an investigation, a complaint is not supported but there is reasonable evidence that a broader systemic problem exists.
- 5.2 Prior to investigating, the Superintendent shall describe in writing the conditions providing reasonable grounds for an investigation.
- 5.3 Where the Superintendent authorizes an investigation, the appropriate parties will be advised of:
  - 5.3.1 The intent to conduct a systemic investigation,
  - 5.3.2 The reasons for initiating the investigation, and
  - 5.3.3 The process or procedures to be implemented for the investigation.
- 5.4 The results of any systemic investigation undertaken by the Superintendent shall be reported to the Board.

## 6. False Charges

- 6.1 If an investigation determines that complaint(s) made by an employee was intentionally false, malicious, or vindictive, the employee shall be subject to disciplinary action including dismissal or legal action as the circumstances warrant.

6.2 If the employee described in clause 6.1 above is a teacher, he/she may be subject to discipline by the Northwest Territories Teachers' Association.

Reference: Section 34.1, 45, 69, 78, 117, 118, 119 Education Act  
Human Rights Act  
Canadian Charter of Rights and Freedoms  
Canadian Human Rights Act  
Criminal Code (Canada)

Approved: August 2017  
Reviewed/Revised: June 2018



---

## **ACCESS TO INFORMATION AND PROTECTION OF PRIVACY**

### **Background**

The District recognizes that all procedures for the collection and storing of information by District staff in the course of affairs and procedures regulating the release of information to other parties must follow provisions of the Access to Information and Protection of Privacy Act and Regulations.

The purposes of the Act and Regulations and District administrative procedures are to:

- Allow any person a right of access to the records in the custody or under the control of the District subject to limited and specific exceptions as set out in the Act;
- Control the manner in which a public body may collect personal information from individuals, to control the use that the District may make of that information and to control the disclosure by the District of that information;
- Allow individuals, subject to limited and specific exceptions as set out in the Act, a right of access to personal information about themselves that is held by the District;
- Allow individuals a right to request corrections to personal information about themselves that is held by the District; and
- Provide for independent reviews of decisions made by the District under the Act and the resolution of complaints under the Act.

### **Procedures**

1. The Superintendent has been named the Head of the Public Body by the Act.
2. The Principal of each school shall be the site coordinator for the purposes of this legislation. Site coordinators are responsible to ensure the protection of personal information at their schools and to direct inquiries about disclosure of information to the Superintendent.
3. When fees are to be levied under the Access to Information and Protection of Privacy Act, the rates adopted by GNWT, as specified in Access to Information and Protection of Privacy Act Regulations, shall be confirmed as the rates used by the District.
4. All persons making requests for the release of information shall be notified as to appeal provisions under this Act.



## 5. Personal Information

- 5.1 No personal information may be collected unless collection is specifically authorized by the Education Act, or the information relates directly to and is necessary for an operating program or activity of the District.
- 5.2 The District may use or disclose personal information only for the purpose for which it was collected or compiled, or for a use consistent with that purpose, or if the individual the information is about has identified the information and consented to the use, or for purposes referred to in the Access to Information and Protection of Privacy Act.
- 5.3 The District has a duty to maintain accurate and complete personal information that is used to make decisions about the individual. Under the Act, an individual has the right to request a correction when the applicant believes an error or omission has been made.

## 6. Publications and Databases

- 6.1 All publications, following release, will be available in the District Office, for review by members of the public.
- 6.2 Databases and data files are records.

## 7. Public Access

- 7.1 The District provides access to District publications.
- 7.2 Persons requesting information must first contact either the school or District Office, whichever is responsible for creating or maintaining the information in question.
- 7.3 Access to information through the Access to Information and Protection of Privacy Act is intended as a last resort – if other attempts to acquire information have failed.
- 7.4 If the requested information is not available from the Principal, then the person requesting the information may apply to the Superintendent with his/her request.

Reference: Section 29, 30, 31, 32, 45, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Access to Information and Protection of Privacy Regulations

Approved: December 2007  
Reviewed/Revised: August 2017



## **VIDEO SURVEILLANCE**

### **Background**

The District has a responsibility to provide a safe environment, to protect District property from theft or vandalism, and to assist staff in dealing with student discipline matters.

The use of video surveillance equipment on District property, including school buses, is permitted in accordance with these procedures.

The District recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student safety, and the fact that students have privacy rights that are reduced, but not eliminated, while under supervision at school. A digital recording is recognized to be subject to the provisions of the Access to Information and Protection of Privacy Act.

### **Procedures**

#### **1. Use**

- 1.1 Video cameras owned by the District may be installed and used to monitor and/or record at schools and on school buses.
- 1.2 Video surveillance camera locations must be authorized by the Principal or the Director of Transportation in consultation with the Superintendent.
- 1.3 Before video surveillance is introduced at a site, a report must be provided to the Superintendent, describing the circumstances that indicate the necessity of having surveillance at that site, including consideration of less invasive alternatives.
- 1.4 The periods of surveillance of public areas shall be minimized.
- 1.5 Public notification signs must be prominently displayed, indicating areas subject to video surveillance. Notice must include information advising the designated staff person who is responsible for answering questions about the surveillance system. Any exception to this, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Superintendent on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed. Covert surveillance may not be authorized on an ongoing basis.
- 1.6 Video surveillance is not to be used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. bathrooms, private conference/meeting rooms). The Superintendent must authorize any exception to this on the grounds that no other supervision option is feasible, and that the need is

pressing and outweighs the privacy interest of the student or other person likely to be observed. Surveillance of such locations may not be authorized on an ongoing basis.

- 1.7 The following sign will be posted on every bus that is adapted to have a video camera:

WARNING  
VIDEO SURVEILLANCE  
You may be monitored by a silent witness  
video and audio surveillance system

- 1.8 Parents will be notified upon registering at a school that students may be monitored by video surveillance.

## 2. Security

- 2.1 Only a designated staff member or agent of the District will install video cameras. Only designated staff members or agents shall have access to the key that opens the camera boxes. Only these staff members or agents shall handle the cameras, or digital recordings.
- 2.2 Digital recordings shall be stored on computers with restricted access.
- 2.3 Digital recordings may never be publicly viewed or distributed in any other fashion, except as provided by this administrative procedure and appropriate legislation.

## 3. Viewing of Digital Recordings

- 3.1 Video monitors used to view or digital recordings shall not be located in a position that enables public viewing.
  - 3.1.1 Recordings may only be viewed by the designated staff members or by parents and students (Note clause 3.2 below), or by staff members or agents responsible for the technical operations of the system (for technical purposes only).
  - 3.1.2 If a staff member or student is facing any disciplinary action, he/she may authorize his/her union representative or advocate to also view the recording.
- 3.2 Parents requesting to view a segment of a recording that includes their child/children may do so.
  - 3.2.1 Students may view segments of a recording relating to themselves if they are capable of exercising their own access to information rights under the Access to Information and Protection of Privacy Act.
  - 3.2.2 Student or parent viewing must be done in the presence of an administrator.
  - 3.2.3 A student or parent has the right to request an advocate to be present.
  - 3.2.4 Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Access to Information and Protection of Privacy Act.

#### 4. Retention of and Digital Recordings

- 4.1 Where an incident raises a prospect of a legal claim against the District, the recording, or a copy of it, shall be sent to the District's insurers.
- 4.2 Digital recordings shall be erased within one month unless they are being retained at the request of the Principal, Superintendent, staff member, parent or student for documentation related to a specific incident, or are being transferred to the District's insurers.
- 4.3 Digital recordings retained under clause 4.2 shall be erased as soon as the incident in question has been resolved. If the recording has been used in the making of a decision about an individual, then the recording must be kept for a minimum of one (1) year as required by the Access to Information and Protection of Privacy Act, unless earlier erasure is authorized by or on behalf of the individual.

#### 5. Review

- 5.1 Each Principal is responsible for the proper implementation and control of the video surveillance system at his/her school. The Director of Transportation is responsible for the proper use of video cameras on school buses.
- 5.2 The Superintendent will conduct a review, at least annually, to ensure that this Administrative Procedure is being adhered to and to make a report on the use of video surveillance in the District.

Reference: Section 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Access to Information and Protection of Privacy Regulations

Approved: December 2007  
Reviewed/Revised: August 2017



---

## **RECORDS MANAGEMENT**

### **Background**

The District has a responsibility to ensure that District and school records and documents are appropriately managed.

### **Procedures**

1. The Director of Corporate Services shall be responsible for the management of all District records and documents.
2. The Principal shall be responsible for the management of all student records in accordance with the Education Act and all other records and documents in accordance with these procedures.
3. Should the Principal have any questions about which records and documents may or may not be destroyed, written direction from the Director of Corporate Services is to be requested.
4. The following records and documents are to be retained permanently and cannot be destroyed:
  - 4.1 Financial agreements;
  - 4.2 Collective agreements;
  - 4.3 Audit reports;
  - 4.4 General ledgers;
  - 4.5 Board meeting minutes;
  - 4.6 Employer pension records (by Plan Carrier);
  - 4.7 Records of historical significance;
  - 4.8 Personnel files of individuals who have resigned or retired from the District;
  - 4.9 Student cumulative records;
  - 4.10 Records of destinations to where student cumulative records have been transferred;  
and
  - 4.11 School registers and daily attendance records.
5. Records that may be destroyed in accordance with the timelines identified below must be shredded or permanently destroyed in some manner. They are not to be discarded along with other waste material.

- 5.1 The following records and documents may be destroyed after a period of six (6) months:
  - 5.1.1 Unsolicited teacher applications;
  - 5.1.2 Simple acknowledgements of correspondence, letters of thanks, etc;
  - 5.1.3 Time-expired event specific materials;
  - 5.1.4 Copies of FAX messages;
  - 5.1.5 Requests for routine information; and
  - 5.1.6 Drafts of completed documents.
- 5.2 The job competition files may be destroyed after a period of one (1) year.
- 5.3 The following records and documents may be destroyed after a period of three (3) years:
  - 5.3.1 General correspondence;
  - 5.3.2 Expired insurance policies;
  - 5.3.3 Reports from external agencies, such as the Alberta School Boards Association;
  - 5.3.4 Regular financial statements;
  - 5.3.5 Northwest Territories education correspondence;
  - 5.3.6 Bids/tenders on awarded projects valued under two hundred thousand dollars (\$200,000); and
  - 5.3.7 Staff committee minutes.
- 5.4 The following records and documents may be destroyed after a period of seven (7) years:
  - 5.4.1 Payroll/income tax/leave records;
  - 5.4.2 Year-end financial statements;
  - 5.4.3 Bank passbooks;
  - 5.4.4 Cheques – cancelled;
  - 5.4.5 Accounts/vouchers paid/received;
  - 5.4.6 Cash disbursements/receipts;
  - 5.4.7 General contracts/receipts;
  - 5.4.8 Deposit slips;
  - 5.4.9 General journals;
  - 5.4.10 Major capital construction projects;
  - 5.4.11 Inventory reports/material disposal reports;
  - 5.4.12 District committee minutes; and
  - 5.4.13 Reports to the District.

5.5 The following records and documents may be destroyed after a period of twelve (12) years:

5.5.1 Subsidiary ledgers, and

5.5.2 Arbitration files.

Reference: Section 29, 30, 31, 32, 45, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Access to Information and Protection of Privacy Regulations

Approved: December 2007

Reviewed/Revised: August 2017



---

## USE OF COPYRIGHTED MATERIALS

### Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. The following guidelines apply fair dealing in K–12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

### Procedures

1. To qualify for fair dealing, two (2) tests must be passed.
  - 1.1 First Test: the “dealing” must be for a purpose stated in the Copyright Act; research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.
  - 1.2 Second Test: is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools.
2. Fair Dealing Guidelines
  - 2.1 Teachers and staff members may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
  - 2.2 Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review are to mention the source and, if given in the source, the name of the author or creator of the work.
  - 2.3 A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
    - 2.3.1 As a class handout;
    - 2.3.2 As a posting to a learning- or course-management system that is password protected or otherwise restricted to students;
    - 2.3.3 As part of a course pack.
  - 2.4 A short excerpt means:
    - 2.4.1 Up to ten percent (10%) of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
    - 2.4.2 One (1) chapter from a book;



- 2.4.3 A single article from a periodical;
  - 2.4.4 An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
  - 2.4.5 An entire newspaper article or page;
  - 2.4.6 An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
  - 2.4.7 An entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
- 2.5 Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
- 2.6 Copying or communicating that exceeds the limits in these Fair Dealing Guidelines will be referred to a supervisor or other person designated by the Superintendent for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
- 2.7 Any fee charged by the District for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the District, including overhead costs.
3. Posters outlining Fair Dealing Guidelines (Appendix) shall be provided by the Director, Corporate Services and are to be posted above each multi-function or photocopying device.
4. Use of copyrighted materials that do not fall under the Fair Dealing Guidelines is not permitted without the approval of the Superintendent or designate. Where school staff or students wish to use copyrighted materials they must:
- 4.1 Obtain permission to copy from the copyright holder, and
  - 4.2 Where requested, a royalty must be paid to the copyright holder.
5. All staff and students that are expected to use copyrighted materials must be aware of the procedures and the guidelines for fair dealing. Teachers are to have knowledge of and be familiar with the Copyright Decision Tool and "Copyright Matters!" available at [www.cmec.ca](http://www.cmec.ca).

Reference: Copyright Act  
Copyright Modernization Act  
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines  
Copyright Decision Tool  
Copyright Matters!  
Fact Sheet: What the Copyright Modernization Act means for Teachers and Students

Approved: December 2007  
Reviewed/Revised: August 2017

# Fair Dealing Guidelines

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

## GUIDELINES

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
  - a) as a class handout;
  - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
  - c) as part of a course pack.
4. A short excerpt means:
  - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
  - b) one chapter from a book;
  - c) a single article from a periodical;
  - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
  - e) an entire newspaper article or page;
  - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
  - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Reference: Copyright Act  
Copyright Modernization Act  
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines  
Copyright Decision Tool  
Copyright Matters!

Approved: August, 2017  
Reviewed/Revised:



## **SOFTWARE LICENSING**

### **Background**

To assure a fair return to the authors of software programs, the District shall comply with the copyright laws and any usage agreements that are applicable to the acquisition of software programs. Copyright laws allow the duplication of back-up copies for use when a program is lost or damaged.

### **Procedures**

1. No software shall be copied onto or used on District computers unless the specific license for the application has been purchased, or it can be proved that the purchase of a license for the application at that site has been initiated.
2. The responsibility to ensure that only legally licensed software applications are in use lies with the Principal.
3. Any fines levied against the District for use of unlicensed software applications shall be applied directly against the budget of the school or department being fined.
4. Any software packages that do not require specific licenses (such as Shareware, Freeware, etc.) must be accompanied by supporting documentation certifying the same.
5. Service and support personnel employed by the District shall not service equipment that includes illegally acquired software.
6. Copies of all software licenses must be kept on file by the Principal and included on the inventory listing.
7. The responsibility for approval of installing software on District computers rests with the Principal, in consultation with the Manager, Information Technology Services.
8. Technology Services staff may conduct software audits, as deemed necessary.

Reference: Sections 45, 69, 78, 117, 118, 119 Education Act  
Copyright Act  
Copyright Modernization Act

Approved: December 2007  
Reviewed/Revised: August 2017



## INTELLECTUAL PROPERTY RIGHTS

The District encourages and supports the creative endeavors of its teachers and other employees. The District recognizes the efforts made by those who participate in the development of Intellectual Property, particularly pedagogical and other materials which are directly related to the business of the District. The production and distribution of pedagogical materials which are prepared by teachers and other employees promotes the sharing of ideas and resources among colleagues and results in improved learning opportunities for students. The District also believes that teachers accept the professional obligation to teach competently, diligently and faithfully, and fulfilling this obligation implies the use of the best available pedagogical materials, including those which are created or adapted by teachers.

On occasion, teachers and other employees may be interested in marketing materials which are created, adapted, enhanced, and/or produced in the course of employment with the District. Because the intention to make commercial profit from these materials may be in conflict with the expectation to share resources for the benefit of students, the District intends to strike a balance between the interests of the employees and the interests of the employer. In achieving a balance of interests, the District intends to ensure the District's access to pedagogical materials, while also providing incentives that will encourage teachers and other employees to be creative.

The District recognizes that the creator of pedagogical materials, or intellectual property developed in the course of employment, maintains certain moral or proprietary rights regarding that property. Nevertheless, the District is generally considered the first owner of copyright on all pedagogical materials which teachers and other employees create or adapt in the course of their employment with the District and for which there is no written agreement that the employee will maintain or assume ownership of copyright. If the employer and employee establish a written agreement which modifies the ownership rights of the District, the agreement will ensure that the use of all pedagogical materials created or modified by the employee will be available to the District for its unrestricted use and any costs to the District for the purchase of these materials will not include calculations of employee labour expenses nor profit margins.

### Procedures

1. Teachers and other employees who create or produce pedagogical materials in the course of fulfilling the duties of their employment with the District, and then plan to offer these materials for commercial profit, are advised to enter into discussions with the Superintendent. The purpose of these discussions is to reach a written agreement as to whether or not the materials produced by the employee belong solely to the employee, the employer, or some combination thereof
2. Written agreements are also intended to recognize that the creator of pedagogical materials has certain moral or proprietary rights regarding those materials. The creator has the right to protection of honour and reputation. The creator has the right to have his or her name associated with the work, or to remain anonymous. Materials cannot be distorted, mutilated, or

modified in ways that may damage the honour or reputation of the creator. The creator has the right to object to or restrain any use which could be prejudicial to the honour or reputation of the creator.

3. If a written agreement provides opportunity for the employee to publish, produce, and market pedagogical materials created in the course of employment with the District, all risk associated with possible infringement of third party copyright is assumed by the employee. Written agreements will include "save harmless" provisions to protect the District. Employees are therefore advised to obtain legal advice regarding the implications of potential infringement of third party copyright.
4. The Superintendent may appropriately recognize the creative, diligent hard work and expertise of teachers which results in the creation and production of materials that may have commercial value. Examples of appropriate recognition may include rightly attributing the author or creator of materials, protecting proprietary rights, and providing enhanced professional development opportunities.
5. The publicly funded resources of the District are intended to serve public education, rather than private commercial interests. Therefore, employees who seek written agreements to produce and market pedagogical materials which are created in the course of their employment with the District are advised that it is inappropriate to use District resources for production, marketing, or other business expenses related to the pursuit of private gain.
6. In the event that discussions between the employee and the Superintendent do not result in a written agreement, the Superintendent shall make a decision with respect to the matter. This decision may be appealed to the Board.

Reference: Copyright Act  
Copyright Modernization Act  
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines  
Copyright Decision Tool  
Copyright Matters!

Approved: August 2017  
Reviewed/Revised:



## Administrative Procedure 200

---

### ORGANIZATION FOR INSTRUCTION

#### Background

The Principal is held accountable for the organization of the plan for instruction at his/her school.

#### Procedures

1. The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
  - 1.1 Organization of classes;
  - 1.2 Organization of teacher assignments;
  - 1.3 Course offerings of the school; and
  - 1.4 The extra and co-curricular activities.
2. The function of assigning students to classes is the responsibility of the Principal, in consultation with all staff members affected at that instructional level. As much as possible, schools are to utilize heterogeneous groupings of students.
3. It is further recognized that there may be a need to group students in different grades or different courses in the same class.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **MULTICULTURALISM**

### **Background**

Cultural diversity is a positive feature of Canadian society, and multiculturalism is an interdisciplinary process designed to foster the development of cultural understanding. District schools are encouraged to provide learning experiences whereby all students have opportunities to develop pride in their cultural heritage, self-esteem and understanding of Canada's culture.

### **Procedures**

1. Programs of instruction will acknowledge that ethnic and cultural diversity are positive features of Canadian society.
2. Opportunities will be provided for students to learn attitudes and skills that will enable them to succeed in the larger Canadian community.
3. Proper student assessment, taking into account cultural, linguistic and educational background, social maturity and capacity for achievement will be provided.
4. Programs that present opportunities for children to learn about their own heritage and to develop positive attitudes toward Canada's multicultural society will be provided.
5. The curriculum will reflect the contribution of all cultural groups to Canadian history, literature and life.
6. Principals will encourage the recognition and celebration of multicultural special days and holidays as an integral part of the curriculum.

Reference: Section 45, 69, 75, 78, 117, 118, 118 Education Act  
Human Rights Act  
Canadian Charter of Rights and Freedoms

Approved: August 2017  
Reviewed/Revised:



---

## **CONTROVERSIAL ISSUES IN THE CLASSROOM**

Territorial society is being increasingly affected by its membership in the "global village." Technology has provided us with instant access to vast quantities of information from universal sources. Also, human mobility within the world has produced an ever-growing multicultural aspect to our society. These forces have converged to create a situation in which there are more and more conflicting values and viewpoints held among our citizens.

Controversial issues need to be treated with sensitivity and fairness in the District. This treatment will result in more open-minded, sensitive, questioning, and empathetic attitudes among our students, thus contributing to their development as well-rounded citizens.

### **Procedures**

1. In the treatment of controversial material, teachers shall acknowledge alternative points of view on an informational basis.
2. Material being presented shall appropriately reflect the maturity, capabilities, and educational needs of students as stated in the Program of Studies.
3. Presentations by teachers shall be sensitive to the school community, but not to the exclusion of territorially, nationally, and internationally accepted principles.
4. A teacher's personal opinion shall be stated as such and care shall be taken to guard against over-emphasizing personal opinions.
5. Teachers shall ensure that students have access to factual materials with an opportunity to find, collect, and assemble such materials.
6. Teachers shall preview films and materials in advance of presentations to students.
7. Teachers shall adequately prepare for the use of such films and materials, including appropriate culminating activities.
8. If a film, pamphlet, or other materials contain information or opinions that are thought to diverge from those held by a number of people in the community, parents shall have the opportunity to view such materials in advance of their use, and shall have the right to withhold a student from participation.
9. If guest speakers are invited to discuss a controversial issue, the qualifications of the speakers shall reflect expertise in the area under study. Also, an effort shall be made to seek speakers to discuss alternative points of view on an issue.



10. If teachers are in doubt concerning any potentially controversial issue, or instructional material, they shall consult with their Principal.

Reference: Section 69, 78, 117, 118 Education Act  
Human Rights Act  
Canadian Charter of Rights and Freedoms

Approved: December 2017  
Reviewed/Revised: August 2017



## **HUMAN SEXUALITY EDUCATION**

### **Background**

While family life (human sexuality) education takes place in the home, schools share a responsibility for ensuring that students have adequate and accurate skills for dealing with pressures placed on them by peers and a society that reflects an array of values.

The District supports the study of human sexuality in the schools in order to give students knowledge which will assist them in understanding the physical, mental and emotional adjustments that arise during sexual development and to become aware of processes for making decisions about expressing sexuality.

The teaching of human sexuality is to be conducted with dignity and with respect for the attitudes and religious beliefs of the students and their parents.

### **Procedures**

1. School staff are to provide an open climate for the discussion of questions and problems raised naturally by students in their quest for understanding themselves and developing more mature relationships with family and peers.
2. Teachers will have full support of the District senior administration when teaching curriculum as defined in the Program of Studies.
3. No teacher shall conduct surveys or classes on human sexuality in classrooms without the prior knowledge and approval of parents, the Principal and the Superintendent.
4. Where possible, classroom teachers are to assume responsibility for instructing this particular aspect of the curriculum. However, with the approval of the Principal, persons outside the school system who have special qualifications may assist the teacher.
5. Teachers instructing themes involving human sexuality are to be carefully prepared and exhibit an attitude of openness and objectivity in dealing with the normal problems and questions raised by the students.
6. If deemed necessary by the Principal, an in-service program is to be held for teachers of human sexuality.

7. Written notice shall be provided to parents or guardians of students explaining the program, its objectives, and when it will be presented. A parent's right to exempt their child from these specific lessons shall be stressed in the notice.
8. Prior to the commencement of a program, each Principal may have an information-sharing meeting where parents can view and discuss any materials to be presented to students in the program.
9. Parents retain the right to remove their children if under the age of majority, from a program or selected aspects of a program. Alternately, parents may also choose to have their child remain in the classroom where the instruction is taking place, but not participate in the lesson.
  - 9.1 Such requests must be submitted in writing to the Principal.
  - 9.2 It is important to note that these accommodations must be made with no academic penalty to the student.
10. The topics may be presented in segregated classes if directed to do so when recommended by the Principal following discussions with parents and teachers.
11. School staff are to respect the privacy of human sexuality. Consequently instruction and guidance will avoid embarrassment and the moral condemnation of the individual and keep the confidences of students under all circumstances.

Reference: Section 25, 45, 69, 78, 117, 118, 119 Education Act  
Human Rights Act  
Canadian Charter of Rights and Freedoms  
Skills for Healthy Relationships:

Approved: August 2017  
Reviewed/Revised:



## **PATRIOTIC EXERCISES**

### **Background**

Patriotic exercises are an important part of a student's educational experience and students are to be encouraged to participate.

### **Procedures**

1. The use of the *O Canada* CD in all the Northwest Territories official languages is encouraged to show respect for the Northwest Territories plurality.
2. Principals shall incorporate the singing of *O Canada* or other patriotic exercises as part of the school day.
3. Students may be excused from participating in patriotic exercises if the parent sends a written note to the teacher stating he/she does not wish the student to participate.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2017

Reviewed/Revised: August 2017



## Administrative Procedure 208

---

### REMEMBRANCE DAY

#### Background

Principals are expected to arrange for appropriate Remembrance Day activities.

#### Procedures

1. Principals shall:
  - 1.1 Arrange for a Remembrance Day ceremony at the school on a school day.
  - 1.2 Ensure the observance of two (2) minutes of silence.
2. Parents or independent students may request, through a signed written notice, that a student be excluded from Remembrance Day exercises, whereupon the teacher shall permit the student to:
  - 2.1 Leave the classroom for the duration of the exercises and go to a supervised area; or
  - 2.2 Remain in the classroom without taking part in the exercises.

Reference: Section 34, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **EARLY CHILDHOOD DEVELOPMENT**

### **Background**

Early Childhood Services programs are to address the developmental needs of each child. Where such programs are offered by the District, an integrated model of services involving staff, parents and the community shall be followed.

All Northwest Territories families will have the option to enroll their four (4) and five (5) year old children for two (2) years of kindergarten (Junior Kindergarten and Kindergarten).

### **Procedures**

1. Enrollment in Early Childhood programs is voluntary.
2. Junior Kindergarten programs are offered to students who are four (4) years old on or before December 31.
3. Children who are five (5) years old on or before December 31 will be eligible for Kindergarten.
4. The Early Childhood Services (ECS) Program will adhere to the beliefs, principles, goals and program dimensions as set out in the current Junior Kindergarten/Kindergarten Program Curriculum.
5. Where ECS programs are offered by the District, children are considered as enrolled students for budgeting purposes, and as such are part of the whole school's budget process.

Reference: Junior Kindergarten/Kindergarten Curriculum  
NWT Right from the Start: Early Childhood Development Framework and Action Plan

Approved: August 2017  
Reviewed/Revised:



## **SECOND LANGUAGE PROGRAMS**

### **Background**

The District believes that in a bilingual and multi-cultural society it is important for students to have access to courses that will help them acquire and maintain proficiency in a second language. Second Language programs in the District shall be provided subject to the following procedures.

### **Procedures**

1. Official Northwest Territories language programming shall be offered in all District schools with English track programming grade 1 to 9.
  - 1.1 French, as a second language is mandatory for all students with the exception of those enrolled in Wiilideh language course or in French Immersion programming.
2. French Immersion is available in single track programming in Junior Kindergarten to grade 5 and in dual track programming from grades 6 through 12.
3. The dual track allows students in both tracks the cultural and social advantages on contract with each other.
4. Intensive French shall be offered to students in grade 6 who have had no previous or very limited exposure to the French language.
  - 4.1 Post-Intensive French shall be offered only to students who have successfully completed the grade 6 intensive French course or who have one to two (1 to 2) years' experience in French Immersion programming.
5. The Wiilideh language shall be offered as an alternative to Core French for students grade 1 through grade 9.

Reference: Section 45, 69, 70, 71, 72, 78, 117, 118, 119 School Act  
Funding Manual for School Authorities  
Canadian Charter of Rights and Freedoms

Approved: February 2018  
Reviewed/Revised



## **INCLUSIVE SCHOOLING**

### **Background**

Educational programming for students must recognize individual differences and diverse needs.

### **Procedures**

1. The District will provide resources to identify, assess, and develop programs for students with diverse needs.
2. Principals shall maintain written procedures for educational programming for students with diverse needs.
3. Principals shall ensure consultation with parents takes place around programming decisions.
4. Parents may appeal programming decisions as per Board Policy 15.
5. Principals shall follow the guidelines established by the Government of Northwest Territories for programs for each student, including the development of an individual education plan.

Reference: Section 5, 7, 8, 9, 45, 69, 78, 117, 118, 119 Education Act  
Ministerial Directive on Inclusive Schooling (2016)

Approved: December 2007

Reviewed/Revised: February 2018





## Administrative Procedure 214

---

# **GIFTED AND TALENTED PROGRAMMING- now included in 213 Inclusive Schooling**

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: June 2018



---

## WORK EXPERIENCE EDUCATION

### Background

The District supports the provision of Work Experience education opportunities through the establishment of partnerships between the school and community agencies or businesses.

### Procedures

1. Work experience programs are available to senior secondary school students.
2. Work study programs are available to junior or senior secondary students as an integral part of an approved course or program. No additional credits are given for work study programs.
3. Work experience/Work study programs will be supervised by a designated teacher.
4. Work experience may take place between 7:00 a.m. and 10:00 p.m. on regular school days and on Saturday, but not Sunday and statutory holidays.
5. Work study programs will be conducted during regular school hours.
6. Normally, wages are not paid to students on Work Experience education. The employer contribution is the instruction and training provided.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Labour Standards Act  
Educational Work Experience Regulations

Approved: December 2007  
Reviewed/Revised: June 2018



## **ALTERNATIVE PROGRAMS**

### **Background**

An alternative program is one that emphasizes a particular language, culture or subject matter, or which uses a particular teaching philosophy.

The District will consider the development and implementation of alternative programs provided they are in:

- Keeping with the goals and objectives of the District;
- Response to documented needs and/or interests of students and parents;
- Keeping with sound educational principles; and
- Keeping with the District's financial capabilities.

### **Procedures**

1. Proponents shall submit a proposal to establish an alternative program to the Superintendent a minimum of twelve (12) months prior to the requested "start up" date.
2. The proposal must include the following program elements:
  - 2.1 Philosophy and objectives;
  - 2.2 Organization (variations from other schools);
  - 2.3 Curriculum (specific emphasis);
  - 2.4 Finances;
  - 2.5 Staffing (variations from regular staffing);
  - 2.6 Evaluation; and
  - 2.7 Projected student population.
3. The Superintendent will determine the appropriateness of the proposal and may arrange for the proponents to make a presentation to the Board.
4. If the Board gives approval in principle, the Superintendent will establish a set of administrative requirements to initiate the program. All District policies and procedures apply unless specifically exempted by the Board.
5. The detailed preparation for the program will be directed through the Superintendent.

6. If the per student non-instructional costs of an alternative program exceeds that of a regular program, the Board may charge a fee to parents who wish to enroll their students in the alternative program.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **DISTANCE EDUCATION**

### **Background**

To the extent reasonable, the District attempts to provide District students with access to a wide variety of secondary school courses. The District also supports the use of Alberta Distance Learning programming to complement the District's course offerings or to meet special student needs.

### **Procedures**

1. The Principal will encourage students to complete as much of their program as possible through regular classroom instruction.
2. The District will pay for distance learning courses upon approval by the Principal based on the following criteria:
  - 2.1 Severe timetable conflicts prevent a student from taking a required course by regular instruction during a particular school year;
  - 2.2 Limited student enrolments prevent the school from offering a required course during a particular school year;
  - 2.3 The Principal recommends student enrolment in a distance learning course due to extenuating circumstances;
  - 2.4 A student wishes to take an optional course that is not usually offered by the school;  
or
  - 2.5 A student wishes to register in a distance learning course over the summer to either upgrade a final standing, or to complete a required credit.

Reference: Section 5, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **GUIDANCE AND COUNSELLING SERVICES**

### **Background**

Guidance and counselling services shall be available to all students, as an integral part of school programs and services.

### **Procedures**

1. Comprehensive school guidance and counselling programs shall address the developmental needs of all students in the three domains:
  - 1.1 Career planning and development;
  - 1.2 Personal/social issues; and
  - 1.3 Educational planning.
2. Guidance and counselling service delivery shall be a collaborative, multi-disciplinary task that involves all members of the school staff, not solely the school counsellor.
3. Service shall be consistent with Government of Northwest Territories directives.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **SCHOOL LIBRARIES/LEARNING COMMONS**

### **Background**

An effective integrated learning commons program supported by a wide range of carefully selected learning resources can significantly enhance the learning opportunities for students.

### **Procedures**

1. The Principal shall ensure that the learning commons provides a comprehensive collection of materials for student use and meets the following criteria:
  - 1.1 Stimulates growth and knowledge, literary appreciation, aesthetic value and ethical standards.
  - 1.2 Provides information that allows students to make considered judgments.
  - 1.3 Provides students with a perspective of their culture and community, Canadian society and its many facets to show clearly the contributions of the varied ethnic groups to our social, political, economic and creative way of life.
  - 1.4 Provides students with a global perspective.
  - 1.5 Provides a balance between fiction and nonfiction.
2. The Principal shall advise the Parents' Advisory Committee/Group annually about the quality of the learning resources within the learning commons.
3. The Principal shall establish procedures that improve the efficiency and effectiveness of the learning commons.
4. The Principal shall ensure that parents, students and members of the community shall have the opportunity to challenge the appropriateness of certain materials in the learning commons or in the school. The procedures to be followed are those contained in Administrative Procedure 252 – Challenge of Learning Resources.
5. The Principal shall immediately advise the Parents' Advisory Committee/Group and the Superintendent of any complaints regarding the appropriateness of any material within the school.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: August 2017  
Reviewed/Revised:



---

## **SELECTION OF LEARNING RESOURCES**

### **Background**

Learning resources are necessary to support, enrich, and help implement the educational program of the school in order to meet the educational goals and objectives of the territorial government, the District, the community, and the school.

It is the responsibility of the teaching staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal and the presentation of different points of view.

### **Procedures**

1. The teaching staff is delegated the responsibility to:
  - 1.1 Select and/or to make recommendations to the Superintendent through the Principal for the purchase of learning materials for the District.
  - 1.2 Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students.
  - 1.3 Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
  - 1.4 Provide materials on various sides of controversial issues, so that young citizens may have an opportunity to develop under guidance the practice of critical analysis and to make informed judgments in their daily lives.
  - 1.5 Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community.
  - 1.6 Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.
  
2. The learning resources shall meet the following criteria as applicable:
  - 2.1 Support and be consistent with the general educational goals of the territorial government and District and the aims and objectives of individual schools and specific courses.
  - 2.2 Meet high standards of quality in factual content and presentation.
  - 2.3 Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.



- 2.4 Have aesthetic, literary, and/or social values.
  - 2.5 Be suitable, in physical format and appearances, for their intended use.
  - 2.6 Be developed by competent authors and producers.
  - 2.7 Be designed to help students gain awareness of our pluralistic society, as well as an understanding of the many important contributions made to our civilization by women, minority, and ethnic groups.
  - 2.8 Be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.
  - 2.9 Be selected for their strengths, rather than rejected for their weaknesses.
  - 2.10 Meet specific curriculum outcomes, even if the material may be biased or slanted, such as the ability to recognize propaganda.
  - 2.11 Enrich students' knowledge of the Northern context in which we live.
3. The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analyzing inter-group tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.
  4. An emphasis will be placed on the selection of Canadian and Northern learning resources, where appropriate.
  5. The Principal must ensure the availability of prescribed resources and accessibility to curriculum documents for staff.
  6. Selection is an ongoing process which is to include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.
  7. A list of learning resources will be made available for parents to review, if requested.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: February 2018



---

## **CHALLENGE OF LEARNING RESOURCES**

### **Background**

The schools of the District are to reflect the values of the parents and the community. Therefore, it is important that any parent or member of the community be provided with the opportunity to challenge any of the materials used in the District's educational program on the basis of appropriateness. It is also important that there is an opportunity to bring the concern to the attention of an appropriate staff member and an opportunity to reach a resolution.

### **Procedures**

1. When the Principal receives a complaint regarding a particular learning resource, the Principal is to attempt to resolve the issue informally in the following manner:
  - 1.1 The Principal, or other appropriate staff member, shall meet with the complainant and explain the particular place the resource occupies in the education program, its intended educational usefulness, and any additional use it may have.
  - 1.2 If the complainant wishes to file a formal challenge, the complainant may file his/her objections in writing using the Request for Reconsideration of Learning Resources Form (Form 252-1), which is included in the Forms Directory, and submit it to the Principal.
  - 1.3 The complainant will also be provided with a copy of this Administrative Procedure.
2. When a complainant has completed the Request for Reconsideration of Learning Resources Form (Form 252-1) and filed it with the Principal, the following shall apply:
  - 2.1 The Principal shall inform the Superintendent that a formal complaint has been made regarding a learning resource being used in the school.
  - 2.2 Access to the challenged material shall not be restricted during the reconsideration process, except to the child of the parent with the request.
  - 2.3 The Principal shall create a reconsideration committee consisting of:
    - 2.3.1 A parent of a student presently attending the school where the challenged material is being used and who is selected by the Parents' Advisory Committee/Group.
    - 2.3.2 A student selected by the student council in the case of a middle or senior high school challenged resource.
    - 2.3.3 An individual selected by the District.
    - 2.3.4 A school administrator or designate.
    - 2.3.5 A teacher-librarian or teacher from a school.

- 2.4 The completed Request for Reconsideration of Learning Resources Form (Form 252-1) shall be referred to the reconsideration committee.
- 2.5 The reconsideration committee shall proceed to review the resource being challenged in the following manner:
  - 2.5.1 Examine the challenged resource.
  - 2.5.2 Determine professional acceptance by reading critical reviews of the resource, if available.
  - 2.5.3 Weigh values and merits of the resource and form opinions based on the material as a whole, rather than on specific passages or sections taken out of context.
  - 2.5.4 Discuss the challenged resource in the context of the educational program.
  - 2.5.5 Discuss the challenged resource with the complainant, when deemed appropriate.
  - 2.5.6 Prepare a written report within the specified timeframe determined by the Principal and provide it to the Principal with a copy being sent to the Superintendent.
  - 2.5.7 Discuss the written report with the complainant, if requested to do so.
- 2.6 The Principal and the Superintendent shall review the written report and make a determination as to the continued use of the challenged resource.
- 2.7 The complainant shall have the right to appeal the decision of the Principal and Superintendent to the Board.
- 2.8 The complainant has the right to request his/her child be removed from exposure to the material.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **USE OF PETS AND ANIMALS IN THE CLASSROOM**

### **Background**

There are occasions when staff members or students may wish to bring pets or other animals into the classroom for educational purposes.

### **Procedures**

1. Before the teacher permits any animal into the classroom, the teacher must ensure that there are no students who are allergic to, or frightened of, the animal. Animals are only permitted if all students are both physically and emotionally comfortable with the visit.
2. It is the responsibility of the teacher to ensure that any animal receives the necessary routine care and is treated humanely if it is to remain in the school. No animals may be left in the school over the summer holidays.
3. Proposed use of an animal must be evaluated carefully to ensure that the animal is not harmed in any way. Experiments involving food deprivation, discomfort, pain, or exposure to noxious substances are not permitted.
4. Staff and students may wish to contact the Animal Care Committee of the National Science Fair, the Youth Science Foundation in Ottawa for additional information regarding the use of animals in the classroom.
5. Many alternatives to dissection in the classroom exist. Teachers must carefully examine the educational objectives of the proposed dissection, and when available and appropriate, proceed with alternatives that preserve life and foster respect for living things. The District currently has a number of computer simulations for use in the schools.
6. The following guidelines for dissection shall be followed for use of once living organisms for dissection purposes:
  - 6.1 Alternatives to actual dissection have been thoroughly explored, including discussions with other science teachers and a review of curricular materials.
  - 6.2 When appropriate, specimens from local food stores and/or kills are to be used.
  - 6.3 The animal part is disease free.
  - 6.4 The activity is important to the learning process.

6.5 Students can opt out of the exercise if they wish without penalty.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Human Rights Act  
Canadian Charter of Rights and Freedoms

Approved: December 2007  
Reviewed/Revised: August 2017



## SERVICE DOGS

### Background

The District supports the use of service dogs as an intervention strategy recognized as an aid to children with diverse needs.

### Definition

Service dog is defined by the Alberta Service Dogs Act as “a dog trained as a guide for a disabled person and having the qualifications prescribed by the regulations”. Service dogs are working animals allowed full public access in Alberta and are trained to meet the specific needs of students with whom they have been partnered. Service dogs may provide services to students diagnosed with disabilities such as physical disabilities, blind or low vision, deaf/hearing impaired, autism spectrum disorder, or a seizure disorder.

### Procedures

The following procedures will be followed for admittance of a service dog to a school.

#### 1. Parent/Guardian(s) Responsibilities

The parent/guardian(s) shall:

- 1.1 Provide a letter to the Principal indicating that the student has been approved for a service dog and include reasons, descriptions of activity, and the benefits of having a service dog attend school with their child. This letter is to be supplied to the Principal as early as possible in the process to allow for sufficient planning and transition of the service dog into the school setting.
- 1.2 Provide a letter from a physician or psychologist confirming the diagnosis of a recognized special need, including a recommendation for the use of a service dog.
- 1.3 Ensure that the service dog meets the qualification requirements under the Alberta Service Dogs Qualifications Regulation, which reads as follows:  
“A dog that has qualifications resulting from the successful completion of a training program delivered by a school or institution that is accredited by, or that has candidacy status with, Assistance Dogs International, Inc. has the qualifications of a service dog for the purposes of the Act.”
- 1.4 Provide detailed information and contact information from the agency training and supplying the service dog.
- 1.5 Work collaboratively with the Principal, District and school staff to ensure successful integration and ongoing support for the service dog.

- 1.6 Assume all financial obligations regarding the use and care of the service dog.
- 1.7 Annually provide the Principal with proof of up-to-date vaccinations, a municipal service dog license, and confirmation that the service dog is in good health.

2. The Principal shall:

- 2.1 Provide a copy of the Administrative Procedure 256 – Service Dogs to the parent/guardian(s) of the student.
- 2.2 Inform the Superintendent that a written request has been made for service dog admittance to the school.
- 2.3 Ensure that the use of a service dog is consistent with the needs or recommendations of the student’s individual education plan (IEP).
- 2.4 Consult with the Superintendent or designate and school staff prior to arranging a conference with the parents.
- 2.5 Meet with the parents to review and discuss the requirements of Administrative Procedure – Service Dogs and the potential transition of the service dog into the school setting.
- 2.6 Conduct a meeting with the parents, classroom teacher(s), and appropriate District staff to review the provision of a service dog and to develop a plan to determine:
  - 2.6.1 The purpose and function of the service dog;
  - 2.6.2 Who will accompany and handle the service dog outside;
  - 2.6.3 Personal care and physical needs of the service dog;
    - 2.6.3.1 The safest and most environmentally sound place for the service dog to relieve itself;
    - 2.6.3.2 Removal and disposal of animal waste;
    - 2.6.3.3 Provision of a suitable container for waste that the dog handler can access; and
    - 2.6.3.4 Considerations for seasonal changes and inclement weather;
  - 2.6.4 Classroom considerations such as seating arrangements and changes to class placements;
  - 2.6.5 Any necessary changes in routine and procedures, and program changes;
  - 2.6.6 Arrangements for the service dog to visit the school without students present in order to familiarize it with the school site;
  - 2.6.7 A transition plan for the service dog and the student;
  - 2.6.8 A timetable for the introduction of the service dog to the school and classroom(s) and for the training of the student’s school team;
  - 2.6.9 Rules of conduct around the service dog for students, staff, and the public; and
  - 2.6.10 Methods of disseminating and regulating such rules.

- 2.7 Communicate in writing to members of the school community that a service dog will be entering the school setting to elicit information regarding possible issues such as allergies or phobias from students, staff members and parents. This communication will be sent early in the process to determine any alternate arrangements that may be necessary to reasonably accommodate students or staff members.
- 2.8 Consult extensively with support staff, custodians, school staff, the Parent Advisory Committee/Group and the school community prior to the service dog arriving at school. During the consultation process within the broader school community, the anonymity of the student and the family will be protected.
- 2.9 Liaise with stakeholders to resolve specific concerns or issues that may arise regarding the presence of a service dog in the school.

### 3. Implementation Procedures and Transition Plan

The Principal, parents, teacher and other staff members, as required, will work collaboratively to create a transition plan to assist in the integration of the service dog into the school environment. This transition plan will:

- 3.1 Provide for the service dog to visit the school without students present in order to familiarize it with the school site.
- 3.2 Establish who will accompany and handle the service dog with the student.
- 3.3 Establish considerations and protocols for seasonal changes and inclement weather.
- 3.4 Establish the safest and most environmentally sound place for the service dog to relieve itself and who will be responsible for removal and disposal of animal waste.
- 3.5 Determine parents or a staff member who will be responsible for the provision of a suitable container for the animal's waste.
- 3.6 Ensure that the parents is informed that the provision of a service dog and any objects/care it requires is the financial responsibility of the parents or adult student.
- 3.7 Arrange for the parents dog handler to train and instruct the support staff and teacher on the proper procedure regarding the service dog (for example: specific commands, skills, etc.).
  - 3.7.1 Establish an alternative dog handler for instances when the dog handler is absent.
- 3.8 Establish any necessary changes to routine, procedures, or programming that need to be made prior to the service dog's entry.
- 3.9 Establish rules of conduct around the service dog for students, staff, and the public.
- 3.10 Revise emergency procedures as required to include the service dog, such as fire drills, evacuations, lock-downs, and notification to the fire department regarding the existence of the service dog.
- 3.11 Arrange for an assembly or meeting of all students in the school to provide education, awareness, and information about the service dog and its role prior to the service dog's arrival. Once the service dog has arrived, arrange for a "welcome assembly" to introduce the service dog to the school community.
- 3.12 Arrange for signage alerting school visitors to the service dog's presence, placed in a visible location on the doors of the school.



- 3.13 Ensure that the service dog and related goals are incorporated into the IEP of the student as appropriate.
- 3.14 Ongoing evaluation of the effectiveness of the service dog and communication between the Principal and the parents/guardian is necessary.

Reference: Section 25, 34, 45, 69, 78, 117, 118, 119 Education Act  
Human Rights Act  
Alberta service dogs Act  
Blind Person's Rights Act  
Alberta service dogs Qualifications Regulation 197/2008 consolidated up to 34/2015

Approved: February 2018  
Reviewed/Revised:



---

## STUDENT TRAVEL

### Background

Student travel is a valid educational component to any school program, provided that activities are well planned and considered. However, it is understood that if students participate in student exchanges, educational and cultural opportunities, and sporting events, additional costs will be incurred. District support may be provided in order that costs do not prohibit individual student participation or require excessive amounts of time in fundraising activities.

### Procedures

#### 1. Planning

- 1.1 Teachers and/or sponsors who are planning trips, exchanges, tours, excursions, and competitions shall apply to the Principal for approval in principle prior to discussing the proposal with the students and parents.
- 1.2 The Principal shall review the request and if he/she is prepared to support it, submit it to the Superintendent for approval.
- 1.3 The Superintendent shall consider proposals from the principals twice per year, prior to December 1 and prior to June 15. Proposals must:
  - 1.3.1 Be made on the appropriate form, and
  - 1.3.2 Have the recommended level of fiscal support the Principal is prepared to allocate from the school's special events budget.
- 1.4 The following procedures shall apply to student travel:

#### Grades JK-3

- 1.4.1 Day trips only; however, an exception for outdoor education camps may be considered.
- 1.4.2 Trips will only be approved for Yellowknife and the immediate vicinity.

#### Grades 4-6

- 1.4.3 Trips shall not exceed five (5) consecutive school days; student travel/excursions requiring more than five (5) consecutive days are to be planned adjacent to weekdays or scheduled breaks.
- 1.4.4 Trips will only be approved for locations within the Northwest Territories.

#### Grades 7-8

- 1.4.5 Trips shall not exceed five (5) consecutive school days; exceptions may be considered for student exchanges. More lengthy field trips are to be planned in conjunction with scheduled breaks.
- 1.4.6 Trips will be approved for travel within the Northwest Territories and western Canada (including Yukon).

## 2. Funding

- 2.1 Each school is provided with an annual “Awards and Special Events” fund to support bona fide special events and student travel that has been approved by the Superintendent.
- 2.2 A proposal, which receives “Special Event” status, may proceed with fundraising activities in accordance with the established procedures.

## 3. Approval

Approval for student travel will be assessed on the basis of the following priorities:

- 3.1 Primary purpose of travel will be:
  - 3.1.1 First priority – to increase students’ knowledge of the Northwest Territories.
  - 3.1.2 Second priority – to increase students’ knowledge of a language/culture other than English or for outdoor/environmental education.
  - 3.1.3 Third priority – related to “in school” curriculum and/or athletics.
- 3.2 Number of students participating will be:
  - 3.2.1 First priority – more than twenty-five (25).
  - 3.2.2 Second priority – between ten (10) and twenty-five (25).
  - 3.2.3 Third priority – fewer than ten (10).
- 3.3 Total local cost (total cost less specific grants received from the Government of Northwest Territories and/or the Government of Canada) per student will be:
  - 3.3.1 First priority – under one hundred dollars (\$100).
  - 3.3.2 Second priority – between one hundred and five hundred dollars (\$100 and \$500).
  - 3.3.3 Third priority – more than five hundred dollars (\$500).
- 3.4 Fundraising as a percentage of the total trip budget will be:
  - 3.4.1 First priority – under twenty-five percent (25%).
  - 3.4.2 Second priority – between twenty-five to fifty percent (25-50%).
  - 3.4.3 Third priority – between fifty to one hundred percent (50-100%).

- 3.5 Nature of students' accommodations will be:
  - 3.5.1 First priority – student exchanges – residence provided in twinned student's home.
  - 3.5.2 Second priority – reside with another family during part of the trip.
  - 3.5.3 Third priority – in hostels, hotels, or other commercial accommodations.
- 4. All discussion regarding the status of the approval for any request for student travel shall only be between the Principal and the Superintendent.
- 5. Students participating in student travel activities are expected to complete the entire trip with the school group, unless prior approval has been obtained from the Superintendent.
- 6. Students participating in student travel shall submit the following completed forms:
  - 6.1 Medical Information;
  - 6.2 Return Airfare Information (if applicable);
  - 6.3 Student and Parent Undertaking.Forms are available at the school office and will be provided to students scheduled to participate in the student travel activity.
- 7. Private automobiles may be used for the transportation of students on educational excursions in accordance with the following:
  - 7.1 The driver has completed the necessary forms, is appropriately licensed, and approved by the Principal.
  - 7.2 The vehicle is properly equipped with seat belts and car seats when required.
  - 7.3 The owner and driver of the vehicle are made aware of the insurance requirements, and the vehicle has sufficient primary insurance coverage.
  - 7.4 Parents have approved of travel and are aware of the transportation arrangements for their children.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: June 2018



## **FIELD TRIPS**

### **Background**

The community is an extension of the school, and field trips are encouraged when there are definite educational objectives or values related to a specific course or program that is being studied.

### **Procedures**

1. All educational field trips require the prior approval of the Principal.
2. The Principal shall base approval upon the following considerations:
  - 2.1 The field trip is an educationally viable part of the Program of Studies of the class or group.
  - 2.2 The field trip has been properly organized in terms of transportation, supervision, student motivation, and planned preparatory, on-site and follow-up activities.
  - 2.3 The field trip has a documented set of objectives, and there is a provision to educationally evaluate the activity.
3. Prior to each field trip, the parents will be provided with information in writing, naming the location to be visited, date and times, provision of lunch, special clothing that may be required, money, and other pertinent details, including transportation means.
4. Each student participating in a field trip must have the annual field trip consent form signed by a parent authorizing the student to participate.
5. Swimming will not be permitted unless there is a certified lifeguard, or lifeguards depending on the number of students, on duty at all times the activity is being conducted.
6. Approval must be obtained from the Superintendent for any field trips to be taken outside of the Yellowknife city limits. A first aid kit must be available for a trip outside city limits.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: February 2018



---

## **SAFETY REQUIREMENTS FOR WATER RELATED FIELD TRIPS**

### **Background**

When field trips are taken near, or in water, much higher risk levels are present, and additional precautions must be taken to ensure the safety and welfare of everyone involved.

### **Procedures**

The following are required for any field trip that may involve any water related activities:

1. All participants must be given a water safety orientation that will review rules of conduct in and around the water and the emergency safety procedures to be followed in case of an accident.
2. Should the planned activity require any specialized skills on the part of the participants or supervisors, the orientation is to be provided by individuals who are certified and trained in the skills required for the activity.
3. Adequate supervision is mandatory, and the minimum shall be set at no more than five (5) students for every one (1) adult.
4. A fully stocked first aid kit will be available on every trip, and supervisors are to be aware of the contents and use of the kit prior to the trip taking place.
5. At least one (1) adult supervisor on each field trip involving water activities must be first aid and CPR certified. This certification must have also included hypothermia training.
6. Personal flotation devices are to be worn by all participants on the water for canoeing, kayaking, boating, and similar activities.
7. The group participating in the field trip must, at all times, have access to reliable communications with emergency services.
8. Prior to departure, each trip organizer shall prepare a plan for evacuating anyone requiring emergency services to a health care facility. This plan shall be filed with the Principal and retained during the duration of the trip.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **EXTRA-CURRICULAR ACTIVITIES**

### **Background**

Extra-curricular activities are those organized events or activities sponsored by, or through the school, as an adjunct to, but not a direct part, of any regular school program.

### **Procedures**

1. The District encourages the school staff and other members of the community to provide leadership to students in the operation of extra-curricular activities.
2. Participation of students in extra-curricular activities shall be on a voluntary basis, and every effort shall be made to ensure that no student shall be deprived of any curricular benefit if he/she does not participate in an extra-curricular activity.
3. School facilities and equipment shall be made available free of charge to students participating in approved extra-curricular activities.
4. There may be a charge to students participating in extra-curricular activities to defray the cost of consumable materials. If a fee is charged, then a statement of accounts will be maintained in the school activity funds account in accordance with Administrative Procedure 511 – School Activity Funds.
5. The Principal must approve all extra-curricular projects.
6. The Principal shall advise the Superintendent of any extra-curricular, on-going activities that occur at school.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 270

---

# HOME SCHOOLING PROGRAM

### Background

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

### Procedures

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

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

Approved: December 2007  
Reviewed/Revised: February 2018





## **PROGRAM EVALUATION**

### **Background**

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an efficient and effective manner.

### **Procedures**

1. The Principal has the primary responsibility for the evaluation of programs in the school.
2. The Superintendent has the primary responsibility to carry out program evaluations at the District level.
3. Evaluations will be used to make decisions in regard to:
  - 3.1 The maintenance, modification, or discontinuation of existing programs
  - 3.2 The need for the development and implementation of other programs
  - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **RESEARCH STUDIES**

### **Background**

The District recognizes its responsibility to share educational experiences and provides opportunities for individuals to interact with the system and its schools.

### **Procedures**

1. All applications to undertake research projects or surveys within the District or to obtain assistance from the District with respect to studies or research projects shall be submitted to the Superintendent.
2. After due consideration and applying the criteria identified in this Administrative Procedure, an application will, depending upon its nature, be approved or denied.
3. Research projects undertaken by or for the District shall be conducted and/or coordinated by the Superintendent.
4. The Director, Corporate Services shall be responsible for the financial arrangements for research projects.
5. Externally initiated research projects may be terminated at any time if, in the judgment of the Superintendent, the guidelines established for the study have been violated.
6. Research studies will be approved and conducted according to the following procedures:
  - 6.1 All applications shall be satisfactorily completed at least one month in advance of the study and must be submitted to the Superintendent. Timelines shorter than one (1) month will be considered, if extenuating circumstances exist.
  - 6.2 Requests to undertake graduate level research or survey studies must be submitted to the Superintendent.
  - 6.3 Upon completion of the study, the researcher shall be required to submit to the Superintendent a complete report plus an abstract describing the project and the findings.
  - 6.4 The following criteria will be used by the Superintendent in considering research studies:
    - 6.4.1 The study shall have recognizable value to the District and/or to education in general;
    - 6.4.2 The content of any proposed questionnaire or survey instrument must not be objectionable to staff, students, or parents;

- 6.4.3 The involvement of students or teachers does not require an unreasonable amount of time;
  - 6.4.4 The willingness of schools or individuals to participate; and
  - 6.4.5 The number of research studies planned or underway in the District.
7. The Superintendent shall, when necessary, ensure that the contents of a study are held in confidence.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **ACCESS TO EDUCATION**

### **Background**

The District supports the application of a uniform school entrance age for Early Childhood and regular grade students.

### **Procedures**

1. A funded child whose parent(s) live(s) within the boundaries of the District and who is four (4) years of age by December 31 in a school year will be accepted for enrolment in a Junior Kindergarten program in that school year.
2. A funded child whose parent(s) live(s) within the boundaries of the District and who is five (5) years of age by December 31 in a school year will be accepted for enrolment in a Kindergarten program in that school year.
3. A funded student whose parent(s) live(s) within the boundaries of the District and who is six (6) years of age by December 31 in a school year, will be accepted for enrolment in grade one in that school year.
4. A funded student whose parent(s) live(s) within the boundaries of the District, and who is younger than twenty-one (21) years of age on December 31 in a school year, will be accepted for enrolment in an education program in that school year.
5. Any exceptions to school entrance into Junior Kindergarten, Kindergarten or grade one must be approved by the Superintendent.
6. A student who is twenty-one (21) years of age after December 31 of that academic year may be admitted to the high school day-program at Sir John Franklin High School subject to the following conditions:
  - 6.1 There is sufficient space and resources available after the needs of all students under the age of twenty-one (21) are considered;
  - 6.2 The admission of the student is in the best interest of the school and written approval is given by the Principal on a course by course basis;

6.3 The student is regarded as a mature student and will be expected to leave the school campus between classes or necessary program support services.

Reference: Section 5, 6, 7, 10, 11, 12, 13, 14, 15, 69, 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: February 2018



## Administrative Procedure 300 – Appendix

---

### STUDENT TRANSFERS

#### Background

Some students change residence over the course of the academic year and it then becomes necessary for them to seek admission into another school. Students may also wish to change the schools they attend over the course of the year for a variety of other reasons. The following procedures have been prepared to deal with student transfers.

#### Procedures

1. Students wishing to transfer in or out of the school are to do so through the Principal.
2. Other than during the months of September and February, no student will be admitted to District schools as a transferee from a non-District school within Yellowknife without:
  - 2.1 A conference between the parent and the Principal, and
  - 2.2 Consultation between the two (2) Principals.The Principal of the District school, in consultation with the Superintendent, shall determine whether or not to grant the transfer.
3. Should a student transfer into a school, the Principal shall contact the previous school and request the student's record.
4. When a student transfers out of a school, that student's name shall be removed from the school register the following day and the Principal shall advise the Superintendent of this action.
5. The Principal shall forward the student's record when requested to do so by the school to which a student has transferred. A record shall be kept on the details of the manner and method of transfer.
6. Exit interviews are to be conducted by the Principal with students/parents wherever possible to ascertain the reasons for the transfer and to determine what the District can do better to become the District of choice.

Reference: Section 5, 6, 7, 10, 11, 12, 13, 14, 15, 69, 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: August, 2017



## **NON-RESIDENT STUDENT ADMISSION**

### **Background**

The District is not required to register a student in one of its schools who does not reside in the District. However, it is recognized that there may be requests from such students to attend one of the schools within the District.

### **Procedures**

1. A student who does not reside in the District, is under the age of twenty-one (21) and a resident of another educational jurisdiction in the Northwest Territories, shall be permitted to enroll in a school under the following conditions:
  - 1.1 There is sufficient space and sufficient resources in order to provide an appropriate educational program as determined by the Principal; and
  - 1.2 The student's resident jurisdiction agrees in writing to provide the District with an annual amount equal to the difference between the Government of Northwest Territories funding it receives and the amount received by the District.
  
2. A student who does not reside in the Northwest Territories and is a resident of another Canadian educational jurisdiction and is under the age of twenty-one (21) shall be permitted to enroll in a school under the following conditions:
  - 2.1 There is sufficient space and sufficient resources in order to provide an appropriate educational program as determined by the Principal; and
  - 2.2 The student's resident jurisdiction agrees in writing to provide thirty-four percent (34%) of the applicable current annual Government of Northwest Territories per student funding received by the District.

Reference: Section 5, 6, 7, 10, 11, 12, 13, 14, 15, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **FOREIGN STUDENTS**

### **Background**

The District supports the admission of students whose parents reside in a foreign country provided there are available student placement spaces, appropriate instructional/learning supports and provided a foreign student tuition fee is paid.

To access these opportunities, foreign students must meet all of the requirements and regulations mandated by Citizenship and Immigration Canada.

The following procedures apply to foreign students wishing to attend schools within the District, but who are not eligible for territorial funding.

### **Procedures**

1. Application to attend school must be approved by the Superintendent. Students must meet all the requisite requirements of the Canadian Government.
2. A foreign student tuition fee approved by the Board shall be payable to the District at the time of registration.
3. The foreign student tuition fee will, after allowing for the cost of education of the student, be allocated on an equitable basis to the school providing education service and to District Office.
4. If transportation is required and is available on an existing route, a foreign student transportation fee approved by the Board shall be payable to the District at the time of registration.
5. Foreign students will be required to pay all other program fees as established annually.
6. The Principal shall determine the student's placement in a grade/subject.

Reference: Section 5, 6, 7, 10, 11, 12, 13, 14, 15, 69, 78, 117, 118, 119 Education Act

Approved: August 2017

Reviewed/Revised:





## **STUDENT EXCHANGE**

### **Background**

The District recognizes the importance and benefits of providing students with exchange opportunities, and supports the perspective that they contribute to a student's educational experiences, personal growth, and development of higher level thinking skills, cultural awareness and global perspectives.

Recognizing these benefits of student exchanges, the District facilitates opportunities for its students to enhance second-language learning and enrich cultural experiences for:

- District students to experience a different cultural milieu,
- International students to access education for a specified period of time in Yellowknife, and
- Canadian students from other jurisdictions to experience a part of their education in the Northwest Territories.

Exchanges take place when a student registered with the District attends an exchange school (outgoing student) and the exchange student attends a District high school (incoming student). Both students benefit from these reciprocal exchanges. When students are involved in exchanges, they may simply change places for a period of time with each student hosted in the exchange school. In other cases, both students may be in the host school at the same time.

### **Procedures**

1. The District supports reciprocal exchange opportunities for both international students and for students from other Canadian jurisdictions.
2. Exchanges are limited to secondary students only.
3. The District, or an approved non-profit exchange organization may organize reciprocal student exchanges that last for a maximum of one (1) year.
4. Prior to circulating specific information, making presentations and/or posting flyers related to student exchanges, the Principal must ensure the organization has permission from the District to do so.
5. Working through the Principal, the District will make the final decision whether or not to accept a student who has applied to study within the District. Prior to approval, the Principal of the host school, in conjunction with the Assistant Superintendent, determines that the exchange is compatible with the educational goals and resources of the school and the District.

- 5.1 International students must obtain a study visa if they plan to study in Canada for more than six (6) months.
6. In making the decision for a student to study outside the District, one of the criteria will be that interested applicants are to be mature, committed, motivated, adaptable and serious students who would be excellent ambassadors for their schools, jurisdictions and the Northwest Territories. It is the responsibility of the parents and the organization to determine whether or not the student is a suitable candidate for exchange.
7. Students may participate in a student exchange once the District has approved the exchange in writing.
8. Responsibilities of the Exchange Organization
  - 8.1 It is the responsibility of the exchange organization to become aware of and operate within the parameters of the District's administrative procedures and expectations. In addition, the organization must:
    - 8.1.1 Establish and maintain ongoing communication with the Assistant Superintendent, before promoting and advertising student exchanges within the District,
    - 8.1.2 Undertake reasonable efforts to ensure that the students and their parents have a clear understanding of the expectations for attendance, behaviour and engagement within the District schools,
    - 8.1.3 Arrange for homestays for the students,
    - 8.1.4 Require appropriate medical, accident and insurance coverage for the duration of the exchange,
    - 8.1.5 Assist with other details related to travel and cultural experiences,
    - 8.1.6 Ensure the incoming and outgoing students have the appropriate study visas.
9. District Responsibilities
  - 9.1 The District will promote and support the exchange programs in collaboration with the District's Communication Assistant and school based administrators. In addition, the Assistant Superintendent will:
    - 9.1.1 Review requests from exchange organizations, schools or individuals who wish to offer an exchange opportunity to District schools,
    - 9.1.2 Accept the application of the student desiring to participate in an exchange program,
    - 9.1.3 Provide a letter of acceptance for the student to the exchange organization,
    - 9.1.4 Submit the appropriate forms to the Government of Northwest Territories for funding purposes,
    - 9.1.5 Identify a lead contact at the school,

- 9.1.6 Maintain communication with the non-profit organization that offers student exchange programs.
- 9.2 Whenever possible, and within the limits of the District's resources, the following support systems will be provided for exchange students:
  - 9.2.1 An appropriate program that reflects the goals of the exchange.
  - 9.2.2 ESL support as required.

## 10. Principal Responsibilities

- 10.1 All school staff involved in student exchanges must become aware of this Administrative Procedure that governs and supports exchange programs.
- 10.2 Principals must ensure that all exchange students are working with a District approved organization.
- 10.3 In cases where an exchange student arrives at a school without prior knowledge of the District, the parents must be directed to contact the Assistant Superintendent.
  - 10.3.1 Principals may not register these students prior to District approval.
- 10.4 In addition, Principals must:
  - 10.4.1 Appropriately evaluate the exchange students while they are with a District school,
  - 10.4.2 Support and encourage full integration into the school community,
  - 10.4.3 Maintain communication with the student's custodian as they would with every other student,
  - 10.4.4 Contact the Assistant Superintendent to address emergent issues and concerns as early as possible, and
  - 10.4.5 Complete the appropriate District reports as needed.

## 11. Exchange Student Responsibilities

- 11.1 Exchange students are subject to all Canadian and Northwest Territories laws as well as District administrative procedures and all school rules. Failure to comply may result in appropriate legal action and/or the requirement that the student return home immediately at their parents' expense.
- 11.2 Exchange students must participate fully in the academic program, attend classes, and be diligent about working on their studies.
- 11.3 Exchange students may be evaluated for assignments and/or high school credits. Since the primary reasons for the exchange is to experience cultural and language differences, the focus will be on the experience rather than on the accumulation of credits.
- 11.4 School fees may include field trips, extracurricular activities, special events, etc. Due to the exchange nature of these programs, tuition is waived.

- 12. Principals are to contact the Assistant Superintendent in regard to any concerns, questions, or comments related to involvement in exchange programs.

13. The District reserves the right to terminate the exchange with appropriate notification at any time at no expense to the District.

Reference: Section 5, 6, 7, 10, 11, 12, 13, 14, 15, 69, 78, 117, 118, 119 Education Act

Approved: August 2017  
Reviewed/Revised:



## **STUDENT INFORMATION SYSTEM (SIS)**

### **Background**

The Student Information System (known as “SIS”) is a District database used to communicate student information to Education, Culture and Employment track academic achievement, attendance, student services supports, student demographics, incident management and to communicate with external partners. The goal of SIS is to provide educational policy makers and administrators at all levels of schools, school authorities and government with accurate information on students. This information is crucial to the planning, decision-making, and evaluation of educational programs throughout the Northwest Territories.

### **Procedures**

1. The District is the primary contact between the schools and the Government of Northwest Territories for the data collection.
2. The roles and responsibilities of the SIS Coordinator are as follows:
  - 2.1 Train school personnel in the procedures for collecting and coding student data.
  - 2.2 Help school personnel establish and monitor the data collection and verification process required by the Government of Northwest Territories Education, Culture and Employment.
  - 2.3 Gather and coordinate student data from schools.
  - 2.4 Ensure the accuracy and completeness of student data.
  - 2.5 Transmit the required student information to the Government of Northwest Territories Education, Culture and Employment in a timely fashion to meet territorial processing schedules.
3. Principals must ensure:
  - 3.1 Collection and recording of student data is timely and accurate.
  - 3.2 The validity of all student data for completeness and accuracy.
  - 3.3 The student registration form (Form 300-1) is completed annually.
  - 3.4 That no student receives a timetable until the student registration form has been received and entered.
  - 3.5 The classroom teacher is entering all attendance daily into the SIS.

Reference: Section 5, 6, 7, 10, 11, 12, 13, 14, 15, 69, 78, 117, 118, 119 Education Act  
Approved: August 2017  
Reviewed/ Revised:



## Administrative Procedure 310

---

# STUDENT SUPERVISION

### Background

The Principal is responsible for the safety of students and must arrange to provide adequate supervision when students are under his/her care.

### Procedures

1. The Principal shall arrange for adequate supervision of students before and after school, recess and noon breaks, and during school sponsored activities.
2. Students will remain in the school after regular school hours only with the permission, and under the supervision, of a staff member.
3. Playground supervision shall be provided commencing with the arrival of the first bus or for a period of fifteen (15) minutes prior to door opening in the mornings.
4. The Principal shall inform the parents of the time of school opening and closing and the periods of supervision that will be provided.

Reference: Section 22, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: June 2018



## **COLD WEATHER CONSIDERATIONS**

### **Background**

It is important that students have an opportunity to go outdoors during scheduled breaks and outdoor activities. Therefore schools will have outdoor recesses as much as possible. However, it is important to ensure that student safety is paramount in the event of cold or severe weather.

### **Procedures**

1. The Principal shall ensure that parents are made aware of their responsibility to see that students are dressed appropriately for the weather.
2. Students are to be kept indoors when the outside temperature reaches thirty degrees Celsius below zero (-30°C).
3. In the event of cold or severe weather, the Principal will obtain the official temperature and wind chill conditions from Environment Canada and then advise the staff of the status of recess and outdoor activities.
4. The Principal shall have discretion to determine that students remain indoors when weather conditions justify such an action.

Reference: Section 22, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: June 2018





## CONCUSSION PROTOCOL SIGNS AND SYMPTOMS OF A CONCUSSION

When an employee or coach has reason to believe that a student is exhibiting signs and symptoms of a concussion, it must be reported to the Principal. The Principal or concussion team will discuss the student's suspected concussion and contact the parents.

The following information reflects signs and symptoms of a concussion.

### Student Complaints:

- |                                 |                               |
|---------------------------------|-------------------------------|
| - Headache                      | - Dizziness                   |
| - Feels dazed                   | - Feels “dinged” or “stunned” |
| - Sees stars or flashing lights | - Ringing in the ears         |
| - Sees double or blurry         | - Sleepiness                  |
| - Loss of vision                | - Stomach ache/pain/nausea    |

### Thinking Problems:

- Does not know time, date, place, period of game, opposing team, score of game
- Cannot remember things that happened before or after the injury
- General confusion
- Knocked out

### Other Problems:

- |                                     |                       |
|-------------------------------------|-----------------------|
| - Poor coordination or balance      | - Vomiting            |
| - Blank stare/glassy eyed           | - Slurred speech      |
| - Slow to answer questions          | - Easily distracted   |
| - Poor concentration                | - Not playing as well |
| - Strange or inappropriate emotions |                       |

A recommendation to have the student consult a physician must be made if a concussion is suspected. Return to physical activity can only occur after clearance in writing from a physician. The written notice must be given and approved by the Principal. Once a student has been approved to return to play, the following Guidelines must be followed. Each step must take a minimum of one day.

### Return to Play Guidelines (after physician approval):

1. Light aerobic exercise
2. Sport-specific exercises (i.e. running, throwing) with no jarring motion for 20-30 minutes.
3. On court/field/ice activities such as ball drills, shooting drills and other NO CONTACT drills.
4. Begin drills with body contact.

5. Game play.
6. If symptoms persist, the student must consult a physician.

Approved: August xx, 2018  
Reviewed/Revised: insert



## CONCUSSION PROTOCOL RETURN TO LEARN PROTOCOL

When a student has been diagnosed with a concussion and is undergoing treatment, an individualized academic program must be developed. Academic accommodations help in reducing cognitive and brain stimulus, minimizing post-concussion symptoms. Accommodations will vary by student and subject area. The following recommendations are to be part of an individualized recovery plan.

When a physician has approved that a student can return to school following a concussion, they will often recommend accommodations be put in place (e.g., reduced work load, extra time to complete assignments, reduced physical activity).

If the student is writing diploma examinations in the near future, accommodations can be provided during the exam if the physician fills out the form Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam (see <https://education.alberta.ca/media/3653389/05-physician-confirmation-of-acute-medical-illness-2018.pdf>).

**Attendance:** No school or part-time attendance may be required.

**Breaks:** Students are to be allowed to take breaks to control symptoms. This may require leaving the classroom for a quieter location.

**Workload Reduction:** The student may need a reduced workload such as no homework, a smaller workload, longer time to complete an assignment, a prorated workload, or being allowed to catch up on missed work. A rest time may need to be included during classroom work.

**Extra Time:** Students may require extra time to complete work and do tests.

**Testing:** Memory and attention difficulty may make testing challenging. No tests, extra time, open book or oral tests may be required. A separate, quiet room may benefit the student.

### **School Environment:**

- Visual and auditory stimulus may have an effect on a student who had a concussion.
- Loud and noisy rooms or hallways may be of concern.
- Audible learning may be required (discussion, not text).
- Halogen lights and Smart Board projectors may exacerbate symptoms and require the student to wear sunglasses in the school/classroom.
- Pre-printed notes for class material will assist learning.
- Computer screen time (using/looking at a computer monitor) may exacerbate symptoms and may need to be reduced or removed completely during the student's recovery time.

**Physical Exertion:** No physical activity/PE/sports/recess may be required.

**Additional Recommendations:** Additional recommendations may be required, depending on the individual student needs.

Approved: August xx, 2018  
Reviewed/Revised: insert



---

## CONCUSSION PROTOCOL

### Background

The District is committed to the safety of students and staff in a safe and caring school learning environment. Students and staff who are supported in a healthy environment are better able to achieve the goals of education. District employees will work cooperatively with medical experts, the health authority, and local partners to promote student health and safety in maintaining a healthy and safe environment where students can learn.

A concussion may be caused by a blow to the head, face or neck that causes the brain to move rapidly within the skull. A concussion can occur even if there has been no loss of consciousness. A concussion is a brain injury that causes change in the way the brain functions and can have a significant impact on a student – cognitively, physically, emotionally and socially. School staff must know how to recognize concussions and work with each other, parents, and partners to manage suspected concussions and help students return safely to school and play after experiencing a concussion.

### Procedures

1. The District will convey the seriousness of concussions to staff, students, parents, and other stakeholders.
2. Prevention will be at the core of concussion awareness.
  - 2.1 Students participating in extracurricular athletics and other activities will follow safety guidelines.
  - 2.2 Teachers and coaches are expected to follow safety guidelines and work with students to reduce the risk of serious injury, including concussions.
  - 2.3 Supervision must be provided in any activity that has a risk of concussion to provide vigilant oversight of the activity.
3. School staff must follow the Safety Guidelines for Secondary Interschool Athletics in Alberta and the Safety Guidelines for Physical Activities in Alberta.
4. It is the responsibility of the coaches, officials, parents, and student athletes to adhere to the minimum required standards for safety of equipment.
5. Where, in the judgment of the student him/herself or a witness (being another student or an employee of the District), there is reason to believe that a student is exhibiting signs and symptoms of a concussion as a result of an impact, the teacher/coach must immediately remove the student from potential further harm and begin the Concussion Protocol (Appendix A – Signs and Symptoms of a Concussion). Notification to the Principal is to occur as soon as possible. The well-being of the student is the priority, and the student shall not be left without supervision.

- 5.1 Concussions can only be diagnosed by a medical doctor.
- 5.2 To return to a sport or activity after a concussion, the student must be re-examined by a medical doctor.
- 5.3 After permission has been granted to return to a sport or activity, the Return to Play Guidelines (Appendix A) must be followed.
6. Training will be provided for coaches and school personnel who are in contact with students who participate in activities that may have athletic injuries, including concussions.
  - 6.1 Prior to the start of any sports season, coaches are required to show that they have completed the following free, on-line course “Concussion in Sports – What you Need to Know” located on the website of The Alberta Schools’ Athletic Association (ASAA) at <https://www.schoolcoach.ca/courses.aspx>.
  - 6.2 Additional information is available on-line through Coaching Association of Canada’s (CAC) website at <http://www.coach.ca/>.
7. Teachers or coaches are responsible for student safety and for educating students/players about concussions.
  - 7.1 Teachers or coaches are responsible for educating students about the signs and symptoms of a concussion; and that if a student him/herself or a witness has reason to believe that a student is exhibiting signs and symptoms of a concussion as a result of an impact, ensuring that the student will immediately be removed from play to protect him/her from further harm.
    - 7.1.1 The teacher or coach will immediately begin the Concussion Protocol (Appendix A – Signs and Symptoms of a Concussion). Notification to the Principal is to occur as soon as possible. The well-being of the student is the priority, and the student shall not be left without supervision. The student athlete will not be permitted to return until he or she has received written medical clearance from a doctor.
  - 7.2 The teacher, coach or Principal must summon an ambulance if a student appears to be seriously injured and cannot be moved.
8. The Principal is responsible for ensuring that appropriate concussion protocols are followed, including the development of the plan for a student with a confirmed concussion.
  - 8.1 The Principal will inform staff of a student with a confirmed concussion.
9. Students are responsible for abiding by the rules and regulations of the sport or activity and to abide by the principles of fair and safe play.
  - 9.1 Students who experience an impact such as a blow to the head, face or neck must disclose this information to the teacher or coach so that the student can be monitored for any potential symptoms of concussion.
  - 9.2 Students who witness a peer receiving an impact such as a blow to the head, face or neck or observing a peer who may be exhibiting symptoms associated with a concussion must disclose this information to the supervising teacher or coach immediately.
10. Each student who has been diagnosed with a concussion will have an individualized Return to Learn plan (Appendix B) developed in consultation with the school team and the parent.

- 10.1 The Return to Learn plan will include individual recommendations to be implemented immediately as part of the recovery process.
- 10.2 Accommodations may need to be varied by course.
- 11. Parents are to put the health and safety of their child first.
  - 11.1 Parents will be required to read and sign a Parental Authorization to Participate in Competitive Sports form before their child attends a try out, a practice or a competitive sports activity (Form 314-1).
  - 11.2 Parents are responsible for cooperating with school personnel when they are informed of a possible concussion to their child.
  - 11.3 Parents are responsible for acting on information provided by the teacher /coach and for monitoring their child after a suspected concussion.

Reference: Sections 45, 69, 78, 117, 118 Education Act  
Emergency Medical Aid Act  
Safety Guidelines for Physical Activities in Alberta  
Safety Guidelines for Secondary Interscholar Athletics in Alberta

Approved: August xx, 2018  
Reviewed/Revised: insert



**CONCUSSION PROTOCOL  
PARENTAL AUTHORIZATION TO PARTICIPATE  
IN COMPETITIVE SPORTS**

This form shall be completed by the custodial parent of every aspiring player before participation in any competitive sport under the jurisdiction of Yellowknife Education District No. 1. Parents are advised that there exists an element of risk of injury that is inherent in sport participation.

**ACCIDENT INSURANCE NOTICE**

The District does not provide any accidental death, disability, dismemberment/medical/dental expenses insurance on behalf of students participating in competitive sports activities. The school may offer for purchase by parents a variety of enhanced student accident insurance packages. Parents are encouraged to consider purchasing enhanced student accident insurance coverage.

**ELEMENTS OF RISK NOTICE**

The risk of injury exists in every athletic activity. Falls, collisions and other incidents may occur and cause injury. Due to the very nature of some activities, injuries may range from minor sprains and strains to more serious injuries affecting the head, neck and back. While the District does require that appropriate supervision be in place, parents are to be aware that there may be an element of risk of injury in trying out or taking part in competitive sports activities.

**AUTHORIZATION TO PARTICIPATE**

I/we hereby grant permission for my/our son/daughter (name) \_\_\_\_\_ registered in (school) \_\_\_\_\_ to participate in competitive sports activities for the \_\_\_\_\_ school year.

I/we understand there exists an element of risk of injury inherent in competitive sports activities and therefore acknowledge, by signing this form, that the District recommends but does not require enhanced student accident insurance coverage for participation in competitive sports activities. I/we agree the District or its employees shall not be liable for any injury to my/our child or loss or damage to personal property arising from participating in school athletic events. I/we have read and understand the Notices above regarding accident insurance and elements of risk.

Name: \_\_\_\_\_  
Custodial Parent(s)

Signature: \_\_\_\_\_

Witness: \_\_\_\_\_ Date: \_\_\_\_\_



Approved: August 2018

Reviewed/Revised:



## **STUDENT ACCIDENTS**

### **Background**

Every reasonable step is to be taken to prevent accidents in schools and to ensure that the District and its employees are not guilty of negligence. The Principal and teachers shall see that students in the school and on the grounds are adequately supervised at all times while they are under school authority.

### **Procedures**

1. If an accident does occur on school property, the Principal or teacher in charge becomes responsible for taking the following necessary immediate steps in dealing with the injured student:
  - 1.1 The staff member is to first assess the nature and the extent of the injury. Bleeding is to be controlled as quickly as possible. The public health nurse, if he/she is available or some other member trained in first aid, is to be summoned. If no one with such training is available, the staff member must take whatever action seems necessary.
  - 1.2 If there is any doubt at all about the extent of the injury, especially if the injury seems serious or is an internal injury, or fracture of the skull, spine or leg is suspected, the student is not to be moved, but made as comfortable as possible and kept warm until expert assistance is obtained.
    - 1.2.1 If the injury appears to be serious and immediate attention is required, an ambulance is to be summoned immediately to transport the student to hospital for treatment.
  - 1.3 If the injury appears to be minor and the student is able to walk or can be safely carried, he/she is to be taken to the medical room of the school and made as comfortable as possible. Additional first aid measures may be given if necessary.
  - 1.4 The parent is to be contacted and fully apprised of the situation and subsequent action taken in accordance with his/her wishes. The student may be transported by taxi or private automobile either to the hospital or the student's home if the staff believe it is necessary for the student to leave the school.
  - 1.5 Students are not to be sent home until a parent has been contacted and made aware of this action.
2. Transportation of the injured student either to the hospital or home, by ambulance or taxi, will be paid for by the District providing the bill is signed by the Principal and submitted by the company to the District Office.

3. Within twenty-four (24) hours after the occurrence of an injury to a student on school property, the Principal shall complete the accident report form (Form 315-1) and submit it to the Superintendent.

Reference: Sections 45, 69, 78, 117, 118 Education Act  
Emergency Medical Aid Act

Approved: December 2007

Reviewed/Revised: August 2017



## ADMINISTERING MEDICATIONS TO STUDENTS

### Background

The District supports the position that all students, regardless of their physical or medical condition are to have the right to access educational programs. The District also believes that the medical treatment of students, including the administration of medication, is to be limited to that which can be administered by teachers or assistants who have received explicit instructions from the attending physician and the parents of the student with the medical condition.

It is also recognized that situations do arise from time to time that may require staff to administer medication to preserve the health of the student. However, it must be made clear to parents that staff members are not medical personnel.

### Procedures

1. The Principal shall request that parents of students with epilepsy, diabetes, or other medical conditions that may impact upon the student's ability to participate in various classroom activities provide written advice from the family physician regarding activities in which the student is able to participate, and/or for which care is required.
  - 1.1 This document shall be reviewed with staff members and retained in the student's file.
2. The Principal shall advise parents that the school staff will not administer any medication to students whose parents have not fully completed the approved "Administration of Prescribed Medication" form (Form 316-1). It is the parent's responsibility to notify the school of medical conditions and medications required.
3. A newly completed "Administration of Prescribed Medication" form (Form 316-1) must be provided at the beginning of each school year and whenever the physician changes the prescription.
4. The Principal will advise the parent that it is his/her responsibility to advise the school when the medication is no longer required.
5. The teacher will notify the Principal if a student will not take the prescribed medication as required. The parent will be contacted immediately and requested to assist. If the parent is not available, the assistance of a qualified person is to be sought.
6. If a substitute teacher is in charge of a classroom that has a student who requires medication, the Principal shall assign someone who has knowledge of the procedures to administer the medication.

7. If a staff member has been assigned responsibility to administer medication or provide treatment to a student, the Principal shall ensure that a record (Form 316-2) is maintained regarding the details of the administration.
8. If the student has been deemed by the parent and physician capable of self-administering any prescribed medication, the Principal shall assign a staff member to monitor the student's compliance with the schedule and to see that a record (Form 316-3) is maintained.
9. The Principal shall designate a specific, locked, or limited access storage space within the school in which to store medication that has been provided for student use by the parent.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Emergency Medical Aid Act

Approved: December 2007  
Reviewed/Revised: August 2017



## STUDENTS WITH SEVERE (ANAPHYLACTIC) ALLERGIES

### Background

The District recognizes the dangers faced by students with severe allergic or anaphylactic reactions. While the District cannot guarantee an allergen-free environment, the District will take reasonable steps to ensure an allergy safe or allergy aware environment for students with life-threatening allergies further to the goal of maintaining an appropriate learning environment for all students.

The responsibility for communicating concerns about students with anaphylactic reactions belongs to parents and to the students themselves, depending on the student's age and maturity.

The District has a supportive role to play in helping parents of students with severe allergies avoid exposure to pre-identified allergens while the student is at school or on school buses.

There is an urgent need to respond quickly and appropriately to an anaphylaxis as it can threaten life within a very short period of time. Most commonly, an injection of epinephrine via an auto-injector (EpiPen) will offer a short window of time to get the affected person to emergency care at a hospital.

### Definition

Anaphylactic reactions are those severe allergic reactions that involve several body systems and can lead to death unless immediate medical attention is received.

Most common triggers for anaphylaxis include foods such as peanuts, tree nuts, shellfish, fish, milk, soy, wheat and eggs. Venom from bees, wasps, yellow jackets, hornet and some poisonous ants can also cause anaphylaxis. More rarely, vigorous exercise or exposure to certain medications or latex can cause an anaphylactic reaction.

The most distinctive symptoms of anaphylaxis include hives; swelling of the throat, tongue or around the eyes; and difficulty breathing or swallowing. Other common symptoms include a metallic taste or itching in the mouth, flushing/itching of the skin, digestive discomfort, increased heart rate, rapidly decreasing blood pressure, sudden weakness, anxiety, collapse and loss of consciousness.

## Procedures

### 1. Identifying Individuals at Risk

- 1.1 It is the responsibility of parents of children with anaphylactic allergies to ensure that their child wears an Allergy Alert bracelet and carries an epinephrine auto-injector (EpiPen).
- 1.2 Parents must also provide information about the diagnosis or change in diagnosis to the Principal, home room teacher and bus driver at the beginning of each school year, or when their child changes schools.

### 2. Information Request

- 2.1 The Principal shall request from the parents written information regarding:
  - 2.1.1 Proof of diagnosis;
  - 2.1.2 Allergens which trigger anaphylaxis;
  - 2.1.3 Treatment protocol, signed by the child's physician;
  - 2.1.4 Consent form (Form 317-1) describing and authorizing emergency measures; and
  - 2.1.5 Student's photographs and medical information can be posted in key locations and accessible to staff only.

### 3. Anaphylaxis Emergency Response Protocol

- 3.1 The Principal will ensure that emergency response protocols are developed for students with anaphylactic allergies in cooperation with the parents, the student's physician and where the Principal deems it necessary, the public health nurse. The protocol will:
  - 3.1.1 Outline the respective roles of the parents, student (when appropriate) and school personnel;
  - 3.1.2 Describe in detail the steps to be taken in the case of anaphylaxis;
  - 3.1.3 Include emergency contact information.
  - 3.1.4 Be kept in several readily accessible locations at the school.

### 4. Communication

Effective and planned communication strategies that target the different participants in a school community will help to reduce fear and uncertainty while building capacity to respond to individuals with severe allergies.

- 4.1 All staff members (certified and non-certified) will be made aware that a child at risk of anaphylaxis is attending their school and that child shall be identified before or immediately after the child registers at the school.
- 4.2 Students who share a classroom and their parents shall be informed about the presence of a student at risk of anaphylaxis.
- 4.3 Regular reminders shall be sent to school personnel, students and parents regarding problematic foods.

## 5. Allergen Avoidance Strategies

Strategies must be based on the developmental age of the student and the particular allergen. Avoidance strategies do not imply that there is zero risk, but strive to create an allergy safe as opposed to an allergen-free environment.

- 5.1 The Principal shall ask parents of students who share a classroom with a student at risk of anaphylaxis, to refrain from sending foods containing the allergen to school.
- 5.2 Young children will be supervised by an adult when eating.
- 5.3 Parents of a student at risk of anaphylaxis shall work with the school to ensure that food served during lunch and snack programs is appropriate.
- 5.4 The school staff shall develop strategies for monitoring such “allergen-free: areas and for identifying high-risk areas for students at risk of anaphylaxis.
- 5.5 If parents provide food to the class for special occasions, they shall provide a complete ingredient list to the classroom teacher and/or the child’s parent.
- 5.6 Garbage cans in outdoor play areas will be covered with tightly fitted lids.
- 5.7 The Principal/maintenance supervisor will have insect nests professionally relocated or destroyed, as appropriate.

## 6. Training

- 6.1 Principals will ensure that teachers, school-based non-teaching staff, and lunch program supervisors receive training by qualified instructors to recognize and respond to the signs of anaphylaxis. The Director of Corporate Services shall likewise ensure bus drivers are trained.
- 6.2 Volunteers who will be in direct supervision of students at risk of anaphylaxis will receive training in recognizing symptoms.
- 6.3 With the consent of the parent, the Principal and the classroom teacher will ensure that classmates of a student at risk of anaphylaxis are provided, in a manner appropriate for their age and maturity level, with information on severe allergies and the dangers of sharing or trading lunches.
- 6.4 The entire school population will be educated regarding the seriousness of anaphylaxis and taught how to respond appropriately to an anaphylaxis emergency.



## 7. Roles and Responsibilities

Anaphylaxis management is a shared responsibility that includes allergic children, their parents, caregivers and the entire school community.

### 7.1 Parents

- 7.1.1 Must make every effort to teach their allergic children to protect themselves through avoidance strategies.
- 7.1.2 Are responsible for informing the Principal about the student's allergies, and updating the school on any changes (e.g. diagnosis of an additional allergy, outgrowing an allergy).
- 7.1.3 Must provide the child/school with an epinephrine auto-injector which is not expired.
- 7.1.4 Will complete an Anaphylaxis Emergency Response Protocol which has the student's photograph and allergy information, emergency contact numbers, emergency protocol and signature of the parent and physician.
- 7.1.5 Will provide consent to allow school staff to use an epinephrine auto-injector when they consider it necessary in an anaphylaxis emergency.
- 7.1.6 For food-allergic children, will provide non-perishable foods and safe snacks for special occasions.
- 7.1.7 Will communicate with school staff about field trip arrangements.
- 7.1.8 Will meet with food service staff to inquire about allergen management procedures and menu items, if their child is to eat foods prepared at school.

### 7.2 Students at Risk

- 7.2.1 Will have one (1) epinephrine auto-injector with their name on it, kept in a readily available, unlocked location (preferably carried on the person).
- 7.2.2 Will carry an epinephrine auto-injector when age appropriate.
- 7.2.3 Will avoid eating if they do not have ready access to an epinephrine auto-injector.
- 7.2.4 Will be very cautious when eating foods prepared by others.
- 7.2.5 Will wear medical identification, such as a Medic Alert bracelet or necklace which clearly identifies their allergy, or a special badge in the case of very young children.

### 7.3 School Community

- 7.3.1 All school staff (including volunteers in supervision of students at risk of anaphylaxis) will be made aware of children who are at risk of anaphylaxis and be trained to respond to an allergic reaction. Teachers will keep a copy of their student's Anaphylaxis Emergency Response Protocol in their day planner where it will be available for substitute teachers.
- 7.3.2 School staff will consult with the parent and/or student (if older) before publicly posting the child's Anaphylaxis Emergency Response Protocol. It shall be kept in areas which are accessible to staff, while respecting the privacy of the student (e.g. office, staff room).

- 7.3.3 The entire school population will be educated regarding the seriousness of anaphylaxis. Peers will be taught that bullying and teasing students at risk of anaphylaxis is unacceptable. Bullying and teasing incidents will be dealt with immediately.
- 7.4 Food Service and Bus Companies/Drivers
  - 7.4.1 Food service personnel will be trained to reduce the risk of cross-contamination through purchasing, handling, preparation and serving of food. The contents of foods served in school cafeterias and brought in for special events will be clearly identified.
  - 7.4.2 Bus companies shall include anaphylaxis training as part of the regular first-aid training for drivers. Bus companies/drivers will establish and enforce a 'no-eating' rule during travel on buses that transport students at risk of anaphylaxis.
  - 7.4.3 Staff at both food service and bus companies will participate in the school's anaphylaxis training, which includes the identification of students at risk and how to use an epinephrine auto-injector.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Emergency Medical Aid Act  
Anaphylaxis: A Handbook for School Boards (CSBA)  
Anaphylaxis in Schools and Other Child Care Settings by Canadian Society of Allergy and Clinical Immunology, 2005 ([www.csaci.ca/schools.html](http://www.csaci.ca/schools.html))

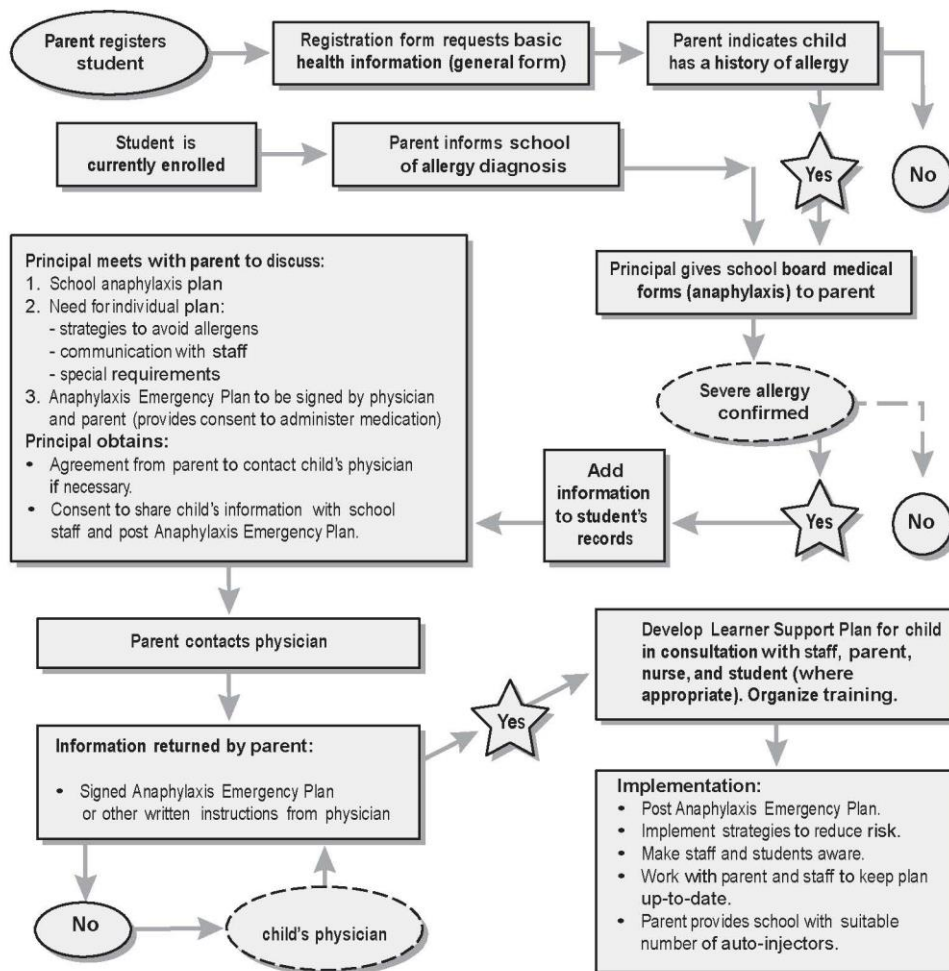
Approved: December 2007  
Reviewed/Revised: August 2017



## ACTION STEPS FOR ANAPHYLAXIS MANAGEMENT

# Action Steps for Anaphylaxis Management

JLCD-E (9)



Source: Managing anaphylactic reactions at school, *Anaphylaxis Guidelines for Schools: severe allergic reactions*, New South Wales Department of Health & Department of Education & Training, Australia. Adapted with permission from NSW Department of Health.

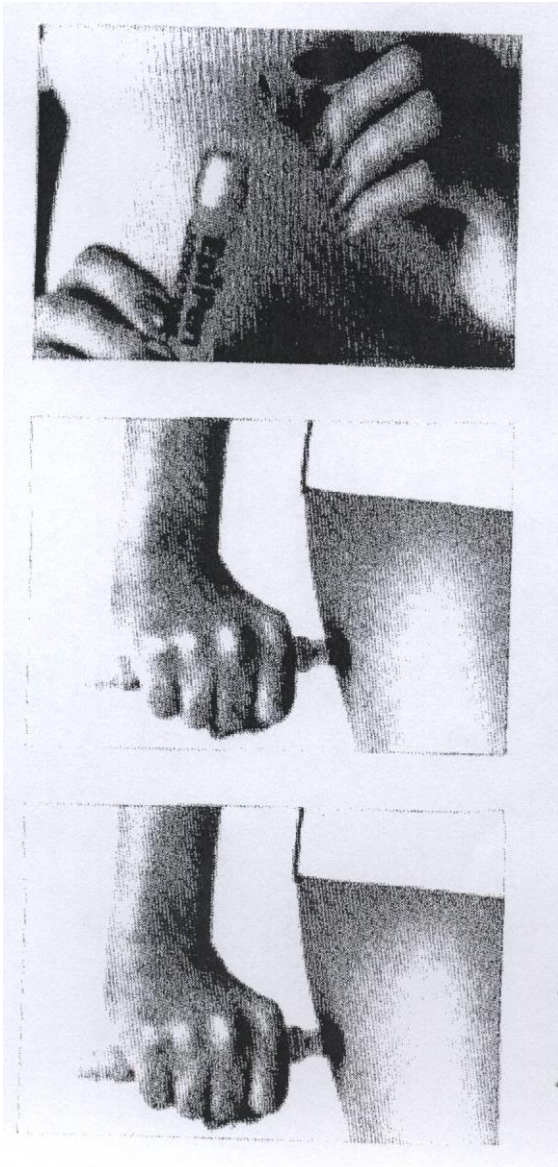
Anaphylaxis in Schools & Other Settings - Copyright © 2005 Canadian Society of Allergy and Clinical Immunology

Approved: August 2017  
 Reviewed/Revised:

## HOW TO USE THE EPI-PEN AUTO-INJECTOR

### HOW TO USE THE EIPEN® AUTO-INJECTOR...THREE SIMPLE STEPS

Comment utiliser l'auto-injecteur d'adrénaline EpiPen® en trois étapes simples.



1. Pull off grey safety cap.
1. Enlever le couvercle gris de sécurité.
2. Jab black tip into outer thigh until unit activates.
2. D'un coup sec, placer le bout noir sur la cuisse jusqu'au déclenchement du mécanisme d'auto-injection.
3. Hold EpiPen® in place several seconds. Then discard unit.
3. Laisser en place pour plusieurs secondes. L'unité EpiPen® doit ensuite être enlevée et jetée.

Approved: August 2017  
Reviewed/Revised:



**THE BASICS OF ASTHMA, ALLERGIES AND ANAPHYLAXIS**  
UNDERSTANDING THE DIFFERENCES AND THE SIMILARITIES

	<b>ASTHMA</b>	<b>ALLERGIES</b>	<b>ANAPHYLAXIS</b>
<b>What is it?</b>	Asthma is described as a chronic inflammatory disease of the airway. When in the presence of triggers, the airways react by narrowing or obstructing which can make breathing difficult. If not treated properly, this can cause death.	Allergies occur when the immune system becomes unusually sensitive and overreacts to common substances that are normally harmless, e.g., pollens, dust, foods, etc. These substances are called allergens.	Anaphylaxis is a serious allergic reaction. It has the potential to be life-threatening, especially if the student also has asthma. Approximately 1-2% of Canadians live with anaphylaxis. Although it is most often diagnosed in childhood, anaphylaxis can also develop later in life.
<b>Causes</b>	<ul style="list-style-type: none"> <li>• Asthma triggers (e.g., smoke, furry or feathered pets, dust, pollen, air pollution, cold air, chalk dust, indelible markers, dusty gym mats, old books, mould, cleaning products, fumes and perfumes)</li> <li>• Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Allergies result from a genetic tendency followed by exposure to allergens that lead to sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>• The most common triggers include peanuts, tree nuts, shellfish, fish, milk, eggs, soy, sesame seeds, wheat, insect stings, drugs, and latex.</li> <li>• Sulphite is often added to processed foods and beverages and can trigger an allergic reaction in sulphite-sensitive people.</li> <li>• Exercise-induced anaphylaxis (often in conjunction with a food allergy).</li> </ul>
<b>Symptoms</b>	<ul style="list-style-type: none"> <li>• Wheezing</li> <li>• Coughing</li> <li>• Chest tightness</li> <li>• Shortness of breath</li> <li>• Difficulty breathing</li> </ul>	Depending on the individual and the allergen, many symptoms are possible. Allergies and symptoms can range from mild to severe. <ul style="list-style-type: none"> <li>• Rash or hives</li> <li>• Itchy, watery eyes</li> <li>• Congestion</li> <li>• Difficulty breathing</li> <li>• Itchiness</li> </ul> Anaphylaxis <ul style="list-style-type: none"> <li>• Sneezing</li> <li>• Coughing</li> <li>• Wheezing</li> <li>• Nasal Symptoms</li> </ul>	Think...F.A.S.T! A person experiencing an allergic reaction might have any of the following symptoms: Face: itchiness, redness, swelling of face and tongue. Airway: trouble breathing, swallowing or speaking. Stomach: stomach pain, vomiting, diarrhea. Total: hives, rash, itchiness, swelling, weakness, pallor (paleness), sense of doom, loss of consciousness.

	<b>ASTHMA</b>	<b>ALLERGIES</b>	<b>ANAPHYLAXIS</b>
<b>Treatment</b>	<p>There are two types of asthma medication:</p> <ul style="list-style-type: none"> <li>• Controllers, also referred to as “preventors.”</li> <li>• Relievers, also referred to as “rescue” medication.</li> </ul>	<ul style="list-style-type: none"> <li>• Allergies can be cured.</li> <li>• Avoidance is the best approach, followed by careful use of medications.</li> </ul>	<ul style="list-style-type: none"> <li>• Students at risk for anaphylaxis should always carry an epinephrine auto-injector called an EpiPen® and know how to use it properly.</li> <li>• Students must learn how to avoid the things to which they are allergic.</li> <li>• Students should wear special identification such as a MedicAlert® bracelet which provides medical personnel with important information.</li> </ul>
<b>What You Can Do To Help</b>	<ul style="list-style-type: none"> <li>• Be prepared: have an action plan so that you know what to do if an episode occurs.</li> <li>• Be aware of and remove asthma triggers.</li> <li>• Research medication.</li> <li>• If you are a physical educator, be aware of the possible need to adapt an activity for students in order to control asthma.</li> </ul> <p>For more information, access the <i>Students With Asthma: What Educators Need to Know Resource Package</i> available in your school visit the Asthma Society of Canada at <a href="http://www.asthma.ca">www.asthma.ca</a> or visit the Ontario Lung Association at <a href="http://www.lung.on.ca">www.lung.on.ca</a></p>	<ul style="list-style-type: none"> <li>• Research the allergies of students in your class.</li> <li>• ‘Allergy-proof’ your classroom.</li> </ul> <p>For more information, visit the Allergy Asthma Information Association (AAA) at <a href="http://www.aaia.ca">www.aaia.ca</a>. AAIA is a national not for profit organization dealing with all three allergic conditions: allergies, asthma and anaphylaxis, in English and French.</p>	<ul style="list-style-type: none"> <li>• Administer EpiPen® immediately.</li> <li>• Call 911, wait for the ambulance to transport the student to the nearest emergency facility.</li> <li>• Call parents or family.</li> </ul> <p>For more information, go online to <a href="http://www.anaphylaxis.ca">www.anaphylaxis.ca</a>. Anaphylaxis Canada is a national non-profit organization dedicated to helping people at risk for anaphylaxis live safely.</p>

This fact sheet is provided for general information purposes only. For further information, individuals are advised to seek the advice of a physician or other healthcare professional. Ophea would like to thank the Asthma Society of Canada, the Lung Association, and the Public Health School Asthma Pilot Project for their contributions to this resource. Funding for this resource was provided by the Government of Ontario. The views expressed in this fact sheet are those of Ophea and do not necessarily reflect the views of the Government of Ontario.

Copyright permission pending.

**LINK: [ANAPHYLAXIS EMERGENCY PLAN \(Food Allergy Canada\)](#)**

Approved: August 2017  
Reviewed/Revised:



## Administrative Procedure 318

---

### PEDICULOSIS (LICE)

#### Background

The District recognizes the concern represented by the transmission of pediculosis in schools and therefore encourages close communication between school staff, parents and public health nurses regarding the detection and resolution of instances of pediculosis. Care will be taken to protect the individual from undue invasion of privacy.

#### Procedures

1. School staff shall work with the Yellowknife Health and Social Services Authority, Parent Advisory Committees/Groups and the Communications Assistant to describe and then communicate to parents both preventative and remedial procedures for dealing with instances of pediculosis. The Appendices to this procedure are recommended as references.
2. Parents of infected students are to be requested to pick up students from school as soon as possible for treatment.
3. Students may be permitted to return to school after they have undergone a recommended course of treatment.
4. If there are ongoing concerns about particular cases not responding or being compliant with therapy, then the Principal shall inform the public health nurse of these concerns.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Public Health Act

Approved: August, 2017  
Reviewed/Revised:



## FREQUENTLY ASKED QUESTIONS ABOUT HEAD LICE

### **What are head lice?**

Head lice are tiny grey/brown insects that live only on the scalp of human beings. They crawl quickly but cannot fly or jump. They are not found on household pets. Having head lice does not mean you are unclean. They do not spread disease. The saliva from head lice when feeding can cause itching. Scratching may cause sores, which can get infected. Adult female lice glue eggs on the hair shaft close to the scalp. Live eggs are oval and dark in colour similar to the hair colour. They are stuck to the hair and do not fall off if you touch them. Even after the eggs hatch (7-10 days), the white shells stay on the hair shaft. Baby lice start at pencil-dot size and mature in 7-14 days molting three times.

### **How are Lice Spread?**

Anyone can get head lice. They spread by head to head contact. When children play, their heads often touch and lice crawl from one child to another and then on to family members. Head lice may also spread by sharing brushes, combs, hats and anything that is worn or used on the head – remind children not to share these items. Braid or tie long hair back e.g. in a ponytail. Check children's heads weekly and especially following school breaks, sleepovers and camps.

### **How do I check for Lice?**

Use natural light or a bright light and a magnifying glass if you have one. Part the hair in small sections and look near the scalp. Lice crawl very fast so they are difficult to find. Look for dark eggs glued on the hair close to the scalp. These have been laid recently. They are often found in warm spots e.g. on the hair behind the ears, back of the neck and close to the scalp. Check all the people that live in your house. Visit our school website for a videos and documents on how to check for and remove lice.

### **What do I do if someone in my family has head lice?**

If you find lice, tell anyone in close contact such as family members, friends and classmates so they can be checked for lice. Everyone in the house who has head lice will need to be cleared of head lice at the same time to control the spread. Treatment products are to be used only on people who have live head lice. They do not prevent people from getting head lice.



## **How do I get rid of head lice?**

There are many head lice treatment products. New products such as Nyda and Resultz are available for people who do not want to use traditional insecticides. Read all instructions carefully and follow them step by step so that the product will work effectively. Check with your doctor or pharmacist to make sure the product is safe for your child. Wash and rinse hair in the sink, not in the bath or shower. Using a lice comb with very small spaces between the teeth such as the Licemeister or Nit Free Terminator are the best to use. Combing and nit picking is the most important step to lice control since no product kills all of the eggs. Remove all the eggs or within 7 – 10 days some will hatch and you will see baby lice which will grow and spread to others. A new infestation is more easily recognized if you remove all the eggs. A second treatment 7 - 10 days after the first treatment is suggested to kill any newly hatched lice from eggs you have missed. Limit use of regular shampoo and hair products until a few days after first and second treatment to allow head lice product to work most effectively. Check every week to make sure lice are gone.

## **How do I get rid of all of the eggs?**

Removing eggs (nits) and remaining lice after the treatment can end your head lice problems. Start by using a fine-tooth comb. Comb then remove the smaller eggs by hand.

- Sit under a bright light or in sunlight
- Have your child watch television, a video or read to keep still. Work for 10-15 minutes at a time.
- Work with a small section of wet hair (clip the rest out of the way)
- Comb the smaller eggs off the hair strands using your thumbnail and fingernail.
- Continue section by section until you remove all the eggs.

Check the hair 2 times a week for 4 weeks to make sure all the eggs have been removed. Methods using olive oil, mineral oil, tea tree oil, and hair gel have not been scientifically tested, they are not considered reliable or safe treatments for head lice.

## **Do I need to wash or clean anything else?**

Soak combs, brushes in hot water and head lice product for 5 - 10 minutes. Wash clothes, hats, towels and bedding used in the past three days, in hot soapy water and dry in a dryer for 20 minutes after the first and second treatment. Vacuuming is helpful, but special sprays are not needed on furniture or floors. Excessive cleaning is not necessary since lice live only a short time away from the head.

## **When can my child return to school?**

We ask your cooperation in doing regular screening and checking of your child to help manage head lice outbreaks in the school. A child can return to school when there is no live lice present. Your school may ask you to provide a letter verifying that treatment has occurred and with your permission, your child may be screened by a trained staff member or volunteer prior to returning to class. The Canadian Pediatric Society (CPS) encourages schools to avoid no-nit policies because of the frequency of misdiagnosis and because head lice do not spread disease. The CPS claims that no-nit policies are outdated and based on reactionary tendencies rather than scientific information. A no lice policy is more realistic which recommends children stay at home to receive treatment if live lice are found on the head.

## **Where can I go for additional information?**

Additional information is available on the Yellowknife Health and Social Services Authority website, [hssc@gov.nt.ca](mailto:hssc@gov.nt.ca)

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Public Health Act

Approved: August, 2017  
Reviewed/Revised:



## HEAD LICE STEPS FOR EFFECTIVE TREATMENT

THE PROCESS DESCRIBED BELOW MUST HAPPEN EVERYDAY UNTIL NO LIVE LICE OR NITS ARE FOUND. IT IS STRONGLY RECOMMENDED THAT YOU MAKE VISUAL HEAD LICE CHECKS A WEEKLY PART OF YOUR CHILD'S HYGIENE ROUTINE. EFFECTIVE COMBING AND NIT PICKING IS ESSENTIAL TO SUCCESSFUL TREATMENT

### HEAD LICE TREATMENTS

- Lice treatments should only be used on persons who have LIVE lice. If you have just a few nits and no live lice then treatment products may not be necessary.
- A product that does not contain pesticides such as Nyda or *Resultz* is recommended.
- ALL products also require combing the lice and nits out. Combing along with nit picking is essential, no matter which treatment you use. It is the combing and manual removal of the nits and lice that gets rid of the infestation, even if you use strong treatments.
- Read instructions for each product – some go on damp (not wet) hair, some on dry hair.
- Always use a clean towel to dry hair after treatment and wash towel before reusing.
- Put clean clothes on after treatment.
- Wait twenty-four (24) hours before regular shampooing of hair.
- Lice may not die immediately. Chemical treatments work for seven to ten (7-10) days after use.
- For seven to ten (7-10) days do not use hair dryers, hair conditioners, vinegar rinses and avoid chlorinated swimming pools.
- Children can return to school the next day after treatment, as long as no live bugs or nits are seen.
- If live bugs are still present within forty-eight (48) hours, retreat with a DIFFERENT product. When no live bugs are found retreat within seven to ten (7-10) days with the same product.

### NIT PICKING ESSENTIALS

A COMBINATION OF COMBING AND NIT PICKING IS THE MOST ESSENTIAL STEP FOR LICE CONTROL

1. TIME - Take the time look and be thorough.
2. GOOD LIGHTING – Sunlight is the best however you may improvise with head lamps, bright floor light or craft lights. Good light will enable you to see the nits and live lice better.

3. COMB – A good metal comb such as the *Nit Free Terminator Comb* or *LiceMeister* is essential. These are much better for lice and nit removal than the combs that come with some treatment products and will save you time.
4. A towel to cover the shoulders that can be washed or disposed of after nit picking.
5. Paper towels for removing nits/lice from the comb between combing.
6. Choose an area without carpeting and preferably near a sink.

#### NIT PICKING METHOD # 1 (Without a Lice Comb)

1. Divide hair into four (4) equal quadrants.
  2. Place hair into hair clips and/or elastics.
  3. Beginning with the right lower quadrant take a small portion of hair at the nape of the neck.
  4. Check thoroughly for nits (eggs) and live lice, especially nymphs (newly hatched nits) that look like scabs or lightly coloured moles.
  5. Using fingernails, manually remove both nits live lice from hair and scalp.
  6. Kill live lice by pressing down hard.
  7. Discard tissue into garbage bag.
  8. Repeat steps 3-7 for each quadrant.
  9. Seal up garbage bag and discard.
  10. Sterilize comb, clips and elastics in hot boiling water for at least fifteen (15) minutes.\*
  11. Remove and let air dry. CAUTION: Keep boiling water away from younger children to avoid burns. Do not leave combs or clips in water overnight as they will become damaged and/or rusted.
- \* You may add a tsp. of bleach to the water or some tea tree oil drops.
12. Vacuum area and floor after nit picking (change vacuum bag after).
  13. Wash hands.

#### NIT PICKING METHOD # 2- USING THE LICE COMB

1. Divide hair into four (4) equal quadrants.
2. Place hair into hair clips and/or elastics.
3. Beginning with the right side of the lower quadrant take a small portion of hair at the nape of the neck.
4. Comb quadrant with comb in four directions: downward, upward and in both directions across the scalp. CAUTION: DO NOT press into scalp.
5. After first downward motion wipe both sides of comb on a tissue or paper towel.
6. Apply pressure on live lice including nymphs (newly hatched nits) that resemble rust to brown coloured moles or scabs.

7. Discard tissue with nits (eggs) and dead lice into sealed up garbage bags.
8. Repeat this step until you visually can see no nits either on the hair strand and tissue. At this point you may want to manually remove any remaining nits that you see on the strand of hair.
9. Now take another small portion of hair and repeat until quadrant is finished.
10. Proceed with upward direction and repeat steps 5-9
11. Proceed then with the across side to side direction.
12. REPEAT steps 5-9 in ALL the quadrants.
13. REPEAT steps 9-13 of METHOD #1 for cleanup and sterilization of all tools used.

#### Online Video Resources

How to identify head lice

<https://www.youtube.com/watch?v=UrScqdNuTp><https://www.youtube.com/watch?v=UrScqdNuTp>

How to remove head lice safely <https://www.youtube.com/watch?v=o75oLIVgKcE>

How to use a lice comb <https://www.youtube.com/watch?v=-gBQN5P1xEM#t=125>

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Public Health Act

Approved: August, 2017  
Reviewed/Revised:



## **STUDENT RECORDS**

### **Background**

The Principal is required to maintain a student record for every enrolled student. The content and care of the student record is specified in the Student Record Regulations.

### **Procedures**

1. The Principal shall ensure that the staff is familiar with the requirements of Student Record Regulations and that student records at the school are in compliance.
2. The Principal shall ensure that the student records are complete and properly secured.
3. When consent is required for the release of a student record, the following shall apply:
  - 3.1 Where the consent of parents or eligible students is required, the consent must:
    - 3.1.1 Be in writing, signed and dated;
    - 3.1.2 Specify the education records to be released;
    - 3.1.3 Specify the reasons for the release of the education records; and
    - 3.1.4 Specify to whom release of education records is to be made.
  - 3.2 A copy of the education records to be released shall be provided to the parent or eligible student, if requested by the parent.
  - 3.3 Where the parents are separated or divorced, a written parental consent may be obtained from either parent, subject to any agreement between the parents or court order governing the rights of such parents.
  - 3.4 In the case of a student whose legal guardian is an institution, a party independent of the institution shall be named, pursuant to law, to give the written parental consent required.
4. Where a student transfers to another school, the student record shall be mailed to the Principal of the receiving school when requested. Student records are not to be given to the student or other individuals for transportation.
5. The Student Record Regulations prohibit the inclusion of certain material within a student record. These materials will be retained in a special services record and only be available to those who require the information to provide appropriate educational programs in accordance with the following:
  - 5.1 A notation that a special services file exists is to be attached to the student record.

- 5.2 The special services files with appropriate information will be transferred from school to school within the District as the student transfers or advances.
- 5.3 The designated special services staff member in the school shall be responsible for transferring the file.
- 5.4 If a student transfers to a school outside of the District, the special services file will not be transferred without written parental consent.
- 5.5 The material in the special services file needs interpretation for parents and classroom teachers. The Principal shall ensure that the special services file is reviewed regularly and the irrelevant and dated material is removed.

Reference: Section 29, 30, 31, 32, 45, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Student Record Regulations

Approved: December 2007  
Reviewed/Revised: August 2017



## **YOUNG OFFENDERS INFORMATION SHARING**

### **Background**

The Superintendent will communicate with justice personnel about students who have been dealt with under the Youth Criminal Justice Act in accordance with the provisions outlined in the Youth Justice Act.

### **Procedures**

1. The Superintendent may receive or provide relevant information regarding a specific student:
  - 1.1 To protect the safety of students and staff;
  - 1.2 To assist justice with the preparation of disposition/other reports; and
  - 1.3 To ensure compliance with court orders.
2. Information requested from youth justice personnel may include:
  - 2.1 Any offences or a prior record of offenses that result in concerns about putting the safety of staff and students in jeopardy;
  - 2.2 Recommendations for reducing the risk of violence and increasing the level of safety;
  - 2.3 Patterns of behaviour that may signal the onset of activity that could affect safety;
  - 2.4 Individuals or groups of persons who may be at risk from the student; and
  - 2.5 The identity of other youths who were convicted along with the youth as a result of gang activity.
3. The Superintendent will disclose information only on a “need to know basis” to those staff and others who may have to provide for the safety of students and staff.
4. In determining the persons to whom to release information the Superintendent shall bear in mind that:
  - 4.1 Inappropriate disclosure could result in a fine or imprisonment; and
  - 4.2 The right of the young offender to confidentiality must be maintained.
5. The Superintendent may advise school personnel who are involved with the students with young offender’s status about circumstances such as:
  - 5.1 Impressing upon the student the requirement to attend school in order to comply with a probation order or conditional supervision or bail;



- 5.2 Establishing appropriate monitoring procedures;
  - 5.3 Developing an educational program to assist the student in areas such as socialization and anger management;
  - 5.4 Providing an environment in which the student could participate in an educational program while ensuring the safety of other students and staff members; and
  - 5.5 Training for staff in dealing with violent persons.
6. The Superintendent shall arrange for management of records about students and any such management procedure shall properly address the following:
- 6.1 Storage Files:
    - 6.1.1 May be kept at the school and at the District Office but must be kept separate from other student records; and
    - 6.1.2 Shall be kept in a secure location.
  - 6.2 Access shall be:
    - 6.2.1 Restricted to those who require access in order to meet the needs of the student; and
    - 6.2.2 Limited to those staff or others within the District placed on a list affixed to the file.
  - 6.3 Destruction shall occur when the information is no longer required for the purpose for which it was disclosed.
    - 6.3.1 Youth justice personnel will notify the Superintendent in writing that no further safety risk exists.
    - 6.3.2 Youth justice personnel will advise the Superintendent of the expiry of the court order relating to bail, probation, conditional supervision or temporary absence, which led to creation of the record.
  - 6.4 Notification shall be made to youth justice personnel, in writing, when the District record has been destroyed.
  - 6.5 Transfer of a student.
    - 6.5.1 Within the jurisdiction:
      - 6.5.1.1 It is the responsibility of youth justice personnel to advise the Principal of the receiving school of the safety concerns, or the Court Order relative to that student, not the former Principal; and
      - 6.5.1.2 The former Principal of the sending school shall destroy the record.
    - 6.5.2 Outside the jurisdiction:
      - 6.5.2.1 It is the responsibility of youth justice personnel to inform the Superintendent of the receiving jurisdiction of safety concerns or the relevant Court Order; and
      - 6.5.2.2 The Superintendent of the sending jurisdiction shall arrange for destruction of that jurisdiction's record.

7. The Superintendent, upon request from youth justice personnel to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record after first receiving the following information from youth justice personnel.
  - 7.1 Name.
  - 7.2 Age.
  - 7.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized.
  - 7.4 Timelines with respect to providing information.
  - 7.5 Specific description of the information required such as:
    - 7.5.1 Attendance of the student;
    - 7.5.2 The program or courses in which the student is enrolled;
    - 7.5.3 The performance of the student;
    - 7.5.4 Nature of incidents resulting in any disciplinary action and type of discipline imposed; and
    - 7.5.5 Number of years for which the information is required (for the current school year or the student's entire career in the school).
  - 7.6 Before any information is released, the Superintendent must obtain the written consent of the parent. If the student is sixteen (16) years of age or older, student or parental written consent must be obtained.
8. The Superintendent is authorized to request from youth justice personnel additional information such as:
  - 8.1 Disclosure of pertinent psychological assessments; and
  - 8.2 Additional information that will assist school personnel in providing an educational program for the student and creating an appropriate environment for that program.
9. The Superintendent is the delegated authority to act on behalf of the District with youth justice personnel whenever a resolution cannot be reached between school-based personnel and youth court justice personnel.

Reference: Section 29, 30, 31, 32, 45, 69, 78, 117, 118 Education Act  
Youth Justice Act  
Youth Criminal Justice Act

Approved: December 2007  
Reviewed/Revised: August 2017



## **CUSTODIAL AND NON-CUSTODIAL PARENTS**

### **Background**

The Principal is responsible for arranging for the care and safety of all students in attendance. Therefore it is critical that the school staff be made aware of who has custody of a student in the event of a divorce or separation of the student's parents.

### **Procedures**

1. The Principal shall advise parents that it is their responsibility to inform the school of which parent has legal custody of the student and any restrictions that might apply to the non-custodial parent. If necessary the Principal is to request access to, or clarification of, any legal documents to clarify custody.
2. Progress reports and attendance information are provided to the parent who has legal custody of the student. This information may also be given to the non-custodial parent upon request when there is no evidence on file at the school that such information is not to be provided.
3. In the event that a non-custodial parent attempts to remove a student from the school, the custodial parent shall be notified as soon as possible. If permission is not granted by the custodial parent, then the student must remain at the school.
4. Should the non-custodial parent remove the child, the RCMP is to be notified and the staff is to attempt to obtain information that might assist to identify where the student might be.
5. When a non-custodial parent requests a meeting with the student at the school, the Principal shall verify that parent's right to access the student. Should evidence exist that access is permissible, then the meeting may be allowed.
6. Parent-teacher interviews are to be conducted only with the parent having custody of the student unless special arrangements have been made in the separation agreement or by written permission from the custodial parent.
7. Unless a court orders otherwise, a non-custodial parent's access right to school information includes information provided during parent-teacher interviews.

Reference: Section 1, 1.2, 1.3, 4, 29, 30, 31, 32, 45, 69, 78, 117, 118 Education Act  
Child and Family Services Act  
Family Law Act

Approved: December 2007  
Reviewed/Revised: August 2017



## **CHILD ABUSE**

### **Background**

Any person who has reasonable or probable grounds for suspecting child abuse (physical, emotional, psychological or sexual) is required to report the suspicion promptly to a child protection worker as required under Section 8 of the Child and Family Services Act.

### **Procedures**

1. The Principal shall ensure that school personnel are familiar with the legislation governing the requirement to report all cases of suspected child abuse. In addition each school shall have a copy of the publication prepared by the Department of Education, Culture and Employment entitled, "Dealing With Child Abuse. A Handbook for School Personnel".
2. The individual who has information regarding possible cases of child abuse has the duty to report and this duty cannot be delegated. Suggested forms and procedures are outlined in the handbook noted-above and are to be followed.
3. Child protection workers may be permitted to conduct an interview with students on school premises when the interview is required by them when fulfilling their responsibilities under the legislation.
4. Before granting an interview with a student, the Principal shall validate the identity and position of the individual seeking permission and the existence of the need for the interview to occur on school property.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Section 8 Child and Family Services Act

Approved: December 2007  
Reviewed/Revised: February 2018



## **STUDENT ATTENDANCE**

### **Background**

In order for students to fully participate in the educational opportunities provided to them, they must attend classes regularly and punctually. The student and the student's parents shall be accountable to the school to explain the reasons for any student absences.

### **Procedures**

1. The Principal is to inform students and parents of the school attendance procedures at the beginning of each school year or at the time of enrolment. A copy of the attendance procedures shall be submitted to the Superintendent.
2. All student absences are to be followed by a written note from the parent to the teacher explaining the reason for the absence.
3. In the event that student absences can be predicted, it becomes the responsibility of the parent to advise the school of the dates of the absences and the reasons for them.
4. Teachers shall refer to the Principal all those cases of absences for which satisfactory explanations are not provided.
5. The Principal, when deemed necessary, shall send a letter to parents whose children are absent from school without necessary notes being provided to the teacher explaining the reasons for the absences. A copy of the letter shall be sent to the Superintendent.
6. Students whose attendance is not compulsory under the provisions of the Education Act and who attend irregularly and without justification or excuse, may be suspended from school.
7. At the high school level, the following shall apply:
  - 7.1 A student shall not be removed from a high school course and/or credit eligibility without both the student and parent having been notified of the possibility of this occurrence.
    - 7.1.1 The notification must be given by the Principal in sufficient time for the student to have the opportunity to improve attendance and bring it to an acceptable level.

7.2 Should a student be removed from a course due to insufficient attendance, a report summarizing the circumstances leading up to that removal must be provided to the Superintendent.

Reference: Section 22, 25, 26, 27, 28, 34, 45, 69, 78, 117, 118 Education Act  
Academic Year and School Attendance Regulations

Approved: December 2007

Reviewed/Revised: August 2017



## **SPECIALIZED SERVICES FOR STUDENTS AND CHILDREN**

### **Background**

Increasing numbers of students and children require specialized services, during school hours. Therefore, the District will work together with members of the community and community agencies to serve the needs of students and children who are "at risk" or who have diverse learning needs.

### **Procedures**

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the District is committed to working together with other community agencies, organizations and associations; other local education and regional authorities, including the Yellowknife Health and Social Services Authority. Examples of "working together" include information-sharing procedures, sharing of staff facilities, and joint service planning and delivery agreements (informal or formal).
2. To serve the needs of students and children in each school community, principals, counsellors and, where appropriate, other staff members, will take an active role to initiate or participate in working together with other members of the community and community agencies to improve services.
3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the District, the Superintendent, will initiate, develop and/or participate in partnerships designed to improve services to students and children.
4. Procedures in working together with members of the community will be consistent with territorial policies and procedures.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Child and Family Services Act  
Public Health Act

Approved: August 2017  
Reviewed/Revised:



---

## **STUDENT DISCIPLINE**

### **Background**

In order for students to derive the maximum benefit from their educational experiences, it is essential to develop and maintain certain standards of student conduct. The Education Act requires that the District develop discipline procedures that promote a positive learning environment and outlines the consequences of breaching the rules and expectations for student behaviour. In addition, the legislation requires that parents, school staff and students be provided with the opportunity to provide advice into the establishment of school rules.

### **Procedures**

1. The Principal shall develop a code of conduct for the students in cooperation with the parents, staff and students.
  
2. The school code of conduct must meet the following conditions:
  - 2.1 Be fair and reasonable.
  - 2.2 Emphasize the development of socially responsible behaviour that includes respect for the rights and well-being of people, property and self.
  - 2.3 Identify expectations for appropriate student behaviour and the consequences for failing to meet those.
  - 2.4 Be consistent with legislative requirements.
  - 2.5 Contain provisions for appeal when disciplinary decisions are made.
  - 2.6 Provide for a safe learning environment throughout the school for both students and staff.
  
3. The Principal shall ensure that the school's code of conduct and discipline procedures are:
  - 3.1 Maintained in the school handbook and contain:
    - 3.1.1 School expectations for student behaviour.



- 3.1.2 Provisions for dealing with forms of misbehaviour.
  - 3.2 Developed in consultation with students, parents and staff, and where appropriate with community agencies.
  - 3.3 Reviewed on an annual basis.
  - 3.4 Provided to:
    - 3.4.1 All staff, parents and students at the beginning of the school year.
    - 3.4.2 New students and parents upon registration during the school year.
    - 3.4.3 New staff members (during the course of the school year).
  - 3.5 Clear in identifying for staff, parents and students the:
    - 3.5.1 School's expectations for student conduct.
    - 3.5.2 Consequences faced by students when they are found responsible for serious and repeated misconduct.
4. Measures that may be used by school staff in order to support school discipline expectations are as follows:
- 4.1 Assignment of an alternative activity.
  - 4.2 Use of reasonable force required by way of correction to:
    - 4.2.1 Restrain a student from carrying out a violent or destructive act.
    - 4.2.2 Move to an appropriate location a student whose behaviour is disruptive or destructive and who resists other efforts to achieve his or her relocation.
    - 4.2.3 Minimize possible harm to the student, by others or self, thus protecting the student.
  - 4.3 Withdrawal of privileges.
  - 4.4 Make restitution for vandalism.
  - 4.5 Detention – Parents must be notified as to late home arrival.
  - 4.6 Suspension from class.
  - 4.7 In-school suspension.
  - 4.8 Counseled withdrawal from a high school course.
  - 4.9 Formal suspension.
  - 4.10 Supported leave.
  - 4.11 Administrative transfer.
5. The following measures are not permissible and shall not be a component of student disciplinary action:
- 5.1 Physical threats or attacks upon the student.
  - 5.2 Corporal punishment.

- 5.3 Mass detention and mass punishment aimed at unspecified individuals or groups.
  - 5.4 Verbal attacks such as sarcasm, racial or personal references.
  - 5.5 Deliberate humiliation.
6. The teacher shall, in consultation with the Principal and students, develop classroom procedures that:
- 6.1 Are consistently typical of what would be practiced by a kind, firm teacher/staff member based upon the following:
    - 6.1.1 Treatment of individuals and judicious parent.
    - 6.1.2 Procedures that are fair and reasonable.
    - 6.1.3 Avoidance of threats and other measures that can be regarded as coercive.
    - 6.1.4 Proactive restitution education to inform/educate children on the school's expectations.
    - 6.1.5 Concentration upon the maintenance of positive school practices and effective teaching as a means of encouraging appropriate student behaviour and maintaining school order.
    - 6.1.6 Early detection of attendance concerns and other potential discipline problems and early action to resolve them without resorting to severe punitive measures.
    - 6.1.7 Involvement of school resources personnel and outside agencies as considered appropriate.
    - 6.1.8 Early and ongoing communication with parents throughout the entire process of dealing with discipline problems.
    - 6.1.9 Prompt action to resolve discipline problems, especially those that may result in a suspension from class or school.
  - 6.2 Are based upon a consideration of the following:
    - 6.2.1 Affect of the student's behaviour upon other students, the staff and the school.
    - 6.2.2 Nature of the action or incident that calls for disciplinary measures.
    - 6.2.3 Student's previous conduct.
    - 6.2.4 Student's age and maturity.
    - 6.2.5 Impact of proposed action on the student's future behaviour.
    - 6.2.6 Previous disciplinary actions.
    - 6.2.7 Evidence of contrition.
  - 6.3 Prior to taking action that would affect a student's regular attendance at school, the following considerations would be undertaken:
    - 6.3.1 Efforts will have been made to establish acceptable behaviour through:

- 6.3.1.1 Counseling by teachers, resource staff, counselors, school administrators or other referral agencies.
    - 6.3.1.2 Contact with the parent.
    - 6.3.1.3 Imposition of less severe corrective measures.
  - 6.3.2 Advice regarding the possible consequences of continued misconduct will have been given to the student and the parent.
- 7. Appeals of decisions made by students or parents with respect to student discipline are to be heard as follows:
  - 7.1 By the Principal in the case of decisions made by members of the school staff.
  - 7.2 By the Superintendent in the case of appeals of decisions made by the Principal.
  - 7.3 By the Board in the case of recommendations for expulsion or decisions by the Superintendent.
- 8. The results of appeals are to be communicated to parents as follows:
  - 8.1 Promptly in writing and placed in the school file. The communication is to provide advice regarding any further right of appeal and of the procedures and timelines that apply.
  - 8.2 Parents are to be advised of their right to appeal to the Minister.
- 9. The Principal shall ensure that all disciplinary measures that do not involve formal suspension or expulsion are to be documented and maintained at the school.
- 10. The following disciplinary actions are available to the Principal and the staff:
  - 10.1 Detentions are to be used for correction and are subject to the following:
    - 10.1.1 The length of a detention on any school day shall not exceed thirty (30) minutes.
    - 10.1.2 Detained students must be under a staff member's direct supervision.
    - 10.1.3 Detentions held at noon to accommodate special circumstances such as busing are to make provision for an appropriate lunch break.
    - 10.1.4 In the case of elementary students, every effort must be made to contact the parent.
    - 10.1.5 The expressed wish of a parent to have a student leave promptly at the close of the afternoon session on any given school day and to make alternative arrangements acceptable to the Principal is always to be respected.
  - 10.2 In-school suspensions are to be used to exclude the student from regular classroom activity in order to correct a discipline problem and must meet the following criteria:

- 10.2.1 Approval of the Principal and, if an external suspension centre is involved, the Principal of the receiving school.
  - 10.2.2 The parent must be notified.
  - 10.2.3 The student must be provided with a program of instruction pending the student's return to class.
  - 10.2.4 The student shall be returned to class when deemed appropriate by the Principal.
- 10.3 Where a student is sixteen (16) years of age or older, a termination of a student's registration at school for a prescribed period of time based upon agreement of the student, the parent, the Principal, and, where appropriate, resource staff, that the student's best interests are not being served by attendance at the school. This course of action is referred to as a "counseled withdrawal" and is subject to the following:
- 10.3.1 The student will be invited to return to the same school at the commencement of the next semester, or the next school year, for placement by the school in a program or another school.
  - 10.3.2 The student will be removed from the school register and the Superintendent will be notified.
- 10.4 Administrative Transfer
- 10.4.1 Administrative transfer is the transfer of a student through arrangements made by the Principals of the sending and receiving schools. The purpose of an administrative transfer is to provide a student with a fresh start as a means of resolving a problem.
  - 10.4.2 An administrative transfer is subject to the following:
    - 10.4.2.1 The transfer is supported by the student and the parent.
    - 10.4.2.2 The transfer may be considered provisional for a specified period of time.
    - 10.4.2.3 During the period of time in which the transfer is provisional, the student remains the responsibility of the former school and may be transferred back to that school if conditions attached to the transfer are not honoured.
- 10.5 Supported Leave
- 10.5.1 Supported leave is a temporary arrangement to resolve a discipline problem whereby a student is provided with a program of independent study under parental supervision.
  - 10.5.2 The parent must be able and willing to provide the student with appropriate supervision and a written statement that contains the following information is required:

- 10.5.2.1 An appropriate educational rationale for the leave.
  - 10.5.2.2 Expectations for the student's program of study.
  - 10.5.2.3 Provision for program supervision.
  - 10.5.2.4 Conditions pertaining to the student's access to the school and its services.
  - 10.5.2.5 The period of time during which the leave is to be in effect.
  - 10.5.2.6 Endorsement of the student, parent and the affected staff members.
- 10.5.3 Teachers will provide work assignments during the "supported leave".
- 10.5.4 Students on supported leave are to be maintained on the school register and the leave cannot exceed one (1) year unless renewed with the agreement of the student, parent and school staff.

Reference: Section 5, 7, 8, 11, 12, 22, 25, 26, 34, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## STUDENT CONDUCT ON SCHOOL BUSES

### Background

In order to provide for the safe transportation of students to and from school, it is necessary to outline the appropriate behaviors. Students who are not prepared to follow the rules may be denied access to school buses.

### Procedures

1. Prior to loading (both on the road and at the school) students shall be advised to:
  - 1.1 Be on time at the designated pickup spot to help keep the bus on schedule.
  - 1.2 Stay off the road or street at all times while waiting for the bus. Passengers must conduct themselves in a safe manner while waiting and must not interfere with other students who are also at the stop.
  - 1.3 Wait until the bus comes to a complete stop before attempting to get on the bus.
2. While on the bus:
  - 2.1 Passengers must keep their hands and heads inside the bus at all times.
  - 2.2 Loud talking or laughing, rudeness, profanity and/or obscene insinuation are prohibited. Quiet conversation between passengers seated near each other is acceptable.
  - 2.3 Interference with the comfort of another passenger is prohibited.
  - 2.4 There shall be no defacing or tampering with the bus or its equipment.
  - 2.5 Books, packages, coats and all other objects shall be kept out of the aisle.
  - 2.6 Passengers shall remain in their seats while the bus is in motion. Bus drivers will wait until students are seated before moving the bus.
  - 2.7 Seating in the bus shall be as the driver designates.
  - 2.8 Use of radios and musical equipment on the bus is not permitted.
  - 2.9 Passengers shall not throw anything on or out of the bus.
  - 2.10 Waste paper and refuse must not be discarded in the bus.
  - 2.11 In the case of an emergency, passengers are to remain in the bus unless directed to leave by the driver.
  - 2.12 Emergency evacuation will be directed by the driver. Senior passengers are expected to assume appropriate leadership and assist younger passengers.

- 2.13 Smoking and the use of alcohol and drugs are prohibited.
- 3. After leaving the bus:
  - 3.1 If necessary to cross the road, students are to cross at least ten (10) feet in front of the bus only after looking to be sure that no traffic is approaching from either direction, and after being directed to do so by the driver.
  - 3.2 The driver will not discharge passengers at places other than their regular bus stop at home or at school unless by proper authorization of the parents.
- 4. Special Trips (Extracurricular and Field Trips)
  - 4.1 Students shall follow the rules established for bus passengers, as well, they shall respect the wishes and directions of school appointed chaperones provided for the bus.
- 5. Bus Driver Responsibilities
  - 5.1 Bus drivers are responsible for the discipline of passengers while entering, leaving and riding on the bus.
  - 5.2 Bus drivers, at their discretion, may suspend for a specified period of time, any passenger from riding on the bus for breaking any of the busing rules.
  - 5.3 Bus drivers are to notify the respective Principal as soon as possible of the names and circumstances of suspended passengers.
- 6. Busing liaison meetings shall be held annually with the contractor, the District, the Yellowknife Public Denom be invited to participate when necessary.

Reference: Section 22, 34, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: February 2018



---

## INTERVIEWING OF STUDENTS BY RCMP OR GOVERNMENT OFFICIALS

### Background

The Principal has a responsibility to cooperate with law enforcement officers and other government agencies in the interest of public and/or personal safety. However this cooperation must be balanced to protect the interests and rights of the student. The District expects that its employees will strive to ensure that the student is treated fairly and in accordance with the law.

### Procedures

1. A police officer, or other government official, wishing to secure personal information regarding a student from the Principal or other staff members, shall be required to explain in writing the reason for the request.
2. The Principal shall review the written request, validate the identity of the individual making the request, and determine whether the request is justified and meets the conditions of the protection of privacy legislation.
3. When a police officer wishes to interview a student at the school, the Principal shall meet with the police officer and request the justification for interviewing the student at school.
4. Unless there is a compelling reason to interview a student at school, the Principal is to deny the request and advise the police officer to interview the student at home in the presence of parents or in another location not associated with the school and outside of school hours.
5. The Principal shall make every effort to contact the parents of the student prior to permitting any interaction between a police officer and a student.
  - 5.1 If the Principal has been successful in contacting a parent, the police officer shall wait until the parent arrives at the school prior to an interview taking place.
  - 5.2 If the parent waives the right to be present, the Principal shall document that and the interview may proceed.
6. Should a decision be made to permit the interview to proceed, the Principal shall have the student brought to a private location where the interview will take place.
7. The Principal or another staff member shall observe, and establish a record of the proceedings at the interview if the student is under the age of twelve (12) and the parent is not available.



8. Should the Principal permit the interview to proceed in the absence of the parent and the student is aged twelve (12) or older, the police officer shall be required to advise the student that:
  - 8.1 The student is under no obligation to give a statement.
  - 8.2 Any statement made by the student can be used as evidence in any legal proceeding.
  - 8.3 The student has a right to consult with counsel or a parent; or, in the absence of the parent, an adult relative, or any other appropriate adult may be chosen.
  - 8.4 Any statement made by the student must be made in the presence of the person consulted with unless the student waives that right in writing. The statement shall be as follows:

I, \_\_\_\_\_, have been made aware of my right to consult with a lawyer or other adult of my choosing, and have chosen to waive this right and to make a statement without the benefit of such consultation.
9. School records relating to a police investigation of an infraction of criminal law by a student are to be destroyed should charges be dropped or the student be acquitted.
10. School staff are to be advised that they are under no legal obligation to give the police information that has been given to them by a student regarding an offense.
  - 10.1 Staff members must understand that whether or not they divulge information to the police, they may still be required to testify should the courts so decide.
11. The proceedings of all interviews with students are to be carefully documented with particular attention being given to the following:
  - 11.1 Date,
  - 11.2 Time,
  - 11.3 Names of persons present,
  - 11.4 Nature of information given regarding rights,
  - 11.5 Digest of conversation,
  - 11.6 Time of conclusion, and
  - 11.7 Action to be taken.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Child and Family Services Act  
Youth Justice Act  
Youth Criminal Justice Act

Approved: December 2007  
Reviewed/Revised: August 2017



---

## SEARCHES OF SCHOOL AND STUDENT PROPERTY

### Background

Students have a right to expect that their personal property will be respected and not be subject to unreasonable searches and seizure. However, students also need to understand that the Principal is responsible for the safety of all students and staff and that there may be occasions when searches of persons and property become necessary.

The following procedures shall govern searches of school and student property.

### Procedures

1. Students and their parents shall be informed at the beginning of each school year, or semester if applicable, that a student's person and/or property is subject to search in cases of emergency, hygienic necessity, or suspected violation of law or school procedures.
2. Every student using school property shall sign a "Waiver Form" (Form 353-1) that has been distributed at the beginning of the school year, or semester if necessary, to the effect he/she understands that searches of student lockers and other materials provided by the school may occur at the discretion of the Principal. If the student is under the age of eighteen (18), the parent shall sign the form as well.
3. School lockers are rented on the condition that they will be subject to inspection without notice at the discretion of the Principal.
4. Where personal searches take place, the reasons for conducting a search shall be recorded in writing by the Principal and kept on file.
5. At least one (1) witness, in addition to the school official, shall be present when a search takes place.
6. Except in cases of emergency or hygienic necessity, whenever possible:
  - 6.1 The student's consent to the search shall be sought,
  - 6.2 The student shall be present during the search, and
  - 6.3 The student's parent shall be informed of the search and the reasons for it, prior to a search taking place.

7. Where reasonable and probable grounds exist for believing that a criminal offense has been, is being, or will be committed, and that a search of a person or property will provide evidence of such offense and where time and circumstance permit, it is strongly recommended that:
  - 7.1 The police be present, and
  - 7.2 A proper search warrant be obtained before the search commences.
8. Any property seized as possible evidence in a criminal proceeding shall immediately be turned over to the police.
9. Property taken as a result of a breach of school rules, is to be retained in a secure manner and only for such period as may be prescribed by school rules in this regard. If such property is lost or stolen after being taken from the student, liability for such loss may rest with the teacher and/or school.

Reference: Section 22, 34, 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## DRUGS, ALCOHOL AND CONTROLLED SUBSTANCES

### Background

Every effort must be made to prevent schools from becoming a venue for the sale and use of controlled substances. School employees are therefore urged to exercise the closest vigilance in this regard.

The possession, use and trafficking of controlled substances is unlawful, and shall not be tolerated on school property, on school buses, or during school-related activities. Such substances shall include intoxicants, and controlled or restricted drugs and narcotics. The following procedures shall apply where the use of such substances is suspected or proven.

### Definition

Under the influence shall mean that a student has consumed or used a substance prohibited by this administrative procedure, recently enough so that it is detectable by the person's physical appearance, physical actions, breath or speech.

### Procedures

1. Principals shall ensure that their schools participate in education programs to increase the students' knowledge of the facts concerning drugs, alcohol and controlled substances.
2. Where any student is found on school property:
  - 2.1 Apparently under the influence of a prohibited substance, or
  - 2.2 In possession of a prohibited substance whether for his/her own use or for the purposes of trafficking, the Principal shall:
    - 2.2.1 Immediately notify the parents where the student is under eighteen (18) years of age;
    - 2.2.2 Suspend the student from school, under Section 35 of the Education Act, pending a complete investigation of the matter;
    - 2.2.3 Notify and consult with the police; and
    - 2.2.4 Obtain medical help if required.
3. Any repetition of the above by the same student may be considered grounds for the Board to consider immediate expulsion from school under Section 36 of the Education Act.

4. No student known to be under expulsion from another school or school system for drug abuse or trafficking shall be accepted in any school in the District during the current school year.
5. Where a student's unusual pattern of behaviour indicates the possibility of drug use, the Principal shall notify the parents of such behaviour, and attempt to enlist their assistance in determining the cause.
6. The Principal shall report to the police the incidences of all persons suspected of trafficking in drugs on or adjacent to school property, with such details as are available.
7. Staff members shall advise the Principal of any suspected cases of alcohol, drug abuse, or of drug trafficking on the school premises.
8. When a student who appears to be under the influence of any prohibited substance as defined in this Administrative Procedure approaches any staff member seeking help, the student shall be dealt with in what is deemed to be that student's best interest.
  - 8.1 In all cases the safety and welfare of the student shall prevail.
  - 8.2 Such student shall be escorted from the school premises as soon as possible in the custody of a parent or other responsible adult.
9. On any occasion where a student is found to be in possession of a prohibited or restricted substance, the substance shall be turned in to the police.
  - 9.1 Failure to do so may render the employee guilty of an accessory charge under the law.
  - 9.2 Employees shall abide by any requirements of law enforcement personnel with regard to particulars of the incident in question.
10. It is the responsibility of the Principal to acquaint parents of students appearing to have drug/alcohol related problems of the community resources available to them.

Reference: Section 35, 36, 45, 69, 78, 117, 118, 119 Education Act

Approved: August 2017  
Reviewed/Revised:



---

## **VANDALISM AND THEFT OF SCHOOL PROPERTY**

### **Background**

Person(s) destroying, damaging, or losing District property either intentionally or through neglect is responsible for the cost of replacing or restoring that property.

### **Procedures**

1. In the case of a break-in, or a suspected break-in to school property, the person discovering the break-in is to:
  - 1.1 Report the matter to the police.
  - 1.2 Inform the Director of Facilities and Maintenance if the discovery occurs outside of the school day or the Principal if the school is open.
  - 1.3 Not handle anything involved so as not to disturb any possible evidence.
2. The Director of Facilities and Maintenance is to ensure that the necessary repairs are made to any damage resulting from a break-in and submit a statement to the Director of Corporate Services itemizing the expenditures. The statement will be necessary in resolving any insurance claims or in the collection of damages from those found guilty of the offense.
3. Vandalism and theft by students is a matter that is to be dealt with at the school level in accordance with the following:
  - 3.1 The Principal shall take the following action in order to reduce, or eliminate, incidents of vandalism or theft:
    - 3.1.1 Money and valuables are to be stored in a safe location.
    - 3.1.2 Only a small amount of money is to be kept in the school and deposits are to be made as soon as possible.
    - 3.1.3 All valuable pieces of equipment are to be coded for identification and all capital items inventoried and serial numbers and other indicators of identification recorded.
    - 3.1.4 Require staff members to provide appropriate supervision in order to encourage correct student behaviour in school and all school-sponsored events.
  - 3.2 The Principal shall take the following steps in dealing with a student, or students, who have been involved in acts of vandalism or theft:
    - 3.2.1 Inform the parents and determine if a meeting with the parents and the student is necessary.

- 3.2.2 If the matter is of serious nature, report the matter to the Superintendent and determine if a charge through the RCMP is warranted.
  - 3.2.3 Require the student to return, or pay the cost of, any items that have been stolen.
  - 3.2.4 Advise the parents in writing, with a copy to the Superintendent, that the student and/or parents are to pay all costs associated with the vandalism or theft.
  - 3.2.5 Determine if disciplinary action is necessary.
- 4. Any student who has been required to make restitution or pay compensation for destruction of property and who fails to do so may be subject to disciplinary action and/or subject to legal action for the purpose of obtaining compensation.
  - 5. The Director of Corporate Services shall be responsible for taking the necessary legal steps in order to recover the costs of stolen items or repairing incidents of vandalism should it be determined that such an action is necessary.

Reference: Section 22, 33, 34, 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **EVALUATION OF STUDENT ACHIEVEMENT: PROMOTION AND RETENTION**

### **Background**

The District believes that evaluation and reporting of student achievement and progress is essential. To be effective, evaluation must be viewed as an integral part of instructional and communication processes.

Five primary purposes for evaluating student achievement are to:

- Assess student learning so as to make sound program decisions for students.
- Provide diagnostic information on student strengths and weaknesses to assist in meeting student needs.
- Drive the instructional planning process.
- Provide parents and students with information regarding a student's progress.
- Measure the extent to which curricula outcomes are being met.

### **Procedures**

Under Development Spring 2018

Approved: December 2007

Reviewed/Revised: August 2017





## HIGH SCHOOL PROGRAM ROUTE/ COURSE CHANGES

### Background

Student achievement is to be the primary focus for schools and students. Students have different levels of achievement and program needs.

The minimum standard for promotion in high school courses is fifty percent (50%). However, in certain instances students not meeting the minimum standard are to be given an opportunity to proceed to the next grade level in a related lower stream course or in other special circumstances, the normal prerequisites for a course may be waived. This allows students to continue to learn and develop their capabilities in a different program route with the possibility of earning retroactive credits.

### Procedures

1. The Principal may waive the usual prerequisite(s) provided that:
  - 1.1 The student possesses the knowledge, skills and attitudes identified in the waived course;
  - 1.2 Judgments are made on an individual basis;
  - 1.3 It is in the best interests of the student; and
  - 1.4 Waived courses must be reported along with the rationale for granting of credits to the Director of the Schools Branch.
2. Courses completed by students will be given credit towards Northwest Territories programs if they meet the requirements of the Northwest Territories curriculum and are verified by the Principal.
  - 2.1 The time requirement for a student to earn a credit is defined in the Secondary School Handbook.
3. Credit toward graduation for demonstrated competence in a non-curriculum based language examination in one of the official Northwest Territories Indigenous languages and Post Intensive French as follows:
  - 3.1 Three (3) credits in level 15 – able to speak the language.
  - 3.2 Three (3) credits in level 25 – able to read the language.
  - 3.3 Three (3) credits in level 35 – able to write the language.
  - 3.4 Three (3) credits in level 31b for Post Intensive French 35

Determination will be made by the Official Languages Division of the Government of Northwest Territories.

4. Students who fail to achieve a mark of fifty percent (50%) in a course in a -1 sequence may continue in the -2 or -3 sequence in the next grade, subject to the approval of the Principal and provided the student has demonstrated:
  - 4.1.1 A positive school attitude and effort;
  - 4.1.2 Regular course attendance;
  - 4.1.3 Knowledge and skills approximately commensurate with expectations in general.

In such instances, students who successfully complete the course in the next grade will be granted credit in the prerequisite course in that sequence. The Principal retains the responsibility for determining eligibility.

5. The Principal retains the final responsibility for student promotions in accordance with the requirements outlined in the Secondary School Handbook .
6. Special Circumstances
  - 6.1 Where a Principal in consultation with the Superintendent has reason to believe that enforcement of the above procedures would cause undue hardship and be detrimental to the needs of a student, or does not take into account special time-tabling provisions, the procedures may be varied.
  - 6.2 Where this is done, notification of the fact is to be confirmed with the Superintendent.

Reference: Section 22, 29, 45, 69, 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: February 2018



---

## SPECIALIZED ASSESSMENT

### Background

The District supports the use of specialized assessments.

### Definitions

Informed consent means the parent has been provided with all information relevant to the activity for which consent is sought, understands and agrees, in writing, to the carrying out of the activity and understands that the granting of consent is voluntary and may be withdrawn at any time.

Specialized assessment means individualized measurement across a variety of domains for the purpose of developing and providing individualized programming for students. Specialized assessment includes assessment of intellectual abilities, academic performance, emotional and behavioural development and physical development relevant to students' educational performance.

### Procedures

1. Written informed consent of the parent shall be obtained for a specialized assessment or referral.
2. Qualified professionals shall conduct specialized assessments, interpret results and provide programming recommendations to parents, teachers, and other appropriate personnel.
3. Specialized assessments shall be conducted in accordance with the expectations outlined in the Standards for Psycho-educational Assessment and by the standards and guidelines set by each professional organization for its members.
4. A notation shall be made in the student record of any specialized assessment of a student provided by the District, which includes the name of the person who conducted the assessment and the date of the assessment.
5. Specialized assessment results shall be stored in the student record.
6. Release of information from a specialized assessment to a third party shall only be released with written informed consent of the parent or in compliance with a court order.

7. Parents are responsible for costs of specialized assessments obtained outside the school, unless the decision to obtain an outside specialized assessment is made by the Superintendent.

Reference: Section 22, 33, 45, 69, 78, 117, 118, 119 Education Act  
Principles for Fair Student Assessment Practices for Education in Canada

Approved: August 2017  
Reviewed/Revised:



## HOMEWORK

### Background

The District supports the assignment of homework as a necessary part of the learning process, as a legitimate demand on the non-class time of the student, as contributory to the provision of an opportunity to meet the standard of education set by the Minister, and as reinforcement to the achievement of the learning outcomes as determined by the District.

### Procedures

1. Homework assignments will have a clearly defined purpose, offer an opportunity for growth, and enhance the school staff's ability to meet the needs of the student.
  - 1.1 The purpose of homework shall be to:
    - 1.1.1 Reinforce school learning by providing practice and application.
    - 1.1.2 Develop mature reading ability.
    - 1.1.3 Offer practice in budgeting time and in using knowledge for some practical purpose.
    - 1.1.4 Help students learn how to learn by reinforcing the study skills and techniques taught in school.
    - 1.1.5 Offer opportunities for enriching the school experience through related home activities.
    - 1.1.6 Stimulate voluntary effort, initiative, independence, responsibility and self-direction.
    - 1.1.7 Include creative work and primary research, which require more time than is available in class and which may be opportunities for purposeful use of leisure time.
    - 1.1.8 Help students make up work lost through absence.
    - 1.1.9 Meet a need for extra study or drill in subjects where students are having difficulty.
    - 1.1.10 Help students complete assignments not completed in class time after they have been given a reasonable length of time to complete them.
  - 1.2 Adequate time shall be provided by the teacher for appraisal of completed assignments and any reteaching required.
2. Homework assignments will be appropriate to the age, placement and ability of the student.

- 2.1 Homework assignments shall be clearly explained and understood by the students and be within their ability to work independently.
  - 2.2 Homework assignments through the grades shall reflect the skill development and the maturity of the student and shall contribute to the development of a student's study habits, time management skills, organizational skills, and self reliance. This reflects a continuum of homework expectations from Early Childhood Programs (K to 3) where homework would take the form of skill development and the background enrichment through such things as Home Reading programs where the time demand is kept to a minimum and the activity is highly motivating through to senior high school where independent study skills contribute to the mastery of course objectives.
3. Homework assignments will be given with due consideration for the time demands students may have after school hours.
    - 3.1 In schools where students meet different teachers for different subject areas, coordination of homework assignments shall occur to avoid unreasonable study loads.
    - 3.2 Each Principal shall develop a procedure that reflects appropriate practices with respect to the assignment of homework to students.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: February 2018



## **HIGH SCHOOL CHALLENGE CREDITS**

### **Background**

The Senior Secondary School Administrators' Handbook identifies the right of a student to request an opportunity to demonstrate proficiency at any time in any course including those which require a Grade 12 Diploma examination.

Senior secondary students are to have the opportunity to enroll in courses appropriate to their background and learning style. Students who can demonstrate mastery of senior secondary school courses are to receive credits for those courses and be able to move on to more challenging material.

### **Procedures**

1. Students will be provided with course challenge opportunities which would allow them to demonstrate that they have mastered the objectives of the course and, if successful, be given a final mark and course credits.
2. The Principal shall ensure that the challenge criteria will be adequate indicators for potential success in the preparation to write the Grade 12 Diploma examination.
3. The assessment process may include such components as a portfolio of the learning, a written exam, an oral exam, and/or a practical exam.
4. Students must demonstrate that they are adequately prepared for a challenge assessment.
5. Departmental Examination Course challenge assessment opportunities will be provided during Diploma Examination Writing sessions where available.
6. Non-Departmental Examination Course Challenge assessment will be done at the discretion of the Principal.
7. The results of the challenge assessment are binding and will be forwarded to the Department of Education, Culture and Employment for inclusion on the student's record.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **STUDENT AWARDS AND SCHOLARSHIPS**

### **Background**

The District believes that meritorious performance by students in all aspects of education is to be recognized. Achievements could include, but is not exclusive to academic, athletic, fine arts, practical arts accomplishments, and voluntary activities.

The District therefore approves of the establishment and presentation of scholarships and awards that are consistent with the goals, values, and beliefs of the District. The District agrees to administer funds in connection with approved scholarships and awards. The District reserves the right to reject or prohibit donations and/or the awarding of any scholarship or award which is inconsistent with the District's goals, values, and beliefs.

### **Procedures**

1. Information with respect to available scholarships and awards shall be made available in a timely manner to all eligible students.
2. Selection of recipients shall be based upon pre-determined criteria.
3. Funds held in trust at the District level shall be managed in accordance with:
  - 3.1 Conditions agreed upon at time of establishment; and
  - 3.2 Current District procedures.
4. Funds held at the school level shall be managed in accordance with:
  - 4.1 Conditions agreed upon time of establishment and;
  - 4.2 Current District procedures.
5. Donors shall be appropriately acknowledged.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017





## **GRADUATION EXERCISES**

### **Background**

The completion of a high school program signals the end of a student's public education and is an important milestone not only in the student's life, but also that of the parents and the community.

### **Procedures**

1. The Department of Education, Culture and Employment will issue Secondary School Graduation Certificates to students meeting the requirements as prescribed by the Minister.
  - 1.1 A transcript showing all secondary school courses completed will accompany each certificate.
2. Students with identified diverse needs are to be included in courses according to their individual education plans.
  - 2.1 Wherever possible, their achievement is to be recognized toward territorial graduation requirements.
3. Principals will establish administrative practices that clearly outline all aspects of the graduation ceremony and celebration. This process will be made available to students and parents early in the graduating year.
4. The District expects graduation exercises to reflect the importance of the occasion. Proper protocols are to be in place.
5. Students are expected to conduct themselves in ways that will bring credit to themselves as well as to the school they represent.
6. Neither the District nor the high school accept responsibility for any additional high school graduation activities that are not sanctioned or planned by the school.

Reference: Section 5, 7, 8, 9, 10, 22, 26, 27, 29, 34, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: February 2018



## **STUDENT GOVERNANCE**

### **Background**

The experience of participation in Students' Councils and Students' Council activities within schools is supportive and complementary to the education of students and can contribute to the preparation of students to become socially responsible citizens in a changing world. The District, therefore, encourages the formation of Students' Councils in schools.

### **Procedures**

1. The Principal has final authority over all Students' Council activities.
2. The Students' Councils will operate according to an acceptable constitution.
  - 2.1 The Students' Council shall develop a constitution.
  - 2.2 The Students' Council constitution and any amendments shall be filed with and approved by the Principal.
3. Students' Councils must operate within the framework of acceptable financial practices.
  - 3.1 An annual Students' Council financial statement shall be filed with the Principal.
  - 3.2 The Principal shall report Students' Council fund activities as part of the annual report required under Administrative Procedure 520 – Fund Raising.
4. Appropriate teacher guidance will be provided to Students' Councils.
  - 4.1 One (1) or more teachers shall be appointed as Students' Council advisors.
5. A student body representative from the high school may annually present a report on student activities to the Board.

Reference: Section 23, 24, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: February 2018



## Administrative Procedure 390

---

### STUDENT APPEALS

#### Background

Students have the right, under law, to natural justice. The Superintendent has established the following procedure whereby appeals on educational matters that cannot be resolved at the school level may be further reviewed at the District level.

#### Procedures

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. All principals shall develop a school appeals procedure.
3. An appeal at the District level may be initiated by any party directly involved in the matter under dispute. However, such appeals shall be initiated only after all attempts at resolving the problem at the school level have proven unsuccessful.
  - 3.1 The party making the appeal shall first meet with the Principal of the school where the student attends.
  - 3.2 The parent and/or student shall make their case to the Principal.
4. Appeals shall be filed with the Superintendent within seven (7) days of any final attempts to resolve the matter at the school level.
  - 4.1 The appeal shall be in writing, and shall state the nature of complaint, and outline the steps that have been taken to attempt to resolve it.
  - 4.2 A copy shall be provided to the Principal, and to any other parties directly involved in the grievance.
5. Within fourteen (14) days of the receipt of a District appeal, the Superintendent shall review all relevant information pertaining to the matter. This may include any or all of the following:
  - 5.1 An examination of marks/records/reports;
  - 5.2 Consultation with parties who may have information relevant to the case;
  - 5.3 A personal interview with the person lodging the appeal;
  - 5.4 Consultation, as required, with external agencies.

6. The Superintendent shall bring the Principal and parent/student together to try and effect a solution to the problem.
7. If the Superintendent cannot arrange for a mutually acceptable solution, the Superintendent shall make the final decision.
8. The decision of the Superintendent shall be conveyed to all parties concerned, in writing, as soon as possible.
9. Parents shall be made aware of school and District appeal procedures at the beginning of each school year.
10. Students and/or their parents may have the right of appeal to the Board, and ultimately, the Minister under the Education Act.

Reference: Section 39, 40, 41, 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August, 2017



## STAFF RECRUITMENT AND SELECTION

### Background

All personnel appointed to a position in the District are to be of exemplary character and possess competency in the skills required for their positions. It is understood that they have been hired to assist the District in carrying out its Mission and meeting its Goals in accordance with the District's Values and Beliefs.

### Procedures

1. The Superintendent is responsible for all staff recruitment and selection, subject to Policy 11.
2. The Superintendent shall coordinate staff recruitment and selection in a collaborative manner with those involved in the decision making process.
3. The recruiting program shall maintain positive public relations, the good reputation and the standards of excellence of the District.
4. Recruitment
  - 4.1 Principals and department managers shall advise the Superintendent of staffing requirements.
  - 4.2 The Superintendent is responsible, where appropriate, for posting and advertising available positions upon review of the current job description. Positions that become vacant shall generally be advertised.
  - 4.3 The Superintendent is responsible for the development of recruitment plans that adhere to applicable legislation and collective agreements.
  - 4.4 The Superintendent is responsible, in consultation with those involved in the decision making process, for ensuring the use of the appropriate contract.
5. Selection
  - 5.1 Hiring committees may be used in the selection process.
  - 5.2 Successful candidates will be recommended to the Superintendent.
  - 5.3 The Superintendent will be responsible for making verbal offers of employment and ensuring unsuccessful candidates who were interviewed are contacted.
  - 5.4 All employment offers and/or contracts shall be confirmed in writing over the signature of the Superintendent. All appointments shall be to the employment of the District and not to a specific school.

5.5 All offers of employment shall be conditional upon receipt of a Criminal Records Check and verification of required qualifications. Documentation shall be provided to the Superintendent within the timelines requested and must be obtained at the expense of the prospective staff member.

Reference: Section 44, 45, 53, 59, 60, 63, 64, 65, 69, 78, 117, 118 Education Act  
Collective Agreements

Approved: December 2007

Reviewed/Revised: April 2014, August 2017, February 2018



---

## STAFF RECRUITMENT AND SELECTION DETAILED PROCEDURES

### 1. Teacher Vacancies - K-8

- 1.1 All vacancies are posted internally for seven (7) days and then externally
- 1.2 The interview team may consist of any combination of the Assistant Superintendent, the Manager of Personnel Services, the Supervisor of Student Support) the French Supervisor of Instruction and a minimum of one (1) Principal.
- 1.3 Consistent with the strategic directions of the Board, interview questions are focused on expertise in numeracy, literacy, student support and Aboriginal Language and Culture.
- 1.4 The successful candidate is offered a contract or in the case of term employees with a successful performance evaluation, a contract renewal.

### 2. Teacher Vacancies - 9-12

- 2.1 All vacancies are posted internally for seven (7) days and then externally.
- 2.2 The composition of the Interview Team will be determined by the Superintendent.
- 2.3 Consistent with the strategic directions of the Board, interview questions are focused on expertise in numeracy, literacy, student support, Indigenous Language and Culture and the specific curricular area.
- 2.4 Applicants are prioritized following the interviews.
- 2.5 The successful candidate is offered a contract or in the case of term employees with a successful performance evaluation, a contract renewal.

### 3. Continuing Contracts

- 3.1 Depending upon numbers (enrollment, employees on leave, specialty funded positions), the District can only offer a limited number of continuing contracts each school year.
- 3.2 In order to qualify for a continuing contract, the following criteria must be met:
  - 3.2.1 Minimum of two (2) years of continuing service as a teacher;
  - 3.2.2 Successful job performance and performance evaluation;
  - 3.2.3 Recommendation by the Principal.

### 4. School Administration Vacancies

- 4.1 All vacancies are posted internally.

- 4.2 Interviews of all teachers interested in the positions are conducted by a team that may consist of the Superintendent, the Assistant Superintendent, the Manager of Personnel Services, a trustee(s), a Principal, and a member of the school Parents' Advisory Committee/Groups.
- 4.3 In the event that internal candidates do not meet the required qualifications for the posted position, the vacancy will be posted externally.
  - 4.3.1 Pre-screening, short-listing and interviewing would then take place with the external candidates.

## 5. Educational Assistants

- 5.1 All vacancies are posted internally.
- 5.2 Interviews of all continuing, term and substitute employees interested in the Educational Assistant positions are conducted as vacancies arise by an Interview Team that consists of the Supervisor of Student Support Services, the relevant principal(s), and the Manager of Personnel Services.
- 5.3 The successful candidate(s) is offered a contract or in the case of term employees with a successful performance evaluation, a contract renewal.
- 5.4 In the event that internal candidates do not meet the required qualifications for the posted position, the vacancy will be posted externally. Pre-screening, short-listing and interviewing would then take place with the external candidates.

Reference: Section 44, 45, 53, 59, 60, 63, 64, 65, 69, 78, 117, 118 Education Act  
Collective Agreements

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017

Appendix B will become the NWTTA LOU





## **STAFF CRIMINAL RECORD CHECK AND DISCLOSURE**

### **Background**

The District has a duty to provide a safe and secure learning environment for all students and staff. In order to facilitate this goal, the District believes that all staff must themselves be above reproach. Accordingly, the District requires employees to meet the highest standards of public service.

Employees are expected to:

- Provide a high standard of professional and personal performance.
- Behave in a manner which recognizes they are role models for students.
- Respect the confidential nature of sensitive information their roles expose them to in relation to staff, students, and their families.

### **Procedures**

1. All new employees will be required to provide the following prior to the beginning of employment:
  - 1.1 An employment medical from a physician indicating the employee is medically fit for the position.
  - 1.2 Satisfactory proof that the employee has not been the subject of a charge or conviction under the Criminal Code, Narcotic Control Act, Food and Drug Act.
  - 1.3 A criminal record check, including Vulnerable Sector.
  - 1.4 A CWIS (Child Welfare Information Systems) check.
2. Employees have a duty to report to their employer, any matter that may arise in relationship to those items set forth in section 1 above.

Reference: Section 44, 45, 53, 59, 60, 63, 64, 65, 69, 78, 117, 118 Education Act  
Criminal Code (Canada)  
Food and Drug Act  
Narcotic control Act (Canada)  
Collective Agreements

Approved: December 2007  
Reviewed/Revised: April 2014, February 2018



---

## EMPLOYMENT OF CLOSE RELATIVES

### Background

The purpose of this Administrative Procedure is to outline the principles that govern employment with the District when the relationships or circumstances defined below exist, and to provide management and employees with an understanding of the legal framework, philosophy and codes of practice for employment.

### Definitions

Common-law Spouse is a person who has lived with the employee for at least 12 consecutive months and has been publicly represented as the employee's spouse.

Immediate Relative is the husband, wife, children, parents, brother, sister, (including foster or step) and parents-in-law, brother-in-law, sister-in-law, son-in-law and daughter-in-law and includes the common-law spouse of an individual.

Personal Relationship involves a relationship of a romantic nature, or one which is sufficiently close that objectivity is impaired.

Supervisory Relationship involves a reporting relationship where an individual has the authority to direct and control the activities and work assignments of another employee, to influence the type and nature of work assignments and/or working conditions, and includes responsibility for completing, reviewing or approving performance reviews and wage and salary adjustments; administering disciplinary action, and recommending or approving the hiring or termination of an employee.

### Procedures

1. The Board, through the Superintendent, is ultimately responsible for ensuring that all employment functions (e.g., recruitment, selections and promotions) are undertaken in accordance with the Board policies, this Administrative Procedure, existing legislation and any applicable collective agreements.
2. The Board, through the Superintendent, must ensure that employment practices are compatible with territorial and federal legislation. In addition, the District embraces certain fundamental principles, which directly influence employment practices. These principles include merit, objectivity, and consistency:
  - 2.1 Merit – Selections, appointments and promotions are to be based on considerations of merit and the ability to perform effectively in a position, or as stipulated in any relevant collective agreement.

- 2.2 Objectivity – Selection criteria are to be developed in an objective and non-discriminatory fashion, and must adhere to the specific qualities and attributes required of the position
  - 2.3 Consistency – Selection systems and approaches will ensure that all candidates are treated in a fair and consistent manner, and will not provide any special privilege or consideration to a specific group or individual.
3. Equal Opportunity Employer
    - 3.1 In accordance with the tenets of the Human Rights Act, equal opportunity for employment will be extended to all candidates without regard to such protected grounds as: race, national or ethnic origin, colour, sex, sexual orientation, mental or physical disability, religion, marital status, family status, age or pardoned conviction.
    - 3.2 The District strives to create an inclusive workplace that respects the dignity of every individual while adhering to the underlying principles of applicable human rights legislation (human rights principles), and management is responsible for promoting an inclusive work environment that respects those human rights principles. The District also recognizes that the collective strength of experience, skills and perspectives of a diverse workforce creates a positive work environment, exemplary results and quality public service for all.
    - 3.3 The Superintendent is ultimately responsible for identifying and eliminating practices that result in employment barriers for individuals. For example, potential selection barriers would be a qualification that is not a bona fide occupational requirement in the job posting, or refusing an interview to an individual who requests an accommodation that will not result in undue hardship for the District.
4. Employment of Relatives and Others in a Personal Relationship
    - 4.1 Relatives of present District employees may be considered for employment with the District provided they meet the following conditions:
      - 4.1.1 Have made application for employment through regular District processes.
      - 4.1.2 Have been considered in accordance with established employment policies and procedures.
      - 4.1.3 Possess the necessary qualifications.
      - 4.1.4 Are considered to be the most suitable candidates.
    - 4.2 Employees cannot participate in the recruitment or selection process where a potential candidate is an immediate relative or in a personal relationship with the employee.
    - 4.3 In order to maintain sound internal management control practices and ensure a high degree of integrity in all selection decisions, the employment of immediate relatives and those in a personal relationship into positions that would create supervisory conflict of interest is prohibited unless an alternative supervisory regime is implemented as set out below.
    - 4.4 In the case of the Superintendent the Board Chair will review potential ‘conflict of interest’ situations and decide what appropriate supervisory changes must be made to avoid any supervisory conflict of interest. In the case of positions other than the Superintendent, the Superintendent will review potential ‘conflict of interest’ situations

and decide what appropriate supervisory changes must be made to avoid any supervisory conflict of interest. Such recommendations must be consistent with the requirements of human resources administration procedures and the law.

## 5. Avoidance of Preferential Treatment

5.1 The District's employees, as public servants, are responsible for demonstrating objectivity and impartiality in the exercise of their duties and in their decision-making, whether related to staffing, financial awards or penalties to external parties, transfer payments, program operations or any other exercise of responsibility.

5.1.1 This means that they are prohibited from granting preferential treatment or advantages to family, friends or any other person or entity.

Reference: Section 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Human Rights Act  
Canadian Human Rights Act  
Canadian Multiculturalism Act  
Charter of Rights and Freedoms

Approved: February 2018  
Reviewed/Revised:



## Administrative Procedure 402

---

# PERSONNEL RECORDS

### Background

For the official and administrative purposes of the District, the Superintendent shall maintain a personnel file for each employee.

### Procedures

1. The employee's personnel file may contain:
  - 1.1 Pre-employment materials, including correspondence associated with the applications, curriculum vitae, transcripts, letters of reference and placement documents.
  - 1.2 Copies of letters relating to District actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments, etc.
  - 1.3 Correspondence between the employee and District Office personnel.
  - 1.4 Materials respecting professional development and performance.
  - 1.5 Materials used for payroll purposes.
2. A personnel file shall not contain any anonymous items.
3. Upon request to the Superintendent, the employee, his/her duly authorized representative shall have the right to examine the contents of his/her personnel file. Such examination shall be in the presence of the Superintendent. The employee shall not be allowed to remove the personnel file, or any original part thereof, from District Office.
4. Access to personnel files is restricted to the Superintendent.
5. The employee shall have the right to include written comments on the accuracy of the meaning of any of the contents of the personnel file.
6. The employee may add relevant documents to the file.
7. Requests for access to a personnel file, or to information contained in a personnel file, shall be dealt with in accordance with this Administrative Procedure and the need to protect the privacy and confidentiality of employee information.

Reference: Section 44, 45, 53, 59, 60, 63, 64, 65, 69, 78, 117, 118 Education Act  
Employment Standards Act  
Collective Agreements

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



## **STAFF CONFIDENTIALITY**

### **Background**

During the course of his/her work, a staff member may acquire information that is confidential and privileged.

### **Procedures**

1. All staff members will:
  - 1.1 Be made aware of the need to adhere to the principles of confidentiality regarding the sharing of any information other than for the purpose for which it was intended.
  - 1.2 Treat all personal information regarding any student, parent or staff member whether read, overheard, observed or told directly, as confidential.
  - 1.3 Treat all information gathered in the conduct of their employment responsibilities as being confidential, not only for the duration of service, but even after service is completed.
  - 1.4 All staff members will be required to sign a confidentiality agreement (Form 402-1) as a condition of employment with the District.
2. Limits of Confidentiality
  - 2.1 It is to be understood that it is both appropriate and necessary for staff to share information concerning a student in order to ensure that the student is provided with the best educational opportunities.
  - 2.2 Employees will, where appropriate, ensure to the best of their ability that students are made aware of the following limits of confidentiality:
    - 2.2.1 Confidential information may be shared with school staff for the purpose of guidance, debriefing or referral without the consent of the student.
    - 2.2.2 Confidential information will be shared with school staff and/or appropriate authorities (i.e. Child Welfare, Police) upon disclosure of abuse, self-harm, or intended self-harm without the consent of the student.
    - 2.2.3 Employees are encouraged to always use their best judgment and err on the side of caution.

2.2.4 Confidential information regarding students, parents and staff members may be shared among staff for the purposes of maintaining the integrity of the school.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Child and Family Services Act

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



## **DUTY TO REPORT**

### **Background**

Every staff member has a fiduciary responsibility to work in the best interests of the District and to use all available resources in the achievement of the District's mission. To this end, all staff members shall conduct themselves, personally and professionally, in a highly ethical manner so as not to bring the District or other staff members into public disrepute or ridicule. In accord with this statement all staff members shall refrain from using their position to benefit either themselves or any other individual or agency apart from the total interest of the District.

### **Procedures**

1. Any staff member who believes another has acted in an illegal or unethical manner has a duty to report the matter directly to the Superintendent.
2. In reporting such a matter, the staff member must adhere to any and all pertinent codes of conduct.
3. The Superintendent will thoroughly investigate any such reported conduct.
4. No staff member shall take retaliatory action with the intent of dissuading or punishing an individual for participating in this process. Sanctions may be imposed for retaliation.
5. Confidentiality will be maintained throughout the process. Information relating to the matter will only be disclosed to the extent necessary to investigate the allegation.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act

Approved: August 2017  
Reviewed/Revised:





## **STAFF CONFLICT OF INTEREST**

### **Background**

Staff members are prohibited from carrying on any business or employment outside of their responsibilities to the District when such business or employment places them in a potential conflict of interest situation.

### **Procedures**

The following procedures apply to all staff members employed by the District:

1. No staff member shall act as an agent for any person in promoting the sale of anything for use in a school or receive any remuneration or other compensation for the sale or promotion thereof without the express approval in writing of the Superintendent.
2. Section 1 does not apply to a staff member who is the author of a book or other materials in respect of which the only compensation is a fee or royalty, and who is not engaged directly in selling such books or materials within the District. However, no staff member that is the author of a book or other materials will have the right or opportunity to influence or determine in any manner the appropriateness of such a book or materials to be used in the schools of the District.
3. No employee shall make a commitment with an individual or organization involving services requiring a commitment of time that interferes with the execution of duties for the District, whether voluntary, or for payment, without having approval from the Superintendent.
  - 3.1 A log of such approvals shall be kept by the Superintendent.
4. Where payment is received for a staff member's services, an allocation of personal and District time involved will be submitted by the staff member to the Superintendent.
  - 4.1 The proportion of revenue attributable to District time will be taken into general revenue.
  - 4.2 The portion attributable to personal time will be paid to the individual.
5. Use of District vehicles, facilities, or supplies for private use by any staff member shall be avoided, except in circumstances covered by District policy or procedure. Where District vehicles, facilities, or supplies are used, payment for such use must be made upon receipt of invoice. The invoice will be prepared and submitted by the administrative staff member in care of the item that was used.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



## WORKING ALONE

### Background

Based on the Safety Act and its regulations, this Administrative Procedure endeavours to ensure the safety of District employees who work alone.

Consistent with the publication “Working Alone Safely: A Guide for Employers and Employees”, this procedure recognizes five (5) categories of employees:

Employees who handle cash.

- These employees include school secretaries and some teachers who may be at risk for robbery.

Employees who travel to meet with others.

- Certain student assistants, bus drivers, District Office staff and others fit this category.

Employees who do hazardous work but have no routine interaction with others.

- On occasion, some of our maintenance personnel fit this category.

Employees who travel alone but have no routine interaction with others.

- Maintenance staff frequently fit this category. Staff traveling to a conference may fit this category, particularly if they stay overnight.

Employees whose worksite is isolated from public view.

- Custodial staff, teachers and administrators who access the school on evenings or weekends are examples of employees who fit this category.

### Definitions

Working alone means to be at the work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency. Under this procedure, employees are on the work site when they reach the parking lot. For most staff members, the work site is a school. Some workers, including maintenance staff and certain District Office staff may have a variety of work sites.

Supervisor refers to the individual the assigned staff member reports to within the organization. For example, the supervisor is the Principal when referring to school based staff, the Director of Facilities and Maintenance when referring to maintenance staff, and the Superintendent when referring to District Office staff.

## Procedures

1. All supervisors will conduct a hazard assessment to identify existing or potential hazards.
  - 1.1 The supervisor will ensure that employees have the opportunity to participate in the hazard assessment and the elimination or control of any hazard identified.
  - 1.2 The supervisor will take all responsible steps to control or eliminate hazards.
  - 1.3 The supervisor will maintain a written hazard assessment document including review dates and measures taken to eliminate or control hazards.
  - 1.4 On an annual basis, the supervisor will review and update the hazard assessment with staff.
2. The supervisor will communicate the hazard assessment to all employees affected by the assessment.
3. The supervisor will establish an effective means of communication between any worker who works alone and persons capable of responding to the worker's needs.
  - 3.1 A radio, telephone or other electronic device constitutes an effective means of communications.
  - 3.2 Where radios, telephones or other electronic devices are impractical, a visit or other form of direct contact constitutes an effective means of communication.
  - 3.3 The intervals of time between contact periods will be determined by and appropriate to the degree of hazard.
  - 3.4 The contact method and interval will be part of the written hazard assessment document.
4. The supervisor will ensure that all employees receive training and are competent to work alone safely.
  - 4.1 Details of the training provided will be included in the risk assessment document.
5. The supervisor will ensure that all equipment and vehicles are in good working condition, meet appropriate regulatory standards, and are used in accordance with manufacturer's specifications.
6. The supervisor will ensure that First Aid supplies are available in accordance with applicable regulations.

Reference: Section 69, 78, 117, 118 Education Act  
Safety Act  
Working Alone Safely: A Guide for Employers and Employees (Alberta)

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



---

## CERTIFICATE OF GOOD HEALTH

### Background

Employees or prospective employees may be required to supply a certificate of good health signed by a qualified medical practitioner.

### Procedures

1. Information collected for the purposes of employment shall be kept confidential.
2. Prospective Employees
  - 2.1 Certificates of good health are not to be requested as part of the application employment information;
  - 2.2 Request for certificates of good health may be made by the Superintendent, prior to a final contract offer; and
  - 2.3 In the event that the state of health of the prospective employee significantly affects his/her ability to do the job, the Superintendent, has the authority to withhold a contract of employment.
3. Existing Employees
  - 3.1 Existing employees, during the period of their employment, shall provide a certificate of good health signed by a medical practitioner, if so requested by the Superintendent.
  - 3.2 When such a request is made, the Superintendent shall designate the medical practitioner and the District shall pay the fee.
  - 3.3 When the medical certificate is required to qualify for sick leave with pay, the employee shall be responsible for medical fees.

Reference: Section 44, 45, 53, 59, 60, 63, 64, 65, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act  
Human Rights Act  
Collective Agreements

Approved: August 2017  
Reviewed/Revised:



---

## EMPLOYEE AND FAMILY ASSISTANCE PROGRAM

### Background

The District shall provide access to an Employee and Family Assistance Program (EFAP) to assist District staff and their families to address various challenges that may affect their personal, family or work lives.

### Procedures

1. All services are confidential.
2. Types of employee problems which may be addressed include but are not restricted to marital, parenting, financial, job stress, legal, addictions, bereavement and retirement difficulties.
3. Employee and Family Assistance Program (EFAP) services accessed by individuals (District staff, and their family members) will be provided at a local office in the community.
4. Employee and Family Assistance Program (EFAP) services such as education/training, critical incident stress intervention and/or promotional events will be provided by EFAP personnel at applicable District facilities.
5. Annual statistical reports will be provided by the EFAP provider to the Superintendent or designate for the purpose of monitoring all aspects of the program.
6. Referral Procedures:
  - 6.1 Self-Referral
    - 6.1.1 The employee is aware that a personal or work related problem is causing them concern and that the EFAP would help.
    - 6.1.2 The employee would call or email to request an appointment, with one (1) of the counsellors.
    - 6.1.3 This type of referral is completely confidential and the District would not know who is accessing the service.
  - 6.2 Suggested Referral
    - 6.2.1 This occurs typically when someone (i.e. spouse, another family member, friend, co-worker or supervisor) is concerned about the employee or family members' well-being and they suggest accessing the EFAP for assistance.
    - 6.2.2 This type of referral is also completely confidential.

- 6.2.3 The individual in question would have to phone and make the appointment on their own; a third party cannot make a referral for someone else.
- 6.3 Mandated Referral
  - 6.3.1 This is a formal referral whereby concerns arise regarding the employee's work performance and the employer directs the employee to attend the EFAP to resolve the issues of concern. Examples of when this type of referral occurs include: personal issues impacting work performance, not meeting established work standards, working in an unsafe manner (i.e. being under the influence of a substance, reacting with anger/violence to situations in the workplace), and having a positive drug result.
  - 6.3.2 When this type of referral occurs, a consent for release of information is often asked of the employee to sign so that necessary information can be shared with all parties.
  - 6.3.3 The employee has a right to refuse such a referral however the hope is that they will be open to receiving help so that they can resume functioning in the workplace at their full potential.
- 6.4 Union Suggested Referral
  - 6.4.1 This is a formal referral initiated by a union representative.
  - 6.4.2 The process that is followed is similar to that described above regarding mandated referrals.

## 7. Roles

- 7.1 Principals/Administrators/Supervisors
  - 7.1.1 Initiate suggested and/or mandated referrals;
  - 7.1.2 Supervisors are not to be involved in the diagnosis of personal problems;
  - 7.1.3 Promotion of EFAP to staff.
- 7.2 Assessment and Referral Centre
  - 7.2.1 To assess the problems or concerns of service users or referred individuals.
  - 7.2.2 To identify rehabilitative actions as appropriate and recommend and facilitate a plan to address problems or concerns.
  - 7.2.3 To refer individuals to the appropriate service and/or programs where applicable.
  - 7.2.4 To provide statistical reports to Superintendent.
  - 7.2.5 To provide short-term (6 to 8 sessions) intervention and counselling services.
- 7.3 District
  - 7.3.1 Administrative Procedure support.
- 7.4 ATA/CUPE
  - 7.4.1 Policy support.

## 8. Education, Promotion and Training

### 8.1 Promotion will occur through:

- 8.1.1 General orientation to all employees on staff meeting days;
- 8.1.2 An information brochure and website will be made available to staff.

### 8.2 Advertising

- 8.2.1 Brochure – to all employees;
- 8.2.2 Posters – in staff rooms;
- 8.2.3 Fall staff meetings/Assembly.

### 8.3 Training

- 8.3.1 Management will require a minimum of one-half (1/2) day of EFAP training at least on a bi-annual basis for supervisors.

Reference: Section 69, 78,117,118,119 Education Act  
Access to Information and Protection of Privacy  
Employment Standards Act

Approved: August 2017  
Reviewed/Revised:



---

## COVID-19 VACCINE

### Background

Yellowknife Education District No.1 (yk1) is committed to ensuring a safe working environment for all Employees and the members of the public that are served. Coronavirus disease, or COVID-19, is an infectious respiratory illness caused by a Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2).

Government and Health Officials have consistently advised that immunization against COVID-19 is the most effective means to prevent the spread of COVID-19, prevent outbreaks and preserve in person learning.

In accordance with the *Safety Act*, Yellowknife Education District No. 1 has a duty to take all reasonable precautions and to adopt and carry out all reasonable techniques and procedures to ensure the health and safety of its Employees and workplaces. This includes the prevention and mitigation of hazards in the workplace, the prevention of harm, and the promotion of well-being.

As a result of our responsibilities to those we serve and employ, the District will require Employees, Contractors, Volunteers and Practicum Students to be fully vaccinated against COVID-19, or alternatively, comply with testing requirements as provided in this Administration Procedure. This Administration Procedure does not apply to District students or parents/guardians thereof unless they are acting in a position of Volunteer.

### Definitions

A. "Fully Vaccinated" means:

1. having received two doses of a vaccine considered valid by Health Canada in a two dose COVID-19 vaccine series, or one dose of a vaccine considered valid by Health Canada in a one dose COVID-19 vaccine series; and,
2. having fourteen days elapsed since the date upon which the person received the second dose of the COVID-19 vaccine considered valid by Health Canada of a two dose series, or one dose of the COVID-19 vaccine considered valid by Health Canada in a one dose vaccine series.

B. "Partially Vaccinated" means:

1. having received one dose of a vaccine considered valid by Health Canada in a two dose COVID-19 vaccine series; or,
2. have received the dosage series (typically two doses) but fourteen days have not elapsed since the date upon which the person received the second dose of the COVID-19 vaccine considered valid by Health Canada of a two dose series, or



one dose of the COVID-19 vaccine considered valid by Health Canada in a one dose vaccine series.

- C. “Unvaccinated” not being in compliance with either Definition A or B as noted above.
- D. “Employee” means any individual employed by the Yellowknife Education District No.1 (the “District”).
- E. “Practicum Student” means any individual who engages in District related activities and who has direct contact with District Employees and/or Students within the role of:
  - 1. any kind of educational placement or practicum provided through an agreement between the District and a post-secondary educational institution (i.e. student teachers, educational assistants, nurses, psychologists, behaviour therapists, speech language pathologists etc.); or,
  - 2. any internship, co-op placement or apprenticeship program.
- F. “Contractor” means any individual engaged by the Yellowknife Education District No.1 (the “District”) to provide limited or specialized services with remuneration as an independent Contractor.
- G. “Volunteer” means any individual engaged by the Yellowknife Education District No.1 (the “District”) to provide limited services without remuneration.

## Procedures

- 1. Employees may declare their vaccination status as early as November 8, 2021 but must declare no later than November 30, 2021 as Fully Vaccinated, Partially Vaccinated or Not Vaccinated.
  - a. Employees who are Fully Vaccinated or Partially Vaccinated shall concurrently provide proof of vaccination status by providing the School Principal or Manager of Personnel Services with a copy of their NWT Health COVID-19 Immunization Record, or when available and verifiable by the District, a QR code that verifies their COVID-19 vaccine record, as part of their formal attestation of their vaccination status. A NWT Health COVID-19 Immunization record, complete with a QR code, can be obtained [digitally here](#). The Principal will forward proof of vaccination to the Manager of Personnel Services. The Manager of Personnel Services is responsible for securing personal information submitted by Employees in accordance with the *Access to Information and Protection of Privacy Act (ATIPPA)*. The Manager of Personnel Services will maintain a record detailing which Employees have submitted proof of vaccination documentation, including the date of the most recent vaccination dose.
  - b. Employees must update their vaccination status with the District if changes occur.
  - c. Subject to the exemptions set out below, all new Employees hired will be required to be Fully Vaccinated prior to their first day of work and show proof thereof through the provision of the NWT Health COVID-19 Immunization Record or when available and verifiable by the District, a QR code that verifies their COVID-19 vaccine record.

- d. Where applicable, equivalent proof of vaccination documents from another Canadian Province or Territory or the Canadian Armed Forces will be accepted.
  2. Employees must present one of the following to the Principal or Manager of Employee Services as early as November 8, 2021 but no later than November 30, 2021:
    - a. Acceptable proof of full vaccination; or
    - b. Acceptable proof of a negative COVID-19 test completed within the previous 48 hours of the commencement of a “workday” or “shift” of the Employee.
      - i. Proof of a negative COVID-19 test consists of a report demonstrating a negative result of a Health Canada approved rapid antigen, rapid PCR or lab-based PCR test—the report must clearly state the type of test, time of sample collection, clear indication of a negative result and laboratory or pharmacy that completed the test, if applicable.
      - ii. The cost of the test and the time required to complete a test will be the sole responsibility of the Employee.
      - iii. In the event that an Employee tests positive in response to a COVID-19 Rapid Antigen Screening test, the Employee must:
        - submit to mandatory COVID-19 PCR testing as soon as possible but no more than 48 hours following confirmation of the results of the Rapid Antigen Screening test, and as directed by the District;
        - inform the District through Human Resource Services;
        - isolate until the results of the COVID-19 PCR test are confirmed; and,
        - provide proof of a negative COVID-19 PCR test prior to attending at any District property.
      - iv. Self-produced documentation of a negative result is not sufficient evidence.
3. Any Employee that does not comply with either proof of full vaccination or acceptable proof of a negative COVID-19 test pursuant to Sections 2 (a) or (b) above, is considered non-compliant and the District will review each non-compliant circumstance in its own context and circumstances, and at its discretion will determine available options including but not limited to:
  - a. Leave of Absence without pay and benefits; and
  - b. Conclusion of employment.

### **Disclosure and Testing Requirements - Non-Employees (Contractors, Volunteers and Practicum Students)**

1. Unless a District student, parent or guardian is acting in the capacity of a Volunteer, District students, parents and guardians are not subject to this Administrative Procedure.
2. Any Volunteer or Contractor for a District activity who will have direct contact with Employees and/or District students must be fully vaccinated. If not fully vaccinated, the Volunteer or Contractor must provide proof of a negative COVID-19 rapid antigen screening test or PCR test completed no more than 48 hours prior to the time the Volunteer or Contractor will have contact, in their Volunteer capacity, with Employees and/or District students. Proof of full vaccination or in the alternative a negative COVID-19 test, will be required/permitted in the same form and pursuant to the same rules as applicable to Employees of the District outlined in procedures 1 and 2 above.

3. Practicum Students must provide proof of vaccination to their educational institution, who in turn shall provide a declaration of compliance to the District which indicates that the Practicum Student:
  - a. is Fully Vaccinated; or
  - b. as of November 30, 2021, has provided proof of a negative COVID-19 Rapid Antigen Screening test or PCR test completed no more than 48 hours prior to the time the Practicum Student is attending at a District property, and/or having direct contact with District Employees and/or Students.
4. Costs of all testing shall be paid by the individual required to produce the test results. For further clarity, the District shall not be responsible in any way for the costs of testing.

## **Accommodations**

1. The District recognizes its responsibilities and duties pursuant to the *Human Rights Act*. If an Employee is unable to be vaccinated due to a protected ground as defined by the *Act*, the District will consider requests for exemption and reasonable accommodation to the point of undue hardship.
2. Any Employee seeking a Human Rights (ie. medical or religious) exemption from compliance with this Administrative Procedure should notify Human Resource Services as soon as possible so as to allow time for the accommodation consideration process. Human Resource Services will advise any Employee inquiring on applying for an exemption the required information to do so. Employees considering applying for an exemption should understand that this Administrative Procedure is purposely designed to provide an alternative for Employees not able or wishing to be fully vaccinated, to remain compliant with this Administrative Procedure by providing the required regular COVID-19 negative test result. As a result, it is anticipated in most cases that Employees that have a proven legitimate Human Rights exemption to vaccination will be reasonably accommodated by participating in the regular COVID-19 testing procedures outlined above in this Administrative Procedure.
3. It is important to remember a person who chooses not to get vaccinated because of a personal choice or singular belief, is not protected under the NWT *Human Rights Act*, and does not have the right under the *Act* to be accommodated.  
(Source: <https://nwthumanrights.ca/newspost/statement-on-mandatory-vaccine-policies-and-passports/> )
4. Employees requesting an accommodation due to a medical exemption to vaccination will be required to provide a letter from a physician or other certified proof of medical exemption from a physician in order to claim medical exemption status.
5. Proof of accommodation due to a medical or human rights exemption to COVID-19 vaccination must be provided to the office of the Superintendent, as soon as is practicable, so as to allow time for the accommodation consideration process.

## **Non-Compliance**

6. Any failure to comply with this Administrative Procedure by an Employee, including the refusal to disclose vaccination status and/or the provision of proof of vaccination status, compliance with applicable testing requirements, or the provision of false or misleading information in any regard, may result in administrative or disciplinary action up to and including termination of employment.
7. Any Contractors, Volunteers or Practicum Students to which this Administrative Procedure is applicable, who fail to comply with any part of this Administrative Procedure, including being found to have falsified vaccination or test results, will be considered to be in non-compliance with this Administrative Procedure and must immediately leave District property and cease performance of all duties as a Volunteer or practicum student interacting with the District's staff or students. With respect to any Practicum Students, any event of non-compliance may result in reporting the event of non-compliance to the appropriate post-secondary institution.

## **Continued Compliance with all Health and Safety Precautions**

8. Employees are expected and required to continue to comply with all applicable health and safety measures to reduce the hazard of COVID-19, including but not limited to compliance with screening protocols, wearing a mask or face covering, using provided PPE, maintaining appropriate physical distancing and self-monitoring for potential COVID-19 symptoms daily prior to attending the workplace.

## **Protection of Privacy**

1. The District will only collect, use and disclose any personal information regarding any individual subject to this Administrative Procedure in accordance with the *Access to Information and Protection of Privacy Act* ("ATIPPA").
2. Information regarding any individual's vaccination status, including but not limited to any individual's NWT Health COVID-19 Immunization Record will be kept confidential, stored in a secure location, and access and disclosure limited to that permissible by ATIPPA.
3. Information disclosed by a Contractor, Volunteer or Practicum Student pursuant to this Administrative Procedure will be held by the District for the minimum amount of time necessary to confirm their compliance with this Administrative Procedure.

## **Prevention of Harassment, Bullying or Discrimination**

4. Harassment, bullying or discrimination of any type against individuals based on their vaccination status, compliance with this Administrative Procedure or any other reason will not be tolerated.

## **Administrative Procedure Review**

5. Pursuant to the current background and context set out at the beginning of this Administrative Procedure, this Administrative Procedure is considered temporary due to the evolving and dynamic nature of this public health matter, and ongoing direction, recommendations and advice from public health officials and the Government of the Northwest Territories. As a result, this Administrative Procedure will be periodically reviewed (at least every 6 months) and updated/amended as deemed necessary.

Reference: Education Act  
Human Rights Act  
Safety Act  
Yellowknife Education District No. 1 Board Policy #

Approved: November 2021  
Reviewed/Revised:

# YK1 Covid-19 Vaccination Policy Verification Form Appendix A

---

## **Employee Information**

Employee Name: \_\_\_\_\_

Employees Position: \_\_\_\_\_

## **Vaccination Information**

Dose 1	
The issuing authority of the vaccination record:	Province or Territorial Health Service (ie NTHSS)
The name/brand of the vaccine received:	Name of the vaccine provided for Dose 1
The date Dose 1 of the vaccine was administered:	MM/DD/YYYY

Dose 2	
The issuing authority of the vaccination record:	Province or Territorial Health Service (ie NTHSS)
The name/brand of the vaccine received:	Name of the vaccine provided for Dose 2
The date Dose 2 of the vaccine was administered:	MM/DD/YYYY

- ***I have provided a photocopy of the original document(s) from a health authority that administered the complete vaccination***

I, \_\_\_\_\_, of the Yellowknife District No. 1, acknowledge and verify the above vaccination information to be true.

Date of Verification Submission: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

\*Note that as of November 2021 all vaccines administered in Canada require 2 doses.

**EMPLOYER SECTION**

**Instructions for Verification**

Acceptable proof of vaccination documentation must be an official record from the public health office in the jurisdiction or jurisdictions where the employee received their vaccine dose(s).

Please review the employee submitted documents, verify that the following information is present, and record it in the fields below.

Name \_\_\_\_\_, Position \_\_\_\_\_ of the of the Yellowknife District No. 1 have been authorized to verify the vaccination information of Employees for YK1.

Date of Verification: \_\_\_\_\_

\_\_\_\_\_  
(Name)

Signature: \_\_\_\_\_

\_\_\_\_\_  
(Position)

\_\_\_\_\_  
(Name)

Signature: \_\_\_\_\_

\_\_\_\_\_  
(Superintendent or Assistant Superintendent)

# Request for Vaccination Exemption Application

## Appendix B

All questions must be answered in full and all answers must be legible. Failure to meet these requirements may jeopardize the review and any approval of the accommodation request. Please contact Human Resources at District Office at 867.766.5070 if there are questions regarding form completion.

Employee Name:		School:	
Position:	Address:	Home Phone:	
City/Town:	Territory:	Postal Code:	Alt. Phone:
Supervisor Name:		Supervisor Phone:	

The Yellowknife Education District No. 1 ("District") has implemented a mandatory COVID-19 vaccination Administrative Procedure for its employees that requires all employees to be fully vaccinated by November 30, 2021, or to submit regular COVID-19 rapid antigen testing.

If further information or clarification is required after the request form is submitted, the District will make reasonable attempts to contact you by telephone and/or email to discuss the information required, which may include collecting additional documentation or obtaining consent for the District to contact such persons necessary to obtain further information which is relevant to your request.

It is important you understand that by submitting a request for exemption, this does not automatically entitle you to an exemption. Your request will be reviewed and a determination will be made based on an individualized assessment conducted by the District. You are required to facilitate the process by cooperating with the District's assessment of your accommodation request. Failure to cooperate in the process could jeopardize the review and any approval of the accommodation request.

It is also important for you to understand that the Administrative Procedure is purposely designed to provide an alternative for employees not able or wishing to be fully vaccinated, to remain compliant with the Administrative Procedure by providing the required regular COVID-19 negative test result. As a result, it is anticipated in most cases that employees that have a proven legitimate Human Rights exemption to vaccination will be reasonably accommodated by participating in the regular COVID-19 testing procedures outlined in the Administrative Procedure.

To be clear, employees do not require a human rights exemption to make a personal choice to participate in the regular COVID-19 negative test result option as opposed to vaccination.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Submit completed form to:  
Cindi Vaselenak, Superintendent

Email: cindi.vaselenak@yk1.nt.ca

\* The cost of completing this form is the sole responsibility of the employee.



# Request for Vaccination Exemption Application

## Appendix B

All questions must be answered in full and all answers must be legible. Failure to meet these requirements may jeopardize the review and any approval of the accommodation request. Please contact Human Resources at District Office at 867.766.5070 if there are questions regarding form completion.

**STEP A - This page must be completed by the Employee.**

1. Which Human Rights ground(s) is your accommodation request related to?

- Medical (If selected, please complete the questions below and complete Step B)
- Religion (If selected, please complete the questions below and complete Step C)
- Other protected ground(s) under the *Northwest Territories Human Rights Act* (Please specify: \_\_\_\_\_)  
(If selected, please complete only the questions below)

2. Please outline why you feel you require accommodation.

3. Please outline the accommodation you are requesting.

4. Please provide any additional information that may be useful in reviewing your accommodation request.

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Request for Vaccination Exemption Application

## Appendix B

All questions must be answered in full and all answers must be legible. Failure to meet these requirements may jeopardize the review and any approval of the accommodation request. Please contact Human Resources at District Office at 867.766.5070 if there are questions regarding form completion.

**STEP B - This page must be completed by the Physician.**

The District has implemented a mandatory COVID19 vaccination Administrative Procedure for its employees that requires all employees to be fully vaccinated by November 30, 2021, or to submit ongoing COVID-19 regular rapid antigen testing. Your patient has requested accommodation with respect to a disability that would prevent them from being vaccinated. Please complete the following questions to assist us in understanding the need for accommodation.

Patient Name:	Date of First Visit:
---------------	----------------------

The Northwest Territories Health and Social Services Authority (NTHSSA) has advised that there are only two reasons a medical vaccine exemption would be issued to a resident:

Anaphylactic (severe allergic) reaction. This may be issued temporarily until an appointment is able to be made with an allergist who can guide future shots.

Myocarditis or pericarditis clearly related to previous doses of a COVID-19 mRNA

<https://www.nthssa.ca/en/covid-vaccine-exemption>

Given the stated rarity of these exemptions, and in light of the fact that government health officials advise that vaccines have been proven to be both safe and effective, any notes written for patients who qualify for a medical exemption need to clearly specify:

- The medical reason for which the exemption is being given (Diagnosis not typically required)
- Whether the patient is partially immunized (i.e. received a first dose); and
- A date by which the exemption expires and/or a date for reassessment.

### Please state the reason(s) for the accommodation request here

Please provide a thorough explanation of the medical basis that precludes vaccination and the fixed time period for which this is required or the time at which you will reassess. It is not necessary to provide a diagnosis.

Please explain how this accommodation request complies with the NTHSSA and NWT Public Health guidance set out above.

# Request for Vaccination Exemption Application

## Appendix B

--

<p>Is there a treatment plan in place that may change your patient's ability to be vaccinated?</p>  <p>Is your patient compliant with the treatment plan?</p>
---

<p>Any additional information to consider:</p>    
--

Physician Signature:	Date:		
Physician Name:	Reg/Lic. No.:	Phone:	Fax:

*\* The cost of completing this form is the sole responsibility of the employee.*

# Request for Vaccination Exemption Application

## Appendix B

All questions must be answered in full and all answers must be legible. Failure to meet these requirements may jeopardize the review and any approval of the accommodation request. Please contact Human Resources at District Office at 867.766.5070 if there are questions regarding form completion.

**STEP C - This page must be completed by the Employee and witnessed by a Commissioner for Oaths**

Employee Name:	Date:
----------------	-------

Please specify the religious organization, belief, practice, or observance that is the basis for your request for accommodation.

Please explain how the requirement to be fully vaccinated against COVID-19 conflicts with the religious organization, belief, practice, or observance described above.

I, \_\_\_\_\_, of the \_\_\_\_\_ of \_\_\_\_\_, in the Northwest Territories, make oath and say:

1. The District's COVID-19 vaccination requirement conflicts with my sincerely held convictions based on my religious organization, belief, practice or observance.
2. I understand that, prior to exemption approval, I will be asked to submit a letter from my local religious leader verifying that my belief, practice or observance is consistent with and part of a particular and comprehensive, overarching system of belief that governs one's conduct and practices within my religion.
3. I understand that if my request is successful, the District will still require me to follow other health and safety measures, including, but not limited to: COVID-19 rapid antigen testing as per the District's process, physical distancing, and/or masking.

**Commissioner for Oaths:**

Sworn (or affirmed) before me in the \_\_\_\_\_ of \_\_\_\_\_ in the Northwest Territories, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Commissioner for Oaths in and for the Northwest Territories

\_\_\_\_\_  
Print Name and Expiry Date

\_\_\_\_\_  
Signature

\* The cost of completing this form is the sole responsibility of the employee.



## EMPLOYEE CONSULTING ACTIVITIES

### Background

The District may approve the release of employees from their regular roles, duties and responsibilities, who, because of some exceptional knowledge or expertise, are requested to act as a speaker or consultant outside of the District.

### Procedures

1. Employee consulting activities must be compatible with the philosophy and procedures of the District.
2. The Superintendent may approve limited leaves of absence without pay for this purpose of up to a maximum of three (3) days per school year per employee. These activities must be at no cost to the District and must not interfere with the employee's regular duties and responsibilities.
3. Request for leaves for this purpose must be forwarded to the Superintendent at least six (6) weeks prior to the requested release date and must include all relevant details regarding the request. The request must be accompanied by a letter of support from the employee's immediate supervisor or Principal.
4. The District must be informed if the employee is to receive additional compensation or benefits for their services, other than the cost of expenses/substitutes.

Reference: Section 45, 69, 78, 117, 118, 119 School Act  
Employment Standards Act  
Collective Agreements

Approved: August 2017  
Reviewed/Revised:



## **INVOLVEMENT IN COURT PROCEEDINGS**

### **Background**

Teachers and teacher assistants often have a good understanding of students' health and well-being. For this reason, it is possible that at some point in their career, they may be asked to assist with a custody dispute or other court case involving one of their students.

### **Procedures**

#### **1. Request for Assistance – Parents**

- 1.1 If a parent asks an employee to provide written information about their child, including how s/he are doing in school, about their emotional state, or any behavioural problems the employee may have witnessed, the employee is not legally obligated to comply.
- 1.2 If in receipt of such a request, the employee is to advise the Principal and must consider whether s/he are prepared to become involved by providing the requested information. A letter or email providing insight into the student's behaviour, grades, attendance, or general well-being could lead to further participation, including being called to testify in court.

#### **2. Request for Assistance – Lawyer**

- 2.1 If a lawyer representing a parent in a custody dispute or other court proceeding contacts an employee and asks for information, the employee is to notify the Principal and seek advice from District legal counsel before disclosing any knowledge or evidence the employee may have.
- 2.2 The employee is under no legal obligation to comply with a request from a lawyer to meet, speak, or provide information about a student.

#### **3. Subpoena**

- 3.1 A subpoena is a legal document that mandates an individual's appearance in court to testify as a witness, on a date and time contained on the subpoena. An individual must comply with a subpoena and attend court on the date that individual is required to appear as a witness.
- 3.2 An employee in receipt of a subpoena is under no legal obligation to speak to the lawyer calling that employee as a witness, prior to his/her appearance.
- 3.3 Note that the party calling the witness (generally, this will be one of the students' parents) is responsible to pay the "conduct fee", which is an amount to cover the witness' expenses in appearing in court to testify.

3.4 An employee receiving a subpoena is to notify the Principal right away.

#### 4. Providing Information or Testimony

4.1 If after obtaining advice the employee decides to speak to a parent's lawyer, or if the employee receives a subpoena to appear in court as a witness, all information provided must be factual and neutral.

4.2 As a witness, an employee is not to speculate, offer personal opinions, provide second-hand or informal information, or guess, especially about the reasons a student may have behaved a certain way.

4.3 Witnesses are to refrain from providing emotional information, and are to keep the information or testimony provided as to what was witnessed or heard.

#### 5. Counsellors and Therapists

5.1 With very few exceptions, any individual who speaks with a student in a confidential setting, such as a counsellor or therapist, is not to disclose any information provided by the student.

5.2 Any counsellor or therapist employed by the District who is asked by a parent, or lawyer to provide information on the student or what he/she said is to speak with the Principal or District administration before disclosing anything.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Employment Standards Act  
Collective Agreements

Approved: December 2007

Reviewed/Revised: April 2014, February 2018



## Administrative Procedure 415

---

### STAFF RECOGNITION

#### Background

The substantial contribution that employees make to the overall performance of the District will be recognized.

#### Procedures

##### 1. Long-service

- 1.1 The contributions of employees shall be recognized on a regular basis through a program of long service awards.
- 1.2 For the purposes of this Administrative Procedure, employees shall be deemed to have provided service in any school year in which they have had full-time or part-time employment within the District. Employment on a temporary and/or permanent basis will be included in calculating length of service. Casual service or employment will not be included. (Casual service is deemed to be service rendered on a short term basis which is not covered by a written contract.)
- 1.3 In recognition of service, an employee shall receive a memento after each five (5) years of service.
- 1.4 Service awards shall be presented annually at a District-designated function.

##### 2. Leaving/Retirement

- 2.1 Special recognition will occur for employees leaving or retiring from the District after at least fifteen (15) years of service.
- 2.2 Recognition will consist of
  - 2.2.1 An invitation for the leaving/retiring employee and a guest to a function for those individuals receiving recognition.
  - 2.2.2 A plaque indicating the years of service with the District
  - 2.2.3 A gift, as specified by the Board.
- 2.3 Plaques and gifts shall be presented at a District-designated function.

##### 3. The District may recognize exemplary service or accomplishments on an occasional basis.

Reference: Section 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017





## Administrative Procedure 418

---

### STAFF RESIGNATIONS

#### Background

The District requires that employees wishing to resign from the employ of the District do so in accordance with the provisions of territorial statutes, collective agreements and District administrative procedures.

#### Procedures

1. The employee wishing to resign from employment with the District shall submit a letter of resignation to the Superintendent specifying the last day of performance of assigned duties.
2. Upon receiving a letter of resignation, the Superintendent shall:
  - 2.1 Ensure that the period of notice given by the employee is in accord with the conditions of employment;
  - 2.2 If in accord, accept, in writing, the resignation;
  - 2.3 Report, as information, the resignation to the Board; and
  - 2.4 Forward a copy of the letter accepting the resignation, to the Payroll/Accounting Officer.
3. If, upon receiving a letter of resignation, the Superintendent believes that the period of notice does not comply with the conditions of employment, the Superintendent may:
  - 3.1 Require of the employee the appropriate period of notice; or
  - 3.2 Accept the resignation as offered; and
  - 3.3 Forward a copy of the letter accepting the resignation, to the Payroll/Accounting Officer.
4. In the event an employee is absent from work for undisclosed reasons for a period of two weeks, the position will be considered abandoned and therefore vacant.

Reference: Sections 78, 117, 118 Education Act  
Employment Standards Act  
Collective Agreements

Approved: December, 2007  
Reviewed/Revised: April, 2014, August, 2017



## **TEACHER PREPARATION TIME**

### **Background**

Teacher preparation time is provided to teachers in order that the quality of instruction being provided to students may be enhanced.

### **Procedures**

1. Principals shall endeavour to allocate teacher preparation time in a fair and equitable manner.
2. Any teacher who has a concern related to the amount of preparation time that has been allocated to him/her is to contact the Principal directly and discuss the matter.
  - 2.1 If the concern is not resolved through discussion with the Principal, the teacher may then approach the Superintendent.
  - 2.2 If the concern is not resolved at the Superintendent level, the Superintendent and/or the teacher may then refer the concern, in writing, to the Board.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Collective Agreements

Approved: December, 2007

Reviewed/Revised: April 2014, August 2017



---

## SUPERVISION AND EVALUATION OF TEACHERS

### Background

Recognizing its responsibility to provide the best possible educational services to its students, the District believes that:

- Teacher effectiveness is the most important in-school determinant of student learning.
- The improvement of teaching effectiveness is a shared responsibility amongst individual staff members, principals and District staff.
- Supervision practices and procedures are to reflect current research as applicable to local needs, conditions and District priorities.
- One means of ensuring teaching effectiveness is a program of teacher supervision and evaluation.
- The primary purpose of the program of supervision and evaluation is to improve teacher effectiveness (formative supervision).
- The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment or dismissal (summative evaluation).
- Through the Superintendent, the District ensures that a program of supervision is carried out according to the following guidelines:
  - Supervision shall take into account:
    - The teacher's skills and competencies.
    - The teacher's professional attributes.
  - The procedure is to be guided by the interaction between the teacher and the supervisor.
  - The practices and procedures of supervision and any directives arising out of the supervision process must be fair and equitable.
  - Supervision is to be differentiated in order to provide teachers with choices that will better meet their individual needs.
  - The program of supervision is to be part of an on-going process aimed at improvement of instruction and professional practice.
  - When there is a question of a teacher not meeting the expectations of the District, the Principal shall investigate immediately and if need be initiate a supervision process to address the identified concerns.
  - Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.

- A route of appeal will be available to the teacher and the supervisor.

## **Procedures**

1. The Superintendent will establish and maintain suitable procedures for supervising and evaluating the performance of each teacher.
2. Supervision Process
  - 2.1 The supervision model shall be used for the purposes of observing instructional behaviors and professional practices.
  - 2.2 This model shall provide the framework for both formal and informal observations.
    - 2.2.1 Observations are to involve the following basic components.
      - 2.2.1.1 Preconference - a preliminary discussion with the teacher about the lesson in advance of the observation.
      - 2.2.1.2 Observation of the teacher instructing the lesson.
      - 2.2.1.3 Post-conference - after the observation the teacher and administrator shall meet to discuss and reflect upon the lesson and its outcomes.
      - 2.2.1.4 A written summary of the observation and post conference shall be completed by the administrator and shared with the teacher.
    - 2.2.2 Informal Observations - the administrator may have the opportunity to visit the classroom unannounced as time permits to familiarize him or herself with the teacher and classroom or for information gathering purposes.
    - 2.2.3 Observation of teacher's professional practices shall be ongoing. Post conferences for such observations shall be called at the discretion of the administrator or upon the request of the teacher.
3. Programs of Supervision
  - 3.1 During the first year of employment by the District, supervision shall include:
    - 3.1.1 A minimum of two formative visits by the Principal. There shall be at least one (1) visit before Christmas and at least one (1) between Christmas and the Spring Break.
    - 3.1.2 One (1) summative visit shall be completed by the Principal prior to April 30 of the current school year.
    - 3.1.3 The written summative report shall be completed by the Principal prior to April 30.
    - 3.1.4 The report shall be shared with the employee and the employee will initial and sign the document as required. The initial and signature does not imply that the teacher is in agreement with the report but rather acknowledges that the document has been reviewed by the teacher and is in receipt of said document.
    - 3.1.5 Copies of the report shall be distributed as follows: employee, school personnel file, District personnel file

- 3.1.6 If an employee disagrees with the contents of the summative report, he/she may appeal the report and its contents.
- 3.1.7 When the employee's summative report indicates performance is unsatisfactory, a recommendation will be made to the Board for the teacher's non-renewal.
- 3.2 During the second year of employment, supervision shall include:
  - 3.2.1 A minimum of two (2) formative visits by his/her school administrator. There shall be at least one (1) visit before Christmas and at least one between Christmas and the Spring Break.
  - 3.2.2 If an employee's performance has met the standards of the District, a written summative report shall be completed prior to April 30 indicating the satisfactory level of performance.
  - 3.2.3 The report shall be initialed and signed as required and distributed as follows: employee, school personnel file, District personnel file
  - 3.2.4 When an employee's performance has not demonstrated sufficient growth and does not reflect the expectations of the District, the school administrator shall consult with the Superintendent and may involve him/her in the supervision process.
  - 3.2.5 Based upon the consultation, a written summative report shall be completed by the school administrator.
  - 3.2.6 If the summative evaluation reflects unsatisfactory performance, where a teacher does not meet the expectations of the District, a recommendation shall be made for one of two options.
    - 3.2.6.1 A recommendation may be made to place the teacher on an intensive supervision program.
    - 3.2.6.2 A recommendation may be made to the Board for the non-renewal of the teacher.
- 3.3 Following the second year of employment teachers shall be supervised every fifth year thereafter or at the discretion of the administrator and individual needs. Supervision shall include:
  - 3.3.1 A minimum of two (2) formative visits by his/her school administrator. There shall be at least one (1) visit before Christmas and at least one (1) between Christmas and the Spring Break.
  - 3.3.2 If an employee's performance has met the standards of the District, a summative report shall be completed by April 30 indicating the satisfactory level of performance.
  - 3.3.3 The report shall be initialed and signed as required and distributed as follows: employee, school personnel file, District personnel file
  - 3.3.4 If the summative evaluation reflects satisfactory performance, the teacher will return to the Personal and Professional Growth Plan.
  - 3.3.5 When an employee's performance has not demonstrated sufficient growth and does not reflect the expectations of the District, the school

administrator shall consult with the Superintendent and may involve him/her in the supervision process.

- 3.3.6 Based upon the consultation, a written summative report shall be completed by the school administrator by April 30.
  - 3.3.7 If the summative evaluation reflects unsatisfactory performance, where a teacher does not meet the expectations of the District, the teacher shall be notified in writing by the Superintendent of his/her placement on the intensive supervision.
- 3.4 Where a teacher's performance is deemed to have met the expectations outlined in the supervision and evaluation, the school administrator, in consultation with the teacher, may select an alternative to meet the expectations of the supervision and evaluation procedure. Options may include the development of a professional portfolio, or a personal and professional growth plan to meet the unique needs of the teacher and his or her assignment.
- 3.4.1 Professional Portfolio Development
    - Portfolios provide teachers with the opportunity to demonstrate evidence of their practice and cause teachers to reflect on their practice as it relates to the expectations outlined within the procedure on supervision and evaluation of teachers. Attention may be paid to all four domains of the supervision and evaluation procedure, or it may focus on one or more elements of the teacher's practice.
    - 3.4.1.1 The Principal and teacher shall meet by October 15 of the current school year to review the expectations for the portfolio.
    - 3.4.1.2 The teacher shall develop a proposal identifying the area(s) of practice to be addressed in the portfolio.
    - 3.4.1.3 The plans shall identify the nature of the activities, timelines and goals.
    - 3.4.1.4 A minimum of two (2) meetings shall be scheduled between the teacher and Principal to discuss the portfolio. The first shall be held prior to spring break and provide an opportunity for the teacher and Principal to review progress and identify actions to be taken before the year-end. The final visit shall occur by May 15 at which time the teacher shall present his or her portfolio to the Principal.
    - 3.4.1.5 Both the teacher and Principal will develop a brief (1 to 2 page) reflection on the portfolio activity. These two documents will become part of the final summative report.
    - 3.4.1.6 The summative report will include the cover page of the current report that includes the general teacher information, the reflections of the teacher and Principal, and the final page of the report document which includes a brief summative comment, statement of completion and signatures of the teacher and Principal.
  - 3.4.2 Personal and Professional Growth Plan

The personal and professional growth plan is intended to provide flexibility and opportunity for teachers to direct their professional growth while working closely with school administrators.

- 3.4.2.1 The teacher and Principal shall meet by October 15 to review the proposed Personal and Professional Growth Plan.
- 3.4.2.2 The Plan shall identify the goals for the plan, strategies and activities, resources and supports required and proposed timelines.
- 3.4.2.3 A minimum of two (2) meetings shall be scheduled between the teacher and Principal to speak to the Plan. The first shall be held prior to spring break and provide an opportunity for the teacher and Principal to review progress and identify actions to be taken before the year-end. The final visit shall occur by May 15 at which time the teacher shall report either verbally or in writing to the Principal on the Personal and Professional Growth Plan.
- 3.4.2.4 The teacher and Principal will develop a brief (1 to 2 page) reflection on the activity. These two documents will become part of the final summative report.
- 3.4.2.5 The summative report will include the cover page of the current report that includes the general teacher information, the reflections of the teacher and Principal, and the final page of the report document which includes a brief summative comment, statement of completion and signatures of the teacher and Principal.

### 3.5 Intensive Supervision Program

- 3.5.1 The Intensive Supervision Program shall focus on those teachers who have demonstrated on the basis of their performance and subsequent evaluation, that they are in need of intensive supervision in order to improve their teaching behaviour and professional practice to meet the expectations of the District.
- 3.5.2 The Intensive Supervision Program will be conducted over a reasonable period of time which is normally not to exceed one complete school year. All relevant time lines will be set to minimize disruptions to students' learning.
- 3.5.3 The Intensive Supervision Program will be initiated by the Superintendent who has responsibility to facilitate and implement an improvement plan.
- 3.5.4 The Intensive Supervision Program shall note the following:
  - 3.5.4.1 The teaching behaviour(s) or professional practice(s) that have been identified as unsatisfactory,
  - 3.5.4.2 The activities the teacher will undertake to remediate the identified areas requiring improvement,
  - 3.5.4.3 Supports that will be provided for the teacher,
  - 3.5.4.4 How the teaching behaviour(s) or professional practice(s) must change in order to be deemed acceptable,

- 3.5.4.5 How the evaluator will determine that the unsatisfactory teaching behaviour or professional practice has been remediated.
- 3.5.4.6 That following the end of the time lines, the teacher must maintain the expected outcome(s) of the intensive supervision program indefinitely, and
- 3.5.4.7 Failure to comply with the improvement plan, and to attain the expected outcomes will result in a recommendation for dismissal to the Board.
- 3.5.5 The teacher will be expected to take primary responsibility for his or her own improvement.
- 3.5.6 The improvement plan shall be based upon the standards for accepted teaching practice.
- 3.5.7 The Superintendent shall supervise the intensive supervision process to ensure the improvement plan is adhered to, if need be to modify the improvement plan, and to ensure that the needs of students continue to be met.
- 3.5.8 The Superintendent shall consult with and involve the Principal of the school throughout the intensive supervision program.
- 3.5.9 At the conclusion of the intensive supervision program, the Superintendent shall conduct a summative evaluation of the teacher.
- 3.5.10 If the teacher's performance is satisfactory, the teacher shall return to the teacher supervision schedule as appropriate.
- 3.5.11 If the performance is unsatisfactory, the Superintendent shall forward a recommendation for dismissal to the Board.
- 3.6 Any appeals made with respect to the teacher supervision and evaluation process and their outcomes shall be guided by Board policy.
- 3.7 The Criteria for Evaluation of Teaching Performance shall include the following:
  - 3.7.1 Domain 1: Planning and Preparation
    - 1a. Demonstrating knowledge of content and pedagogy
    - 1b. Demonstrating knowledge of students
    - 1c. Selecting instructional goals
    - 1d. Demonstrating knowledge of resources
    - 1e. Designing coherent instruction
    - 1f. Assessing student learning
  - 3.7.2 Domain 2: The Classroom Environment
    - 2a. Creating an environment of respect and rapport
    - 2b. Establishing a culture for learning
    - 2c. Managing classroom procedures
    - 2d. Managing student behaviour



- 2e. Organizing physical space
- 3.7.3 Domain 3: Instruction
  - 3a. Communicating clearly and accurately
  - 3b. Using questioning and discussion techniques
  - 3c. Engaging students in learning
  - 3d. Providing feedback to students
  - 3e. Demonstrating flexibility and responsiveness
- 3.7.4 Domain 4: Professional Responsibilities
  - 4a. Reflecting on teaching
  - 4b. Maintaining accurate records
  - 4c. Communicating with families
  - 4d. Contributing to the school and District
  - 4e. Growing and developing professionally
  - 4f. Showing professionalism

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December, 2007

Reviewed/Revised: April, 2014, August 2017



## Administrative Procedure 425

---

# TEACHER EXCHANGES

### Background

Teacher exchanges provide valuable learning opportunities for both the staff members involved and the students of the school where the teachers are placed, and are encouraged where they are available through such recognized agencies such as the Canadian Education Association and the Canadian Teachers Federation.

### Procedures

1. The term for teacher exchanges will not exceed a period of two (2) years and are only available for teachers with five (5) or more years of teaching experience with the District.
2. Teachers considering applying for an educational exchange shall discuss the matter with the Principal and then apply to the Superintendent for approval.
3. Applicants will be required to furnish a medical certificate from a physician confirming good health and freedom from any condition that might impair mental or physical activity during the term of the exchange.
4. The exchangees will remain in the employ of their own District and will continue to have their salaries remitted to them while on exchange. They will continue to be subject to their normal rates of taxation, superannuation and other payroll deductions and will retain their rights and privileges as employees of their home jurisdiction.
5. Exchangees will be responsible for the cost of their moving expenses to and from the exchange location. All arrangements for the exchange of accommodation are the responsibility of the exchangees.
6. A teacher returning to the District from an exchange will return to his/her same position or to a comparable one.
7. A teacher returning from an exchange will not be eligible for any further leave until an additional five (5) years of service has been completed. Such leaves to include leave of absence, sabbatical leave or a further exchange.

Reference: Section 44, 45, 53, 59, 60, 63, 64, 65, 69, 78, 117, 118 Education Act  
Collective Agreements

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



## **STUDENT TEACHING**

### **Background**

Full cooperation with teacher training institutions who wish to provide student teaching experiences for their students is encouraged.

### **Procedures**

1. Certificated teachers are encouraged to function as Faculty Consultants or Cooperating Teachers in teacher training programs.
2. Honoraria for Faculty Consultants and Cooperating Teachers shall be the responsibility of the teacher training institution. District staff are entitled to accept and retain such honoraria.
3. The Superintendent, will coordinate requests from teacher training institutions for the placement of student teachers.
4. Placements of student teachers shall be made by the Principal in consultation with the Cooperating Teacher(s).

Reference: Section 45, 69, 78,117,118,119 Education Act  
Collective Agreement

Approved: August 2017  
Reviewed/Revised:



---

## SCHOOL-BASED ADMINISTRATIVE APPOINTMENTS

### Background

Principals and assistant principals are central figures within the leadership of the District. They represent and affect our mission daily within each school community.

The District also recognizes that the employment and retention of qualified staff in the positions of Principal and Assistant Principal are essential to the success of students and for the delivery of high quality programs.

The quality of a school administrator's leadership is affected by the vision, knowledge, competence and personal qualities of the person who holds that position. Leadership is a blend of educational skill, management skill and dynamism, which is able to move others to perform well and to grow professionally.

### Procedures

Throughout the selection process, evidence of strength in the following areas will be sought:

1. Educational Leadership
  - 1.1 Broad educational knowledge base.
  - 1.2 Sets high standards and holds him/herself and others accountable for meeting those standards.
  - 1.3 Ability to develop a professional learning community.
  - 1.4 Major focus on student learning outcomes.
  - 1.5 Instructional leadership capability (curriculum and instruction).
  - 1.6 Ability to maintain a safe, caring, task oriented school environment.
2. Advocacy
  - 2.1 Learner-focused.
  - 2.2 Ability to develop exemplary curricular and extra-curricular programs
3. Team Player
  - 3.1 Ability to make strong contributions to the District leadership team while building a strong school-based team.
  - 3.2 Committed to a collaborative approach to decision-making and an ability to develop, with staff, a shared vision for the school.

- 3.3 Delegator, gives and receives trust.
- 3.4 Understands group dynamics.
- 4. Administration and Organizational Skills
  - 4.1 Ability to lead change efforts.
  - 4.2 Strategic planning skills (analyzer/planner/decision-maker).
  - 4.3 Focused/efficient.
  - 4.4 Flexible/creative/innovative/ problem solver.
  - 4.5 Ability to mentor staff for maximum effectiveness utilizing their strengths and talents.
  - 4.6 Ability to challenge and support staff.
  - 4.7 Negotiator/resolver of conflict.
- 5. Personal Qualities
  - 5.1 Strong interpersonal skills.
  - 5.2 Ability to inspire/motivate.
  - 5.3 Sensitive/humane.
  - 5.4 Has integrity.
  - 5.5 Reflective/persistent.
  - 5.6 Flexibility coupled with strength of character.
  - 5.7 Decisiveness.
  - 5.8 Performs well under pressure.
- 6. Communications
  - 6.1 Highly developed communication and liaison skills.
  - 6.2 Receptive/provides feedback.
  - 6.3 Articulate (written/oral).
- 7. Community Leadership
  - 7.1 Demonstrated commitment to a cooperative relationship between community and school.
  - 7.2 A demonstrated ability to establish positive relations with staff.
  - 7.3 Ability to establish professional relationships with pastors, parents and members of the wider community.
  - 7.4 Ability to establish and develop effective care of students and staff.
  - 7.5 Demonstrated commitment to parent involvement in the life of the school.
  - 7.6 Celebrates the accomplishments of others.

## 8. Professional Growth and Development (Post-Graduate Studies)

- 8.1 Scholarship and positive attitude and commitment to continued professional and personal growth.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December, 2007

Reviewed/Revised: April 2014, August 2017



---

## PRINCIPAL ROLE, GROWTH, SUPERVISION AND EVALUATION

### Background

Principals play a vital role in assisting the Superintendent to make the Board's will reality.

### Procedures

1. Principals are required to carry out the following roles and responsibilities:
  - 1.1 Exhibit exemplary teaching skills.
  - 1.2 Enhance the teaching skills of their professional staff.
  - 1.3 Meet their legislated obligations, including those detailed in Section 69 of the Education Act, namely:
    - 1.3.1 Provide instructional leadership in the school;
    - 1.3.2 Ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
    - 1.3.3 Evaluate or provide for the evaluation of programs offered in the school;
    - 1.3.4 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
    - 1.3.5 Direct the management of the school;
    - 1.3.6 Maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the District;
    - 1.3.7 Promote cooperation between the school and the community that it serves;
    - 1.3.8 Supervise the evaluation and advancement of students;
    - 1.3.9 Evaluate the teachers employed in the school;
    - 1.3.10 Subject to any applicable collective agreement and the Principal's contract of employment, carry out those duties that are assigned to the Principal by the Superintendent in accordance with the regulations and the requirements of the District.
  - 1.4 Assist the Superintendent in fulfilling his/her assigned role, including achievement of the following quality indicators:
    - 1.4.1 Educational leadership
      - 1.4.1.1 Conducts an analysis of student success, uses appropriate data sources, and develops action plans to address issues;

- 1.4.1.2 Identifies trends and issues related to student achievement to inform the school's Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement;
- 1.4.1.3 Strives to ensure satisfaction with levels of achievement;
- 1.4.1.4 Demonstrates measurable improved student achievement over time.
- 1.4.2 Fiscal responsibility
  - 1.4.2.1 Ensures that the annual internal audit report of school generated funds reveals no deficiencies or deficiencies are remedied in a timely manner;
  - 1.4.2.2 Expends school based funds as per approved budgets.
- 1.4.3 Personnel management and growth
  - 1.4.3.1 Consistently models high ethical standards of conduct;
  - 1.4.3.2 Consistently models commitment to personal and professional growth;
  - 1.4.3.3 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes in consultation and collaboration with the Assistant Superintendent;
  - 1.4.3.4 Provides professional growth opportunities for all staff;
  - 1.4.3.5 Fosters high standards of instruction and professional improvement through approval and monitoring of Teacher Professional Growth Plans and the placement of teachers on remediation plans;
  - 1.4.3.6 Enhances leadership capacity through the training of assistant principals and other school based leaders;
  - 1.4.3.7 Evaluates staff as required by the Superintendent and provides ongoing supervision to ensure quality performance.
- 1.4.4 Policy and administrative procedures
  - 1.4.4.1 Adheres to Policy and administrative procedures;
  - 1.4.4.2 Assists in timely revisions to administrative procedures.
- 1.4.5 Superintendent-Principal relations
  - 1.4.5.1 Implements Superintendent directions with integrity in a timely fashion;
  - 1.4.5.2 Provides support to the Superintendent regarding District Leadership Team agenda and summary notes;
  - 1.4.5.3 Informs the Superintendent about school operations;
  - 1.4.5.4 Interacts with the Superintendent in an open, honest, ethical, pro-active and professional manner.



- 1.4.6 Planning and reporting
  - 1.4.6.1 Involves appropriate stakeholder input in the school planning process that results in high stakeholder satisfaction;
  - 1.4.6.2 Develops short-and-long range plans to meet the needs of the school and to provide for continuous improvement;
  - 1.4.6.3 Reports key results in the annual report.
- 1.4.7 Organizational management
  - 1.4.7.1 Ensures school compliance with all ECE, Board and Superintendent mandates in terms of meeting timelines and quality expectations;
  - 1.4.7.2 Manages time and resources effectively.
- 1.4.8 Communications and community relations
  - 1.4.8.1 Implements the school communication plan to ensure positive, accurate and timely internal and external communications;
  - 1.4.8.2 Facilitates effective home-school relations;
  - 1.4.8.3 Works cooperatively with the media to positively represent the school and District;
  - 1.4.8.4 Promotes public engagement in the school and builds positive community relations and partnerships;
  - 1.4.8.5 Represents the school and District in a positive, professional manner;
  - 1.4.8.6 Manages conflict effectively;
  - 1.4.8.7 Improves the school's public image.
- 1.4.9 Student well being
  - 1.4.9.1 Ensures behavioral expectations for students are known and followed.
  - 1.4.9.2 Promotes a school culture that is conducive to the achievement of academic goals, and the development of positive character and work habits;
  - 1.4.9.3 Establishes a safe and caring environment and foster and maintains respectful and responsible behaviors.

## 2. Professional Growth

- 2.1 The District aspires to provide the highest possible quality of education and to ensure that all students have the opportunity to meet the standards set by the Minister. The District believes that the Superintendent, staff and principals are jointly responsible for making this a reality. The District believes that this objective can best be achieved through a District-wide commitment to continuous improvement. Therefore, all Principals are expected to have in place at all times a current professional growth plan approved by the Superintendent.

- 2.1.1 Such a professional growth plan will identify measurable results to be achieved, strategies to be employed to achieve those results, and specific timelines.
    - 2.1.2 It is understood that the strategies will need to be changed from time to time in order to achieve the desired results. Therefore, the growth process is viewed as one which has fixed results, but variable strategies.
  - 2.2 Information obtained as a result of the processes involved in Principal growth, supervision and evaluation will be managed in accordance with the provisions of the Access to Information and Protection of Privacy Act.
    - 2.2.1 Unless a Principal agrees, the content of a Principal's annual professional growth plan must not be part of the evaluation process of a Principal.
    - 2.2.2 Provision for secure storage shall be made for any document used to prepare a Principal's evaluation report and for any required copies of the Principal's evaluation report.
  - 2.3 At least twice yearly feedback from the Superintendent will be provided to principals regarding their professional growth plans; once at the beginning of the year to approve the plan, and once at the end of the year, to provide accountability regarding achievement of the plan.
  - 2.4 The District believes that most accountability is affirmation. It is the Principal's responsibility to provide the Superintendent with measurable progress, or the lack thereof, so that appropriate feedback can be provided.
3. Supervision
- 3.1 Supervisory activity, in most instances, enhances professional growth. Supervision is the ongoing oversight by the Superintendent of the work of the Principal, as defined above in the Principal's roles and responsibilities. Such supervisory work entails the review and monitoring of required documentation such as the annual report, financial audits and professional growth plans.
  - 3.2 Supervisory activity may lead to the identification of exemplary performers to act as mentors, to share best practice or some other form of recognition or celebration. It may also result in a requirement for the Principal to undergo increased in-service, address identified deficiencies, undergo an evaluation, and/or take required actions directed by the Superintendent.
4. Evaluation
- 4.1 Principals will be evaluated in relation to their assigned roles and responsibilities as noted above and any other duties and responsibilities specifically assigned by the Superintendent.
  - 4.2 The Superintendent's evaluation of the Principal will take into consideration the evidence brought forward by the Principal to demonstrate that the quality indicators and roles as noted above have been completed to the required standard.
    - 4.2.1 Evaluation reports will be in writing and shall be retained in the Principal's personnel file.

4.3 Principals new to their position may be evaluated during the first year. In addition, principals may be evaluated upon written notification by the Superintendent or an evaluation may be requested by a Principal.

Reference Section 63, 64, 65, 66, 67, 68, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Principal Role, Growth, Supervision and Evaluation document  
Approved: December, 2007  
Reviewed/Revised: April 2014, August 2017



## **SELECTION OF SUPPORT STAFF**

### **Background**

Support staff are vital to the provision of quality educational programs throughout the District. The support staff of a school shall consist of secretaries, library support staff, teacher assistants, caretakers and housekeepers. Support staff will be assigned to positions in accordance with the needs of the school as determined by the Principal and the Superintendent.

### **Procedures**

1. The following criteria will be considered in the recruitment of support staff:
  - 1.1 The educational needs of the students;
  - 1.2 Provisions of the current Collective Agreement;
  - 1.3 The candidate's interests, knowledge, education, ability, skills and/or seniority with the District; and
  - 1.4 The candidate's suitability and compatibility based upon past performance and experience.
2. The Superintendent will establish support staff recruitment procedures and communicate these to the school administrators.
3. The Principal, in consultation with the appropriate department managers, is delegated the authority to select support staff for the school.
4. The Superintendent will select the support staff for the District Office.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Inclusive Schooling Directive

Approved: December, 2007

Reviewed/Revised: April 2014, February 2018

AP 442 new number 4: The Manager of Facilities and Maintenance, in collaboration with the principal, is responsible to ensure the evaluation of all custodial staff is conducted in accordance with these AP.

5. The Principal in collaboration with the RISC, is responsible to ensure the evaluation of all Educational Assistants is conducted in accordance with these AP.

6. Junior Kindergarten Instructors will be evaluated by the principal using an evaluation tool developed by the District.

February 2018



## **Administrative Procedure 450**

---

# **ADMINISTRATIVE ORGANIZATIONAL PLAN**

### **Background**

The formal line of communication and authority within the District must be clearly established and communicated to all parties concerned.

### **Procedures**

1. The Superintendent, as Chief Executive Officer, is responsible for the development and functioning of an appropriate administrative structure within the budget guidelines established by the Board.

Reference: Section 78, 117, 118, 119 Education Act

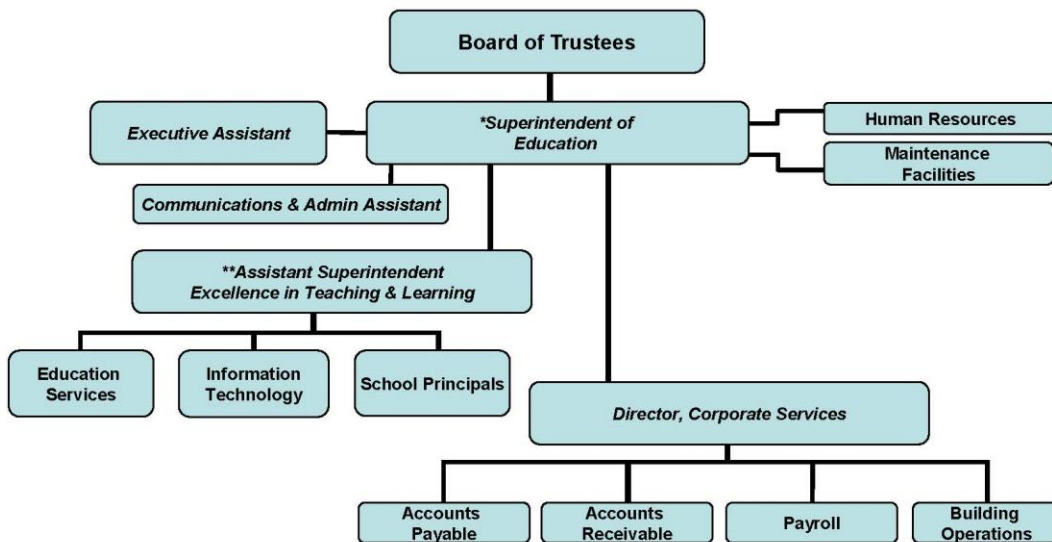
Approved: December 2007

Reviewed/Revised: April 2014, February 2018



## ORGANIZATIONAL CHART

### YK#1 Organizational Chart



\* In the absence of the Superintendent the Assistant Superintendent will be acting

\*\* In the absence of the Superintendent and Assistant Superintendent the Director, Corporate Services will be acting

Reference: Section 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



---

## **ROLE OF ASSISTANT SUPERINTENDENT**

### **Background**

Guided by the Deputy's mission, motto, values, beliefs, and goals, the Assistant Superintendent will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in territorial statutes, Government Northwest Territories documents and Board policy.

### **Procedures**

The Assistant Superintendent is directly responsible and accountable to the Superintendent. The Assistant Superintendent assumes all responsibilities of the Superintendent in the Superintendent's absence unless specific direction has been otherwise provided by the Superintendent.

The Assistant Superintendent will have specific responsibilities for:

#### **1. Student Learning**

- 1.1 Ensures students in the District within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
- 1.2 Ensures the effective implementation of curriculum in the District.
- 1.3 Provides support for initiatives to facilitate curricular outcomes.
- 1.4 Ensures accountability for achievement of approved learning outcomes in all schools.
- 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
- 1.6 Ensures appropriate programming is in place for First Nations, Métis and Inuit students.

#### **2. Student Wellness**

- 2.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
- 2.2 Ensures that a coordinated service delivery model is in place to support student access to programs and services.
- 2.3 Develops and maintains positive and effective relations with territorial government departments and regional/community agencies which provide services/supports to students.

- 2.4 Performs the function of Attendance Officer for the District.
3. Human Resources Management
  - 3.1 Supervises, evaluates and supports the Supervisors of Instruction, the Aboriginal Education Coordinator and the Manager, Information Technology Services.
  - 3.2 Builds capacity and empowers school based staff to provide meaningful and relevant learning experiences for each student.
4. Fiscal Responsibility
  - 4.1 Develops a departmental budget within the parameters and constraints of the District budget.
  - 4.2 Ensures the proper fiscal management of budget allocations.
  - 4.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
  - 4.4 Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
  - 5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
  - 5.2 Ensures application of Board policies and administrative procedures as required in the performance of duties, and interprets policies, procedures, philosophy and programs of the District for principals, staff, Parents' Advisory Committees/Groups and the community.
  - 5.3 Ensures the implementation of administrative procedures related to program, school and student evaluation.
6. Technology Services Leadership
  - 6.1 Provides leadership on all matters related to District technology directions.
  - 6.2 Supports the professional development of District staff relative to the use of technology.
  - 6.3 Ensures technical support services are provided to all District sites.
  - 6.4 Ensures ongoing technology infrastructure facilitates curricular outcomes for all students in an inclusive environment.
7. Organizational Management
  - 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.
  - 7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.



## 8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
- 8.2 Fosters close ties and develops partnerships with community agencies.
- 8.3 Ensures parents and staff have a acceptable level of satisfaction with the services provided within areas of responsibility.
- 8.4 Investigates and facilitates resolution of concerns and conflicts.
- 8.5 Assists the Principal and Parents' Advisory Committee/Group with the formulation and review of the philosophy, policies and objectives for the school on request.

## 9. Superintendent Relations

- 9.1 Establishes and maintains positive, professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides the information the Superintendent requires to perform his role in an exemplary fashion.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



---

## ROLE OF SUPERVISOR OF INSTRUCTION (STUDENT SUPPORT SERVICES)

### Background

Guided by the District's mission, motto, values, beliefs, and goals, the Supervisor of Instruction (Student Support Services) will assist the Assistant Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in territorial statutes, Government of Northwest Territories documents, and Board policy.

### Procedures

The Supervisor of Instruction (Student Support Services) is directly responsible and accountable to the Assistant Superintendent.

The Supervisor of Instruction (Student Support Services) will have specific responsibilities for:

#### 1. Student Learning

- 1.1 Within areas of responsibility, supports students in the District to have the opportunity to meet the standards of education set by the Minister.
- 1.2 Provides support for initiatives related to education transformation.
- 1.3 Fosters conditions which promote the improvement of educational opportunities for all students within an inclusive environment.
- 1.4 Ensures the effective use of assistive technology to maximize student learning.
- 1.5 Facilitates learning supports for students, including for assessment purposes.
- 1.6 Supports the effective implementation of evidence-based inclusive learning practices, including a Response to Intervention (RTI) model.

#### 2. Student Wellness

- 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 2.2 Coordinates the service delivery model to support student access to programs and services.
- 2.3 Develops and maintains positive and effective relations with provincial government departments and regional/community agencies which provide services/supports to students.

3. Human Resources Management
  - 3.1 Builds capacity and empowers school-based staff to provide meaningful and relevant learning experiences for each student.
4. Fiscal Responsibility
  - 4.1 Makes recommendations to the Assistant Superintendent regarding staff and funding allocations to schools to ensure a continuum of supports and services.
  - 4.2 Develops a departmental budget within the parameters and constraints of the District budget.
  - 4.3 Ensures the proper fiscal management of budget allocations.
  - 4.4 Makes recommendations to the Assistant Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
  - 4.5 Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
  - 5.1 Recommends development and/or revisions of Board policies or administrative procedures to the Assistant Superintendent.
  - 5.2 Ensures application of Board policies or administrative procedures as required in the performance of duties and interprets policies, procedures, philosophy and programs of the District for principals, staff, Parents' Advisory Committees/Groups and the community.
6. Organizational Management
  - 6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Assistant Superintendent directives.
  - 6.2 Leads the District Crisis Response Team and contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
  - 7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
  - 7.2 Promotes the vision of the Government of Northwest Territories and the Three-Year Education Plan of the District, reflecting the values and principles of education transformation.
  - 7.3 Fosters close ties and develops partnerships with community agencies.
  - 7.4 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.
  - 7.5 Investigates and facilitates resolution of concerns and conflicts.

## 8. Assistant Superintendent Relations

- 8.1 Establishes and maintains positive, professional working relations with the Assistant Superintendent.
- 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 8.3 Provides the information the Assistant Superintendent requires to perform his role in an exemplary fashion.

## 9. Leadership Practices

- 9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Assistant Superintendent's expectations.
- 9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



---

## ROLE OF SUPERVISOR OF INSTRUCTION (FRENCH PROGRAMMING)

### Background

Guided by the District mission, motto, values, beliefs, and goals, the Supervisor of Instruction (French Programming) will assist the Assistant Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### Procedures

The Supervisor of Instruction (French Programming) is directly responsible and accountable to the Assistant Superintendent.

The Supervisor of Instruction (French Programming) will have specific responsibilities for:

1. Student Learning
  - 1.1 Within areas of responsibility, supports students in the District to have the opportunity to meet the standards of education set by the Minister.
  - 1.2 Provides support for initiatives related to education transformation.
  - 1.3 Supports and evaluates the effective implementation of French curriculum in the District.
  - 1.4 Supports assessment procedures and accountability for achievement of approved learning outcomes in schools.
  - 1.5 In consultation with principals and the Assistant Superintendent, visits classrooms with the intent of improving instruction and promoting quality standards.
  - 1.6 Monitors all French programming.
2. Student Wellness
  - 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
3. Human Resources Management
  - 3.1 Supervises, evaluates and reviews the performance of the I-Coach.
  - 3.2 Builds capacity and empowers school-based staff to provide meaningful and relevant learning experiences for each student.

4. Fiscal Responsibility
  - 4.1 Makes recommendations to the Assistant Superintendent regarding staff and funding allocations to schools to ensure a continuum of supports and services.
  - 4.2 Develops a departmental budget within the parameters and constraints of the District budget.
  - 4.3 Ensures the proper fiscal management of budget allocations.
  - 4.4 Makes recommendations to the Assistant Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
  - 4.5 Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
  - 5.1 Recommends development and/or revisions of Board policies or administrative procedures to the Assistant Superintendent.
  - 5.2 Ensures application of Board policies or administrative procedures as required in the performance of duties and interprets policies, procedures, philosophy and programs of the District for principal, staff, Parents' Advisory Committees/Groups and the community.
6. Organizational Management
  - 6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Assistant Superintendent directives.
  - 6.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
  - 7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
  - 7.2 Promotes the vision of Government of Northwest Territories and the Three-Year Education Plan of the District, reflecting the values and principles of education transformation.
  - 7.3 Fosters close ties and develops partnerships with community agencies.
  - 7.4 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.
  - 7.5 Investigates and facilitates resolution of concerns and conflicts.
8. Assistant Superintendent Relations
  - 8.1 Establishes and maintains positive, professional working relations with the Assistant Superintendent.
  - 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

8.3 Provides the information the Assistant Superintendent requires to perform his role in an exemplary fashion.

9. Leadership Practices

9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Assistant Superintendent's expectations.

9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: April 2014, August 2017



## **ROLE OF ABORIGINAL EDUCATION COORDINATOR**

### **Background**

Guided by the District's mission, motto, values, beliefs, and goals, the Aboriginal Education Coordinator will assist the Assistant Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Aboriginal Education Coordinator is directly responsible and accountable to the Assistant Superintendent.

The Aboriginal Education Coordinator will have specific responsibilities for:

#### **1. Student Learning**

- 1.1 Within areas of responsibility, supports students in the District to have the opportunity to meet the standards of education set by the Minister.
- 1.2 Provides support for initiatives related to education transformation.
- 1.3 Fosters conditions which promote the improvement of educational opportunities for all students within an inclusive environment.
- 1.4 Aligns school resources and builds the capacity of the school community to support Aboriginal student achievement.
- 1.5 Enables staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.
- 1.6 Pursues opportunities and engages in practices to facilitate reconciliation within school communities.
- 1.7 Supports assessment procedures and accountability for achievement of approved learning outcomes for Aboriginal students.

#### **2. Student Wellness**

- 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.



3. Human Resources Management
  - 3.1 Builds capacity and empowers school-based staff to provide meaningful and relevant learning experiences for each student.
4. Fiscal Responsibility
  - 4.1 Makes recommendations to the Assistant Superintendent regarding staff and funding allocations to schools to ensure a continuum of supports and services.
  - 4.2 Develops a departmental budget within the parameters and constraints of the District budget.
  - 4.3 Ensures the proper fiscal management of budget allocations.
  - 4.4 Makes recommendations to the Assistant Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
  - 4.5 Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
  - 5.1 Recommends development and/or revisions of Board policies or administrative procedures to the Assistant Superintendent.
  - 5.2 Ensures application of Board policies or administrative procedures as required in the performance of duties.
6. Organizational Management
  - 6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Assistant Superintendent directives.
  - 6.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
  - 7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
  - 7.2 Promotes the vision of the Government of Northwest Territories and the Three-Year Education Plan of the District, reflecting the values and principles of education transformation.
  - 7.3 Fosters close ties and develops partnerships with community agencies.
  - 7.4 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.
  - 7.5 Investigates and facilitates resolution of concerns and conflicts.
8. Assistant Superintendent Relations
  - 8.1 Establishes and maintains positive, professional working relations with the Assistant Superintendent.

- 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 8.3 Provides the information the Assistant Superintendent requires to perform his role in an exemplary fashion.

#### 9. Leadership Practices

- 9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Assistant Superintendent's expectations.
- 9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: April 2014, August 2017



## **ROLE OF INDIGENOUS EDUCATION COORDINATOR**

### **Background**

Guided by the District's mission, motto, values, beliefs, and goals, the Indigenous Education Coordinator will assist the Assistant Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Indigenous Education Coordinator is directly responsible and accountable to the Assistant Superintendent.

The Indigenous Education Coordinator will have specific responsibilities for:

#### **1. Student Learning**

- 1.1 Within areas of responsibility, supports students in the District to have the opportunity to meet the standards of education set by the Minister.
- 1.2 Provides support for initiatives related to education transformation.
- 1.3 Fosters conditions which promote the improvement of educational opportunities for all students within an inclusive environment.
- 1.4 Aligns school resources and builds the capacity of the school community to support Indigenous student achievement.
- 1.5 Enables staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.
- 1.6 Pursues opportunities and engages in practices to facilitate reconciliation within school communities.
- 1.7 Supports assessment procedures and accountability for achievement of approved learning outcomes for Indigenous students.

#### **2. Student Wellness**

- 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

3. Human Resources Management
  - 3.1 Builds capacity and empowers school-based staff to provide meaningful and relevant learning experiences for each student.
4. Fiscal Responsibility
  - 4.1 Makes recommendations to the Assistant Superintendent regarding staff and funding allocations to schools to ensure a continuum of supports and services.
  - 4.2 Develops a departmental budget within the parameters and constraints of the District budget.
  - 4.3 Ensures the proper fiscal management of budget allocations.
  - 4.4 Makes recommendations to the Assistant Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
  - 4.5 Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
  - 5.1 Recommends development and/or revisions of Board policies or administrative procedures to the Assistant Superintendent.
  - 5.2 Ensures application of Board policies or administrative procedures as required in the performance of duties.
6. Organizational Management
  - 6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Assistant Superintendent directives.
  - 6.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
  - 7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
  - 7.2 Promotes the vision of the Government of Northwest Territories and the Three-Year Education Plan of the District, reflecting the values and principles of education transformation.
  - 7.3 Fosters close ties and develops partnerships with community agencies.
  - 7.4 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.
  - 7.5 Investigates and facilitates resolution of concerns and conflicts.
8. Assistant Superintendent Relations
  - 8.1 Establishes and maintains positive, professional working relations with the Assistant Superintendent.

- 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 8.3 Provides the information the Assistant Superintendent requires to perform his role in an exemplary fashion.

#### 9. Leadership Practices

- 9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Assistant Superintendent's expectations.
- 9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: April 2014, February 2018



---

## **ROLE OF MANAGER, INFORMATION TECHNOLOGY SERVICES**

### **Background**

Guided by the District mission, motto, values, beliefs, and goals, the Manager, Information Technology Services will assist the Assistant Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statute, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Manager, Information Technology Services is directly responsible and accountable to the Assistant Superintendent.

The Manager, Information Technology Services will have specific responsibilities for:

1. Student Learning
  - 1.1 Provides support for the effective use of technology to maximize twenty-first century student learning.
  - 1.2 Supports an education-centered approach to technology, to be developed and maintained throughout the District.
2. Student Wellness
  - 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
3. Technology Services Leadership
  - 3.1 Provides support on all matters related to District technology directions.
  - 3.2 Ensures that technical support maintains a focus on service.
  - 3.3 Manages contracted and alternative technology services.
  - 3.4 Provides support to ensure that ongoing technology infrastructure facilitates student learning in an inclusive environment according to the District goals.
  - 3.5 Keeps current with the latest technologies and support mechanisms.
4. Technology Services Management
  - 4.1 Monitors operation of the department and, in conjunction with Information Technology Services staff, makes any necessary changes that would improve and streamline the operation of the department.

- 4.2 Works collaboratively to identify, recommend, develop, implement and support cost-effective technology solutions for all aspects of District operations.
- 4.3 Coordinates the day-to-day activities of the Information Technology Services department and ensures all work is carried out in a timely fashion.
- 4.4 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.
- 4.5 Manages assigned projects for the Information Technology Services department.
- 4.6 Provides technology and support for assistive technologies.
- 4.7 Maintains the District digital resource library.
- 4.8 Maintains a student information system.
- 4.9 Maintains paperless meeting software.
- 4.10 Coordinates the installation and support of video surveillance systems.
- 4.11 Supports printer and multifunctional fleet.
- 4.12 Supports school VOIP and intercom systems.
- 4.13 Maintains the evergreening of all networks and data servers, including the provision for secure backups.

## 5. Human Resources Management

- 5.1 Manages Information Technology Services staffing, including recruitment, supervision, scheduling, development, evaluation and disciplinary actions.
- 5.2 Maintains a continual dialogue with Information Technology Services staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
- 5.3 In conjunction with school administrators, ensures that technology solutions, guidelines and standards are being effected.
- 5.4 Conducts meetings and discusses with Information Technology Services staff any proposed changes to Board policy, administrative procedures or service delivery, or as the need arises.
- 5.5 Supports the professional development of District staff relative to the use of technology.
- 5.6 Provides for the training and support of school administrators and teachers on educational or business technologies.

## 6. Fiscal Responsibility

- 6.1 Develops a departmental budget within the parameters and constraints of the District budget.
- 6.2 Updates the Learning and Technology Plan for the District annually, ensuring consideration of changing priorities.
- 6.3 Administers all contracts and service agreements for the Information Technology Services department.
- 6.4 Practices asset management for technology hardware, software and equipment.

- 6.5 Operates in a fiscally prudent and responsible manner.
- 7. Policy/Administrative Procedures
  - 7.1 Recommends development and/or reviews of Board policies or administrative procedures to the Assistant Superintendent.
  - 7.2 Ensures application of Board policies and administrative procedures as required in the performance of duties.
- 8. Organizational Management
  - 8.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Assistant Superintendent directives.
  - 8.2 Maintains on-call availability as required for technology system stability.
  - 8.3 Handles emergencies and deals with crisis situations in a team-oriented fashion.
- 9. Communications and Community Relations
  - 9.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.
  - 9.2 Ensures staff and students have a high level of satisfaction with the services provided and with the responsiveness of the Information Technology Services department.
  - 9.3 Liaises with Education, Culture and Employment to align District technology plans with territorial initiatives.
- 10. Assistant Superintendent Relations
  - 10.1 Establishes and maintains positive, professional working relations with the Assistant Superintendent.
  - 10.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
  - 10.3 Provides the information the Assistant Superintendent requires to perform his role in an exemplary fashion.
- 11. Leadership Practices
  - 11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works in carrying out the Assistant Superintendent's expectations.
  - 11.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: April 2014, August 2017

AP 451.5, 451.6 need to be added for Curriculum Coordinators





---

## **ROLE OF DIRECTOR OF CORPORATE SERVICES**

### **Background**

Guided by the District's mission, motto, values, beliefs and goals, the Director of Corporate Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Director of Corporate Services is directly responsible and accountable to the Superintendent.

The Director of Corporate Services will have specific responsibilities as/for:

#### **1. Corporate Secretary**

- 1.1 Ensures accuracy of recording of Board proceedings at meetings (minutes).
- 1.2 Ensures proper completion of contracts, agreements and partnerships with outside corporations/agencies.
- 1.3 Ensures appropriate insurance policies are in place for the District.
- 1.4 Provides for the interpretation of legislation affecting the operation of the District, as directed by the Superintendent.
- 1.5 Recommends risk management policies/procedures for consideration by the Superintendent.
- 1.6 Ensures public disclosure of expenses by elected and appointed officials in accordance with legislation and Board policy.
- 1.7 Ensures the maintenance, access and protection of all District records in accordance with the Access to Information and Protection of Privacy Act.
- 1.8 In years of municipal elections, assumes duties of the Returning Officer for Yellowknife Education District No.1.

#### **2. Treasurer**

- 2.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received.
- 2.2 Ensures the operation of the District is fiscally responsible.
- 2.3 Designs budget cycles which meet territorial requirements and provide for stakeholder input.

- 2.4 Prepares the draft budget, aligned with the proposed Three–Year Education Plan, for the Superintendent’s consideration.
  - 2.5 Provides oversight to the payroll program and ensures the program is consistent with District values.
  - 2.6 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent directives.
  - 2.7 Ensures accurate enrolment data is submitted in a timely fashion.
  - 2.8 Manages the purchasing function for the District.
  - 2.9 Assists school sites with preparation of budgets and the management of their financial affairs.
  - 2.10 Manages and tracks progress of grants and projects.
  - 2.11 In collaboration with the Superintendent, provides financial information to the Board’s negotiating committees.
3. Student Transportation Services
    - 3.1 Ensures the safety and welfare of students while being transported to and from school programs in transportation provided by the District.
4. Facility Services
    - 4.1 Provides leadership in the development of a Three-Year Capital Plan, including provisions for instructional and support services.
    - 4.2 Ensures that building assets are maintained in an appropriate manner.
    - 4.3 Ensures lease agreements are properly executed and maintained.
5. Human Resources Management
    - 5.1 Provides input on job descriptions and ensures evaluation processes are implemented, for direct reports, in accordance with the procedures established by the Assistant Superintendent.
    - 5.2 Provides input to the Assistant Superintendent with regard to the recruitment and appointment of District Office and transportation support personnel.
6. Policy/Administrative Procedures
    - 6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
    - 6.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
    - 6.3 Ensures the application of Board policies and administrative procedures as required in the performance of duties.
7. Organizational Management
    - 7.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.

7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

## 8. Communications and Community Relations

8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.

8.2 Ensures students, parents and staff have a high level of satisfaction with the services provided and the responsiveness of the department.

## 9. Superintendent Relations

9.1 Establishes and maintains positive, professional working relations with the Superintendent.

9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

9.3 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.

9.4 Performs other duties as required by the Superintendent.

## 10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom s/he works in carrying out the Superintendent's expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December, 2007

Reviewed/Revised: April 2014, August 2017



## **ROLE OF PAYROLL/ACCOUNTING OFFICER**

### **Background**

Guided by the District's mission, motto, values, beliefs and goals, the Payroll/Accounting Officer will assist the Director of Corporate Services in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Payroll/Accounting Officer is directly responsible and accountable to the Director of Corporate Services.

The Payroll/Accounting Officer will have specific responsibilities for:

1. Finance Services Management
  - 1.1 Collects and organizes all information required to prepare the payroll for staff.
  - 1.2 Prepares and calculates payroll cheques for distribution, including the preparation and enclosure of form letters with cheques explaining changes in salary to regular employees.
  - 1.3 Distributes salaries to proper G/L accounts.
  - 1.4 Ensures all payroll information (benefits, etc.) pertinent to staff is distributed in a timely and accurate manner.
  - 1.5 Processes all forms required for new or terminating employees for benefits, pension, RRSP, etc.
  - 1.6 Completes payroll bank transfer.
  - 1.7 Prepares and submits payments to the Canada Revenue Agency.
  - 1.8 Processes and inputs manually issued cheques as required.
  - 1.9 Prepares and ensures all payroll remittance cheques are distributed to the proper agencies.
  - 1.10 Maintains pension and benefits as they pertain to the payroll function.
  - 1.11 Answers all telephone inquiries with regard to staff payroll.
  - 1.12 Balances and prepares all year-end payroll functions, including but not limited to T4s, T4A summaries, union fees, and pension annual reports.
  - 1.13 Submits T4s and T4As annual filing to the Canada Revenue Agency.

- 1.14 Recommends the establishment of procedures that will maintain or enhance the integrity of the payroll systems of the District.
- 1.15 Ensures general administration of the collective agreement and personnel policies as they relate to the payroll function.
- 1.16 Reviews minutes of Board or committee meetings to keep informed of recent decisions and takes action that may be required as a result.
- 1.17 Balances and submits monthly reports and remittances for pension retirement deductions.
- 1.18 Prepares ROEs to employees upon termination.
- 1.19 Prepares and submits the annual WCB return for the WCB annual government filing.
- 1.20 Ensures payroll system program functioning and currency.
- 1.21 Maintains an understanding of the financial accounting rules and regulations as required for Government of Northwest Territories reporting.
- 1.22 Prepares accounts payable, accounts receivable and cash receipt batches; reviews for accuracy and reasonableness of coding, and submits for review and approval by the Director of Corporate Services.
- 1.23 Prepares bank deposits as per administrative procedures.
- 1.24 Prepares monthly bank reconciliations or review and approval by the Director of Corporate Services.
- 1.25 Reviews monthly funding reports and ensures appropriate recording in District records.
- 1.26 Administers corresponding student awards in accordance with individual trust account criteria.
- 1.27 Conducts research, prepares reports and assists with various projects as may be required from time to time, including assisting and preparing reports for the Auditor.
- 1.28 Processes necessary journal entries into the financial system for review and approval by the Director of Corporate Services.
- 1.29 Completes required month-end processing and prepares reports for review and approval by the Director of Corporate Services.
- 1.30 Prepares monthly variance from budget reports for review by the Director of Corporate Services.
- 1.31 Completes required year-end processing and prepares reports for review and approval by the Director of Corporate Services.
- 1.32 Issues charitable receipts and prepares annual charitable tax filings.
- 1.33 Acts as the District's GST resource person; monitors all transactions ensuring adherence to GST legislation and prepares required GST returns.
  - 1.33.1 Monitors school GST returns for compliance with GST legislation.
- 1.34 Acts as the District resource person for school fee software; monitors school fee transactions and ensures compliance with District policies and procedures.

2. Fiscal Responsibility
  - 2.1 Operates in a fiscally prudent and responsible manner.
3. Administrative Procedures
  - 3.1 Participates in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
  - 3.2 Ensures the application of administrative procedures as required in the performance of duties.
4. Organizational Management
  - 4.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Director of Corporate Services directives:
  - 4.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
5. Communications and Community Relations
  - 5.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in area of responsibility.
6. Director of Corporate Services Relations
  - 6.1 Establishes and maintains professional working relations with the Director of Corporate Services.
  - 6.2 Respects and honours the Director of Corporate Services' role and responsibilities and facilitates the implementation of that role.
  - 6.3 Provides the information which the Director of Corporate Services requires to perform her role in an exemplary fashion.
  - 6.4 Performs other related duties as may be assigned.
7. Professional Practices
  - 7.1 Exhibits a high level of personal, professional and organizational integrity.
  - 7.2 Maintains confidentiality in all matters pertaining to District and its operation

Reference: Section 75, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



## **ROLE OF MANAGER OF PERSONNEL SERVICES**

### **Background**

Guided by the District's mission, motto, values, beliefs and goals, the Manager of Personnel Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Manager of Personnel Services is directly responsible and accountable to the Superintendent.

The Manager of Personnel Services will have specific responsibilities for:

1. Human Resources Leadership
  - 1.1 Supports the training of administrators and the development of leadership capacity within the District as approved by the Superintendent.
  - 1.2 Supports and implements effective Teacher and School Administrator Induction Programs as directed by the Superintendent.
  - 1.3 Provides recommendations to the Superintendent regarding strategic workforce planning.
  - 1.4 Assists District personnel with human resources processes (e.g. conflict resolution and mediation).
  - 1.5 Through direction of the Superintendent, provides support to the Board's negotiating committees.
2. Human Resources Management
  - 2.1 Supports the selection process for administrative positions as directed by the Superintendent.
  - 2.2 Supports the recruitment and selection process for professional staff in consultation with the Superintendent.
  - 2.3 Leads the recruitment and selection of support staff in accordance with Superintendent's direction and approved budget
  - 2.4 Supports the administration of the Payroll program for professional and support staff.

- 2.5 Through collaboration with the Superintendent, supports the establishment of the frameworks for supervision and evaluation of all personnel.
  - 2.6 In consultation with principals, conducts the supervision and evaluation of school-based staff, as requested by the Superintendent.
  - 2.7 Assists in the review of Principal Professional Growth Plans, as directed by the Superintendent.
  - 2.8 Supports the administration of all employment contracts for professional staff in the best interests of the District, including leaves, transfers, and transitions to retirement, under the direction of the Superintendent.
  - 2.9 Administers employment contracts for support staff in the best interests of the District, including leaves and transfers and updates the Superintendent as necessary.
  - 2.10 Supports the administration of the employee classification system for all professional staff (job descriptions, grid placements).
  - 2.11 Administers the employee classification system for all support staff (job descriptions, grid placements) as directed by the Superintendent.
  - 2.12 Administers the Employee and Family Assistance Program as directed by the Superintendent.
  - 2.13 Supports the administration of all professional staff personnel files as directed by the Superintendent.
  - 2.14 Administers all support staff personnel files.
  - 2.15 Within areas of responsibility, provides for legal opinions to the Superintendent as required.
  - 2.16 Provides supervisory expertise to principals and District personnel, as requested by the Superintendent.
  - 2.17 In collaboration with Supervisors of Instruction, Manager, Information Technology Services and the Aboriginal Education Coordinator, provides support, as requested by the Superintendent in matters related to staff professional development.
3. Student Learning
    - 3.1 Supports implementation of the school review process, when necessary.
    - 3.2 Supports implementation of the school goals process.
  4. Student Wellness
    - 4.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  5. Fiscal Responsibility
    - 5.1 Makes recommendations to the Superintendent regarding staff allocations to include in the District budget.
    - 5.2 Supports the development of the department budget within the parameters and constraints of the District budget.



- 5.3 Provides support to the Superintendent to ensure the proper fiscal management of department budget allocations.
  - 5.4 Operates in a fiscally prudent and responsible manner.
6. Policy/Administrative Procedures
- 6.1 Recommends development and/or revisions of Board policies or administrative procedures to the Superintendent.
  - 6.2 Ensures the application of Board policy and administrative procedures as required in the performance of duties.
7. Organizational Management
- 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent's directives.
  - 7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
  - 7.3 Liaises with the Superintendent in matters related to student enrolment and class size matters.
8. Communications and Community Relations
- 8.1 Takes appropriate actions to ensure open, transparent internal communications (and external when required) are developed and maintained in areas of responsibility.
  - 8.2 Ensures staff, students, and parents have a high level of satisfaction with the services provided and the responsiveness of the department.
  - 8.3 Investigates, and facilitates resolution of, concerns and conflicts.
9. Superintendent Relations
- 9.1 Establishes and maintains positive, professional working relations with the Superintendent.
  - 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board Policy and encourages staff to do the same.
  - 9.3 Provides information which the Superintendent requires to perform his role in an exemplary fashion.
10. Leadership Practices
- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations
  - 10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 75, 117, 118, 119 Education Act  
 Access to Information and Protection of Privacy Act  
 Employment Standards Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



---

## **ROLE OF MANAGER OF FACILITIES AND MAINTENANCE**

### **Background**

Guided by the District's mission, motto, values, beliefs, and goals, the Manager of Facilities and Maintenance will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Manager of Facilities and Maintenance is directly responsible and accountable to the Superintendent.

The Manager of Facilities and Maintenance will have specific responsibilities for:

1. Facility Services Leadership
  - 1.1 Provides leadership on all matters related to Facility Services.
  - 1.2 Formulates and implements preventative maintenance programs for utility systems, equipment and building maintenance.
  - 1.3 Develops and implements a facility operations strategic plan for improvements and modifications covering facilities, equipment and grounds.
  - 1.4 Supports the provision of facility services to all District-owned sites.
  - 1.5 Liaises with school administration on repairs and maintenance required in District-owned buildings.
2. Human Resources Management
  - 2.1 Maintains a continual dialogue with Facility Services staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
  - 2.2 Conducts meetings and discusses with Facility Services staff any proposed changes to Board policy, administrative procedures or service delivery, or as the need arises.
  - 2.3 Maintains all records for Facility Services staff necessary for the purpose of input documentation for Payroll personnel, including approval of all overtime and time cards.
  - 2.4 Sets staffing levels and provides recommendations on the hiring of Facility Services staff.
  - 2.5 Provides support for the professional development and certification requirements of

Facility Services, and school custodians.

- 2.6 Supervises, evaluates and recommends retention/termination and suspension of Facility Services staff and school custodians.

### 3. Student Wellness

- 3.1 Provides support to ensure that the physical environment is safe and conducive to student learning.

### 4. Facility Services Management

- 4.1 Monitors daily operation of the department and, in conjunction with Facility Services staff, makes any necessary changes that would improve the operational efficiency of the department.
- 4.2 Screens all work requests; prioritizes individual requests.
- 4.3 Coordinates the day-to-day maintenance program and ensures all work is carried out in a timely fashion.
- 4.4 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.
- 4.5 Ensures that all school grounds and student drop-off areas are properly maintained year round.
- 4.6 Coordinates all summer maintenance projects and any construction projects that are scheduled.
- 4.7 Consults with Facility Services staff to ensure that electrical, mechanical or architectural hardware systems are part of any new construction or modernization.
- 4.8 Consults with the Superintendent on requirements for teacher housing within the District and ensures units are inspected and maintained.

### 5. Fiscal Responsibility

- 5.1 Prepares and administers the annual operational budget.
- 5.2 Updates the three-year Construction Plan for the District annually, ensuring consideration of changing priorities.
- 5.3 In conjunction with the Superintendent, develops the Capital Plan, as required.
- 5.4 Ensures ordering of all supplies, furniture and equipment required for Facility Services.
- 5.5 Administers all contracts for Facility Services.
- 5.6 Ensures analysis of all utility invoices.
- 5.7 Coordinates the sale or disbursement of all surplus furniture or equipment within the District.
- 5.8 Ensures coding of all invoices and credit card transactions, ensuring all invoicing to the department is correct.
- 5.9 Operates in a fiscally prudent and responsible manner.

### 6. Policy/Administrative Procedures

- 6.1 Participates in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
- 6.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.

## 7. Organizational Management

- 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent's directives.
- 7.2 Ensures response to any intrusion or building alarm.
- 7.3 Handles emergencies and deals with crisis situations in a team-oriented fashion.

## 8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.
- 8.2 Ensures staff, students and parents have a high level of satisfaction with the services provided and with the responsiveness of the Facility Services department.
- 8.3 Initiates and maintains contacts with outside agencies, local community groups and Parents' Advisory Committees/Groups.
- 8.4 Confers with specialists, external consultants and government personnel to obtain information and resolve disputes.

## 9. Superintendent Relations

- 9.1 Establishes and maintains positive, professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides the information the Superintendent requires to perform his role in an exemplary fashion.
- 9.4 Handles other duties as assigned by the Superintendent.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 75, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



---

## **ROLE OF MANAGER OF FACILITIES AND MAINTENANCE**

### **Background**

Guided by the District's mission, motto, values, beliefs, and goals, the Manager of Facilities and Maintenance will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Manager of Facilities and Maintenance is directly responsible and accountable to the Superintendent.

The Manager of Facilities and Maintenance will have specific responsibilities for:

1. Facility Services Leadership
  - 1.1 Provides leadership on all matters related to Facility Services.
  - 1.2 Formulates and implements preventative maintenance programs for utility systems, equipment and building maintenance.
  - 1.3 Develops and implements a facility operations strategic plan for improvements and modifications covering facilities, equipment and grounds.
  - 1.4 Supports the provision of facility services to all District-owned sites.
  - 1.5 Liaises with school administration on repairs and maintenance required in District-owned buildings.
2. Human Resources Management
  - 2.1 Maintains a continual dialogue with Facility Services staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
  - 2.2 Conducts meetings and discusses with Facility Services staff any proposed changes to Board policy, administrative procedures or service delivery, or as the need arises.
  - 2.3 Maintains all records for Facility Services staff necessary for the purpose of input documentation for Payroll personnel, including approval of all overtime and time cards.
  - 2.4 Sets staffing levels and provides recommendations on the hiring of Facility Services staff.
  - 2.5 Provides support for the professional development and certification requirements of

Facility Services, and school custodians.

- 2.6 Supervises, evaluates and recommends retention/termination and suspension of Facility Services staff and school custodians.

### 3. Student Wellness

- 3.1 Provides support to ensure that the physical environment is safe and conducive to student learning.

### 4. Facility Services Management

- 4.1 Monitors daily operation of the department and, in conjunction with Facility Services staff, makes any necessary changes that would improve the operational efficiency of the department.
- 4.2 Screens all work requests; prioritizes individual requests.
- 4.3 Coordinates the day-to-day maintenance program and ensures all work is carried out in a timely fashion.
- 4.4 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.
- 4.5 Ensures that all school grounds and student drop-off areas are properly maintained year round.
- 4.6 Coordinates all summer maintenance projects and any construction projects that are scheduled.
- 4.7 Consults with Facility Services staff to ensure that electrical, mechanical or architectural hardware systems are part of any new construction or modernization.
- 4.8 Consults with the Superintendent on requirements for teacher housing within the District and ensures units are inspected and maintained.

### 5. Fiscal Responsibility

- 5.1 Prepares and administers the annual operational budget.
- 5.2 Updates the three-year Construction Plan for the District annually, ensuring consideration of changing priorities.
- 5.3 In conjunction with the Superintendent, develops the Capital Plan, as required.
- 5.4 Ensures ordering of all supplies, furniture and equipment required for Facility Services.
- 5.5 Administers all contracts for Facility Services.
- 5.6 Ensures analysis of all utility invoices.
- 5.7 Coordinates the sale or disbursement of all surplus furniture or equipment within the District.
- 5.8 Ensures coding of all invoices and credit card transactions, ensuring all invoicing to the department is correct.
- 5.9 Operates in a fiscally prudent and responsible manner.

### 6. Policy/Administrative Procedures

- 6.1 Participates in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
- 6.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.

## 7. Organizational Management

- 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent's directives.
- 7.2 Ensures response to any intrusion or building alarm.
- 7.3 Handles emergencies and deals with crisis situations in a team-oriented fashion.

## 8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.
- 8.2 Ensures staff, students and parents have a high level of satisfaction with the services provided and with the responsiveness of the Facility Services department.
- 8.3 Initiates and maintains contacts with outside agencies, local community groups and Parents' Advisory Committees/Groups.
- 8.4 Confers with specialists, external consultants and government personnel to obtain information and resolve disputes.

## 9. Superintendent Relations

- 9.1 Establishes and maintains positive, professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides the information the Superintendent requires to perform his role in an exemplary fashion.
- 9.4 Handles other duties as assigned by the Superintendent.

## 10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Section 75, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



---

## **ROLE OF COMMUNICATIONS ASSISTANT**

### **Background**

Guided by the District's mission, motto, values, beliefs and goals, the Communications Assistant will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Communications Assistant is directly responsible and accountable to the Superintendent.

The Communications Assistant will have specific responsibilities for:

#### **1. Communications**

- 1.1 Liaises with the Superintendent and senior leadership to ensure positive District internal and external communications are developed and maintained.
- 1.2 Develops and maintains a media relations plan that includes preparation and evaluation of media releases, and the development of effective media relationships.
- 1.3 Develops, maintains and implements, as required, a crisis communications plan.
- 1.4 Manages the District's website and social media to ensure both are current and relevant regarding District and school events and activities.
- 1.5 Evaluates school websites to ensure effective and relevant communication with stakeholders.
- 1.6 Initiates and organizes communications training opportunities for the Board, staff and Parents' Advisory Committees/Groups.
- 1.7 Contributes to an organizational environment where positive communications about the District and its schools are a shared responsibility.

#### **2. Community Relations**

- 2.1 Supports the District's community engagement initiatives with particular attention to online engagement.
- 2.2 Supports the maintenance of positive and effective relations with stakeholders.
- 2.3 Participates actively in community affairs in order to enhance and support the District's mission.



- 2.4 Develops and maintains positive and effective relations with provincial and regional government departments and agencies, when appropriate.
3. Promotions/Marketing
  - 3.1 Co-ordinates advertising and promotion of District and school programs and events.
  - 3.2 Develops and evaluates promotional materials including advertising, media advisories, reports, plans and other documents.
  - 3.3 Organizes and implements marketing campaigns aligned with District priorities.
4. Policy/Administrative Procedures
  - 4.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
  - 4.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.
5. Organizational Management
  - 5.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent directives.
  - 5.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
6. Superintendent Relations
  - 6.1 Establishes and maintains positive, professional working relations with the Superintendent.
  - 6.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in the Board policy and encourages staff to do the same.
  - 6.3 Provides information which the Superintendent requires to perform his role in an exemplary fashion.
  - 6.4 Provides backup support as needed to the Executive Assistant.
7. Professional Practices
  - 7.1 Demonstrates superior interpersonal, communications and presentation skills.
  - 7.2 Models excellent time management skills and an ability to work independently with minimal supervision.
  - 7.3 Demonstrates an ability to work in a team oriented, collaborative environment.
  - 7.4 Deals effectively with a broad range of stakeholders.
  - 7.5 Maintains a professional attitude and appearance.
  - 7.6 Exhibits a high level of personal, professional and organizational integrity.
  - 7.7 Demonstrates initiative, creativity and innovation.

- 7.8 Demonstrates an understanding of and provides support for Board governance structures and District priorities.
- 7.9 Commits to life-long learning and participates in meaningful professional development.
- 7.10 Maintains membership in appropriate professional associations for the benefit of the District's communications needs.

Reference: Section 75, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



## **ROLE OF EXECUTIVE ASSISTANT**

### **Background**

Guided by the District's mission, motto values, beliefs and goals, the Executive Assistant will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the territorial statutes, Government of Northwest Territories documents and Board policy.

### **Procedures**

The Executive Assistant is directly responsible and accountable to the Superintendent.

The Executive Assistant will have specific responsibilities for:

1. Executive Assistant to the Superintendent
  - 1.1 Processes correspondence for the Superintendent, including filing and archives of information.
  - 1.2 Compiles the Superintendent's monthly report to the Board.
  - 1.3 Prepares the Superintendent's monthly expense statement.
  - 1.4 Assists the Superintendent in the drafting, design and subsequent posting of the Strategic Plan and the Annual Report.
  - 1.5 Assists the Superintendent in the preparations for the annual Superintendent's evaluation.
  - 1.6 Attends and provides administrative support for the Superintendent evaluation workshop.
  - 1.7 Provides administrative support for the Student Academic Achievement and Scholarship Awards program.
  - 1.8 Provides general administrative support for the Superintendent.
2. Organizational Management
  - 2.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.
  - 2.2 Manages student cumulative records at the District level.
  - 2.3 Manages the filing and archive system for all Board agreements.

- 2.4 Organizes, maintains and updates Board and Executive Team calendars.
  - 2.5 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and supports crisis management efforts in a team-oriented, collaborative and cohesive fashion.
3. Policy/Administrative Procedures
    - 3.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
    - 3.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.
4. Communications and Community Relations
    - 4.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained within areas of responsibility.
    - 4.2 Makes accessible to the public the Board Policy Handbook and the Administrative Procedures Manual in accordance with the Access to Information and Protection of Privacy Act and in a timely and courteous manner.
    - 4.3 Keeps the District's website current and relevant by posting Board policy additions/revisions and other Board/District documents.
    - 4.4 Provides general assistance for special events for staff, schools and community.
5. Superintendent Relations
    - 5.1 Establishes and maintains positive, professional working relations with the Superintendent.
    - 5.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy.
    - 5.3 Provides information which the Superintendent requires to perform its role in an exemplary fashion.
    - 5.4 Handles additional duties as assigned by the Superintendent.
6. Professional Practices
    - 6.1 Models high standards of ethical conduct and a commitment to personal and professional growth.
    - 6.2 Represents the District in a positive, professional manner.
    - 6.3 Models excellent time management skills and an ability to work independently with minimal supervision.
    - 6.4 Deals effectively with the public in a timely and courteous manner.
    - 6.5 Maintains a professional attitude and appearance.
    - 6.6 Demonstrates an ability to work in a team-oriented, collaborative environment.

6.7 Demonstrates an understanding of and provides support for Board governance structures and District priorities.

Reference: Section 75, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Employment Standards Act

Approved: December 2007  
Reviewed/Revised: April 2014, August 2017



---

## **SUPERVISION AND EVALUATION OF CENTRAL ADMINISTRATIVE STAFF**

### **Background**

The Superintendent believes it important that all central administrative staff have a clear understanding of what is expected of them, and that their performance is appraised regularly, and the results of the appraisal are reviewed with the staff members by the Superintendent.

It is recognized that the purposes of a performance planning and appraisal process are to:

- Establish and maintain high standards of conduct.
- Encourage improved performance.
- Acknowledge competency.
- Improve communication.
- Enhance decisions regarding employment and promotion.

### **Procedures**

#### **1. Performance Planning**

- 1.1 The Superintendent and staff member shall discuss and agree upon the expectations and the staff member shall be given a copy of the expectations.
- 1.2 The staff member's position description shall be used in conjunction with developing the information on expectations.
- 1.3 The Superintendent is responsible for evaluation of team members in respective departments.

#### **2. Performance Appraisal**

- 2.1 Staff member performance shall be appraised formally (i.e. in writing), toward the end of the period of time under review.
- 2.2 The Superintendent and staff member shall review progress towards completing the performance plan. The Superintendent will prepare a formal appraisal for the staff member.
- 2.3 The staff member shall be given an opportunity to add comments about the appraisal and to sign it. The original shall be filed in the staff member's personnel file and a copy given to the staff member.

Reference: Sections 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



---

## ACCOUNTABILITY REPORTING

### Background

The Superintendent Evaluation Process, Criteria and Timelines document requires that the Superintendent provide the Board with evidence that the roles delegated to the Superintendent have been completed in an appropriate manner and have achieved the desired results. Accountability reporting is one means employed to provide such evidence. Other means include reports from external sources such as an external auditor and direct Board observations. The Board Annual Work Plan indicates when each required accountability report will be presented to the Board for review and assessment.

### Procedures

1. The Superintendent will assign responsibility for each accountability report. The administrator assigned such responsibility shall be responsible for analyzing objective and subjective data and trends, researching current realities and options, taking appropriate actions to achieve desired results and reporting results.
2. A draft report must first be submitted to the Superintendent for review. The report will then be submitted for inclusion on the Board agenda as noted in the Board Annual Work Plan for Board assessment as to whether the quality indicators have been achieved. Since accountability reporting is a significant component of the Superintendent's evaluation evidence it is the responsibility of the administrator assigned to each accountability report to ensure timelines are met and sufficient opportunity for Superintendent review and redirection is provided.
3. Where deficiencies are identified by the Board the administrator shall remediate them in a timely fashion to the satisfaction of the Superintendent.
4. The format for accountability reports shall be as follows:
  - 4.1 Identification of source documents which have created the required accountability. This usually will reference a policy or policies from the Board Policy Handbook and the quality indicators (QI) which are the focus of the Accountability Report.
  - 4.2 A description of how the required accountability (QI) has been met. This will typically include quantifiable data which allows comparisons to District results over time and to external standards where appropriate.
  - 4.3 Identification of administrative issues and challenges which are related to the area of accountability and actions being taken or required.

- 4.4 Identification of any governance issues related to the area of accountability. These clearly are areas which are the responsibility of the Board as defined in the current Board Policy Handbook, legislation, collective agreement or contract.
5. Accountability reporting will form part of the evaluation criteria for individuals assigned such responsibility.

Reference: Section 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017





---

## **SUBSTITUTE TEACHERS**

### **Background**

In order to act as a substitute teacher, an individual must receive the prior approval of the Superintendent. Once approval has been given, the name of the individual will be placed on the approved substitute teacher list for the District which will be circulated to the principals.

### **Procedures**

Substitute teachers shall:

1. Reach the school at least fifteen (15) minutes prior to the beginning of school. However, it is recommended that arrival be much sooner if at all possible.
2. Report directly to the Principal upon arrival at the school and receive directions to the proper classroom.
3. Perform all the duties of the teacher for whom they substituted, such as playground, hall or other supervision and other general duties assigned to them by the Principal.
4. Perform, as much as possible, the duties of regular staff members and particularly:
  - 4.1 Follow school policies and procedures in their work. The Principal may be consulted for assistance.
  - 4.2 Carefully keep the daily student attendance register.
  - 4.3 Attempt to carry on the regular class work.
  - 4.4 Attend all staff meetings called during their period of service unless excused by the Principal.
  - 4.5 Correct student's work that was completed that day.
  - 4.6 Be responsible for subsequent lesson planning after the first day.
5. Become familiar with fire and emergency evacuation procedures.
6. Leave a written statement in the teacher's daily plan book of the work accomplished while in charge of the class.
7. Report to the Principal before leaving the school at the close of the school day.

Reference: Section 45, 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



## **SUBSTITUTE SUPPORT STAFF**

### **Background**

Support staff may be offered employment as casual staff based on requirements of the District on a day-to-day basis.

### **Procedures**

1. Recommended applicants are placed on a casual support staff list prepared by the Superintendent and circulated to in-school administrators.
2. For payroll purposes, in-school administrators shall report the engagement of casual support staff as required to the Director of Corporate Services.
3. In-school administrators are to monitor and assess the performance of casual support staff and communicate such information to the Superintendent.
4. At the direction of the in-school administrator, casual support staff will perform the duties of the support person they are replacing or perform other support staff duties assigned by the in-school administrator.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



## Administrative Procedure 470

---

### POSITION DESCRIPTIONS

#### Background

The Superintendent will make provision for position descriptions for employees in the District.

#### Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate senior administrative members and will be incorporated in the Position Description Appendix.
2. The Superintendent will review the duties of employees from time to time.
3. All employees are ultimately responsible to the Superintendent.
4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

Reference: Section 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: April 2014, August 2017



**POSITION DESCRIPTION APPENDIX**



## WORKER CONTRACT STATUS DETERMINATION

### Background

The purpose of this Administrative Procedure is to assist departments and schools in determining the relationship between a worker and the District, in accordance with the Canada Revenue Agency guidelines, the Employment Insurance Act, Income Tax Act and the Canada Pension Plan.

The District has a legal obligation to determine the status of workers and to ensure that appropriate contractual or employment terms and actions are consequently applied when hiring contractors or employees because the rights and obligations of workers depend on the nature of the working relationship between the worker and the school District.

### Definitions

Accountable Individual means the person responsible for hiring or retaining a worker and establishing a contract or determining the worker's relationship to the District.

Employee means an employee of the Yellowknife Education District No.1 hired to perform service for the District.

Four-fold Test determines who in the relationship has Control, Ownership of Tools, Chance of Profit, and Risk of Loss.

Independent Contractor means a person (individual or other entity) retained by the Board, either directly or through a corporation to perform services for the District.

Worker means either an employee or Independent Contractor.

### Procedures

1. Revenue Canada has issued the document RC4110 – Employee or Self-Employed which provides guidance in determining a worker's employment status.
2. An individual is considered an employee by the level of:
  - 2.1 Control: the nature and degree of control exercised by the District on how, when, and/or where the work is done. The "control test" determines whether the organization is in a position to order not only what is to be done, but also how it is to be done. Where such control exists, the courts have generally regarded the relationship as that of an employer and employee. The more control the organization has, the more likely the worker is an employee. Four factors are used in the control

test:

- 2.1.1 Selection – who has the power to select the worker?
  - 2.1.2 Dismissal – who has the right to suspend or dismiss the worker?
  - 2.1.3 Method of work – who controls the method in which the job is carried out?
  - 2.1.4 Remuneration – who sets the payment scale for wages or other remuneration to the worker?
- 2.2 Ownership of Tools: the tools necessary to perform work are typically provided to an employee. An independent contractor will usually supply their own tools. Tools may include cell phones, computers, and trade specific tools such as those for carpenters or electricians.
- 2.3 Opportunity for Profit: if the opportunity for profit does not change in relationship to the work performed by the worker, it indicates an employee relationship,
- 2.4 Risk of Loss: if the worker bears no risk of loss and will be paid regardless of the work they complete in a certain period of time, this is likely an employee relationship. If the individual assumes a high degree of financial risk and will not receive payment unless certain work is completed, the more likely the worker is an independent contractor.

### 3. Consequences

- 3.1 Workers who are employees have Canada Pension Plan contributions, Employment Insurance (EI) premiums, and income tax deducted from the worker's pay. The District is required to remit these deductions, together with the employer's share of CPP contributions and EI premiums to Canada Revenue Agency. These deductions and remittances are not made for Independent Contractors.
- 3.2 If a worker is incorrectly identified as an independent contractor, then the District would be responsible for paying both the employee's share and employer's share of CPP contributions, EI premiums, plus interest and penalties under the Income Tax Act and/or the entitlement the worker would have otherwise received under respective terms and conditions as an employee.
- 3.3 Where a worker is to be hired or retained, the supervisor shall, in consultation with the Superintendent, determine whether the worker is an employee or an independent contractor. Once the relationship is determined, employees will be hired in accordance with Human Resources processes and procedures, independent contractors will be contracted in accordance with purchasing and contract services.

Reference: Section 78, 117, 118, 119 Education Act  
Canada Pension Plan  
Employment Insurance Act  
Income Tax Act  
Revenue Canada RC4110

Approved: August 2017  
Reviewed/Revised:



---

## **VOLUNTEERS**

### **Background**

Volunteers provide a valuable service to the students. Through volunteerism, greater opportunities for students are provided, thereby increasing the opportunities for students to meet the standards of education. The District, therefore, supports the use of volunteers to assist in creating safe and caring learning environments.

### **Procedures**

1. The Principal, in consultation with the staff, will determine the benefits and purposes of having volunteers in the school.
  - 1.1 The Principal in consultation with the staff shall develop a plan for the utilization of volunteers in the school. Such a plan shall identify:
    - 1.1.1 Recruitment procedures;
    - 1.1.2 Screening procedures;
    - 1.1.3 Registration procedures;
    - 1.1.4 Orientation procedures;
    - 1.1.5 The limits to the assignable tasks;
    - 1.1.6 Job assignments;
    - 1.1.7 Training procedures;
    - 1.1.8 Communication procedures;
    - 1.1.9 Confidentiality procedures;
    - 1.1.10 Evaluation and Feedback procedures; and
    - 1.1.11 Volunteer Recognition and Appreciation.
  - 1.2 The Principal is responsible for compliance with this Administrative Procedure and any related Board policies.
2. Recruitment and screening processes will be developed to secure volunteers and to protect the safety and interests of the students, the school and the District.
  - 2.1 All prospective school volunteers shall complete the volunteer registration form (Form 490-1) or the school volunteer registration form (Form 490-2).

- 2.2 The Principal shall require a volunteer to submit a Criminal Records Check and Vulnerable Sector Check from the RCMP only where the volunteer is given an assignment that involves working with students for an extended period of time or where volunteers are involved in overnight field trips. The definition of the term “extended period of time” shall be determined by the Principal.
  - 2.3 Any information about a school volunteer gained through the volunteer registration form/school volunteer registration form, a security clearance or through any other means, shall be kept in strict confidence, used only for the purpose for which the information was provided and disclosed only in accordance with this Administrative Procedure and the Access to Information and Protection of Privacy Act.
  - 2.4 A volunteer shall not be assigned to assist a teacher or be placed in a classroom without the consent of the teacher.
3. The duties assigned to volunteers will be limited to those areas that are generally accepted to be appropriate for volunteer involvement and that are consistent with the professional ethics of the teaching profession.
    - 3.1 Volunteers are responsible to the Principal and to the assigned classroom teacher(s) for all actions relating to students and the school. The role of the volunteer is to supplement and support the teaching staff. Volunteers shall not:
      - 3.1.1 Diagnose the learning needs of students;
      - 3.1.2 Prescribe education programs for students;
      - 3.1.3 Implement educational programs;
      - 3.1.4 Evaluate the results of the educational process;
      - 3.1.5 Discipline students;
      - 3.1.6 Counsel students;
      - 3.1.7 Have access to Student Records files or to a student’s I.E.P.;
      - 3.1.8 Discuss student progress with a parent.
    - 3.2 The teacher and the Principal are professionally responsible to ensure that the standard of care provided by a volunteer is equivalent to the standard of care provided by the professional staff.
      - 3.2.1 In the event that this standard of care is not provided, the teacher or the Principal shall take any necessary action required to correct the situation.
    - 3.3 When a volunteer is involved in an activity that takes place off the school grounds, the teacher-leader and the Principal are professionally responsible to ensure that the provisions of Administrative Procedure 260 – Student Travel, Administrative Procedure 261 – Field Trips, Administrative Procedure 262 – Safety Requirements for Water Related Field Trips, and Administrative Procedure 263 – Extra-Curricular Activities are followed.
      - 3.3.1 A volunteer may only conduct an activity that takes place off the school grounds under the direction of a teacher.
      - 3.3.2 Volunteers must always work under the direct supervision of a teacher.



- 3.4 Volunteers, while they are engaged in assigned tasks in the school, are considered agents of the Board and therefore subject to all Board policies, administrative procedures and school procedures.
4. The confidentiality of information about students, staff, families and the school will be protected.
  - 4.1 Volunteers shall maintain strict confidentiality in all school matters concerning students and staff.
    - 4.1.1 The disclosure of information gained, while acting as a volunteer in the school, about a student or a staff member except through appropriate channels is prohibited.
    - 4.1.2 Information about a student shall be disclosed only to the child's teacher or to the Principal.
    - 4.1.3 Information about a staff member shall be disclosed only to the Principal.
  - 4.2 Volunteers who, during the course of their duties as a volunteer, gain information that leads them to believe that a child is in need of protective services shall comply with the requirements of the Child and Family Services Act and Administrative Procedure 325 – Child Abuse. The volunteer shall report the situation to the Principal.
5. Processes of orientation and training must be part of an effective volunteer program in the school.
  - 5.1 All school volunteers shall participate in an individual or group orientation program developed by the school. A school volunteer orientation program shall include at least the following:
    - 5.1.1 Familiarizing volunteers with District policy, procedures and school rules;
    - 5.1.2 Acquainting the volunteers with the geography of the school;
    - 5.1.3 Introducing the volunteers to the staff;
    - 5.1.4 Confidentiality requirements;
    - 5.1.5 Introduction to the class or to the work area and tasks;
    - 5.1.6 Expectations regarding attendance and notification of absence.
  - 5.2 The school handbook shall be available as a ready reference for volunteers.
  - 5.3 The Principal shall arrange for the ongoing training of school volunteers.
    - 5.3.1 The training shall provide the volunteer with the necessary skills to operate any school equipment they may be asked to use.
    - 5.3.2 The training may also be designed to help the volunteers increase their skills in their assigned program tasks.
6. All volunteers must report to the principal on arrival to facilitate recording of attendance in the building.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Access to Information and Protection of Privacy Act  
Child and Family Services Act

Approved: December 2007

Reviewed/Revised: April 2014, February 2018



---

## **VOLUNTEER DRIVERS**

### **Background**

The District expects that where possible students will be transported by school bus, taxi or their parents to and from school or to and from school sponsored activities.

The District recognizes that it is not always possible to provide bus or van rental transportation services and that private vehicles may need to be used for curricular and extracurricular activities.

The District recognizes that the safety of students while being transported in private vehicles on curricular or extracurricular activities is a high priority and has therefore established the following procedures that are to be enforced with the strictest priority and adherence.

The following procedures are to be followed when transporting students to and from a school or a school activity conducted within an approved curricular or an extracurricular program.

The Principal shall ensure that the following procedures are adhered to and that the volunteer drivers are aware of the requirements of this Administrative Procedure.

### **Procedures**

1. The Principal is responsible for the management of all student activities and for reviewing the appropriateness of each student activity, and supervision and safety of the participants.
2. The Principal shall designate a supervisor to assume overall responsibility for arrangements and supervision of the travel and activity. The supervisor would normally be the classroom teacher, coach or activity sponsor.
3. A passenger list for each vehicle must be available in the school and carried with the supervisor.
4. The Principal must give prior approval to a teacher, parent, other employee of the Board, or another adult to use their private vehicle to transport students for school related activities.  
The Principal:
  - 4.1 May request the volunteer driver to provide a copy of his or her current driver's license
  - 4.2 Shall ensure that the volunteer driver is at least twenty-one (21) years of age and is not a secondary student for trips where highway travel is required.

5. The supervisor will:
  - 5.1 Ensure that all drivers are first approved by the Principal
  - 5.2 Ensure that the number of persons being carried in a given passenger vehicle shall not exceed the normal carrying capacity of that vehicle and that there is a seat belt for each person in the vehicle;
  - 5.3 Where possible, arrange for the transportation of students using a caravan system; and
  - 5.4 In the case where bad weather is likely to cause adverse driving conditions, check with police and/or highway authorities with respect to driving conditions to determine whether to proceed with the trip or not. If still unsure the supervisor is to consult with the Principal. The decision is to be made on the side of caution.
6. Volunteer drivers:
  - 6.1 Shall ensure that the vehicle is properly licensed;
  - 6.2 Shall ensure that, to the best of his or her knowledge, the motor vehicle is in good mechanical condition;
  - 6.3 Shall ensure that the number of persons being carried in their vehicle does not exceed the normal carrying capacity and that there is a seat belt for each person in the vehicle;
  - 6.4 Shall ensure that all passengers are secured in a seat belt when travelling;
  - 6.5 Shall upon request provide a copy of his or her current driver's license to the Principal;
  - 6.6 Must not at any time during his or her performance as a volunteer driver, consume any alcoholic beverages or use any restricted substances; and
  - 6.7 Must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.
7. Drivers of private vehicles must be advised by the Principal that:
  - 7.1 The District maintains a non-owned vehicle liability insurance coverage that is over and above the owner's policy; and
  - 7.2 The completion and submission of the Volunteer Automotive Driver Application Form (Form 491-1) is required. A copy of the form is included in the Forms Directory.
8. The District will provide liability insurance, in excess of the vehicle owners personal limit, for school approved activities.
9. The District does not accept responsibility for any damage to the vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.

Reference: Section 45, 69, 78, 117, 118 Education Act  
Safety Act

Approved: December 2007

Reviewed/Revised: April 2014, February 2018



---

## **VOLUNTEER COACHES AND SUPERVISORS**

### **Background**

Students benefit from opportunities to be involved in extracurricular activities. District teachers are the preferred choice to lead such activities; however, the use of adult volunteers as supervisors and coaches may be a necessary alternative to allow such activities to proceed.

### **Procedures**

1. Parents or community members may lead/supervise extracurricular activities, but only under the supervision of the Principal.
2. Ensuring welcoming, caring, respectful and safe environments for students must be the primary consideration in the selection and use of volunteers to assist with extracurricular activities, in accordance with Board policy, administrative and school procedures.
3. Principals shall be responsible for selection and approval of volunteers, establishment of roles and responsibilities, supervision, and maintenance of ongoing communication between the school and the volunteer.
4. Extracurricular activities involve a varying level of risk. As a result, a volunteer screening procedure must be in place to ensure that volunteers are suitable to be working with students and have the appropriate skills necessary to undertake the proposed activity.
5. All volunteer coaches and supervisors shall complete the Volunteer Registration Form (Form 490-1). Such forms shall be kept on file at the school, to be updated annually, or as necessary.
6. Volunteer coaches and supervisors are encouraged to complete the Respect in Sport Program.(Appendix)
7. For purposes of screening and selection of volunteer supervisors/coaches, the Principal or designate shall interview prospective volunteers, conduct reference checks where appropriate, and require the successful applicant to provide a Criminal Record Check and Child Welfare Information Check.
8. Any fee incurred in order for the successful applicant to obtain a Criminal Record Check and Child Welfare Information Check shall be borne by the school.
9. The Principal will be responsible for informing parents, prior to the commencement of the activity, if a volunteer(s) will be coaching or supervising students (under the supervision of the Principal).

10. When a volunteer is new to the school and has been approved to lead or assist with a student activity, the Principal shall ensure that an orientation session occurs in which the following topics will be discussed:
  - 10.1 Any school philosophy regarding the participation of students (e.g. selection, playing time, behaviour expectations, etc.);
  - 10.2 Use of school facilities and equipment;
  - 10.3 Safety requirements as specified within the Physical Education Safety Guidelines of Alberta;
  - 10.4 Supervision expectations;
  - 10.5 Discipline and referral procedures;
  - 10.6 Communication with parents;
  - 10.7 Finances and fund-raising;
  - 10.8 Transportation procedures;
  - 10.9 Professional development opportunities; and
  - 10.10 Board policies and District administrative procedures that would impact the operation of the proposed activity.
11. Volunteers will be supervised by any District employee.
11. Verification that the volunteer supervisor/coach has been involved in an orientation session is to be completed, signed and kept on file in the school office (Form 492-1).
12. Volunteer supervisors/coaches are to be encouraged to avail themselves of professional development activities, specifically activities that will enhance the ability to deal with the needs of students involved in the activity (e.g. coaching certification clinics, first aid programs).

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Physical Education Safety Guidelines of Alberta

Approved: August 2017  
Reviewed/Revised:



## RESPECT IN SPORT – COACH/ACTIVITY LEADER PROGRAM

Website: <https://rvssport.respectgroupinc.com>

### Registration Information:

- Once at the site, the default language is English. Click the link "Français" to convert registration to French.
- Select "Register a New User"
- Complete the displayed registration fields. All fields marked with a red X are mandatory and must be completed.
- For Username and Password, you may select any entries you wish however spaces may not be included in the entries. Respect Group Inc. recommends using your email address for the username as this is always unique to a single individual.
- For the "Association", first select your school, followed by your sport, and if required, your level. Once the selections have been made, you must place a checkmark in the box labeled "Confirm your intent to associate with..."
- Please note, you may only make one association selection during registration. Once inside the system, click on the button "Profile" to modify your profile and add further associations.
- Once registration is complete, select Submit at the bottom of the page. With successful registration, you will be taken directly into the program.
- Select the appropriate language button to access the program instructions and content.

### Re-Access:

- Return to the website address above (same address as for registration).
- Enter your username and password in the selection boxes indicated.
- Select "Login"
- For Username/Password assistance, click on Forgot Username? or Forgot Password? on the login page.

### General Information:

- Respect in Sport makes use of Pop-Up windows within the program. Please ensure Pop-Up blockers are turned off or, when prompted, set to allow pop-ups from the identified web address.
- Once in the program, select Help if technical assistance is required. The Help files provide easy tools to provide assistance.

- Note: Due to a recent update by Safari, the Respect in Sport program is currently experiencing challenges with the Safari browser. If you experience difficulties with Safari, please select an alternate browser.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act  
Access to Information and Protection of Privacy Act  
Physical Education Safety Guidelines of Alberta

Approved: August 2017  
Reviewed/Revised:





## **DISTRICT BUDGET**

### **Background**

The District budget must address the mission, goals, objectives, and priorities to be achieved in a manner that provides the best quality education, and meets the needs of all students, at the most reasonable cost to the taxpayer.

The District shall determine the basis upon which to allocate its annual resources for the fiscal period beginning July 1 and terminating the following June 30. Budget adjustments are possible in order to allow flexibility to the administration in major areas of expenditure, while at the same time allowing the District to retain control over the total budget and expenditures;

### **Procedures**

1. The Superintendent shall prepare the annual budget, both operating and capital, in accordance with the Board's direction and submit it to the Board for approval.
2. In the preparation of the budget the Superintendent shall:
  - 2.1 Receive pre-budget submissions from schools and all departments prior to January 15 or on an alternate date determined by the Superintendent.
  - 2.2 Work with the Director of Corporate Services to review the pre-budget submissions and prepare a preliminary budget for consideration by the Finance Committee prior to presentation to the Board.
  - 2.3 With assistance from the Director of Corporate Services, meet with the Finance Committee to prepare a draft budget for submission to the Board.
3. The Board is required to adopt a final budget proposal on or before the first regular meeting in June for the next fiscal year.
4. Staffing allocations must be approved in writing by the Director of Corporate Services and the Superintendent.
5. The Superintendent shall ensure that financial reports on revenues and expenditures comparisons – budget to actual – are prepared monthly and presented to the Board on a quarterly basis.
6. The Director of Corporate Services shall provide principals with a monthly Financial Budget to Actual O&M expenditures report in their respective schools.

7. The Director of Corporate Services shall prepare a financial statement covering the previous year by September 30. This report will be in the form of an annual financial report and will include the auditor's report.

Reference: Section 69, 78, 117, 118, 119, 127, 128, 129, 135, 136, 137-147 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



---

## **ANNUAL SCHOOL BUDGETS**

### **Background**

The Division's budget allocation to schools establishes and maintains principles of equity in material and human resources based on the number of students being served, and their diverse learning needs. Additionally, retained school activity funds are part of the annual school budget.

The District supports site-based management for the use of budget resources in schools. This will encourage expenditures as needed, and savings when possible.

### **Procedures**

1. The Principal shall develop budgeting procedures which ensure consultation and discussion with staff and the Parents' Advisory Committee/Group.
  - 1.1 It is important for principals to manage their operating budgets and get the most value for money spent.
2. The Principal shall prepare an annual school budget.
3. When allocating the funds within the school budget, the Principal is to consider factors such as:
  - 3.1 School improvement plan,
  - 3.2 Student needs,
  - 3.3 Community expectations and support,
  - 3.4 Staff strengths,
  - 3.5 Physical facilities,
  - 3.6 Past expenditures, and
  - 3.7 Territorial and District goals.
4. Principals are expected to operate within their budget allocations.
  - 4.1 A monthly review of financial results in comparison to budgeted figures is to be performed by the Principal.
  - 4.2 Principals are to review school budget results with the Director of Corporate Services semi-annually, once in the fall and once in the spring, prior to year-end on June 30. Variance explanations are to be documented for future reference.

5. Surpluses and deficits will be carried forward. On occasions which result in a deficit position for the fiscal year, such deficits are to be eliminated in the following year.
6. The District maintains a running balance of school surplus/deficit balances.
7. The Superintendent reserves the right to revise or modify the budget of a school.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



---

## REIMBURSEMENT OF ALBERTA DISTANCE LEARNING FEES

### Background

The District wishes to provide each high school student with the opportunity to enroll in courses that are necessary for a student to successfully graduate from high school.

### Procedures

1. When a course is required by a high school student in order to complete a high school program but is not offered, or cannot be timetabled, a course from the Alberta Distance Learning Centre may be approved by the Principal for reimbursement of any fees upon successful completion by the student.
2. The Principal shall provide the Superintendent with a list outlining students' names, addresses and the amount of fees reimbursable to each student at the end of each semester.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **FINANCIAL ACCOUNTABILITY AND AUDITS**

### **Background**

The District believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the District's operations.

### **Procedures**

1. The District's financial systems and records are subject to an external audit.
2. District and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Director of Corporate Services or the Superintendent.
  - 2.1 Periodic internal audits of school and department accounts are to be conducted to identify potential procedural non-compliance, weaknesses and areas for further examination. Such audits must specifically assess the effectiveness of administrative procedures in place by performing compliance testing and examining key controls.
  - 2.2 School financial records may be subject to internal audit in the event of a change of school administration, or school finance and administrative assistants.
  - 2.3 Special financial reviews may be conducted upon request by a Principal.
  - 2.4 All computerized financial records and essential financial documents shall be on file and current for financial audit purposes, which include but are not limited to:
    - 2.4.1 Contracts and agreements,
    - 2.4.2 Fund journal,
    - 2.4.3 Fund account ledgers,
    - 2.4.4 Bank statements,
    - 2.4.5 Cancelled cheques,
    - 2.4.6 Cheque requisitions,
    - 2.4.7 Duplicate deposit slips,
    - 2.4.8 Numbered receipt books or approved substitute documents,
    - 2.4.9 Invoices,
    - 2.4.10 Other related source documents.
3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of Government of Northwest Territories Education, Culture and Employment.

4. The Director of Corporate Services will ensure that adequate control mechanisms are in place to guarantee the integrity of the District's financial transactions and records.
  - 4.1 Segregation of incompatible duties, such as purchase and payment, must be maintained in District and school operations.
5. Financial records of school funds will be maintained in accordance with the format prescribed by the Director of Corporate Services.
6. On or before September 30 in each year, copies of the audited financial statements, the auditor's report on the financial statements and any written communication respecting the systems of internal control and accounting procedures of the District will be received by the Board.
7. All banking shall be carried out at a recognized financial institution.
8. District audited financial statements and annual budget reports will be made available on the District website.

Reference: Section 69, 78, 117, 118, 119, 127, 128, 129, 135, 136, 137, 147, Education Act

Approved: August 2017  
Reviewed/Revised:



## **RECORDING BUSINESS TRANSACTIONS**

### **Background**

It is essential that the financial information system be maintained in accordance with generally acceptable accounting principles and provides meaningful, timely and accurate information on the financial condition of the District.

### **Procedures**

1. Payment requisitions must be forwarded directly and expeditiously to the accounting department to ensure that all expenditures approved by the administration are included in the accounting period to which they apply.
2. All principals, coordinators and members of the senior leadership team shall ensure that their accounting records are correct and up to date.
3. Cash transactions must be processed promptly.
4. Commitment information must be readily available to administrators who take actions that will result in expenditures. Commitment accounting involves the recording of obligations to make future payments at the time they are foreseen, not at the time the services are rendered and billings received.
5. The following conditions are necessary to ensure proper commitment control:
  - 5.1 Commitments may only be authorized by staff that have been delegated commitment authority by the Superintendent.
  - 5.2 Staff shall ensure that a commitment is in place for a disbursement prior to entering into an agreement or receiving goods or services.
  - 5.3 Staff delegated commitment authority shall ensure that funds are available within their appropriation before authorizing a commitment.
  - 5.4 No commitments shall be made that would result in an over expenditure at the close of the current year's appropriation.
  - 5.5 A monthly review of all outstanding commitments by staff responsible for budgets is to be made to determine if commitments are still valid.
  - 5.6 Commitments are to be regularly adjusted to ensure that cost center records reflect their current status.



5.7 Each school/ department administrator shall ensure that the appropriate records of commitment are maintained in order to control expenditures to be within budget.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



## **SCHOOL GENERATED FUNDS**

### **Background**

The Principal may raise and manage funds for the purpose of supporting school and/or student activities.

### **Procedures**

1. All income raised by school sales, student and parent groups, and donations shall be placed into the school generated fund and must be used to support special events and activities.
2. All funds raised shall be placed into a single bank account and may only be withdrawn by cheque with the signatures of the Principal and another staff member.
3. All revenues and expenditures of school generated funds shall be recorded in Serenic software in accordance with the School Generated Fund Procedures Manual, which is available from the Director of Corporate Services.
4. The Principal shall prepare an annual financial statement prior to October 1 for the previous school year. The financial statement shall be posted in the school and a copy filed with the Director of Corporate Services.
5. All surplus funds in the school generated account at the end of the school year shall revert to general school fund unless the Principal has allocated funds toward projects planned for the coming year.

Reference: Section 45, 69, 78, 117, 118, 119 Education Ac

Approved: December 2007

Reviewed/Revised: September 2018



**SCHOOL GENERATED FUND MANUAL**



## **CASH IN SCHOOL BUILDINGS**

### **Background**

Principals shall ensure that all school funds are handled with good and prudent business procedures. All money collected shall be receipted, recorded, accounted for, and directed as soon as possible to the proper location of deposit. The following procedures are established for the safekeeping of money on school property, and the deposit of such funds.

### **Procedures**

1. The Principal shall provide for making bank deposits as frequently as possible, in order to avoid leaving money in school overnight
2. During School Hours
  - 2.1 Cash shall be kept in a cash register, lockable drawer, or lockable cash box, and access must be restricted to individuals designated by the Principal.
  - 2.2 Cash boxes shall be kept locked and out of sight in a secure place when not in visual custody of the person responsible for the money.
3. After Normal School Hours
  - 3.1 No cash shall be left in the building overnight unless a secure safe is available.
  - 3.2 Arrangements shall be made with the bank for a night deposit bag where funds cannot be reconciled and deposited the same day as received.
4. All money collected for school purposes shall be counted, recorded, and turned over to the Principal so that a formal record of all funds received can be prepared. In this way, any differences between the teachers' and office's totals can be resolved immediately.
5. The District will accept no responsibility for the loss of money that is left in unlocked locations during the day or in desks, classrooms or offices at night, whether locked or unlocked.
6. All employees are to keep personal money, purses, and other property in a safe place during working hours.
7. Under no circumstances is money to be left in employee's desks.
8. No refunds will be made for losses as a result of failing to adhere to this Administrative Procedure.

9. When a group of employees establishes a fund for a special purpose, involving monies that are the private property of the individuals concerned, the management of that fund is entirely a staff responsibility, and the District in no way accepts responsibility for losses from the fund or mismanagement of it.

Reference: Section 45, 69, 78,117,118,119, Education Act

Approved: August 2017

Reviewed/Revised:



---

## **DUTY TRAVEL EXPENSES**

### **Background**

Employees who are required to travel in the course of their duties will have all reasonable expenses reimbursed. Prior approval for travel is required.

### **Procedures**

1. The Superintendent may grant approval upon receipt of a statement of travel plans outlining the purpose and projected expenditures of the requested travel. A PD Leave Request Form must be completed and signed.
2. Conference, convention and training seminar travel requires prior approval of a member of senior administration and school-based professional development selection committees.
3. Employees shall submit expense claims using the Expense Claim Form within a month of the date of return. Expense claims shall be reviewed prior to payment to ensure that:
  - 3.1 Prior to approval was granted for the travel.
  - 3.2 The most cost-effective approach to travel was taken and excursion airfare used when available.
  - 3.3 The amounts claimed are only those required to be expended by the employee and are reasonable.
  - 3.4 Car rentals, and the use of private vehicles if required, shall be approved in advance.
  - 3.5 Business phone charges are an allowable expense.
4. Employees shall not claim expenses for items that are provided through another source, such as in-flight meals, complimentary taxi service, regardless of whether the employee actually used these services.
  - 4.1 Exceptions may be considered in the event of delayed flights, medical reasons and time constraints and when appropriate documentation is provided.
5. A District credit card may only be used for airfare, accommodation and authorized car rentals.
6. All requests for advances are to be made at least three (3) to five (5) days before travel. Any advances paid must be accounted for (supported by receipts) within ten (10) days following travel.

7. For travel outside of Yellowknife, the following shall apply: (Rates are subject to adjustment January 1 of each year).
- 7.1 Hotel Accommodation – cost supported by a receipt.
  - 7.2 Meals – a maximum of \$83.95 per day. For less than full days, the maximum allowance shall be:
    - 7.2.1 Breakfast \$13.70
    - 7.2.2 Lunch \$16.90
    - 7.2.3 Dinner \$53.35
  - 7.3 Incidental Expenses – maximum allotment for overnight stays - \$17.30 per day without receipts.
  - 7.4 Taxi – receipts are required for all amounts over \$5.00.
  - 7.5 Registration Expenses – actual expenses, supported by a receipt.
  - 7.6 Laundry Costs – actual expenses supported by receipts, after a three (3) day stay.
  - 7.7 Hospitality – actual expenses, supported by names and receipts.
  - 7.8 Travel by Plane – actual expense of economy fare, supported by a receipt, plus limousine for ground transportation.
  - 7.9 Travel by Private Car – In no instance shall the amount paid under this clause exceed the economy plane fare per traveling staff member.
  - 7.10 Private Car Kilometer Rates – Where the use of a privately owned car is authorized for the employer’s rather than the individual’s convenience, an allowance of \$0.58 per kilometer for travel within the Northwest Territories and \$0.505 per kilometer for travel elsewhere. Where the use of a privately owned car is authorized for the individual’s rather than the employer’s convenience, an allowance of \$0.27 per kilometer.
  - 7.11 Car rental – Any car rentals are to be approved in advance. A note is to be submitted describing the circumstances and requesting approval for car rental.
  - 7.12 Private Accommodation - \$50.00 per night.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



---

## **HOSPITALITY EXPENDITURES**

### **Background**

Hospitality may be extended on behalf of the District to show courtesy or to facilitate the conduct of District business, and when hospitality is considered necessary or desirable.

### **Procedures**

1. The extension of hospitality on behalf of the District may be done by the Superintendent or anyone authorized to do so by the Superintendent.
2. All hospitality expenses for individuals must be submitted on the District Expense Claim Form (Form 514-1) and the individuals listed to whom hospitality was extended.
3. Payments to organizations or suppliers must be submitted on the standard District payment document form (Form 514-2) and the individuals and organizations to whom hospitality was extended listed.
4. The Superintendent must approve all hospitality expenditures.
5. An employee receiving a reimbursement for a hospitality expenditure shall not claim this amount as any other reimbursable expense.
6. Hospitality might be extended on behalf of the District under the following circumstances:
  - 6.1 Conferences which the District hosts or is represented at.
  - 6.2 Visits by persons who are involved in or represent an interest in activities relating to those of the District.
  - 6.3 Meetings or discussions on official business matters held with persons who are not employees of the District.
  - 6.4 A dedication ceremony or a major presentation.
  - 6.5 When a person is being interviewed in relation to recruitment to a Senior Leadership Team position, or for recruitment which requires special discretion.
  - 6.6 Meetings where a snack, meal or any food is considered an appropriate part of the conference.
  - 6.7 To persons directly involved in a conference sponsored by the District.
  - 6.8 Meetings held with the Senior Leadership Team during meal times.



7. Hospitality would not normally be extended to employees of the District except in those cases where they are participants in District events or to mark special occasions when it is considered to be in the best interests of the District.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **PURCHASING PROCEDURES**

### **Background**

The purchasing of necessary supplies, equipment, and services for use in the District represents a significant expenditure. A competitive method of purchasing shall be utilized to obtain maximum value for every dollar spent consistent with good purchasing practices.

Purchasing procedures shall reflect sound business, financial and environmentally friendly practices, and value in obtaining prices.

The District shall, wherever financially appropriate, utilize local firms as suppliers of goods and services in accordance with the Government of Northwest Territories Business Incentive Policy 63.02. Staff shall ensure that they are familiar with the Business Incentive Policy in the purchasing of materials and awarding of tenders.

### **Procedures**

1. The following factors shall be considered in the selection of suppliers:
  - 1.1 Cost.
  - 1.2 Reliability of the product and the supplier.
  - 1.3 Ability to deliver on time.
  - 1.4 After sales service, maintenance, and warranty.
  - 1.5 Features and suitability of the product.
2. All purchases made with District funds shall be made on appropriate purchase order forms and shall include the signature of the Director of Corporate Services.
3. The District will not be responsible for any purchase order which does not bear the signature of the Director of Corporate Services.
4. The decision as to how to obtain the appropriate material at the best price rests with each site-based manager.
5. The Director of Corporate Services will provide information in reference to suppliers upon request by schools.
6. If purchasing is deemed to be advantageous to the District by an invitation to bid or a or a tendering process by the department or site manager then the following shall apply:

- 6.1 The Director of Corporate Services shall be responsible for all District level bidding, public or invitational tendering.
- 6.2 The purchasing process shall be conducted in accordance with the following:
  - 6.2.1 Written specifications shall be prepared wherever possible by the department or site manager.
  - 6.2.2 Invitations to bid shall be sent to appropriate suppliers.
  - 6.2.3 A public invitation to tender shall be advertised through the GNWT's Tendering Site and local newspapers where appropriate.
7. The following procedures shall provide direction to the Director of Corporate Services as to the procurement process to be followed:
  - 7.1 Public tendering will be used for the purpose of the construction of buildings and/or additions to buildings or for the acquisition of supplies, materials or services that exceed a cost of twenty five thousand dollars (\$25,000).
  - 7.2 Invitational bidding may be used to obtain supplies, materials or services that range in cost from five thousand dollars (\$5,000) to twenty five thousand dollars (\$25,000).
  - 7.3 Competitive bidding may be used to obtain supplies, materials or services that range in cost from two hundred dollars (\$200) to twenty five thousand dollars (\$25,000).
8. Public tendering will occur as follows:
  - 8.1 The call for tenders shall be by a legal newspaper advertisement placed by the Director of Corporate Services in local and national newspapers and shall be run in two (2) consecutive issues.
  - 8.2 Every tender advertisement shall specify:
    - 8.2.1 The address to which the tender is to be submitted.
    - 8.2.2 The date and hour after which no further tenders will be accepted.
    - 8.2.3 The security, if any, that is to be furnished with the tender.
    - 8.2.4 That the tender is to be submitted in a sealed envelope on the outside of which is indicated:
      - 8.2.4.1 The word "TENDER" in large letters.
      - 8.2.4.2 The name and address of the person or firm submitting the tender.
      - 8.2.4.3 The project or proposed contract in respect of which the tender is submitted.
    - 8.2.5 That the lowest or any bid may not be necessarily accepted.
  - 8.3 Every tender that is received shall be date-stamped and the time of receipt recorded by District Office staff.
  - 8.4 Every tender that is received after the deadline for receipt of tenders shall be returned unopened to the person or firm that submitted it.

- 8.5 Bids or tenders shall remain sealed until the specified opening date and time and shall be opened by the Director of Corporate Services in the presence of not less than one witness.
  - 8.6 Those who submitted tenders are to be invited to attend the opening of tenders.
  - 8.7 Where the lowest bid has not been accepted by the District, the District shall provide justification.
  - 8.8 Where two (2) identical tenders are received, they shall be submitted for a decision as to which person or firm shall be awarded the contract.
  - 8.9 The Director of Corporate Services shall notify the successful tenderer following the awarding of the tender.
9. Where the estimated cost of the materials, supplies or services supports competitive bidding, the following shall apply:
- 9.1 The Director of Corporate Services will contact suppliers on an informal basis to obtain prices for the desired supplies and materials.
  - 9.2 The Director of Corporate Services shall select the supplier who is able to provide the desired materials at the best price.
10. Where the estimated costs of the desired materials, supplies or services support the need for competitive bidding, the following shall apply:
- 10.1 The Director of Corporate Services will solicit bids from at least three suppliers, if possible.
  - 10.2 Those bids will be opened in public by the Director of Corporate Services and referred to the Superintendent.
  - 10.3 The Superintendent shall determine whether the lowest bid is to be accepted.
11. Contracts for supplies, services or leases may be extended upon review and approval by the District.

Reference: Section 78, 117, 118, 119 Education Act  
Agreement on Internal Trade 502.4  
GNWT Business Incentive Policy 63.02

Approved: December 2007  
Reviewed/Revised: September 2018



## **NORTHERN BUSINESS INCENTIVE**

The District has developed a number of procedures with respect to the Northern Business Incentive Policy. These are:

1. To provide existing northern businesses with a level of business incentives that compensate for the higher cost of operating a business in the Northwest Territories. This business incentive will allow for northern businesses to compete successfully with southern businesses.
2. To provide new northern businesses with a level of business incentives that would enable the firm to develop the necessary experience and business skills. These business skills will allow northern businesses to compete successfully with other northern and southern businesses.
3. To provide northern businesses with the opportunities required to create employment for northern and local administrative and management staff.
4. To provide northern businesses with the opportunities necessary to train northern administrators and managers.
5. To treat all northern business fairly, and at the same time, to take account of local cost differences without causing intra-territorial conflict.
6. To require the Northern Business Incentive Policy to apply to all schools/departments in this District.
7. To require all District schools and departments to be accountable to the Director of Corporate Services and the Board to ensure that the true spirit and intent of the Policy and its procedures are considered and exercised at all times.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



## Administrative Procedure 515 – Appendix B

---

### PURCHASE ORDERS

#### Background

The purchasing of materials and supplies for the District entails the use of public funds and therefore must be done as efficiently, carefully and transparently as possible.

#### Procedures

1. All purchasing procedures shall ensure fair and public bidding practices.
2. All orders for materials, supplies, etc. must be done by a purchase order unless otherwise authorized by the spending authority or purchased through the use of procurement cards.
3. All purchase orders must be approved by the spending authority.
4. All purchase orders committing funds from delegated budgets must be approved by the administrator of that budget.
5. The District will follow the Northern Business Incentive Policy.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **CREDIT CARDS**

### **Background**

The District recognizes that the use of credit cards is an economic means of doing business to reduce processing costs, to increase efficiency and to improve cash management. The documentation provided with credit card purchases is regarded as adequate for acceptable internal control.

### **Procedures**

1. The Director of Corporate Services shall issue a credit card to designated individuals, schools and/or departments for programs and facilities.
2. The user, the individual who has the responsibility for the credit card, shall sign a User Agreement (Form 516-1) , a copy of which is in the Forms Directory, prior to receipt of the credit card and will be responsible for all charges on the credit card account.
3. Upon return of the completed User Agreement (Form 516-1) , the Director of Corporate Services shall establish the account at the District's banking institution and provide the necessary District forms for the payment of charges to the credit card account.
4. Processing of credit card transactions:
  - 4.1 Receipts for charges must be turned into the finance department at the District Office by the end of each month.
  - 4.2 The cardholder expense report will be provided to each employee on or about the 17<sup>th</sup> of each month.
  - 4.3 Credit cards will be set to inactive status for the months of July to mid-August for all school staff except for principals unless an explicit exception is made in recognition of unusual circumstances.
5. The following items may not be paid for by the credit card:
  - 5.1 Unauthorized travel costs per District duty travel procedures.
  - 5.2 Payment prior to receipt of goods, except for professional books and subscriptions.
  - 5.3 Personal services contracts/ consultant agreements/ performance groups.
  - 5.4 Purchase of equipment with a value of over one thousand dollars (\$1,000.00).
  - 5.5 Minor repairs (service calls, contracted works, etc.)
  - 5.6 Fees, memberships, and dues.

- 5.7 Gifts, unless explicitly authorized by supervisor to do so.
- 5.8 Charitable donations and contributions.
- 6. The Superintendent shall revoke use of any credit card issued by the District when conditions warrant such an action.
- 7. The initial credit line revolving fund required to establish and maintain the credit card account shall be fifty thousand dollars (\$50,000). The Finance Committee shall make any required or requested changes to this fund balance.
- 8. For any disallowed charges not repaid by the cardholder before the charge card billing is due and payable, the District shall retain a prior lien against and a right to withhold any and all funds payable to the employee, up to an amount of the disallowed charges and interest at the same rate as charged by the company which issued the procurement card.
- 9. The following general procedures are to be followed in order to safeguard the procurement card:
  - 9.1 The card is to be placed in a secured / lockable area when not in use.
  - 9.2 The Director of Corporate Services is to be notified immediately:
    - 9.2.1 Of any changes in the authorized use of any procurement card.
    - 9.2.2 In the case of theft or loss of the card.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: September 2018





## Administrative Procedure 516 – Appendix

---

### CREDIT CARD EXPENDITURES

#### Background

The use and custodianship of credit cards in the name of the District is restricted and must follow the approved procedures.

#### Procedures

1. Any exceptions to the established procedures must receive the specific approval of the Superintendent.
2. The Director of Corporate Services shall monitor the use of cards as required in order to identify abuses of the system and to keep in use only those cards actually required.
3. The Payroll/Accounting Officer shall maintain a list of all active credit cards and record to whom each is issued.
4. All costs of the cards and related expenses must be charged to the applicable budget.
5. All receipts must be submitted in timely fashion to the Finance Department for processing and payment of accounts.
6. Payment of personal expenses on credit cards are not permitted.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



## **TRAVEL ADVANCES**

### **Background**

Travel advances are provided to District staff that travel continually, or on short notice, in the conduct of their responsibilities.

### **Procedures**

1. The Director of Corporate Services shall authorize the establishment of travel advances and approve the travel expenses for which they may be used.
2. Each request for a travel advance must be submitted to the Director of Corporate Services and specify:
  - 2.1 The reason why the advance is needed.
  - 2.2 The amount required.
  - 2.3 The name, position and title of the employee to whom it is to be issued.
3. When a travel advance is issued, the amount of the advance can be up to eighty percent (80%) of anticipated expenses.
4. The holder of a travel advance shall be responsible for the safe keeping of the funds and for the submission of travel claims.
5. To be reimbursed the travel advance, the holder shall:
  - 5.1 Itemize the expenses incurred.
  - 5.2 Summarize the disbursements.
  - 5.3 Submit the claim to the Payroll/Accounting Offices within ten (10) working days of completion of approved travel.
6. The holder of a travel advance shall allow for a reasonable turnaround time to obtain reimbursement of approved expenditures.
7. The Director of Corporate Services shall adjust or request a refund of travel advances deemed to be inappropriate in size or no longer essential.
8. The Director of Corporate Services may recall any or all outstanding travel allowances.

9. The holder of a travel advance shall refund the advance upon termination of employment or a change in position.

9.1 Any non-refunded advances must be deducted from the employee's payroll cheque or from any other amount owing to the employee.

Reference: Sections 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 518 – Appendix

---

### EMERGENCY PAYROLL ADVANCES

#### Background

There are occasions when staff members require payroll advances due to unexpected circumstances.

#### Procedures

1. The Director of Corporate Services may approve payroll advances for compassionate leave, family medical and other family emergencies.
2. Newly employed staff may request an advance on their first pay.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 519

---

### ASSETS DISPOSAL

#### Background

Material and equipment, which is no longer required at a specific location or within the District, may be disposed of in accordance with established procedures.

#### Procedures

1. The Director of Corporate Services is authorized to dispose of, by public auction or otherwise, material and equipment up to an estimated value of ten thousand dollars (\$10,000) each.
2. For single items with a value exceeding ten thousand dollars (\$10,000), the Director of Corporate Services will require authorization from the Superintendent.
3. Assets identified for disposal shall be noted on the Asset Disposal Form (Form 519-1) that is located in the Forms Directory.
4. Once approval for the disposal of an item has been received, all administrators will be notified of the availability of the asset.
  - 4.1 Should another school administrator or program manager desire the asset, they will have access to it on a first come, first serve basis.
  - 4.2 A value agreed upon by the selling site and the purchasing site will be transferred between the respective budgets for the purchase of the asset.
5. Upon the sale of an asset outside of the District, the revenue generated by the sale will be directed to the budget, which originally financed the purchase of the asset.
6. As soon as the asset has been disposed of, the Asset Disposal Form (Form 519-1) will be completed and filed.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **FUNDRAISING**

### **Background**

The District recognizes that generating additional revenue in support of programs can enhance educational services for students. Funds raised are to be used to benefit students, enhance the quality and relevance of education for learners, contribute to the development of responsible citizens, and support the mission of the District.

### **Procedures**

1. Fundraising activities must be compatible with the best interests of the students, school staff and not detract from curricular activities.
2. The following principles shall guide all fundraising activities:
  - 2.1 Funds raised are to complement – not replace – public funding for education.
  - 2.2 Funds raised shall not be used for instructional supplies and materials that are required to complete a core course.
  - 2.3 The Principal shall give prior approval for fundraising within the school community.
  - 2.4 The Superintendent shall give prior approval for all fundraising activities beyond a single school community.
  - 2.5 Fundraising goals shall be developed prior to any fundraising activity taking place.
  - 2.6 Decisions on fundraising activities and the expenditure of fundraised dollars will be made in consultation with senior administration, principals, staff, students, Parents' Advisory Committees/Groups and parents.
  - 2.7 Participation in fundraising activities will be voluntary.
  - 2.8 No student will be excluded from an event or program because the student or parents did not participate in the fundraising activity.
  - 2.9 Parents are required to approve the participation of their children in fundraising activities and students will not be put at risk.
  - 2.10 Parental participation in fundraising activities is valued and to be encouraged.
  - 2.11 Principals are required to maintain a record of revenue and expenditures for all school sponsored revenue-generating projects and keep on file a financial statement for each project.
  - 2.12 An accounting of the income and expenditures related to school fundraising activities will be submitted to the Superintendent.
  - 2.13 All fundraised funds must be accounted for through the School Generated Funds.

- 2.14 Fundraising will not involve activities or products that are illegal or unethical. Products such as tobacco or alcohol are not permitted.
- 2.15 Fundraising activities will not require students to listen to or read commercial advertisements.
- 2.16 All donations from the community will be appropriately acknowledged by the District or the school. For example, letters of thanks, phone calls or articles in the newspaper may be used.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



---

## **PARTNERSHIPS AND SPONSORSHIPS**

### **Background**

Partnerships with the community based organizations, business, government, other educational institutions and individuals are encouraged in order to enhance public education by uniting schools and the community.

### **Procedures**

1. District staff members who are involved in the arrangement of partnerships shall ensure that all partnerships are consistent with the mission, values and goals of the District.
2. In determining a possibility of a partnership, the following information must be collected from a potential partner in order to assess the merits and acceptability of a partnership:
  - 2.1 The nature and product or services available.
  - 2.2 The history, ownership and background.
  - 2.3 The reason for, and benefits of, a partnership.
  - 2.4 The individuals with whom the staff of the District would need to communicate.
3. When an agreement is being proposed, it shall contain the following information:
  - 3.1 The length of the agreement.
  - 3.2 The nature of the commitment of the partners involved.
  - 3.3 The details of the specific promotion being requested.
  - 3.4 The requested rights of the partner.
4. Authority for the approval of agreements shall be as follows:
  - 4.1 School based agreements are to be approved by the Principal in consultation with the Parents' Advisory Committee/Group.
  - 4.2 District wide agreements are to be approved by the Superintendent.
  - 4.3 Any exclusive agreement requires the approval of the Superintendent.
5. The District may terminate any partnership agreement when any of the following occur:
  - 5.1 The sponsor becomes ineligible under any terms outlined in the partnership agreement that was approved.



- 5.2 The sponsor uses the name of the District or school outside the conditions specified in the partnership agreement.
- 5.3 The sponsor develops a public image incompatible with the mission, values and goals of the District.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

### Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis



The Conference Board of Canada  
255 Smyth Road, Ottawa, ON K1H 8M7 Canada  
Telephone: (613) 526-3280  
Fax: (613) 526-4857  
Internet: <http://www.conferenceboard.ca/rbec>  
Information for Sound Decisions Since 1954

This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.

Reference: Section 69, 78, 117, 118, 119 Education Act

Approved: August, 2017

Reviewed/Revised:



---

## **CHARITABLE DONATIONS**

### **Background**

The District is a registered charitable organization and can accept donations and provide tax receipts.

### **Procedures**

Charitable donations shall be accepted in accordance with the legal requirements governing charities and the following:

1. Solicitation of donations from individuals, organizations and businesses to encourage support for school programs requires the approval of the Principal in consultation with the Parents' Advisory Committee/Group.
2. The Principal shall keep a record of donations received by the school from individuals, organizations and businesses.
3. In the case of non-monetary donations:
  - 3.1 A third party, independent valuation of the gift is required.
  - 3.2 The gift must be made no later than sixty (60) days following the valuation.
  - 3.3 The gift must be used in meeting a need of the District as defined by the administration of a specific school and/or senior administration.
4. Solicitations of donations on a District level require the approval of the Superintendent.
5. The Manager of Facilities and Maintenance must agree to any donations involving:
  - 5.1 Creative or adventure playgrounds or equipment, or
  - 5.2 Items that require modifications to buildings.
6. Items received by a Principal shall be retained at the school under the ownership of the District. The District may remove, repair or modify any item that it may wish.
7. Where tax receipts are requested, these shall be issued by the Director of Corporate Services.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Income Tax Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **INSURANCE MANAGEMENT**

### **Background**

In order to ensure that the requirements of legislation are met and the District's interests are protected, the Superintendent shall provide for continuous insurance coverage in accordance with these procedures.

### **Procedures**

1. The Director of Corporate Services is authorized to secure the services of an insurance broker for the purpose of obtaining adequate insurance for the District.
2. The District shall provide insurance coverage for the following:
  - 2.1 Buildings;
  - 2.2 Contents;
  - 2.3 Liability – for individual trustees, staff members, student teachers and interns, and volunteers; all the foregoing while performing duties authorized by the District;
  - 2.4 Crime;
  - 2.5 Automobile fleet;
  - 2.6 Travel accident;
  - 2.7 Student accident;
  - 2.8 Boiler and machinery;
  - 2.9 Errors and omissions;
  - 2.10 Sexual molestation and abuse;
  - 2.11 Course of construction and wrap up; and
  - 2.12 Air quality (fungus) liability.
3. Building insurance shall be secured to provide coverage at full replacement cost.
4. Contents insurance shall be obtained at a minimum actual cash value or on a replacement cost basis.
  - 4.1 Claims made under the building and contents section of the insurance policy resulting from accidents, vandalism or theft shall be made by the Director of Corporate Services upon receipt of the required information from the Principal.

5. Travel accident insurance shall be obtained to cover trustees, coaches, advisors, volunteers, Parents' Advisory Committee/Group members and District Office personnel.
6. On an annual basis, the District shall review its insurance coverage and make such arrangements for insurance coverage as it deems necessary.
7. The Director of Corporate Services shall make available to staff members and others as required information describing the District's insurance coverage.

Reference: Section 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **STUDENT INSURANCE PROGRAM**

### **Background**

Insurance companies offer student insurance programs for school students. The District considers this issue to be the responsibility of parents. Therefore, if parents wish to have student insurance, they are encouraged to approach their local insurance agent for information and coverage.

### **Procedures**

1. Under no circumstances are schools in the District to take responsibility for collecting insurance premiums for an insurance company.
2. No Principal shall accept responsibility for ensuring that students are covered with insurance.
3. No Principal or staff member shall do anything that in any way would leave the District responsible for student insurance.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## Administrative Procedure 540

---

### FACILITIES PLANNING

#### Background

A five year plan, forecasting expenditures that may be anticipated for new construction, major renovations and other major capital expenditures for which the borrowing of funds may be necessary will be developed and maintained.

The five year plan is to be reviewed and approved annually by the Board.

#### Procedures

##### 1. Five Year Plan

- 1.1 The Superintendent is responsible for ensuring the currency of the plan.
- 1.2 The plan will be maintained by the Manager of Facilities and Maintenance in consultation and collaboration with the Superintendent.
- 1.3 The plan is to include:
  - 1.3.1 Demographic review and enrolment analysis,
  - 1.3.2 Utilization analysis,
  - 1.3.3 Current or proposed new construction,
  - 1.3.4 Current or proposed additions,
  - 1.3.5 Current or proposed alterations or reconstruction, and
  - 1.3.6 Major repairs.
- 1.4 Educational specifications for new buildings or those undergoing remodeling are to be developed in consultation with in-school administrators and members of the teaching staff, as well as any other individuals or groups qualified to provide expertise and advice on the project under consideration.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **NAMES OF SCHOOLS AND DISTRICT BUILDINGS**

### **Background**

Naming/renaming a school, a portion of a school, or a District facility is a matter that deserves thoughtful attention.

### **Procedures**

1. The Superintendent shall initiate the formation of a Committee for the naming of a school or a portion of a school.
2. The Committee may have representation from the community at large, school administration, the teaching staff, parents, and the students.
  - 2.1 The community at large may include representation from community organizations or groups who may have an interest in being represented.
  - 2.2 Each representative group shall be limited to a maximum of two members.
  - 2.3 The Committee shall determine the process that will be followed in soliciting input in the naming process.
3. The names considered shall:
  - 3.1 Have significance for the students, parents and the community of the particular facility;
  - 3.2 Be easily identifiable with the facility;
  - 3.3 Not be in conflict with the names of other facilities in the system, or surrounding Districts;
  - 3.4 Be appropriate in terms of copyright and trademark provisions.
4. Where possible, new facilities shall be assigned names before construction begins.
5. The Board is responsible for approval of names of all District-owned facilities.

Reference: Section 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017





## FACILITIES CONSTRUCTION

### Background

This Administrative Procedure is applicable when the District assumes responsibility for construction of facilities. Facility construction may be required if the number and type of facilities owned by the District are determined by the District to be insufficient to meet educational and/or recreational goals set for the community.

### Procedures

1. Construction Costs, Estimates and Determinations
  - 1.1 Before commencement of construction of facilities, the District shall endeavour to compile complete estimates of costs relating to the project.
  - 1.2 The District shall determine these costs by any manner deemed acceptable to the District in view of the project under consideration.
2. Tenders
  - 2.1 Public tenders shall be used for the construction of all new schools and additions unless the District engages itself in a scheme of construction, using its own forces.
  - 2.2 Tender calls will be made to best facilitate the schedule established for completion of the project.
  - 2.3 Tenders will be opened in public at a meeting following which the tenders will be reviewed by the Manager of Facilities and Maintenance and the project architect.
    - 2.3.1 A list of bidders will be prepared and the amounts of the bids identified.
    - 2.3.2 This list will be available for public viewing.
  - 2.4 The review of tenders will normally be undertaken prior to the next regular meeting of the Project Planning Committee so that a recommendation(s) can be reviewed by the Project Planning Committee prior to submission to the Board through the Superintendent for final approval.
  - 2.5 The lowest tender will normally be accepted provided it meets the specifications and the firm submitting the tender is in good standing within the construction profession.
3. Construction Contracts
  - 3.1 The District shall, before commencing construction, require a construction contract to be signed by the District and the Contractor for any facility contract undertaken.
    - 3.1.1 The terms and conditions of each contract shall encompass the terms of the Tender Calls for the project.

- 3.2 The Superintendent may delegate the drawing up of such a contract to District staff or to outside professional advisors.
  - 3.3 All new facilities contracts shall provide for a construction hold back, determined by the District, which shall not be paid until the District receives satisfactory written proof of construction completion and inspection by a designated inspector of the District.
  - 3.4 The primary construction contractor must ensure adherence to the Safety Act.
4. Supervision of Construction
- 4.1 The District may assign employees or contract professional services to supervise the construction of any District-owned facilities.
  - 4.2 Buildings undergoing major changes where contractors are on the job will have no changes made in the plans or any additions made to old rooms except on the approval of the Manager of Facilities and Maintenance.
5. Inspection and Acceptance of New Facilities
- 5.1 The District shall provide for an inspection, by competent employees or contracted professional staff, of any new facility prior to acceptance of the facility.
  - 5.2 Acceptance by the District will be conditional on a written inspection report being developed for the facility.
6. Public Dedication of New Facilities
- 6.1 The District recognizes and encourages the interest of the public in District facility development. The District, therefore, encourages public dedication of new facilities to inform and acquaint the public with District facilities and activities.
7. Memorials
- 7.1 No individual or group of individuals shall be permitted to erect any memorial or other structure of any kind in a school building or upon school grounds except by special permission of the Board.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Safety Act

Approved: August, 2017  
Reviewed/Revised:



---

## **SECURITY OF BUILDINGS**

### **Background**

The District recognizes the need to provide for the security of its buildings and property. The Manager of Facilities and Maintenance will establish procedures to protect such property.

### **Procedures**

1. Detection intrusion systems may be installed and operated in schools and in other buildings owned by the District as a deterrent to unauthorized entry.
  - 1.1 Intrusion detection systems shall be improved, expanded, and upgraded as experience dictates and within budgetary provisions.
  - 1.2 The principals, in consultation with the caretaking staff, shall be responsible for the coordination and operation of the intrusion detection systems to ensure optimum protection.
  
2. Locking systems shall be designed to provide a reasonable degree of security. Upgrading of security systems shall be carried out under a well-planned systematic program designed to improve security on a long-term basis.
  - 2.1 Keys for the removable core locking system shall be marked to indicate that duplicates are provided only with the authorization of the Manager of Facilities and Maintenance.
    - 2.1.1 The Manager of Facilities and Maintenance shall arrange for duplicate keys to be provided when required.
  - 2.1 Locking systems shall be designed so that exterior access is controlled through the main entrance only.
    - 2.1.1 Requests for additional access must be submitted in writing to the Manager of Facilities and Maintenance.
  
3. Key distribution shall be controlled in accordance with the following:
  - 3.1 Keys shall be issued only to staff members of the District with the exception that a community organization may have access to an area which can be secured from the rest of the school.
  - 3.2 Keys shall not be loaned to students or unauthorized persons under any circumstances.
    - 3.2.1 Students may be admitted to school premises after normal school hours only under the supervision of a staff member and with the knowledge and approval of the Principal.

- 3.3 Entry to school premises outside regular school hours as required by utility personnel or contractors may be arranged through the Manager of Facilities and Maintenance.
- 3.4 The authority for the distribution of keys shall be as follows:
  - 3.4.1 Principal to staff members.
  - 3.4.2 Manager of Facilities and Maintenance to caretaking personnel.
  - 3.4.3 Manager of Facilities and Maintenance to maintenance personnel.
  - 3.4.4 Director of Corporate Services to District office personnel and to all holders of grand master keys.
4. The individuals responsible for key distribution shall be accountable for maintaining a record of keys and their distribution. These authorities shall maintain two (2) inventories - one showing keys assigned for their distribution and the other showing re-distribution of keys to staff members.
  - 4.1 The individuals responsible for key distribution shall verify in June of each year that all keys are accounted for in accordance with records. Exterior keys may be re-assigned to those personnel who require them after normal caretaking hours during the summer recess.
  - 4.2 All staff members shall return keys issued to them before reassignment or termination.
  - 4.3 Lost or missing keys shall be reported to the individual responsible for distribution, who will notify the Manager of Facilities and Maintenance of the loss. The Manager of Facilities and Maintenance shall arrange for continued building security.
5. The individual responsible for key distribution shall conduct an ongoing education program with staff members to emphasize the responsibility for building security. This program is to receive particular emphasis at the beginning of each school year to ensure that new staff members are aware of security problems and requirements.

Reference: Section 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



## **FACILITY AND GROUNDS MAINTENANCE**

### **Background**

The District is committed to providing a safe, healthy and aesthetically pleasing study and work environment for its students, staff members, volunteers and the general public.

### **Procedures**

1. The Principal shall ensure that there is a monthly inspection of the school, school grounds, and playground equipment and that a report is made to the Manager of Facilities and Maintenance of any deficiencies that would endanger the safety of the students.
  - 1.1 A record of the monthly inspection must be maintained.
2. Any staff member, on becoming aware of equipment needing repair, shall notify the Principal who shall notify the Manager of Facilities and Maintenance of the needed repair.
3. The Manager of Facilities and Maintenance is responsible for ensuring that the general condition of the school grounds and equipment on school grounds is maintained at a high standard, and for ensuring that any unsafe conditions are remedied as soon as possible.
4. Any identified deficiencies shall be rectified in a timely manner. Hazardous areas or equipment must be secured until repaired.
5. Principals shall ensure that caretakers maintain grounds in tidy appearance and that any unsafe conditions are reported immediately to the Manager of Facilities and Maintenance.
6. An annual audit/inspection of all playground equipment will be made by the Manager of Facilities and Maintenance in accordance with insurance requirements, and the necessary remedies or removal will be undertaken.
  - 6.1 The Principal will be advised in writing of any remedial action required as a result of the audit/inspection.
7. The Principal shall advise staff members that, should they discover a break-in or school vandalism requiring immediate attention, the Principal or Vice-Principal is to be notified immediately.
8. All break-ins and theft of equipment shall be reported to the Director of Corporate Services and the police by the Principal.
9. The Principal shall complete a break-in/theft/vandalism report for submission to the Director of Corporate Services.

10. For facilities other than schools, the Manager of Facilities and Maintenance will ensure monthly inspections are completed and deficiencies are rectified in a timely manner.

Reference: Section 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: August 2017



---

## **HAZARDOUS GOODS MANAGEMENT**

### **Background**

From time to time unavoidable hazardous waste will be generated within the District for which some form of proper disposal will be required. It is imperative that all products used, mixed or otherwise changed from their original form have documented records of what the new substance is that has been created. This is needed since unknown waste cannot be disposed of until positive identification can be established. Analysis of unknown creations can be expensive and often because of their mixtures, may require special disposal methods which add even more to the costs. Additionally, many products can be recycled if they are not contaminated by mixing them with a collection of other substances. Keeping like and kind waste in separate containers saves money, reduces the risks of chemical reactions and allows for recycling or proper disposal.

The District mandates a system to ensure the proper handling and storage of materials classified under Workplace Hazardous Materials Inventory Systems (WHMIS) and Transportation of Dangerous Goods (TDG).

### **Procedures**

1. All appropriate staff members must have training in WHMIS and TDG as defined by legislation.
2. Material Safety Data Sheets (MSDS's) must be kept current and available to staff.
3. Disposal of material will be in accordance with legislation.
4. The Manager of Facilities and Maintenance shall be responsible for administering "Hazardous Goods Management".
5. All WHMIS materials shall be properly labeled and properly stored.
6. Each storage site shall have, readily available, Material Safety Data Sheets (MSDS) for users (staff members and students) appropriate for that location.
7. Each Principal shall maintain an MSDS inventory master list of all materials on the premises.
8. WHMIS safety symbols shall be displayed with MSDS sheets.
  - 8.1 Users must adhere to WHMIS legislation.
  - 8.2 Students must be instructed in the proper handling of these substances.
  - 8.3 Students must be adequately supervised during their use of these substances.

- 8.4 Proper safety equipment shall be maintained in the area and used when these substances are used.
  - 8.5 Ongoing WHMIS and TDG training will be available to all appropriate staff members.
  - 8.6 All workers shall be knowledgeable in handling materials and dealing with incidents and accidents resulting from the use of these substances.
9. Where possible:
- 9.1 Materials are to be purchased in quantities of less than three (3) year requirements.
  - 9.2 Pre-labeled materials are to be purchased.
  - 9.3 Inventory control – each storage site shall have current inventory lists.
10. Disposal
- 10.1 Materials for disposal shall be dated, labeled and stored separately on an on-going basis.
  - 10.2 Disposable materials will be gathered annually.
11. Staff members involved in the use and management of hazardous goods must:
- 11.1 Provide a comprehensive documentation for:
    - 11.1.1 Purchasing hazardous materials or products;
    - 11.1.2 Purchasing materials or products that by their nature will sometime, through use, become hazardous waste;
    - 11.1.3 Recycling hazardous materials;
    - 11.1.4 Storing of hazardous waste; and
    - 11.1.5 Disposal of hazardous materials.
  - 11.2 Maintain a record of all hazardous or potentially hazardous materials on file for a period of two (2) years. Also, they must keep "incompatible materials" separated by TDG class and division in keeping with the legislation.
  - 11.3 Maintain a log of all generated hazardous waste, keeping an inventory of exactly what mixtures have been created. Such mixtures are to be compatible with each other such that this will not become reactive with each other. The appropriate legislation for safety and handling must be followed.
  - 11.4 Establish a clear procedure that provides strong assurances that hazardous waste will be handled, transported and disposed of in a safe manner.
  - 11.5 Keep a checklist of the procedures necessary when purchasing, recycling, storing and disposing of hazardous waste.
  - 11.6 Keep a written record of all hazardous or potentially hazardous products.
  - 11.7 Keep a log containing a list of all generated hazardous waste.
  - 11.8 Ensure that a properly labeled container holds identified hazardous waste.
12. Staff members involved in the purchase of hazardous goods must establish a means for disposal before buying.



## 12.1 Before





- 12.1.1 When a product is being considered for purchase its disposal requirements must be reviewed. This must include the product itself and its container when empty. Refer to Alberta user guide for waste managers. As a condition to purchase, the supplier must identify the product(s) under the TDG Legislation, even though the product does not fall under the Legislation. This information will be needed when it comes time for disposal.

## 12.2 After






- 12.2.1 When a product first arrives on site it must be identified with its TDG class, subclass and division. This is normally marked on the MSDS sheet.

13. The purchase, storage, handling and disposal of chemicals shall be in accordance with the terms of this Administrative Procedure and the Potentially Hazardous Chemicals Information Guide as published by Alberta Education, June 1981. The "Legend of Hazard Ratings" of this guide are as follows:






### 13.1 Rating

-  T Toxic
-  E Explosive
-  R Reactive
-  C Carcinogenic






### 13.2 Health

-  4 Can cause death or major injury despite medical treatment
-  3 Can cause serious injury despite medical treatment
-  2 Can cause injury. Requires prompt treatment
-  1 Can cause irritation if not treated
-  0 No hazard

### 13.3 Fire

-  4 Very flammable gases or very volatile flammable liquids
-  3 Can be ignited at all normal temperatures
-  2 Ignites if moderately heated
-  1 Ignites after considerable preheating
-  0 Will not burn

#### 13.4 Reactivity (Stability)

-  Readily detonates or explodes
-  3 Can detonate or explode but requires strong initialing force or heating under confinement
-  2 Normally unstable but will not detonate
-  1 Normally stable. Unstable at high temperature and pressure. Reacts with water
-  Normally stable. Not reactive with water

#### 14. The following chemicals shall be prohibited from use in all schools:

- 14.1 Any health hazard rated at "3" or "4" (excluding concentrated hydrochloric, sulphuric and nitric acids provided they are purchased in small quantities of 500 ml. or less). It is suggested that mercury thermometers are replaced by alcohol thermometers;
- 14.2 Any chemicals proven to be carcinogenic in humans. The use of asbestos pads shall be eliminated in laboratory work;
- 14.3 Any chemicals with fire rating of "3" or "4"; and
- 14.4 Any chemicals with a reactivity rating of "3" or "4".

#### 15. Chemicals shall be disposed of in accordance with Potentially Hazardous Chemicals Information Guide. Chemicals shall not be disposed of in the local landfill disposal site or sewers. Arrangements for collection may be made with the University of Alberta or other agencies which will properly dispose of the chemicals.

#### 16. The use of potentially hazardous chemicals listed with a health, fire, or reactivity rating less than 3 or 4 shall be subject to the following safety precautions:

- 16.1 A record shall be kept of their presence and intended use and disposal;
- 16.2 An annual review shall be conducted to ensure that chemicals that have been used for some time are disposed of if they are no longer required;
- 16.3 Such chemicals shall not be utilized if adequate equipment and facilities are not available;
- 16.4 Personnel handling such chemicals shall be knowledgeable of the potential hazards and safety precautions, and first aid procedures and shall have a copy of the Alberta Education publication Potentially Hazardous Chemicals Information Guide, June 1981.

#### 17. Staff members using hazardous goods must list what is in a container.

- 17.1 When a hazardous product is used or mixed in such a manner that a new substance is created, that new substance becomes a hazardous waste. It in itself can be identified as a substance containing one or more known hazardous products. The temporary storage disposal container is to be labeled with a work site WHMIS label, class 9 TDG label, and one or more secondary TDG labels are to be placed on the

container giving specific reference to each of the products that were mixed into the container.

17.2 The container log is to have a record of what amounts of each of the hazardous products were introduced, and each time they were introduced.

17.2.1 The amounts of products introduced into each container shall be recorded in weight, quantity or percentage. The rule to follow is "you created it, you know what it is that you mixed, it is an exact known mixed substance and therefore it can be properly disposed of." Without all of this information the waste will not and cannot be transported from any site. Additionally, without all of this information the waste cannot be recycled or mixed with other products to form a safe non-hazardous substance which can be easily disposed of.

18. All hazardous products are not compatible and it will be necessary to have more than one (1) temporary storage disposal container. (Acids-Solids), (Acids-Liquid), (Bases-Solid), (Bases- Liquid) each require separate containers in their own classes, i.e. flammable, corrosive, reactive, toxic, and environmental.

19. Do not mix non-hazardous products with hazardous products as by doing so it increases the amount of hazardous materials to be processed.

20. Users must not mix recyclable products with hazardous waste as they can be purchased at a minimal cost. (e.g. Varsol, paint thinner, antifreeze (glycol), automotive oil etc.).

21. Hazardous waste shall be removed and transported from any District site in accordance with TDG regulations. Before removing or transporting hazardous goods an employee must:

21.1 Fill out a District request for maintenance services (Form 544-1); and

21.2 Fill out a "TDG" Weigh Bill (Form 545-1).

22. WHMIS Handbook

22.1 The Manager of Facilities and Maintenance will maintain a Master Handbook which will include a copy of all Material Safety Data Sheets (MSDS's) for controlled products used in all facilities.

22.2 Each work site will be responsible to update their copy of the WHMIS Handbook.

22.3 The Manager of Facilities and Maintenance will assign a WHMIS number to each controlled product.

22.4 When a new controlled product is purchased a copy of the MSDS must be forwarded to the Manager of Facilities and Maintenance and a WHMIS number will be assigned to that product.

22.5 Each facility will maintain a "Bring Forward System" to obtain updated MSDS's for all controlled products. When obtained the new updated MSDS's will be forwarded to the Manager of Facilities and Maintenance for numbering.

22.6 The Manager of Facilities and Maintenance will print up work site labels (Small/Medium/Large) if required. However, the request to have a work site label done must include all information to put on the label.

- 22.7 The Manager of Facilities and Maintenance will forward amended table of contents to each site whenever it is updated.

### 23. MSDS Binder

- 23.1 The Manager of Facilities and Maintenance shall maintain a Master Binder (Labeled MSDS/S) of Material Safety Data Sheets for products used on all sites.
- 23.2 Each site shall maintain their own MSDS'S Binder containing only the products used on their site.
- 23.3 Material Safety Data Sheets must be updated every three (3) years. The Principal/Supervisor must check the Table of Contents pages of the MSDS'S binder to see if any Material Safety Data Sheets need to be updated. Example: bring forward the MSDS/S binder on the 15th day of each month.
- 23.4 Each Principal/Supervisor must request updated Material Safety Data Sheets for their own products from their Supplier or Manufacturer and forward the updated Material Data Sheets to the Manager of Facilities and Maintenance
- 23.5 Once the updated Material Safety Data Sheets have been received the Manager of Facilities and Maintenance shall:
- 23.5.1 Highlight the Product Identifier / Product Name / Trade Name and the MSDS's effective date for quick identification and for listing on Contents page;
  - 23.5.2 Replace with the old MSDS's in the MSDS's Binder;
  - 23.5.3 Change the UPDATE in the Table of Contents of the MSDS's Binder;
  - 23.5.4 Type in the upper right hand corner of the updated MSDS's the Alphabetical Number e.g. 100 - (A), 200 - (B); and
  - 23.5.5 Send the form letter(Form 545-1) with the updated MSDS'S, along with the updated Contents page, only to those sites that have this product on site as noted under the PRODUCT & USER section of the Table of Contents (copy of form letter attached).
- 23.6 Products listed under the Contents which have an asterisk (\*) beside the WHMIS number are not a controlled product regulated under WHMIS. However these are contained in the MSDS Binder for information to the workers since they may propose a hazard due to their contents.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Emergency Medical Aid Act  
Safety Act  
Transportation of Dangerous Goods Act  
General Safety Regulations  
Potentially hazardous Chemicals Information Guide

Approved: December 2007  
Reviewed/Revised: August 2017



---

## ENVIRONMENTAL CONSIDERATIONS

### Background

The District is committed to providing leadership in protecting the quality and integrity of the natural environment. It aims to offer educational programs which develop the understanding, ability and motivation for individuals to minimize adverse impact on the environment, and to participate effectively as citizens in environmental decision-making and policy setting. It further seeks to operate all schools and facilities in an environmentally responsible manner, minimizing institutional impacts on the environment and facilitating environmentally responsible actions by individual users.

### Procedures

#### 1. Hazardous Waste Reduction and Safety

- 1.1 Actively encourage maximum possible reductions in the amounts of hazardous waste generated by:
  - 1.1.1 Substituting other environmentally safe products for those which are, or can become hazardous; and
  - 1.1.2 Reducing volumes of hazardous products used for which there is no practical alternative.
- 1.2 Require all personnel to meet or exceed all standards and regulations for the safe storage, handling, and disposal of any hazardous wastes, and provide suitable training to all appropriate personnel.
- 1.3 Discourage the use of any form of pesticides and/or herbicides in the treatment of school grounds.

#### 2. Solid Waste Reduction and Recycling

- 2.1 Actively encourage less generation of solid waste by reducing consumption, re-using materials, and recycling remaining waste, including cardboard, catalogs and magazines wherever possible.

#### 3. Energy and Water Conservation

- 3.1 Make every reasonable effort to conserve energy and water by
  - 3.1.1 Building and renovating towards energy and water efficiency in schools and buildings; and
  - 3.1.2 Implementing energy and water conservation programs which are regularly monitored and reported to the Superintendent and to all participants.

#### 4. Environmental Purchasing

- 4.1 Make every reasonable effort, within cost constraints, to seek out and purchase products, resources and services which have the lowest possible adverse impact on the environment.

#### 5. Environmental and Outdoor Education

- 5.1 Actively encourage environmental and outdoor education programs which lead to a high level of environmental awareness and effective environmental citizenship by:
  - 5.1.1 Providing staff with professional development support for environmental understanding and skills;
  - 5.1.2 Placing environmental literacy into the content and methodology of instructional programs in all divisions; and
  - 5.1.3 Empowering and supporting student, parent, community and educator partnerships in developing opportunities for classroom, school, and community environmental actions.

#### 6. Landscaping and Wildlife Habitat

- 6.1 Promote the retention of natural landscaping on District property.

#### 7. Implementation Objectives and Plans

- 7.1 Objectives and action plans will be developed, implemented and evaluated by schools in consultation with staff and community.

Reference: Section 69, 78, 117, 118, 119 Education Act  
Emergency Medical Aid Act  
Transportation of Dangerous Goods Act  
General Safety Regulations

Approved: December 2007

Reviewed/Revised: August 2017



## **PERSONAL USE OF DISTRICT EQUIPMENT AND MATERIALS**

### **Background**

Equipment owned by the District, as well as materials, have been purchased with public funds, on a tax exempt basis. As a result the District has a responsibility to ensure the equipment is used for the purpose for which it was intended.

Equipment and materials are to be used for educational purposes only.

Events or activities endorsed by the Principal and/or Parents' Advisory Committee/Group are considered to be part of the operation of the school.

### **Procedures**

1. Use of equipment or materials by staff is not permitted unless this use directly supports the staff members' job related functions.
2. Staff members wishing to use school equipment for the preparation of lessons, materials, etc. are permitted to take such equipment home provided:
  - 2.1 Equipment is properly signed out;
  - 2.2 The Principal approves the out-of-school use;
  - 2.3 The equipment is returned promptly to the school to ensure its availability for use during the instructional day; and
  - 2.4 The person using the equipment is held liable for costs of repair or replacement required as a result of personal use.

Reference: Section 45, 69, 78, 117, 118, 119 Education Act

Approved: August, 2017

Reviewed/Revised:



---

## **COMMUNITY USE OF SCHOOL FACILITIES**

### **Background**

The primary use of school facilities is to provide for the delivery of educational programs and services to students who attend schools within the District. Schools are constructed, equipped and operated at public expense. They serve as the focus for community activities. The District, therefore, recognizes the need for local community participation in, and the use of, school equipment and facilities under certain conditions.

### **Procedures**

1. The joint-use agreement between the District, the City of Yellowknife, the Yellowknife Public Denominational Education Authority and the Commission Scolaire Francophone de Division outline the terms and conditions governing the joint use of public facilities between the parties to the agreement.
2. The joint-use agreement will be reviewed annually in order to ensure that it is still meeting the educational, recreational and social needs of the community.
3. Outside the joint-use agreement, the following represents the priority assigned to the use of school facilities or equipment:
  - 3.1 Activities or functions organized by the school for students of the District before, during and after school hours.
  - 3.2 Activities or functions organized or sponsored by the Parents' Advisory Committee/ Group or other school related groups for the benefit of students or parents.
  - 3.3 Activities or functions organized or sponsored by District or employee groups of the District.
  - 3.4 Activities or functions sponsored by individuals or other community groups.
4. Permission of the Principal must be obtained prior to the use of equipment, furniture, supplies or the facility for other than the instruction of registered students, unless otherwise provided for under the terms of the joint-use agreement.
5. Groups or organizations wishing to use school facilities not covered through the joint-use agreement will be charged a fee that has been established by the District. The fee shall take into consideration:
  - 5.1 A basic charge.
  - 5.2 Extra care-taking charge.
  - 5.3 Security.



- 5.4 Insurance.
- 5.5 Damage deposit.
- 6. Each group using school facilities is to have an identified supervisor assigned to it.
  - 6.1 The supervisor may ask any individual to leave who:
    - 6.1.1 Is guilty of misconduct, for example, smoking, drinking, swearing or general misbehaviour.
    - 6.1.2 Treats the school facilities in a disrespectful way with the possibility of resultant damage.
  - 6.2 If any individual, who has been requested to leave by the supervisor, fails to do so immediately, the supervisor shall report the incident to the person in charge of the group who shall be expected to evict the offender.
    - 6.2.1 If the offender still refuses to leave, the supervisor shall contact the police.
  - 6.3 A written report of the incident shall be submitted to the Principal by the supervisor.
- 7. The use of school facilities, equipment, and supplies by District staff for personal gain is not permitted.
- 8. The overnight use of school buildings, which involves groups of individuals being present, is not a common practice.
  - 8.1 Exceptions may be made in the following circumstances:
    - 8.1.1 Students traveling from outside the city under the supervision of adults.
    - 8.1.2 District students who are directly participating in school sponsored events and are supervised by District staff members.
  - 8.2 In these cases, written approval of the Superintendent is required and the following must be observed:
    - 8.2.1 Areas of the facility shall be designated for use and the group must remain in these areas.
    - 8.2.2 Cooking of food is only permitted upon approval of the Principal and only in areas that have approved appliances.
    - 8.2.3 Additional costs for supplementary costs shall be charged to the group.
- 9. Damage, misuse or inappropriate behaviour in any school facility shall be reported by the Principal to the Superintendent.
- 10. Community access to school grounds during non-school hours will normally not be restricted. Scheduled community use of school grounds, however, will be administered by the City of Yellowknife through the joint use agreement.

10.1 The Superintendent may ban any person, group or activity if, in his/her opinion, a threat is posed to District property or the safety of students, staff or the general public.

Reference: Section 69, 78, 117, 118 Education Act  
Joint-Use Agreement

Approved: December 2007  
Reviewed/Revised: August 2017



## Administrative Procedure 551

---

# USE OF SCHOOL FACILITIES DURING SCHOOL HOURS

### Background

There are occasions when individuals or groups may wish to make use of school facilities during the time schools are in session.

### Procedures

The Superintendent may approve applications for the rental of space, during school hours, which is surplus to the District's needs provided:

1. The requested space is forecast to be surplus to the District's needs for at least a six (6) month period.
2. The rental or occupancy of the space during school hours, in the opinion of the Superintendent, will not unduly interfere with the day school operation.
3. The purpose, for which the space is requested, in the opinion of the Superintendent, is consistent and/or compatible with child care and/or day school activities.
4. The group wishing to rent the space provides evidence that it is incorporated as a non-profit group under Government of Northwest Territories legislation.
5. A rental fee of one hundred dollars (\$100) per day for a standard 70 square metre (70 m<sup>2</sup>) classroom is charged.
6. Each rental request is for minimum durations of:
  - 6.1 A half-day(1/2) for each occurrence, and
  - 6.2 At least three (3) half-days per week, and
  - 6.3 A six (6) month period.
7. The Rental Term Agreement is compiled, signed and filed with the Director of Corporate Services.

Reference: Section 69, 78, 117, 118 Education Act

Approved: December 2007

Reviewed/Revised: September 2018



## **PLAYGROUND EQUIPMENT**

### **Background**

It is imperative that District playgrounds are maintained in a safe condition.

### **Procedures**

1. Playground equipment will not be installed or replaced without written permission from the Manager of Facilities and Maintenance.
2. All playground equipment will meet current CSA standards.
3. Any company which installs playground equipment will provide the District with written confirmation that the equipment and installation conform to the current CSA standards.
4. The determination of which equipment meets current CSA standards will be made by personnel appropriately trained and certified.
5. Playground equipment which does not conform to current CSA standards will either be upgraded to meet the standards or removed.
  - 5.1 The Manager of Facilities and Maintenance will meet with the Principal to establish an appropriate timetable for the upgrading or removal of the equipment.
  - 5.2 The removal of equipment which cannot be upgraded to meet CSA standards will occur within three (3) years from the time it is confirmed the equipment fails to meet the standards.
6. Playgrounds and playground equipment will be checked regularly by the Manager of Facilities and Maintenance, and a written report, describing the conditions, filed with the Superintendent and a copy provided to the Principal

Reference: Section 69, 78, 117, 118, 119 Education Act  
CSA Standards

Approved: August, 2017  
Reviewed/Revised:



---

## STUDENT TRANSPORTATION

### Background

The basic responsibility for the transportation of students to and from school lies with the parents. Under the conditions of the Education Act, the District is not required to transport students to and from school and does not accept this responsibility. The District is prepared to provide a grant to a private carrier in order to partially subsidize the cost of a student bus pass for each student who qualifies under the following procedures.

### Procedures

1. Students with medical conditions will be provided with transportation if a medical practitioner certifies that the student would be unable to attend school without assistance. Students who meet the following criteria are eligible for a subsidized bus pass: Kindergarten children living further than a 0.4 km radius from school.
  - 2.2 Students in grades 1 – 3 living further than a 1.2 km radius from school.
  - 2.3 Students in grades 4 – 6 living further than 1.6 km radius from school.
  - 2.4 Students in grades 7 – 9 living further than 2.0 km radius from school.
  - 2.5 Students in grades 10 – 12 living further than a 2.4 km radius from school.
3. Students who reside beyond the required distance shall pay two hundred and twenty-five dollars (\$224) annually.
  - 3.1 There shall be a maximum per-family charge of six hundred dollars (\$600) for bus passes.
  - 3.2 High school students who ride the City bus will pay an annual fee of two hundred and seventy-five dollars (\$275).
4. Students who reside within the required distance shall pay an annual bus pass fee of four hundred and eighty dollars (\$480.00). The maximum per-family charge is six hundred dollars (\$600).
5. Bus pass fees will be reviewed on an annual basis.
6. All physically handicapped students are eligible for a bus pass subsidy regardless of the distance they reside from school.

7. Alternative arrangements may be made for the transportation of a physically handicapped student to school. In such cases the student shall pay the difference between a regular bus pass and the subsidy to the District.

Reference: Section 78, 117, 118, 119 Education Act  
Motor Vehicles Act  
School Bus Regulations

Approved: December 2007  
Reviewed/Revised: August 2017



## **STUDENT FIELD TRIP BUS TRANSPORTATION**

### **Background**

Curricular/extra-curricular field trips are an important part of a school's education program. The District's expectation is that the safest form of transportation of students to and from such activities is by District contractors or by commercial carriers.

### **Procedures**

1. Principals shall approve all curricular/extra-curricular field trip transportation.
  - 1.1 Parents shall be notified in writing of the mode of transportation to be used for all school-sponsored activities involving their children.
2. Principals shall ensure that the appropriate application form (Form 562-1) is completed and forwarded to the Contract Company Manager at least one (1) week in advance of all school-sponsored activities requiring District contractors.
  - 2.1 The Principal requesting District contracted transportation will be charged a fee and is responsible for payment thereof from the school budget funds.
3. Principals may negotiate with commercial carriers for transportation to school-sponsored activities. Payment is from the school budget.

Reference: Section 78, 117, 118, 119, Education Act  
Motor Vehicles Act

Approved: August 2017  
Reviewed/Revised:



## TRANSPORTATION OF STUDENTS IN PRIVATE VEHICLES

### Background

The District does not encourage the transportation of students in private vehicles for school activities but recognizes that from time to time emergency situations or unusual circumstances may require the use of private vehicles.

### Procedures

1. Approval procedures and transportation requisition procedures are required for the use of private vehicles for District approved field trips. For the purposes of this Administrative Procedure the Principal shall be responsible for any school-based activities.
  - 1.1 All transportation of students for District approved field trips and any emergency shall be approved and authorized by the Principal.
  - 1.2 Prior to the approval by the Principal of a driver of a private vehicle that is transporting students involved in school sponsored activities, the driver shall complete the Driver Information Form (Form 565-1) and the Driver's License Abstract Release Form (Form 565-2) and through such documents principals shall assure themselves that the driver has an acceptable driving record and has the required class of Driver's License.
  - 1.3 The Principal must be assured that the private vehicle meets acceptable safety standards.
    - 1.3.1 The means of determining the safety of a private vehicle shall be determined by the Principal.
    - 1.3.2 For vans or buses owned by registered clubs or societies, the safety standards required for the operation of a school bus under the Motor Vehicles Act shall be the standard required. This includes registration with the Motor Transport Board for operating authority.
    - 1.3.3 Documentation that the vehicle meets the requirements shall be on file with the Principal prior to the use of such a vehicle to transport students.
  - 1.4 The Principal shall ensure that the private vehicle being used to transport students has adequate insurance coverage.
    - 1.4.1 A minimum personal liability coverage of one million dollars (\$1,000,000.00) must be carried on each private vehicle used to transport students.
    - 1.4.2 The driver of a private vehicle shall provide written proof that their insurance is in full force and effect for each year. This shall be done by means of:



- 1.4.2.1 A photocopy of the driver's pink card and/or automobile insurance policy; and
    - 1.4.2.2 A signed statement indicating that they have insurance coverage in effect to the extent required by the District.
  - 1.4.3 The driver of a private vehicle shall provide written proof that their Insurance company has been advised that they will be using their vehicle for business, that is, they will be receiving an honorarium, a mileage fee, or other payment for the service provided. This is required to ensure that the acceptance of an honorarium, mileage fee or other payment does not constitute a "Material Change of Risk" to the insurance company and thereby render the insurance policy void.
- 1.5 No person who is sixty-five (65) years of age or older shall drive a vehicle transporting District students while on a co-curricular or an extra-curricular field trip.
2. The use of private vehicles for transporting students on approved, school-sponsored activities is discouraged and shall be done only when District or commercial sources of transportation are not available or not feasible.
  - 2.1 Students participating in District approved field trips shall be transported in school approved transportation or by their own parents.
  - 2.2 Parents shall advise the Principal in advance if the student is not traveling to the activity with the rest of the students.
  - 2.3 Students who disregard this provision shall be prohibited from participating in the activity.
3. Parental approval of the use of a private vehicle to transport their child on an approved, school-sponsored activity is essential. In an emergency situation, the decision of the Principal shall prevail.
  - 3.1 When private vehicles are used to transport students on District approved field trips, a parental consent form (Form 565-2) signed by the parents must be obtained for each student. One consent form could cover a series of trips. The method of transportation and the driver(s), if known, is to be indicated on the parental consent form.
4. Provision shall be made within the school or at other student sites for the emergency transportation of students in private vehicles if the situation requires that type of transportation.
  - 4.1 The Principal shall make provision for and authorize one or more private vehicles, on an ongoing basis, consistent with the preceding authorization procedures of this Administrative Procedure, for the emergency transport of ill or injured students to an appropriate treatment centre.
5. It is understood that any honorarium, mileage fee, or other payment for service provided under conditions described in this Administrative Procedure is only for the purpose of covering expenses incurred by the driver of the private vehicle.

6. Vans or buses owned by any group registered under the Societies Act that are not registered as commercial vehicles will be considered as private vehicles if used to transport students.

Reference: Section 78, 117, 118, 119 Education Act  
Motor Vehicles Act  
Societies Act  
School Bus Regulations

Approved: December 2007  
Reviewed/Revised: August 2017



## **FLEET MANAGEMENT**

### **Background**

The Administrative Procedure establishes procedures for departments and schools for fleet management and applies to all fleet management vehicles.

### **Procedures**

#### **1. Replacement of Vehicles**

- 1.1 Each Supervisor/Principal is responsible for planning the replacement of vehicles within their department/school.
- 1.2 The basic criterion for the useful life of a vehicle is a minimum of 180,000 kilometers, unless there are extenuating circumstances.
- 1.3 Capital reserves for each department are to be reviewed each year. Each year all vehicles' anticipated life span shall be reviewed and an amount budgeted for the replacement of each vehicle based on its life span and replacement value. The net proceeds of vehicles disposed of will be credited to each department/school and can be used to help offset replacement budget requirements.
- 1.4 Prior to replacement of vehicles approval of the Superintendent is required.
- 1.5 The Director of Corporate Services is responsible for both the purchase of new vehicles and the disposal of old vehicles.

#### **2. Maintenance of Vehicles**

- 2.1 Each Supervisor/Principal is responsible to properly maintain and service vehicles assigned to their department/school.

#### **3. Fuel**

- 3.1 Cost of fuel is the responsibility of each department/school.
- 3.2 Fuel is to be purchased at designated locations.

#### **4. Licensing**

- 4.1 Licensing is coordinated centrally by the Manager of Facilities and Maintenance and charged to the appropriate department/school.

#### **5. Insurance**

- 5.1 Coordination is provided by the Director of Corporate Services.
- 5.2 Claims are to be submitted by the Supervisor/Principal the day of an accident if possible, or at the very least the next business day, to the Director of Corporate

Services who in turn will report the accident to the District's insurer. Submission of claims is the responsibility of the Supervisor/Principal.

5.3 Claim deductible is the responsibility of the Supervisor/Principal making the claim.

## 6. School Owned Vehicles

6.1 Principals are to obtain and submit to the Director of Corporate Services drivers' abstracts, licenses and logs for all vehicles.

6.2 Principals are to obtain and submit to the Director of Corporate Services, the semi-annual inspection report for all vehicles designated as school buses or public vehicles.

6.3 Principals are to forward a copy of the vehicle registration and maintenance bills to the Director of Corporate Services.

Reference: Section 78, 117, 118, 119 Education Act  
Motor Vehicles Act  
School Bus Regulations

Adopted: August 2017  
Reviewed/Revised: September 2018



## Administrative Procedure 580

---

### USE OF DISTRICT OWNED VEHICLES

#### Background

The District may provide vehicles to employees who require a vehicle to carry out their duties due to any of the following:

- Work assignment in various locations;
- Necessity of having tools and/or equipment in their possession at all times;
- Responsibility for transporting employees and/or materials to various sites; or
- Unusual circumstances that are approved by the Superintendent.

#### Procedures

1. Supervisors responsible for District-owned vehicles shall ensure that the vehicles and/or parts reach their normal life-expectancy by making certain they receive regular service and maintenance.
2. Supervisors are responsible to the Manager of Facilities and Maintenance for the care and operation of any District-owned vehicles.
3. District-owned vehicles are to be left at the location where the employee normally reports to work. Employees may take their vehicles home provided their supervisor is notified and has approved the action.
4. A District-owned vehicle shall not be used for personal use.

Reference: Section 78, 117, 118, 119 Education Act  
Motor Vehicles Act

Approved: August 2017  
Reviewed/Revised: September 2018



## Administrative Procedure 590

---

### STAFF ACCOMMODATION

#### Background

The District owns and operates Nordic Arms apartments in order to assist staff members in securing suitable accommodation.

#### Procedures

1. Apartment units will be rented on the basis of the following:
  - 1.1 Apartments that become vacant between May 1 and September 30 will be reserved for and allocated to employees who are new to the District.
  - 1.2 Apartments that become vacant between October 1 and April 30 may be allocated to any staff member, on a first written request, first served basis, from a waiting list maintained by the Manager of Personnel Services.
  - 1.3 Employees with children will be given priority for two and three bedroom apartments. Family size will also be a priority.
  - 1.4 Should three (3) or more apartments be vacant simultaneously, between October 1 and April 30, consideration may be given to renting these apartments to non-employees on a term lease to expire no later than June 30.
2. Rental increases shall be compliant with the Residential Tenancies Act. Rental rates shall be reviewed annually and adjusted by using the annual C.P.I. for shelter for Yellowknife and applied effective September 1.
3. The facility shall be properly maintained through annual planning and budgeting.
4. Tenant upgrades are not allowed without the written consent of the Manager of Facilities and Maintenance.
  - 4.1 Tenant incurred expenses for approved upgrades will be reimbursed if prior written approval of the Manager of Facilities and Maintenance is obtained.
  - 4.2 All upgrades become the property of the District whether or not reimbursement was received.

Reference: Section 78, 117, 118, 119 Education Act  
Residential Tenancies Act

Approved: December 2007  
Reviewed/Revised: September 2018