

YELLOWKNIFE PUBLIC DENOMINATIONAL
DISTRICT
EDUCATION AUTHORITY



YELLOWKNIFE CATHOLIC SCHOOLS

**ADMINISTRATIVE
PROCEDURES**

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ADMINISTRATIVE PROCEDURE #101

POSSESSION, USE OR CONSUMPTION OF ALCOHOL, TOBACCO, CANNABIS AND OTHER INHALANTS

Administrative Application	
Initiated by:	Superintendent
References:	AP#301 – Safe and Caring Schools AP#402 – Student Behavior – Co-curricular Activities Education Act
Related Directives:	
Related Forms:	
Reviewed & Approved	December 2021

Background

In order to provide a safe and secure school environment, the use or possession of alcohol, drugs or other illegal substances by students will not be tolerated.

Yellowknife Catholic Schools has established the guidelines below in order to provide a safe and secure learning and working environment. These guidelines address the possession or use of alcohol and inhalants of any type.

Specifically:

Smoking

1. Smoking means any substance that is burned, heated or vaporized and inhaled. Smoking includes the use of electronic cigarettes, otherwise known as vaping.

2. YCS recognizes its responsibility to promote a healthy lifestyle in the form of a smoke free environment for the health and welfare of students, parents/guardians, staff, contractors and any other person who may be on District property or participating in District activities or events. As a result, all District properties shall be smoke-free and no smoking of any product, in any form.
3. Consumption of tobacco or cannabis products of any kind, or electronic cigarettes.
4. Smoking/Vaping or the consumption of tobacco products of any kind by any person is prohibited on all District property.
5. The possession or use of tobacco products is permitted for in school sponsored Indigenous ceremonies/activities, as organized by the principal and/or teacher, for school-related purposes.
6. Smoking/vaping is not permitted by students on any school grounds.
7. Possession and/or consumption of cannabis products of any kind (i.e. fresh, dried, edible, liquid, concentrates, seeds or live plant material) or the possession of paraphernalia associated with the consumption of cannabis by any person is prohibited on District property.
8. No person under the age of 18 shall possess tobacco products or electronic cigarettes on District property.
9. Smoking/vaping is not permitted by staff on school grounds.
10. All schools shall have signage informing students, staff, user groups and visitors that the building is a non-smoking, non-vaping facility.
11. Staff members will not use tobacco products, vape, or smoke cannabis while supervising students or student activities, including during field trips or athletic events held on or off board premises. In the event that the possession and consumption of a cannabis product is required for the accommodation of a medical condition, a request shall be made to the Superintendent.
12. User groups shall forfeit their damage deposit and/or right to use the facilities of Yellowknife Catholic Schools if found in violation of these procedures.

Alcohol

1. The possession or use of alcohol is prohibited, during any student functions, both at YCS facilities or other locations.

2. The use of alcohol, for special events, may take place during Superintendent approved functions.
3. The city use of facilities allows for use of alcohol with the Superintendent's approval. Specific requirements will be established as needed for clean up at the cost of the organization renting the facility.
4. It is expected that all such events will follow regulations for liquor licenses, including designated non drinking supervisors.

Actions:

1. School administration shall be notified if possession or consumption of any alcoholic or inhalants is detected within the school, and take appropriate action.
2. Where a student has been found to sell alcohol, drugs or an illegal substance, the principal shall:
 - Inform the RCMP immediately.
 - Suspend the student for a period not exceeding twenty days, with the Superintendent's approval, in accordance with the requirements of the Education Act, Board Policy and Administrative Procedures.
 - The principal shall discuss the matter with the Superintendent to see if an expulsion is warranted.
 - Meeting to be held with the Superintendent prior to the student being readmitted to the school.
3. Progressive action for students in the case of possession or consumption may include:
 - A warning
 - Online session on effects of smoking/vaping/drinking
 - Notification to parents/guardians
 - Withdrawal of privilege
 - Suspension
 - Counseling or enrolment in a treatment plan
4. Progressive action for staff members will include:
 - Review of Administrative Procedure 101
 - Verbal warnings on failure to adhere to the Administrative Procedure 101
 - Written letter of reprimand with a copy to the personnel file

ADMINISTRATIVE PROCEDURE #102

RESPECTFUL WORKPLACE

Administrative Application	
Initiated by:	
References:	
Related Directives:	AP#302 – Inclusive and Gender Equity Environment AP#308 – Bullying AP # TBD - Gender Identity, Expression and Accommodation
Reviewed & Approved:	July 2022

Background

Yellowknife Catholic Schools endeavors to provide a work environment within which all individuals have the right to work in an environment where employees are treated with respect, dignity, fairness, and consideration.

Yellowknife Catholic Schools stresses the need to both prevent harassment and bullying, and resolve any situation involving harassment and bullying in a timely and respectful manner to promote a respectful, healthy workplace.

Yellowknife Catholic Schools does not tolerate any form of harassment or violence.

Understanding Harassment and Bullying

Yellowknife Catholic Schools is committed to ensuring that, in the workplace, no individual is subjected to discrimination based on race, national or ethnic origin, colour, religion, sex, age, marital or family status, physical or mental disability, a conviction for an offence for which the offender has been pardoned or rehabilitated, or sexual orientation. Discrimination is a form of harassment. Bullying uses one's power or perceived power to intimidate another, intentionally or unintentionally.

Harassment and bullying generally refer to attitudes or behavior or a series of behaviors that can be either isolated or ongoing and are unwelcome, offensive and/or demeaning by the recipient of the behavior in some way.

Furthermore, for behavior to be defined as harassment or bullying, it would have to be considered to create an intimidating, humiliating or hostile work environment. Harassment and bullying can refer to either direct or indirect behavior and include comments, remarks, gestures or other conduct the recipient does not welcome.

Harassment and bullying do not usually occur suddenly. That is why we must all be alert to the possibility of it developing and take action to prevent it. Employees and District Leadership are individually and collectively responsible for preventing harassment and bullying. This obligation also applies when, for example, we attend conferences, retreats, receptions and training courses or travel during work.

Behavior that might be considered harassment and bullying are actions, words or behaviour that are unwelcome or could reasonably be known to be unwanted by the recipient. Please note that conflict differs from harassment or bullying and should be addressed between staff members as per the code of ethics before escalating the situation. Although the following list is not exhaustive, it illustrates behaviours that might be considered harassment or bullying.

Violence

Violence refers to attempted, threatened or actual conduct of a person that causes or is likely to cause injury. It includes any threatening statement or behaviour that gives a worker reasonable cause to believe that he or she is at risk of injury.

Harassment

Workplace harassment is unwelcome conduct from a supervisor, coworker, group of coworkers, parents or any other individual whose actions, communication, or behaviour mocks, demeans, puts down, disparages, or ridicules a staff member. Physical assaults, threats and intimidation are forms of harassment. Harassment may also include offensive jokes, name-calling, offensive nicknames, and offensive pictures or objects. Social isolation or Interfering with an employee's ability to do his or her work is also considered harassment.

Bullying

Bullying means repeated and hostile or demeaning behaviour by an individual where the behaviour causes harm, fear or distress to another individual, including psychological harm or harm to the individual's reputation. Bullying occurs in circumstances where there is a real or perceived power imbalance.

What is Not Harassment or Bullying?

Behaviours that would not be considered harassment or bullying arise from a relationship of mutual consent. A hug between friends, mutual flirtation, a compliment on physical appearance among friends, or appropriate supervision would not be considered harassment or bullying.

Legitimate requirements to comply with rules or standards, such as requests to meet dress codes, deadlines, employee performance standards, attendance requirements, etc., would not be considered harassment or bullying.

EMPLOYER COMMITMENT

Harassment

Yellowknife Catholic Schools is committed to making every reasonably practicable effort to ensure that no worker is subjected to harassment, taking corrective action respecting any person under the employer's direction who subjects any worker to harassment.

Yellowknife Catholic Schools will not disclose the name of a complainant or an alleged harasser or the circumstances relating to the complaint to any person except where disclosure is necessary for investigating the complaint or taking corrective action concerning the complaint or required by law.

Violence

Yellowknife Catholic Schools is committed to minimizing or eliminating any risk of violence. The employer will work with the employees to identify work sites where violent situations may occur or may reasonably be expected to occur.

Yellowknife Catholic Schools will identify any staff positions at the work site that have been or may reasonably be expected to be exposed to violent situations.

Yellowknife Catholic Schools will:

- Try to minimize or eliminate the risk of violence.
- Make staff aware of the procedure to be followed by a worker exposed to a violent incident to report the incident to the employer.
- Document and investigate any reports of violent incidents.
- Prepare a recommendation that any worker exposed to a violent incident consult the worker's medical professional for treatment or referral to post-incident counseling.

PROCEDURES

Step 1 Informal Complaint

Prevention and resolution of such unwanted behaviours are best facilitated through frank communication and a firm commitment to implementing solutions. The employee, wherever possible, should attempt to discuss the conflict or offensive behaviours with the other party when they occur. The goal of the discussion should be to find a workable solution before the situation becomes untenable.

When initiating the discussion with the respondent, it is most effective to

- Describe the situation or unwelcome behaviour in as specific terms as possible;
- Describe both the emotional and professional impact of the behaviour using language that avoids blame;
- Provide specific suggestions of what future behaviour is desired; and
- Anticipate resistance and use repetition to ensure that the message is received.

At all times, individuals should be aware that ignoring the behaviour will not ensure that it will stop. A written record of dates, times, places, the nature of the behaviour and the names of

any people who may have witnessed the incidents should be kept. Also, an indication of what action has been taken to stop the harassment or bullying should be noted. Ignoring behaviour is sometimes viewed as unspoken acceptance of the conduct. The consequence may be a result of continuance or escalation of the behaviour.

In circumstances where discussions between the complainant and the respondent are unsuccessful or not feasible, the complainant may then make a formal complaint to their Administrator or Superintendent. A UNW or NWTTA representative may accompany the complainant for consultative purposes.

Step 2 Formal Complaints

An individual that has been unsuccessful in addressing the concern on their own or prefers to have assistance may file a written complaint with their Administrator or Superintendent.

The person, who takes the complaint, will meet with the complainant to ensure that the problem is clear and understood by keeping notes of the meeting. They must advise the complainant that they have a right to file a complaint with the Human Rights Commission or to report the matter to the RCMP where there is an indication that a criminal offense has been committed.

Within a reasonable period, the following steps will be taken:

- Notify the Superintendent or delegate that a formal complaint has been filed.
- The Superintendent or delegate(s) will investigate the complaint.
- The investigator(s) will inform the respondent that a complaint has been filed and provide the respondent with a copy of the complaint.
- The investigator(s) will inform the respondent that an investigation has been initiated.
- An investigation(s) will be conducted, including interviews with the complainant and the respondent. The investigation may also include interviews with witnesses and employees, both past and present.
- The investigator(s) will document the complaint with supporting material.
- The investigator(s) will consider the following in determining whether the complaint constitutes harassment or bullying: facts of the case, nature of the alleged harassment or bullying, environment, and the context in which the alleged incident occurred.
- If a staff member is an alleged perpetrator, the school administration team will convene to ensure an appropriate investigation occurs.

All parties must treat these matters in strict confidence and without present or future prejudice against the employee who complains.

Upon completing the investigation, the investigator(s) must discuss the report with the Superintendent or delegate and the immediate supervisor, if appropriate.

The investigator(s) will communicate the finding to the complainant and the respondent.

The Superintendent or delegate will then determine if disciplinary action will be taken or not.

Possible actions can include but are not limited to

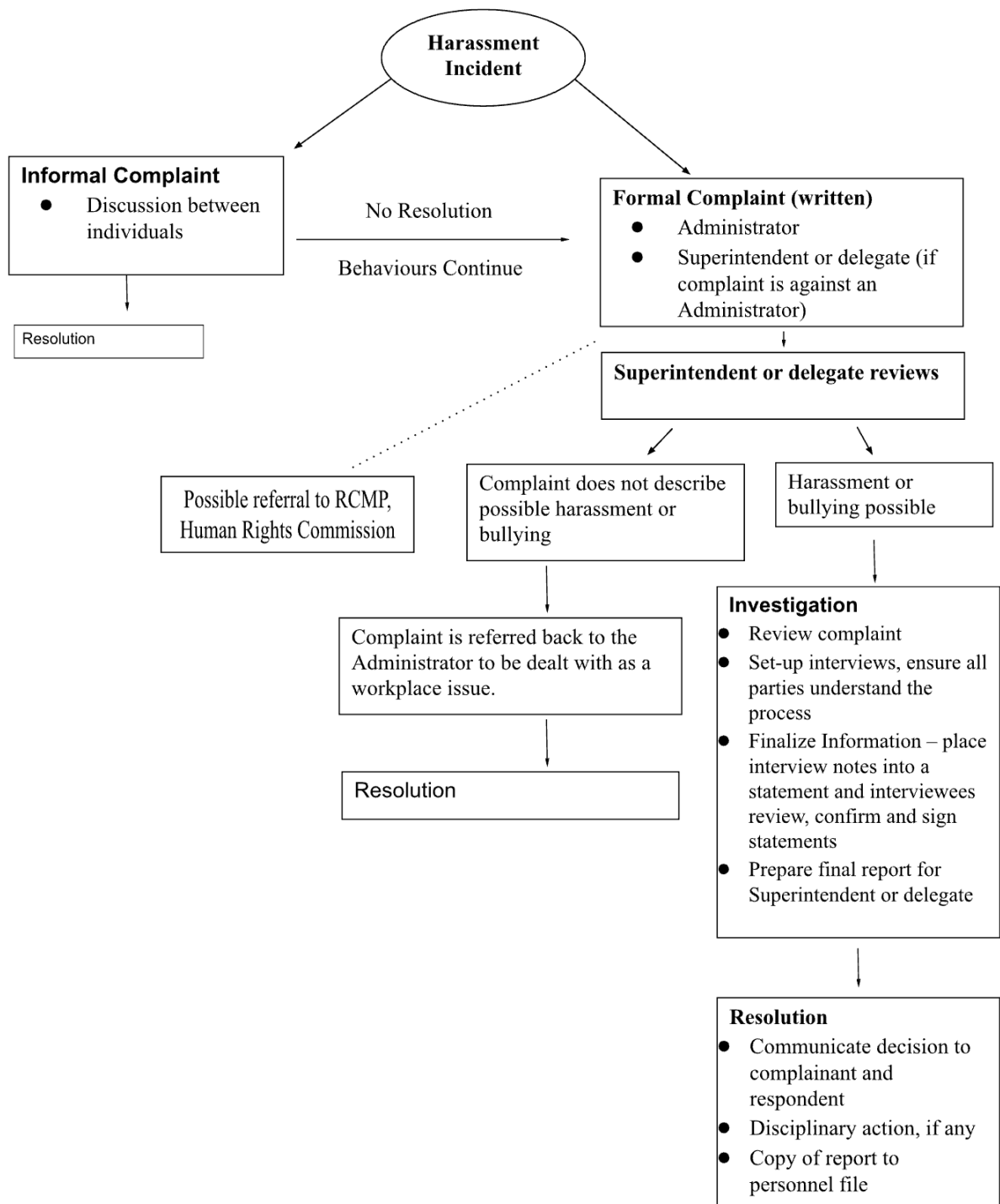
- Written reprimand/warning
- Transfer
- Suspension
- Dismissal
- Counseling through EFAP
- Contact RCMP

A copy of the investigation report will be forwarded and retained as per Yellowknife Catholic Schools document retention procedure. Any documents regarding disciplinary action will be placed on the employee's personnel file and retained as per the UNW or NWTTA Agreements.

This procedure applies to every employee of Yellowknife Catholic Schools, volunteers and contractors who do business with YCS and every work site.

Where an employee falls under the provisions of the UNW and NWTTA Collective Agreements, this procedure does not create new rights or diminish the existing rights in either collective agreement.

Appendix A
Respectful Workplace Procedure Flow Chart



COMMUNICABLE DISEASES

Administrative Application	
Initiated by:	Superintendent
References:	ALIGN NUMBERS AND TITLES TO CHANGES AP#104 – Medical Emergency AP#105 – Dealing with Hazardous Materials AP#117 – Pandemic Response AP#406 – Student Injuries AP#407 – First Aid AP#421 - Diabetes Management AP#425 – Student Personal Care
Related Directives:	
Reviewed & Approved:	July 2022

Background

Yellowknife Catholic Schools believes that it is important to develop within staff and students an understanding and acceptance of universal precautionary measures related to the spread of communicable diseases. Using universal precautions simply means that blood and certain body fluids are handled as if they were infectious to minimize potential exposure and further spread. The District also believes staff and students who contract serious communicable diseases must be treated with dignity and compassion. Confidentiality is of utmost importance.

Infection with a communicable disease should not prevent an individual from attending school, being employed, or working in a school except as determined by the personal physician and the Chief Medical Officer of Health in consultation with the individual. If there is a health risk to the school population, the Chief Medical Officer of Health should advise the Superintendent.

Definitions

1. Communicable diseases are diseases which can be spread to others. There are three types
 - parasites, viral and bacterial. Communicable diseases can be spread differently

depending on the particular disease (direct contact, airborne, water/food, blood, or body fluids).

Some common ones are:

- Hand, Foot, and Mouth Disease
- Scabies
- Acquired Immunodeficiency Syndrome (AIDS)
- Botulism
- Congenital Infections: (Herpes, Rubella) Chicken Pox
- Food-borne illness,
- Hepatitis A, B, C
- Meningococcal Infections
- Measles
- Meningitis
- Mumps
- Poliomyelitis
- Rabies
- Toxic Shock Syndrome
- Tuberculosis
- Typhoid
- Waterborne Illness
- Yellow Fever

Specifically

1. Education programs related to communicable diseases shall be taught following the District's Religion and Health Program and presented in the context of the teachings of the Catholic Church.
2. Names of students and staff suffering from communicable diseases shall be strictly confidential and released to school administration and staff on a strictly "need to know" basis.
3. The medical officer of health and other health professionals are responsible for identifying a situation as risky.
4. The Superintendent shall be informed immediately by school administration if there is a potential student and/or staff communicable disease outbreak.
5. When school personnel suspect a student has a communicable disease, they are encouraged to contact the parents/guardians, who are encouraged to seek medical advice.

6. Principals are encouraged to invite a school public health nurse to in-service staff regarding the universal precautionary methods used when cleaning spills of blood and other body fluids.
7. If a student or staff member suffering from a communicable disease is removed from the school or workplace by the school public health nurse or other health professionals, they shall be readmitted to school or work after medical clearance has been received from a physician or the school public health nurse.
8. **Transmission**

Casual, non-intimate contact with an infected person will not normally result in the transmission of infection. For any infection to occur,

 - a. you need to be exposed to infected blood or body fluids, and
 - b. There needs to be a way for the virus to get into a person's blood system (through cuts, scrapes, sores, skin conditions such as eczema, splashes into the mouth, nose or eyes, or needle sticks/cuts by sharp objects contaminated with the virus).
9. The school administration shall ensure that the necessary precautionary materials are available in the school.
10. In situations where students and/or staff have been exposed to the blood of another, a Contact with Blood Report must be completed and filed with Central Services.

Universal Precautions:

1. Hand Washing

- a. Hand washing is the single most effective means of reducing the spread of disease. Hands and any skin surface contaminated with blood or other body fluids should be washed thoroughly as soon as possible after exposure.
- b. To wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least ten seconds. Rinse thoroughly under a stream of warm water.

2. Use of Protective Clothing and Equipment

- a. Use disposable gloves when:
 - i. touching open sores,
 - ii. caring for a person who is bleeding,
 - iii. examining mucous membranes (inside of the mouth),
 - iv. handling or cleaning up blood or other body fluids,
 - v. handling linens saturated with blood or body fluids.
- b. Disposable gloves must not be reused and must be changed between individuals or procedures. (see disposable wastes)
- c. Use waterproof coverings on any cuts or sores.
- d. Hands must be washed after gloves are removed.
- e. Use gowns, aprons and/or protective eye gear if splashing of blood or body fluids may occur.

- f. If a face splash occurs, wash your face as soon as possible. If splash involves the eyes, nose or mouth, rinse well with running water.

3. Cleaning of Blood/Body Fluids

- a. Use gloves.
- b. Use disposable material whenever possible to absorb large spills.
- c. Disinfect surfaces first by covering spills with paper towels;
 - i. pour on a 1:10 bleach solution and let sit a minimum of 10 minutes.
 - ii. Clean up the spill and wash with detergent.
 - iii. Air dry.
- d. Use disposable cleaning cloths if possible (see disposal of contaminated wastes). Otherwise, soak cleaning cloths and mops in a 1:10 bleach solution, rinse and let air dry.

4. Disposal of Contaminated Wastes

- a. Wear disposable gloves when handling waste contaminated with blood and body fluids.
- b. Garbage cans should be lined with plastic bags.
- c. Put waste in sturdy plastic bags before discarding it with regular garbage.
- d. Avoid picking up sharp objects (broken glass, syringes and needles) by hand. Use a broom and dustpan.
- e. Sharp objects which may be contaminated with blood or body fluids should be put in a puncture-resistant, plastic or metal container with a firm-fitting lid (i.e. empty coffee can).

5. First Aid Precautions

- a. Minimize direct contact with blood or other body fluids by using a dressing or clean cloth as a barrier.
- b. When possible, have the person clean and dress their wounds or help you do so.
- c. Use a mouthpiece if possible when doing mouth-to-mouth resuscitation. If a mouthpiece is not available, clean off the person's mouth with a clean cloth or tissue and proceed.

MEDICAL EMERGENCY

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved	December 2021

Life-threatening injury or illness, or death:

1. Assess the scene and scan for any safety hazards.
2. Notify office staff/administrator to make emergency calls. If unable to reach the office immediately, call emergency medical services.
3. Give full attention to the victim(s).
4. Do not attempt to move a person who is ill or injured unless they are in immediate danger of further injury.
5. If possible, isolate the affected student/staff member. Disperse onlookers and keep others from congregating in the area.
6. Check breathing. Is the airway clear? Is the victim in a position to facilitate breathing?
7. Help stop bleeding.
 - a. Applying pressure on wound or elevating wound may help stop or slow bleeding
 - b. Protect yourself from body fluids. Use gloves if available.
8. Check for vital signs. Initiate first aid, if you are trained.
9. Comfort the victim(s) and offer reassurance that medical attention is on the way.
10. After immediate medical needs have been cared for, remain to assist emergency medical services personnel with pertinent information about the incident.

Non-life-threatening injury or illness:

For all non-life-threatening illnesses or injuries, contact the office and ask for first aid assistance.

Administrator:

In case of traumatic medical emergency:

- a. Notify Superintendent

- b. Notify the victim's parents, guardians or family
- c. Activate post-crisis procedures, if necessary

In all other medical emergencies, assess individual's need for post-crisis intervention, such as checking on the staff member to see how they are doing and ensuring they are able to remain at work for the day, debriefing with affected staff members, set a debriefing meeting with family, and reminding the staff member to access counseling services if needed.

DEALING WITH HAZARDOUS MATERIALS

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	December 2021

Background

The Yellowknife Catholic Schools, as an employer, is responsible under WHMIS 2015 as soon as a controlled product enters the workplace. Yellowknife Catholic Schools must ensure that staff and students who work with, or close to, a controlled product are immediately warned about possible harmful effects, can access more comprehensive safety information and are trained in safe handling procedures which apply to that product in the workplace.

Specifically

Communication and Awareness

1. Yellowknife Catholic Schools is required under WHMIS 2015 to:
 - a. Ensure that comprehensive safety information is obtained for all controlled products, stored or used in District facilities, and make these available to staff.
 - b. Ensure that controlled products are labeled with a label conforming to WHMIS 2015 standards.
 - c. Ensure students being exposed to controlled substances are provided safety instruction by the teacher.
2. The principal shall ensure that the following requirements of the WHMIS 2015 procedures are implemented within the school:
 - a. An inventory of all controlled products is maintained.
 - b. A manufacturer or workplace label must be visible and legible on each product.

- c. Safety Data Sheets must be readily available within the school where controlled products are being used. Safety Data Sheets must conform to WHMIS 2015 safety standards and be updated every year.
 - d. All controlled products must be stored and handled in compliance with the recommended handling procedures as outlined on the product's Safety Data Sheet.
 - e. Protective equipment should be readily available in the area where controlled products will be used
3. Each supervisor is responsible to ensure the education of staff and students in WHMIS 2015 roles and the hazards of controlled products. Training will be provided in the necessary handling and emergency procedures when using a controlled product.

Dealing With Hazardous Material

- 1. Notify building administrator/office. The principal will determine, in consultation with the Superintendent and Facilities and Facilities and Maintenance Supervisor, if the school needs to be evacuated and act accordingly.
- 2. Contact Facilities and Maintenance Supervisor, and inform them if the type and location of hazardous material is known.
- 3. Maintenance shall determine the severity of the situation and act accordingly.
- 4. Seal off the area of leak/spill. Close doors, if necessary.
- 5. Facilities and Maintenance Supervisor notifies the Superintendent.
- 6. Notify parents/guardians if students are evacuated, following district-Emergency Response procedure. Resume normal operations when the Superintendent indicates it has been determined safe to reenter the school/building.

VIDEO SURVEILLANCE

Administrative Application	
Initiated by:	Secretary Treasurer
References:	NWT Privacy Act
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Security Camera Procedure

For reasons of enhancing the safety of students, staff, and others on school premises and deterring destructive acts, Yellowknife Catholic Schools (YCS) authorizes the use of video surveillance equipment on District property where circumstances have shown that it is necessary for these purposes and its benefit outweighs its impact on the privacy of those observed.

YCS recognizes both its legal obligations to provide appropriate levels of supervision in the interests of student safety and the fact that students and staff have privacy rights that are reduced, but not eliminated, while at school. Thus video surveillance must be carried out in a way that respects student and staff privacy rights.

In respecting this balance, YCS is committed to ensuring and enhancing the safety and security of the public, its employees and property, to integrating security best practices with the responsible use of technology.

This policy has been developed in accordance with the Personal Information Protection and Electronic Documents Act.

Purpose of policy

The purpose of this policy is to get guidelines for the establishment and use of security camera systems on YCS property. Specifically, this policy addresses requirements and responsibilities with respect to:

1. The establishment of security camera systems
2. The operation of security camera systems
3. The use of information obtained through security camera systems
4. Custody, control and access to records created through security camera systems.

Purpose of Security Camera Systems

Security camera systems will only be installed and used for one or more of the following purposes:

1. Safety of the students
2. Safety of the general public
3. Safety of employees
4. Protection of YCS property; or
5. Preventing unauthorized use of YCS facilities.

Requirements

1. A security camera system must only be established and used when
 - a. It is demonstrably necessary to address a specific issue;
 - b. It is likely to be effective in addressing the specific issue;
 - c. The loss of privacy is proportional to the need to address the specific issue; and
2. There are no feasible less privacy-invasive ways of addressing the specific issue;
3. Be accessible to as few employees as necessary to address the specific issue;
4. Only be accessible by authorized employees, the Superintendent, Assistant Superintendent of Learning, Secretary Treasurer, YCS' solicitor, designated members of the IT team, and other individuals whose access is deemed necessary by the Superintendent;
5. Where possible, restrict the periods when observing, monitoring or recording will occur to times when there is a demonstrably higher likelihood of the specific issue occurring; and
6. Not to be used in areas where the public and employees have a higher expectation of privacy (ie. change rooms and washrooms).

Notice

Individuals whose image may be captured by a security camera system must be personally notified of its use or notified by way of signs posted in accordance with the signage section of this policy.

Signage

Signs must be posted at all public entrances to a YCS building where security camera systems are used and in prominent places where the surveillance is occurring. At a minimum signs must contain the following information:

1. A statement that images are being monitored and/or recorded;
2. The purpose of the security camera system;
3. That YCS is responsible for the security camera system; and

4. The title and contact information (including phone number) of the person within YCS responsible for overseeing the security camera system.

Use of Security Information

Security information must only be used for the purpose for which the security camera system was established.

Custody of Security Information

All security information will remain in the custody and control of YCS.

A log will be maintained documenting when and who had access to the viewing.

Disclosure to Third Parties

Security information must only be disclosed to third parties, including without limitation, members of the public and the RCMP, in accordance with [applicable legislation](#).

DISTRICT TECHNOLOGY AND NETWORKED INFORMATION

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	AP #109 - Access to Information and Protection of Privacy AP #301 - Safe and Caring Schools AP #307 - School Discipline AP #308 - Bullying
Related Forms:	YCS Employee Technology Use Guidelines & Agreement Parent/Guardian and Student Technology Use Agreement
Reviewed & Approved:	September 2025

The computing and telecommunication facilities and services (from now on referred to as the System) provided by Yellowknife Catholic Schools (from now on referred to as the District) are intended for teaching, learning and administrative purposes. Access to district computing and telecommunication resources is a privilege, not a right. Every student, employee and other person having access to any district computing resources are required to use such resources in a legal, ethical, responsible and professional manner and to comply with Board policy governing the acceptable use of district technology and networked information under the following subsections of the Regulation:

- District Technology and Networked Information - Acceptable Use
- Electronic Communications Systems in Schools - Employee Acceptable Use
- Electronic Communications Systems in Schools - Student Acceptable Use
- Student Personal Technology Devices
- Software Licensing
- Web Page Content
- Use of Personal Electronic Devices at Schools and Other District Sites
- District Filtering of Internet Access
- Social Networking

District Technology and Networked Information Acceptable Use

The computing and telecommunication facilities and services provided by the district are intended for teaching, learning and administrative purposes. As such, district computing and telecommunication resources are used to enhance educational programs and to conduct district business. Access to district computing and telecommunication resources is a privilege, not a right.

Regulations:

1. This Policy and Regulations will govern all System use, including student and employee use. When interacting on the Internet, users are expected to behave as they would in any other environment where they represent their school/employer as per school codes of conduct and/or professional codes of ethics.
2. Each student, employee or Yellowknife Catholic School guest having access to any district computing resource must use such resources in a legal, ethical, responsible and professional manner.
3. The publication and posting of information on any district network or the World Wide Web is in accordance with ethical and legal standards and those derived directly from standards of common sense and courtesy that apply to any public resource.
4. Students may be given access to the World Wide Web and an individual email account with the authorization of their parent/legal guardian. An Agreement signed by a parent/legal guardian will be required as a condition of access to the Web and provision of an individual email account.
5. Each school is responsible for ensuring that all students with access to electronic communications systems have an agreement signed by the student and a parent/legal guardian. The agreement can be signed once and filed for the student's remaining years in that school. A new agreement must be signed if/when a student enrolls at another school within the district. Parents/Guardians can sign a new form to alter current privileges at any time by contacting the school office.
6. Access to district computing and telecommunication resources may be withdrawn if employees or students do not comply with the district policy governing the acceptable use of district technology and networked information and for other reasons, as determined by the Superintendent.

7. The Superintendent or designate has the right to suspend or terminate a user's access to and use of the system upon any break of the User's Acceptable Use of Technology Guidelines and Agreement. Before suspension or termination or as soon as practical, the user will be informed of the suspected breach and allowed to present an explanation to his/her supervisor. If the user's access is suspended, the supervisor will advise the user and superintendent, in writing, including details of the breach, the period of the suspension and procedures for regaining access. To gain access, the user must submit an appeal to the superintendent.

Electronic Communications Systems in Schools - Employee Acceptable Use

Employee use of district electronic communication systems must be under the following regulations. Access to district computing and telecommunication resources is a privilege, not a right.

Regulations:

1. Network account holders are responsible for all usage of their accounts and, therefore, must keep their passwords confidential to protect themselves, their files and the district's files. Account holders must not distribute other users' identification (ID) and passwords or reveal other users' personal information.
2. District computer resources must not be used in a manner that may annoy or harass others. For example, distributing obscene, abusive, racist, threatening, unsolicited email messages, or sexually/harassing messages or material.
3. Sensitive information, as outlined in AP#109, must not be transmitted via or exposed to Internet access without taking appropriate measures to ensure data remains confidential.
4. All electronic communication, including email, is the District's property and is subject to provisions under the Access to Information and Protection of Privacy Act (ATIPP).
5. Computer resources must not be used for personal use during instructional hours.
6. The use of district computer resources outside of instructional hours of work for personal reasons must be per these regulations and must not incur additional cost to the Board.
7. Non-acceptable usage of computer resources and networks includes, but is not limited to, activities that:
 - a. May lead to personal financial gain;
 - b. Could be interpreted as gambling;
 - c. Are used to conduct private business;

- d. Obscure the origin of any message under an assumed computer network address;
 - e. Access illegal or offensive computer networks;
 - f. Access or distribute unlicensed software or documentation;
 - g. Initiate or distribute mass advertising or unauthorized solicitations;
 - h. Access electronic systems or information inappropriately or without authorization;
 - i. Vandalize the system or system accounts;
 - j. Produce product and/or service advertisement or political lobbying;
 - k. Utilize network-intensive resources such as network games;
 - l. Violate or attempt to violate the system's security or attempt to subvert other systems;
 - m. Deliberately or recklessly expose systems to computer viruses or malware;
 - n. Contravene any laws or regulations.
8. Account holders must respect the rights of other users and consider the impact of their conduct on others.
9. Computer resource usage must survive public scrutiny and/or disclosure. Users must avoid activities that might bring the District into disrepute.
10. Computer resource use may be monitored without warning, and inappropriate usage may cause cancellation of privileges and/or disciplinary action, including dismissal or cancellation of the contract.
11. Employees are responsible for ensuring they have reviewed these regulations before using district computer resources.
12. Employees are required to sign the YCS Employee Technology Use Agreement.

Electronic Communications Systems in Schools – Student Acceptable Use

Student use of electronic communication systems must be under the following regulations. Access to district computing and telecommunication resources is a privilege, not a right.

Regulations:

- 1. Students are responsible for their network accounts and all activity in their allotted storage space under their password. Passwords, therefore, must not be shared.
- 2. Students must not use another person's account.
- 3. School district resources must be used responsibly and for educational purposes only.

4. Students must conduct themselves in a manner that respects the rights of others and should not include offensive or illegal behaviour.
5. Students using district electronic communications systems are expected to follow the same regulations during and outside school hours.
6. Parental written consent is required for students to access district electronic communications systems.
7. Teachers and Principals or designates are responsible for ensuring that all students with access to electronic communications systems have read and signed the Parent/Guardian and Student Technology Use Agreement.
8. Teachers and Principals are responsible for taking appropriate disciplinary action when this policy is contravened.
 - a. Illegal acts committed on or through district electronic communications systems must be reported to legal authorities.
 - b. Illegal acts may include but not be restricted to hacking into systems or deleting files to which the student does not have access privileges, introducing viruses or downloading or copying copyrighted material.

Student Personal Electronic Devices

The use of all telecommunication and audio or video recording devices, including cellular phones, pagers/beepers and cameras, at schools and school-sponsored or school-related activities on or off school property is governed by the following district guidelines and agreements:

- District Technology and Networked Information Acceptable Use
- Use of Personal Electronic Devices at School and Other District Sites

Software Licensing

The District adheres to vendor software licensing agreements for the use of software in schools and district departments and acknowledges the licensing of software as copyrighted intellectual property.

Regulations:

1. Software placed on school computers must be done so following the vendor's licensing conditions. Schools and district departments must have a copy of the license for each corresponding software application.

2. Software purchased under an educational license must be used only on school and district computers or as defined by the license's agreement.
3. Schools and district departments must keep a current record of all software licenses.
4. When the district purchases software, licensing information will be kept centrally in the district. When a school or department purchases software, it is expected that the school or department will keep licensing information.
5. When software is upgraded on the original license and placed into use, the original software must not be sold, given away or continued in use unless specifically stated in the licensing agreement.
6. Software no longer in use by schools or departments shall be disposed of through removal from all computers unless otherwise approved by the Superintendent or designate.
7. To ensure the consistent and legal disposition of licensed software, the District Technology Coordinator will facilitate all software disposals.
8. Software licensing documentation must be held securely in the main office and made available to enforcement authorities upon request.
9. "Open Source" or software available under the General Public License (GPL) may be used freely as defined under the GPL.
10. All software must be pre-approved for installation by the Superintendent or designate.

Website Content

The District encourages the use of the Internet and the publishing of web pages to enhance the teaching and learning process and to foster communication within and outside the district. Subject to the following regulations, schools in the district have full control over posting web pages and may update or change school web pages at any time. The posting of web pages is a form of electronic publication. It is subject to all laws, including the Copyright Act and the Access to Information and Protection of Privacy Act. School web pages must also be designed to respond to student safety, privacy and security concerns.

Regulations:

These regulations protect students' and employees' privacy, safety and security.

1. All web page information from district schools must reside on district-approved web host servers. Departure from this procedure must be sought in writing from the Superintendent or designated before posting any school or department web page on third-party provider servers.
2. Each principal must identify a person/s as the school web administrator who will be responsible for the school web pages.
3. The District must comply with the provisions of ATIPP, which limits the use, and disclosure of personal information to circumstances permitted by that Act.
 - a. ATIPP authorizes the disclosure of employee contact information (such as name, work address, work telephone number, etc.).
 - b. However, student addresses, phone numbers and email addresses may not be disclosed on a school web page.

4. Obtaining Consent and Authorization:

Wherever possible, the District will attempt to obtain written authorization from a parent before posting any student personal information on School Web pages. This provision does not apply to posting images taken at public events such as sporting activities or concerts. Parents will be asked to provide written authorization for the use of images taken other than in a public setting. The school should make efforts to obtain:

- a. The district Media Consent Form for publishing activities on non-school-based Internet sources. This should be signed when students initially register. Parents of students have the right to change this consent at any time.
 - b. The district Consent Form - School Use of Images for publishing student-centred images or samples of student work on school websites, in school newsletters, and/or on school social media accounts such as Facebook, Twitter and other emerging technologies.
 - c. If required by ATIPP, the District will attempt to obtain written authorization from an employee before posting any personal information concerning the employee on a District website.
5. Copyright - No content that breaches copyright laws will be posted on a School Web page.
 6. The District reserves the right to determine links posted on the district Web Page.

Use of Personal Electronic Devices at Schools and Other District Sites

The District recognizes that staff and students may bring their own personal electronic devices to their work location to help perform their duties (i.e. a teacher using a

personal laptop to record marks, students using a personal device for Internet Access).

- a. The District Technology Coordinator will be consulted to determine the network resources requested and the suitability of the equipment;
- b. Staff will make prudent, work-related use of network resources;
- c. Special guests, who bring personal electronic devices to district locations, will be permitted to access the designated guest wireless network only. The designated guest wireless network allows users Internet Access but not access to internal network services.
- d. The District assumes no obligation to support the personal electronic device; neither will it accept any liability for modifications made to the equipment due to establishing a connection;
- e. The owner of the personal electronic device will disconnect the equipment at the request of any supervisor.
- f. The use of personal electronic devices may result in students' personal information (such as their names, student numbers, report cards or other information) or the personal information of others being stored on computers outside the district's computer network. Though not an exhaustive list, the following safeguards will assist in protecting the privacy of personal information for both students and employees.

Employees must:

- a. Ensure that personal information stored on a personal electronic device or other data storage device is properly protected. Access to any personal information of a student or other person must be password protected, including when stored on any storage device, such as a USB drive. Any personal electronic devices on which personal information relating to students or the district must have effective Internet security measures such as licensed anti-virus software.
- b. Ensure that the personal information of students and others is deleted from their electronic device or storage device as soon as possible and when the data is no longer required for school district-related purposes or when the teacher's employment ends.
- c. Ensure that any school district-related information on a personal electronic device is collected, used or disclosed only for purposes and only in a manner permitted by ATIPP.
- d. Be aware that any record of personal information obtained by the employee during their duties may be subject to disclosure under ATIPP and may be considered to be in the possession and control of YCS, even if located on a personal electronic device.

District Filtering of Internet Access

The superintendent or a designate must approve all requests for site filtering.

The District will filter Internet access if

- a. The site poses a danger to the integrity of our network.
- b. The site allows for the circumvention of filtering software.
- c. The site places an inordinate amount of strain on network services because of bandwidth demand.
- d. The technology committee specifically requests the site to provide for the unique protection of students at a particular grade level, and the filtering is localized to the applicable schools.
- e. The site is under temporary restriction as a school-based decision.
- f. Other reasons as determined by the Superintendent or designate.

Social Networking

The District recognizes that part of learning is adapting to the changing methods of communication. Teachers, students and parents must engage, collaborate, learn and share in these digital environments (Blogs, Wikis, Podcasts, Digital Images and Video and other Social Media Technologies).

1. Personal Responsibility

- a. All users are personally responsible for the content/information they publish online.
- b. Online behaviour should reflect the same standards of honesty, respect and consideration when meeting face-to-face.
- c. Posted information must identify that the information is representative of your views and opinions and not necessarily the views and opinions of the District.
- d. Social media is an extension of the classroom. What is inappropriate in the classroom should be deemed inappropriate online.
- e. Employees should ensure that posted content is consistent with the work performed for the District.
- f. Posting confidential student information is prohibited.
- g. Employees are responsible for moderating all content published on all social media technologies.

2. Copyright and fair use

- a. All users must respect copyright and fair use guidelines.
- b. Plagiarism is an academic offence. Credit must be given where credit is due.

3. Profiles and Identity

- a. Last name, school name, address or phone number should not appear on blogs or wikis.

- b. Schools providing use of pictures and/or videos showing students' faces to non-school organizations must have parental consent through the district Media Consent Form.
 - c. Pictures and images must be appropriate and tasteful.
- 4. Personal Use of Social Media such as Facebook, MySpace and Twitter
 - a. All users are personally responsible for all comments/information they publish online.
 - b. Online behaviour should reflect the same standards of honesty, respect and consideration when meeting face-to-face.
 - c. Posted comments should be within the bounds of professional discretion. Employees should act on the assumption that all postings are in the public domain.
 - d. Permission should be sought and granted before posting photographs and videos of others.
 - e. Besides educational purposes, photographs relating to alcohol or tobacco are deemed inappropriate.
 - f. Employees should refrain from posting any comment that could be deemed unprofessional.
- 5. Social Bookmarking
 - a. Bookmarked sites are in the public domain. The content of the bookmarked site should be within the bounds of professional discretion.

USE OF COPYRIGHTED MATERIALS

Administrative Application	
Initiated by:	Superintendent
References:	Copyright Act Copyright Matters
Related Directives:	
Related Forms:	Copyright Forms Parental Permission - Copyright
Reviewed & Approved:	January 2022

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.

Specifically

1. In this procedure, the following definitions shall apply:
 - a. “Copyright” – the legal protection of a creator’s original work. Copyright law does not protect ideas, only the form in which they are expressed.
 - b. “Copyright infringement” – the publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.
 - c. “Works covered by copyright” – all original literary, dramatic, musical and artistic works. Examples include such items as: books, writings, photographs, film, dictionaries, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, computer software, online programs, CD-ROM’s, laser disks and computer programs stored on any media, etc.
 - d. “Dubbed off-air” – making a copy of any television program during broadcast.

2. Teachers must follow the Fair Dealing Guidelines under the Copyright Act as follows:
 - 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.
 - 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.
 - 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:
 - As a class handout;
 - As a posting to a learning or course management system that is password protected or otherwise restricted to students;
 - As part of a course pack.
3. A short excerpt means:
 - Up to ten percent (10%) of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - One (1) chapter from a book;
 - A single article from a periodical;
 - An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - An entire newspaper article or page;
 - An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - An entire entry from an encyclopaedia, annotated bibliography, dictionary, or similar reference work.
4. 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.
5. 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.

6. 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.
7. Posters outlining Fair Dealing Guidelines shall be provided by the Superintendent, and posted above each multi-function or photocopying device.
8. Use of copyrighted materials that do not fall under the Fair Dealing Guidelines is not permitted without the approval of the Superintendent. Where school staff or students wish to use copyrighted materials they must:
 - obtain permission to copy from the copyright holder, and
 - where requested, a royalty must be paid to the copyright holder.
9. Teachers are to have knowledge of and be familiar with the Copyright Decision Tool and “Copyright Matters!” available at www.cmec.ca.
10. If a district employee wishes to photocopy one copy for school library use, the employee shall obtain copyright permission.
11. The following guidelines shall apply to video resources:
 - a. Television programs may only be dubbed off-air with permission from the copyright owner.
 - b. Only video programs and feature film rentals with public performance rights may be shown in schools or at Board functions. Videos purchased or rented from video stores or commercial firms may be shown.
12. The following guidelines shall apply to electronic resources:
 - a. Electronic resources stored on any media may only be used according to the conditions specified on the site or jurisdictional license. Yellowknife Catholic Schools will make every effort to purchase multiple copies of electronic resources.
 - b. One backup copy, adaptation or translation of a computer program is permitted by law and does not require special permission from the copyright owner. Schools (school libraries) may only lend the original program, not the backup copy.
13. The following guidelines shall apply to music resources:
 - a. Music or sound recording may be played on sound equipment in the school, if the public performance rights were purchased. Sound recordings obtained from Canadian distributors always include public performance rights.
 - b. A musical work may be performed by students and teachers in the course of teaching without obtaining permission from the copyright owner.

14. The following guidelines shall apply to the ownership of copyright within Yellowknife Catholic Schools:
- a. Yellowknife Catholic Schools owns copyright on any works produced by any staff member in the course of their employment and the following shall apply:
 - The Superintendent may grant others the right to reproduce work copyrighted by Yellowknife Catholic Schools under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgement to the authors
 - The Superintendent may enter into an agreement with others to produce, in part or in whole, a work for Yellowknife Catholic Schools. This agreement shall specifically address the copyright of the work produced by Yellowknife Catholic Schools
 - The Board may market District material at a cost that shall cover printing, mailing and royalty
 - The Board may enter into an agreement with a private publisher to publish Board material for sale and distribution
 - The Board may choose to compensate the creative employee if the Board markets a resource profitably
 - b. Students own the copyright on anything they create and parental permission to reproduce their work should be obtained if the student is under 16. Student permission is required if the student is 16 or over. Permission is not required to display student work within the school. The following guidelines shall apply:
 - At the time of registration, each school will request the following permissions from parents: Approval to display student work outside the school such as school and district websites, social media, conferences, central office, or public spaces
 - Copyright in photographs taken by students for school publications with equipment and supplies provided by the school is the property of the school
15. All District staff will adhere to copyright law and the following shall apply:
- a. District staff will not be required by the supervisors to perform any service that is a violation of the copyright policy.
 - b. All photocopiers and computers should be labeled to identify what constitutes copyright infringement.
 - c. Copyright in-service sessions should be offered to all staff members to ensure they are made aware of Copyright Law and the copyright procedures.
 - d. Yellowknife Catholic Schools shall use and allow on its computers only software programs that are owned by Yellowknife Catholic Schools; for which the purchase has been initiated and sent; are shareware; or are freeware. Any computer software not owned or authorized by Yellowknife Catholic Schools, found on equipment owned by Yellowknife Catholic Schools, may be removed without notice.

- e. Staff having access to computerized equipment shall ensure that all software in use is owned by Yellowknife Catholic Schools or is free of copyright.
16. If it is necessary for District staff to make multiple copies of an item the following shall apply:
- a. Check the back of the title page in books and the table of contents page in magazines to determine what copying privileges the publisher may grant.
 - b. If the item is included in the exclusions list or out of print, contact the copyright owner by phone first, then follow up with a letter for permission to photocopy. See Appendices #A004, A005, A006.
 - c. If verbal permission to photocopy copyrighted material is granted, please indicate grantor, time and date on your copy of the letter or request. If verbal permission is granted, materials may be used immediately or before the form is returned.
 - d. If a fee to reproduce materials is required, please confirm arrangements with the principal before proceeding with duplication.
17. Ensure that when accessing online videos, you only use those videos that have been posted by the legal copyright holder.

ACCESS TO INFORMATION AND PROTECTION OF PRIVACY ACT

Administrative Application	
Initiated by:	Superintendent
References:	NWT ATIPP Act and Regulations
Related Directives:	
Related Forms:	GNWT Access to Information Request Form
Reviewed & Approved:	January 2025

Background

PUBLIC ACCESS

Information on Yellowknife Catholic Schools programs and operations is available to the public through a wide variety of methods. The District will provide all appropriate information to members of the public and other agencies while protecting the rights and privacy of staff, students, parents and volunteers. All District procedures will adhere to the requirements of the *Access to Information and Protection of Privacy Act* and Regulations of the Northwest Territories.

As a Catholic Education District, and in keeping with our Mission Statement, we will operate and communicate as openly and honestly as the law permits.

Also in keeping with the Mission Statement of the board and the details of this policy, certain records may be available for public viewing to the extent that doing so does not breach the personal privacy of any individual unless the individual has authorized such access.

To obtain information that is not available via publication, reports, and board meetings, members of the public must visit our offices and put in a formal request to obtain and/or view information that is not publicly available. The request must

provide enough details to enable the School or Central Services office to identify the record. The appropriate staff member at the School or Central Services office will then review the formal request and take all reasonable steps to determine if the information can be lawfully released.

The Collection of Information

The collection of information by Yellowknife Catholic Schools shall be limited to that which is required to deliver quality and safe educational services to students enrolled with the District.

For the purposes of this administrative procedure, “personal information” means information about an identifiable individual, including:

- the individual’s name, home or business address or home or business telephone number,
- the individual’s race, colour, national or ethnic origin or religious or political beliefs or associations,
- the individual’s age, sex, sexual orientation, marital status or family status,
- an identifying number, symbol or other particular assigned to the individual,
- the individual’s fingerprints, blood type or inheritable characteristics,
- information about the individual’s health and health care history, including information about a physical or mental disability,
- information about the individual’s educational, financial, criminal or employment history,
- anyone else’s opinions about the individual,
- the individual’s personal opinions, except where they are about someone else.

When collecting personal information of staff, students or families thereof, Yellowknife Catholic Schools will inform the staff, students or families thereof of:

- The purpose of the collection;
- The reason and authority for collection; and
- Contact information to obtain more information about Yellowknife Catholic Schools’ privacy policy and how the information will be used and stored.

All personal information collected by Yellowknife Catholic Schools will be used only for the intended purpose as stated or reasonably communicated at the time of collection.

Personal information will not be collected unless the information is required for the operation of Yellowknife Catholic Schools and the delivery of educational services.

Personal information may be shared with various decision-makers within Yellowknife Catholic Schools. In such situations, Yellowknife Catholic Schools will provide only the information that is reasonable and necessary in the circumstances and only with the understanding that these parties will comply with the privacy protections outlined in this Administrative Procedure and at law.

The Disclosure of Information

Personal information will not be disclosed unless the disclosure is authorized by law or in writing by the individual who is the subject of the information.

Personal information that is collected will be retained for as long as it is required for the purpose for which it was collected. The time period may be dictated by various outside agencies such as the Canada Revenue Agency or Employment Standards legislation or may be dictated by YCS' need.

Personal information no longer required to fulfill the identified purposes will be destroyed, erased, or made anonymous by authorized individuals appointed by the Superintendent. Care will be taken to prevent unauthorized parties from gaining access to it.

Accountability

Yellowknife Catholic Schools is responsible for personal information under its control. It will make a concerted effort to keep personal information as accurate, complete, and up-to-date as necessary for the purposes for which it is to be used.

The Superintendent will be responsible for the organization's compliance with this administrative procedure.

All employees will be made aware of the importance of maintaining the confidentiality of personal information and acting in accordance with this Administrative Procedure. Employees will be provided with annual training regarding the collection, use and disclosure of personal information. This training will also include information on how best to safeguard personal information.

FORMS FOR COLLECTION OF DATA

All forms used to collect information shall include the following:

- Name of form
- Purpose of information collection – description
- Date of latest form revision
- Forms reference # - to master form list
- ATIPP access information
- Retention period of the form
- Date of completion

Each school shall maintain a master list of all forms used specific to their school. The Secretary Treasurer shall ensure a District forms registry is also maintained for reference and use.

The ATIPP Coordinator must review all new or revised YCS forms, prior to their use.

Procedures:

- A written request for information may be delivered to the Central Services Office to be passed on to the YCS ATIPP Coordinator. The GNWT ATIPP request form is available online.
- The YCS ATIPP Coordinator is the Secretary Treasurer.
- A request may be made verbally, to the YCS ATIPP Coordinator, if the applicant's ability to read and write in the Official language is limited or the applicant has a physical disability or condition that impairs them from making the written request.
- If an individual is requesting information on behalf of someone else, they must present proof that they have legal authority to act for that person (i.e. guardianship or trusteeship order, power of attorney)
- The request could be for a copy of records or an examination of records.
- A response must be provided within 20 business days. The time limit begins from the day that the YCS ATIPP Officer receives the official request.
- YCS may charge a fee for the expenses of preparing the document, which may include time of individual and photocopy costs, if the costs exceed \$250.00. Fees may not be charged for an individual requesting a copy of their own personal information. The fee may be collected prior to providing the information and is not to exceed actual costs of preparation. A refund must be provided if actual expenditures are lower than estimated costs.
- The individual must be advised of estimated costs and have up to 30 days to decide if they wish to proceed with their request.
- If the information being requested is personal information regarding an

individual, permission for disclosure must be received from the individual prior to information being released.

- YCS may provide a copy of the original, but not if providing the original would:
 - interfere with the operations of the district; or
 - result in disclosure of restricted or unauthorized personal information.
- Proof of identity must be provided prior to information being released

Telephone Disclosure of Information

Personnel should use caution when responding to requests for information by telephone. If the information is in any way personal or related to individual staff or students and the individual receiving the call is not confident of the identity of the caller, information should be limited to that which is in the public forum – that which you would find out through existing newsletters, reports or through the media.

If more individual information is sought, it is prudent to authenticate or verify the identity of the caller. This may be achieved through:

- Letter of request
- Letterhead correspondence with request
- Photo ID
- In person visit

Protection of Privacy

Information related to student, school and district activities are district property. Such information should be relayed to the public to the extent that it promotes learning and communicates the educational efforts and activities of the school and district. Where any such disclosure risks a breach of personal privacy for a student, staff member, or directly related party, such information shall be reserved from publication. Should the school or district wish to publish the information sought, approval from the individual in question, or their parent / guardian, if the individual is under the age of 19 years, must be obtained prior to release of information.

This section does not apply to “Student Records” as defined in the *Education Act*, SNWT 1995, c 28.

References

All references on behalf of YCS shall be provided by School Administrators, Assistant Superintendents, Superintendent or Chair of the Board. All other personnel may, at their own discretion, provide personal references but not professional ones.

No reference should be provided unless the subject of the reference has requested that you provide a reference, or has otherwise consented to you providing a reference.

Parental / Custody Issues – District Information Release Protocols

Both parents of any student shall be deemed to have equal access to routine information related to their child unless otherwise restricted or directed by a court of law, or written agreement between the parents / guardians.

For students that are 19 years of age, any approval for release of information, or access to district information related to the student shall be the right of the student, as per the Education Act of the NWT. The district also assumes that there is communication between the parent or guardian and a student who has reached the age of 19 years unless otherwise directed by the student in writing.

Where a parent or guardian is seeking to have the school or district restrict access to the other parent or guardian, school administration shall request a copy of the applicable court judgment or written agreement which spells out such restriction. In the absence of direction from the applicable court, both parents of any student shall be deemed to have equal access to routine information related to their child.

Yellowknife Catholic Schools will not knowingly be involved in custody challenges by providing information to one party and not the other unless directed to do so by a court of law.

Financial Records

While the financial business and transactions of the district are the application of public funds and thereby in the public domain, there are necessary restrictions to public access, including the following:

- Any financial information that provides access to identifiable pay and benefit information regarding an individual staff member unless authorized by the staff member in question.
- Information that exposes the resources and assets of the district to fraud or manipulation – i.e.: banking details and VISA account details.
- Records used in the process of procurement (contracts, purchase orders, tender processes)
- Access to district accounting software by unauthorized persons.

PUBLICATION, REPORTS AND DATABASES

At Yellowknife Catholic Schools we actively endeavor to maintain open and effective communication with all our school communities. Routine reporting from our schools and Central Services office, delivered in a variety of forms and media is required to provide the students, staff, parents, community, parish and Government with current information regarding district activities and programs. Newsletters, newspaper

articles, direct correspondence and periodic reporting are all key in communicating our efforts as a Catholic School District.

Such communication and reporting mechanisms shall include, but not be limited to:

- Newsletters
- Excerpts from School Success Plans and related updates
- Program and School Review Report Summaries
- School Calendar of Events
- Annual Reports
- Annual Audited Financial Statements
- District Budget
- Professional Development Reports
- Website – current and maintained

RECORD MANAGEMENT

Administrative Application	
Initiated by:	Superintendent
References:	NWT ATIPP Act and Regulations
Related Directives:	NWT Inclusive Schooling Handbook
Related Forms:	
Reviewed & Approved:	January 2025

Yellowknife Catholic Schools understands the need to protect information gathered regarding students and staff as per the NT *ATIPP Act* and Regulations, as well as the *Education Act* and Regulations. All files will be placed in a secure location. YCS will also follow the regulations established at the government level in regards to timelines for maintaining records.

Specifically

Yellowknife Catholic Schools shall, through the procedures here defined for Access to Information and Protection of Privacy, handle all information in its custody and control with due care and security, taking into consideration its sensitivity or confidentiality.

The principal of each school is responsible to ensure that information related to students shall be held in a confidential and secure manner.

RETENTION OF RECORDS

The Board instructs the Secretary Treasurer to ensure the appropriate retention and disposal of the records of the District as set out below.

A listing of student records disposed will be maintained.

Student Records - Retain 10 years

Student Records, including those listed below

- The Student Record “CUM file”
- Principal’s Record
- Program Support Record
- Student Services Record
- Student Learner Profile

Student records shall be retained for the 10 years following the date of a student’s graduation. If a student leaves the district prior to graduation, the file must be retained for 10 years from the date that the student would have been expected to graduate, or the file has been transferred to another school. Of those 10 years, it is the responsibility of the school last attended to maintain the records of present enrolments and 3 years preceding. For the year 4 through 10 prior to the present enrolment, the district shall ensure storage and maintenance of student records.

Student enrolment registers - Retain 10 years

Confidential files may be transferred from one school to another within our district in accordance with the requirements set out in this section.

Child Records – Retain 6 years

Record Review Process (Cum Files)

Section 44 of ATIPP requires that personal information used to make decisions that affect the individual be accurate and complete. At least once every three years and prior to the transfer of a student record and on graduation, the principal or designate shall conduct a record improvement process. Information should be kept only as long as that information is current and necessary to meet the needs of the student.

Information which should be removed from a cum file:

- Information related to a violent incident that led to a suspension, if after three years no further incidents of violence which have led to a suspension, expulsion, or involvement with the police have occurred;
- Information relating to a serious violent incident that led to an expulsion, if after five years no further serious incidents of violence which have led to a suspension, expulsion, or involvement with the police have occurred;
- Information relating to any other serious violent incident, if after three years no further incidents of violence which have led to a suspension, expulsion, or involvement with the police have occurred.

A regular student cum file should not include:

- Medical or psychological reports
- Any information related to an investigation under the Child Welfare Act
- Notes prepared by a teacher or principal for their exclusive use, that deal with matters other than the student's progress in the education program
- Notes taken by a counselor
- IEPs, SSPs, Behavioural Action Plans (these should be in PST files)
- Samples of student work
- Tests
- Old behavioural incident forms

If a parent or student feels that the student record contains inaccurate or incomplete information, they may submit a written request to the principal that the information be changed. The principal shall, upon receipt of the written request, review the record and decide what action to take within fourteen days.

For a student name change, a written court notification (judge's signed note/court order) must accompany the written request. Aliases may be maintained on a student record, as long as the legal name is kept for recording purposes.

Business Related Records # years to be retained

- General files - 5 years
- Correspondence files - 5 years
- Accounts Payable files - 5 years
- Accounts Receivable files - 5 years
- Cancelled cheques - 5 years
- Bank statements - 5 years
- General Ledger printouts - 5 years
- Lease Records (dated from the completion of the lease term) - 5 years
- Contracts and agreements - 5 years
- Budgets - 5 years
- Payroll Records, cards, sheets, statements - 10 years
- Employee Personnel Records - 6 years

Corporate Records # years to be retained

- Reports and Minutes of the committees of the Board - 5 years
- Minutes of Board Meetings Permanently retain Construction blueprints of completed facility Permanently retain Certificates of title Permanently retain
- When the appropriate time for record disposal occurs, all records shall be

destroyed through shredding and securely disposed of.

ELECTRONIC RECORDS MANAGEMENT

Electronically stored records, on a computerized centralized file server, shall be managed as follows:

- All user access to be controlled by a password known only to the user
- User passwords should be revised on a regular basis
- Where files are of a highly confidential nature, the files should be stored in a manner that disallows access by anyone but the author. The author of a file as well as any persons using files must consider accessibility and sensitivity of the file content when storing and managing records.
- File maintenance is the responsibility of every user who is attached to the server.
- Individual files are the responsibility of the creator or originator of the file
- Files must be reviewed for deletion and / or archive on a regular basis (quarterly suggested)
- Prior to modifying files by saving under an existing name, the user is required to confer with the originator of the file
- Only the originator of a file can delete or authorize deletion of an electronic file
- Files should be stored on the secure server rather than local computer hard drives
- Files stored on servers must be backed up on a regular, pre-scheduled basis. Such backup records should be held off site of the source of the data. An appropriate off-site backup record system is the responsibility of the Secretary Treasurer
- Files stored on local computer hard drives or other storage devices are the responsibility of the computer user to ensure adequate backup and retention
- When naming files, the author should be as clear and explicit as possible so that the name reflects file topic or contents
- All staff members must lock their computer when leaving it unattended.

Email – Yellowknife Catholic Schools recognizes that email correspondence has become a normal course of business. Where electronic correspondence is used in decision-making and business communication, a printed copy of the decision must be

retained.

Personnel Records

Information related to personnel shall be held in a confidential and secure manner under the supervision of the Superintendent and, where required for practical purposes, by the Principal of each school. Access to such information shall be limited to the employee themselves, administrative staff in evaluating and corresponding with the employee, and for the appropriate application of payroll and related benefits. This information will be stored in a secure, locked location or filing cabinet and a log of access requests and usage will be maintained. Only authorized personnel will have keys and staff members will be accompanied to the secure location by a key holder if they wish to access certain records that they are permitted to view. Keys will not be provided to unauthorized individuals.

Where a staff person leaves a District, the principal is responsible to forward the school-held personnel record to the office of the Superintendent. The school personnel record will then be consolidated with the master district record for the employee and maintained as per the schedule for retention of records.

Payroll Records

All payroll records of district personnel shall be kept secure and confidential at all times. Only those persons directly involved in the process and authorization of pay and benefits shall have access to the related records and information contained therein.

Pay notification shall be delivered to employees in a secure and confidential manner.

Core Student Records

Total records for each individual student include the following information if/as applicable:

- Name
- Date of birth
- Gender
- Country of citizenship
- Ethnicity
- Parent's name, address, daytime telephone number
- Student's residential address and phone number
- Names and addresses of schools previously attended, the date registered and the duration of the attendance
- Grade

- Mother tongue and language spoken most often in the home
- Eligibility for French first language instructions, as defined in regulations named under the Act, Section 23 of the Constitution Act 1982
- An annual summary of attendance and participation in the school program
- A copy of any individual education plan in effect
- A semi-annual report of any recommended learning strategies
- Information related to any suspensions or expulsions
- Information related to any serious violent incident that led to a suspension, an expulsion or the involvement of the police on school premises, including:
 - A description of the incident that led to the suspension, expulsion or involvement of the police
 - A description of any involvement of the police
 - A description of any disciplinary steps taken by school staff or the education body
 - A copy of all correspondence regarding the incident to the student or the student's parents from the school or education body.

Management of Records

Each district facility shall be equipped with appropriate security measures for the safekeeping of all confidential records and records containing personal information, including but not limited to student records/files. The Principal of each school shall ensure that staff review record management policies and procedures on an annual basis to ensure compliance. Mandatory annual training will be provided to staff members.

The Secretary Treasurer, or a party specifically appointed by the Secretary Treasurer shall inspect the district's facilities and offices to observe record security practices. This will support adherence to the ATIPP policy and procedure and the results shall be reported back to the Superintendent on a bi-annual basis.

Records containing personal information and credit card data are not permitted to be physically transported to different locations within the district. Any regulatory or administrative review of such records will take place at the secure location where the files are permanently stored.

In cases where record transportation is necessary and unavoidable, individuals accessing the information will be required to sign in at the storage location's office and provide identification prior to removing the documents. The storage location will maintain a transfer log stating which records were removed, the date the records were removed, the identity of the person who removed the records, who handled the records, the purpose of the removal of the records and the expected date of return of the records (if any).

Individuals responsible for transporting records in necessary and unavoidable circumstances are responsible for the safekeeping of the records and must not leave them unattended at any time. The following requirements must be complied with when transporting physical records:

- The records must be transported in a secure manner, such as in sealed, tamper evident containers.
- Prior to dropping off the records, the individual must ensure that the receiving facility has proper security measures in place to store and protect the records upon arrival.
- The receiving facility must maintain a transfer log stating what records were received, the date they were received, who handled the records, and the purpose of the transfer of records.
- Direct routes without stops are encouraged to minimize transit time and the opportunity for a security breach.
- Two authorized individuals are required for the transportation of records containing sensitive personal information.

Encrypted files and secure sharing platforms will be utilized when transferring digital records.

In the event of a breach of security or if unauthorized access has been gained to the files, the individual responsible for transporting the records must notify the Principal of the school (if applicable), the Secretary Treasurer, and the RCMP immediately, if appropriate. The appropriate authority will then contact the individuals affected by the breach.

Student Records

Under each portion of a comprehensive record for a given student, there are defined standards regarding:

1. The location of the record
2. The level of security required in appropriate handling of the record
3. The viewing or removal-of-record protocol
4. The ultimate responsibility of

The Student Record – the “Cum” file

Location: A location within the school that is readily accessible to staff only

Security: Medium – unlocked files during the day but locked at night

Viewing: On a sign-out basis; not to leave the school.

Responsibility: Principal and staff

The student record is defined in The Education Act and Regulations. Typically, educators think of the student record as the cumulative record (referred to as the “cum” file at Yellowknife Catholic Schools) to which educators who are involved in the student’s education program have access.

The Student Record shall include:

- information that affects decisions made about the education of a student that is collected or maintained by the school or an education body, and a record of those decisions
- any other prescribed information

Student Record Regulation 4(2) states that every Student Record for a student registered in high school must also contain the following information, with regard to the student for whom it is prepared:

- mailing address
- courses enrolled in
- number of credits earned
- marks earned or progress shown in courses the student is enrolled in or has completed information about disciplinary actions

The principal of a school shall ensure that a Student Record exists for each student registered with the school, within 30 days of the start of the academic year or the day the student is registered, whichever is later. The principal or designate shall also ensure that each Student record is kept up to date and shall review each Student Record at least once during the academic school year. Student Records received from other jurisdictions shall be forwarded directly to the Principal of the school being attended for review and appropriate handling.

Student Record Regulation 5 states that no person shall include in the Student

Record:

- a. a medical or psychological report
- b. any information relating to an investigation under The Child Welfare Act or other legal documentation regarding a student or the family of a student or other legal documentation
- c. notes prepared by a teacher or the principal for the exclusive use of that teacher or principal that deals with matters other than the student’s progress in the education program, an individual education plan or the program of education.

Other Student Records

Program Support Folder

Location: Program Support Teacher's office

Security: High – locked files

Viewing: Viewed in the office, at the Program Support Teacher's discretion, signed out by teachers

Responsibility: Program Support Teacher

The Program Support Record exists for some students. It includes the following:

- Information used to make programming decisions for students who require additional supports and services
- Records of those decisions

In most instances, the record is managed by the Program Support Teacher or the principal's designate at the school. In rare instances, such as when a student is not attending a school within the district but is attending school in a southern placement or treatment center, the Program Support Record is managed by the Regional Inclusive Schooling Coordinator at the office of the education body.

The Program Support Folder contains the following information if / as applicable:

- Medical reports such as Speech and Language Pathology
- Assessments such as miscue analysis
- Forms such as referral forms, consent for referral forms and release of information forms
- Original Individual Education Program (IEP)
- Records of decisions from IEP meetings or other team meetings, including interagency meetings
- Program Support Teacher (PST) notes
- Most recent copy of Student Support Plan (SSP)
- Notes / reports from the Regional Inclusive Schooling Coordinator

The Principals shall ensure that the Program Support Folder is stored and managed in accordance with the standard set out above.

The Program Support Teacher is responsible for keeping the Program Support Folder relevant and current. Articles deemed no longer relevant in the delivery of educational programming to the student may be destroyed at the discretion of the Program Support Teacher.

District Student Services Record

Location: Regional Inclusive Schooling Coordinator's Office

Security: High – locked files

Viewing: Viewed in interview with the Regional Inclusive Schooling Coordinator and Appropriate affected persons

Responsibility: Regional Inclusive Schooling Coordinator

The Student Services Record exists for some students in addition to the Program Support Folder. It includes the following:

- Information used to support programming decision for students who require additional supports and services where those services are coordinated by the education body rather than the school
- Records of those decisions

The Support Services Record is managed by the Regional Inclusive Schooling Coordinator in the office of the education body.

The Support Services Record must contain the following:

- The student's name
- Date of birth
- The name of the student's parent / guardian and a contact number of the parent / guardian
- The name of the student's school and community

The Support Services Record contains the following information related to programming supports and services, if / as applicable:

- Interagency correspondence related to the student
- Records of decisions / recommendations about the student
- Parental consent for referral to special assessments (if these services are organized by the education body)
- Copies of contracts re: services for students
- Assessment protocols

The Superintendent shall ensure that the Student Support Record is stored in a secure and confidential manner in accordance with the standards set out above.

Principal's Record

Location: Principal's office or immediate area

Security: High – locked files

Viewing: Viewed in Principal's office only at the discretion of the Principal

Responsibility: Principal

The Principal's Record exists for some students: It includes:

- Information relating to disciplinary actions
- Correspondence between other agencies or parties pertaining to a student The Principal's Record is managed by the school administrator(s).

The Principal's Record includes, if applicable:

- Information relating to violent incidents (some of which is required to be on the Student Record; see below)
 - Information relating to the involvement of the police on school premises
 - Confidential correspondence with parents and other agencies specific to the student
 - Sensitive information that doesn't belong in any other record such as correspondence between lawyers pertaining to a particular student and information from other agencies dealing with family situations.
- Psychological reports

The Principal's Record will be kept in a locked filing cabinet in the Principal's office.

The Principal is responsible for keeping the Principal's Record relevant and current. Articles deemed no longer relevant in the delivery of educational programming to the student may be destroyed at the discretion of the Principal.

Child and Youth Counselor Records

Location: Counselor's office

Security: High – locked files

Viewing: No viewing

Responsibility: Counselor

Some students may have a Counseling Record which is managed by the Counselor, who is not a Yellowknife Catholic Schools Employee. Counsellors are provided through the Department of Health.

The Counselor's Record, which is a report from the Counselor on issues and sessions, is the ownership and responsibility of the District.

Failure to comply with the requirements set out in this Administrative Procedure may

result in discipline up to and including termination for cause.

ADMINISTRATIVE PROCEDURE #111

COMMUNITY AND STAFF USE OF SCHOOL FACILITIES

Administrative Application	
Initiated by:	Superintendent
References:	YCS/City of Yellowknife Joint Use Agreement
Related Directives:	
Related Forms:	
Reviewed & Approved:	April 2024

Background

The primary use of school facilities is to further the education of students who reside in Yellowknife Catholic Schools. However, cooperation between the City of Yellowknife Community Services Department and the Yellowknife Catholic Schools is encouraged for the use of schools by community organizations.

Specifically

1. The City of Yellowknife, via the Joint Use Agreement, shall have use of the schools of Yellowknife Catholic Schools. In return, Yellowknife Catholic Schools will have free use of specified City facilities during school hours.
2. The agreement between the City of Yellowknife and Yellowknife Catholic Schools on the community use of schools will be reviewed annually.
3. Outside of the Joint Use Agreement, the following represents priority usage:
 - a. Activities or functions sponsored by the school involving District students before, during and after school hours.
 - b. Activities or functions sponsored by St. Patrick's Parish, Parent Advisory Councils or parent/teacher associations for the benefit of the students, parents and voters of Yellowknife Catholic Schools.

- c. Activities or functions sponsored by employee associations of Yellowknife Catholic Schools, such as teacher meetings, etc.
 - d. Activities or functions sponsored by church or community organizations for the benefit of children.
 - e. Activities or functions sponsored by individuals and other community groups.
- 4. The use of schools for polling places is permitted, provided classes are not dismissed to accommodate the poll.
- 5. Social functions where alcoholic beverages are served will be limited and subject to approval by the Secretary Treasurer.
- 6. Use of alcohol or smoking of any kind, including electronic cigarettes (vaping), is prohibited in school buildings or the grounds.
- 7. The overnight use of school buildings involves groups of individuals being present, which is not a common practice. However, exceptions may be made for the following groups:
 - a. Students travelling outside the city under adults' supervision.
 - b. Adult or youth groups sponsored by a parish within the city
 - c. Students of Yellowknife Catholic Schools who school staff members directly supervise.

In these cases, the following must be observed:

- a. Specified areas of the school building shall be designated for use, and groups must remain in these areas.
- b. Groups must comply with posted warnings regarding allergens.
- c. Cooking food is not common; however, it may be allowed at the principal's discretion and only in areas equipped with appropriate appliances.
- d. Supplementary custodial costs shall be charged to the group, payable before the use of the school.
- e. Security guards will be required when alarms have been deactivated for overnight use by groups outside the school district.
- f. A damage deposit may be required before rental

Failure by any group or individual to comply with the requirements will result in the refusal of future requests for the use of school buildings.

- 8. Damage, misuse or inappropriate behaviour or handling of any facility, whether by a third party or by District staff/students, shall be reported on the Facility Use Incident Report and emailed to
 - a. Secretary Treasurer
 - b. Facilities and Maintenance Supervisor

- c. The administrator in charge of gym bookings at the school at which the incident occurred:
 - i. weledehcatholicschool@ycs.nt.ca
 - ii. esjs@ycs.nt.ca
 - iii. esphs@ycs.nt.ca
 - d. The City of Yellowknife, Community Services. This only applies to third-party involvement cases.
- 9. Community use of areas in the school not included in The City of Yellowknife Joint Use Agreement will be charged the same fee as the City.
- 10. Staff using facilities or school equipment, after school hours, for their own personal benefit, such as offering workshops open to community members, will be charged a fee equal to market value for the space. The Secretary Treasurer will set the fee for any circumstances not covered.
- 11. Staff wishing to use the school gyms for gatherings such as birthday parties must book the space through the city. Due to liability issues, staff are not permitted to bring personal friends or friends of their children to the school after hours to use facilities.
- 12. Staff are permitted to bring their children to school during approved outside of work hours. For safety reasons, staff members must supervise them at all times. YCS is not liable for injuries which may occur while in the building. Staff members and children may access designated work areas.

ADMINISTRATIVE PROCEDURE #112

FACILITY NAMES AND CONTRIBUTOR RECOGNITION

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	Facility Naming Request
Reviewed & Approved:	December 2022

Purpose

An ad hoc committee shall act in an advisory capacity and make recommendations to the Board of Trustees with respect to the naming of a facility or part of a facility. The group shall forward any community requests in this regard.

Duties

The committee shall recommend names for facilities to the Board of Trustees for final selection and approval. The committee shall retain a names priority list.

Organization

The committee shall meet and review applications as necessary.

Membership

The committee shall consist of one trustee, one principal and the Secretary Treasurer.

Guidelines

1. A name priority list will be made and kept on file in the office of the Secretary Treasurer.

2. Input will be obtained from the school community (School PAC's, staff, students, parents), including the parish if applicable. Persons or groups submitting proposed names will be required to supply a biography or short historical resume.
3. The committee makes recommendations to the Board of Trustees at a Regular Board Meeting. The final choice of contributor name rests with the Board.
4. Approval of the Bishop of the Diocese is obtained for the names of saints.

Criteria

Consideration should be given to the following:

1. Be a source of inspiration and encouragement to the staff and students of Yellowknife Catholic Schools.
2. Be such that students and staff would seek to emulate the ideals of the individual.
3. Be such that the implication of the name should extend beyond the immediate district/school community and reflects our cultural mosaic and composition.
4. Avoid nuances. Appropriate facility monograms should be a consideration when the name is selected.

An event of importance in the Catholic community could be enshrined in the name of a school. A particular ethnic group and/or historical event may be honored.

A biography or short historical resume must accompany the name(s) suggested.

Individuals providing large donations to a school or program should be recognized appropriately, for example through a contribution wall.

DEALING WITH PARENT-SCHOOL CONFLICT MANAGEMENT

Administrative Application	
Initiated by:	Superintendent
References:	YCS Board Policy Education Act and Regulations
Related Directives:	
Related Forms:	
Reviewed & Approved:	January 2022

Beliefs

Yellowknife Catholic Schools believes:

1. That by initiating a process of conflict resolution, we will be better able to promote conflict resolution that is ethically sound, that responds to the needs of students, staff and parents, and that is in keeping with the basic beliefs and practices of the Catholic Church;
2. That when we take a proactive approach and open stance toward conflict resolution, we are better able to facilitate increased cooperation, communication and understanding among the members of its school community;
3. That conflict resolution is most successfully achieved when mutually acceptable solutions are arrived at through procedures that are designed to find what is in the best interests of the students as well as the individual school and the school district as a whole.

Principles

The following principles shall act as guidelines for the resolution of parent-school conflicts in Yellowknife Catholic Schools.

1. Yellowknife Catholic Schools will adhere to the golden rule from Matthew 7:12: "So always treat others as you would like them to treat you."
2. Yellowknife Catholic Schools recognizes the freedom of all members of the school community (students, staff, parents and neighbours) to voice their concerns in an appropriate manner to the appropriate school personnel.
3. The school has a responsibility to facilitate communication and to provide procedural direction to parents who initiate complaints or concerns in accordance with the Board policy and NT Regulations.
4. All parties in a conflict situation must recognize and respect the protocol, and more specifically the principle of "first contact." This means that the person(s) who have the concern, have a responsibility to begin addressing the concern directly with those persons with whom they have the concern before taking their concern elsewhere.
5. All parties in a conflict situation shall be treated with, and have the responsibility to treat each other with, fairness, dignity and respect.
6. All parties will deal with their concerns in a manner that is consistent with the teachings of the Church.
7. Attempts will be made to deal with concerns that are brought to the attention of the school in an appropriate manner, in a timely fashion.
8. Conflict resolution protocols shall respect the provisions of the School Act, The Code of Professional Conduct of the NWT Teachers Association, and Yellowknife Catholic Schools' policies.

Resolutions

On the basis of the principle of "first contact" parents must address concerns directly to staff before raising these concerns with the school administration or Central Services staff, when their concerns are about their child's teacher, program and/or program support.

Likewise, if a parent has a concern about the school administration, the parent is expected to deal with that concern with the school administration first, before raising these concerns with the Superintendent.

If, in the view of the complainant, the ruling of the school principal is unacceptable, the complainant may address their concern(s) to the Superintendent in writing. The letter must outline the nature of the original complaint, the steps that have been taken, and in what way

the decision of the school principal is unacceptable. Upon receipt of such a letter, the Superintendent will respond by involving the appropriate parties to resolve the conflict.

The staff of Yellowknife Catholic Schools has a right to work in a safe environment. Any act of abuse or violence directed towards or against staff will not be tolerated. Abuse is any verbal or physical threat such as swearing, shouting or any other inappropriate contact. In this situation the individual should be advised that abusive behaviour will not be accepted, therefore the meeting will be brought to a close and the discussion will be rescheduled for an alternative time. Conduct of this nature may be reported to the RCMP.

NUTRITION AND HEALTHY FOODS

Administrative Application	
Initiated by:	Superintendent
References:	Canada's Food Guide to Healthy Eating Guide to Food Choices
Related Directives:	
Related Forms:	
Reviewed & Approved:	December 2021

The school environment has great potential to influence many lifestyle choices. Research is clearly identifying the links between poor eating habits and the development of chronic diseases such as diabetes, cancer, heart disease, dental caries and osteoporosis. A strong, clear message about the importance of healthy eating will enhance the health messages in the classroom curriculum. These habits can strongly impact the health of our students now and in the future.

Thus, Yellowknife Catholic Schools will encourage nutritious food choices by educating and promoting healthy food choices.

Goal

The procedure is intended to set out guidelines that encourage students to develop good eating habits by providing food services that feature nutritious foods and nutrition education programs and activities.

Definition

Food Services: Foods served in and from the food service outlets, canteens at school related activities, vending machines, and other food related activities.

Guidelines

1. All School Food Services will follow Canada's Guidelines for Healthy Eating in order to ensure the nutritional needs of students are met. Every effort will be made to provide foods listed on Canada's Food Guide to Healthy Eating for the majority of foods served.
2. Students will have access to nutritional foods during non-instructional time.
3. Parental choice will govern what is provided in student lunches.
4. Fundraising activities and special events by schools and parent groups should emphasize healthy food choices from the Canada's Guidelines for Healthy Eating. All fundraising and special events shall be approved through the governing body of the school or the responsible administrator. Administrators may wish to reference the Guide to Food Choices that follows this procedure for suggested frequency of food serving when making these decisions.
5. Although healthy foods should be promoted for daily consumption, as well as on special occasions or celebration days (Christmas, Valentine's Day, Halloween), it is recognized that schools need to be flexible.
6. School/district approved field trips will include healthy choices, as much as possible.

DISTRICT USE OF VEHICLES

Administrative Application	
Initiated By	Superintendent
References:	
Related Directives:	AP #208 – Field Trips and Overnight School Events
Related Forms:	Volunteer Automobile Driver
Reviewed & Approved:	December 2021

Background

All individuals driving a vehicle in the course of employment, providing a volunteer service or providing a contracted service are exposing themselves and YCS to potential risk.

In order to mitigate that risk, it is imperative that the vehicle owner adequately maintains their vehicle.

All vehicle operators must have a valid operator's permit at any time they are operating a YCS vehicle or are operating a vehicle on "board related business".

All drivers are required to follow all traffic laws and regulations

1. District owned vehicles:

- a. All drivers must complete a Volunteer Automobile Driver Authorization Form (Form #0073).
- b. Driver to obtain drivers abstract annually and submit to the Secretary Treasurer.
- c. Driver must notify the Secretary Treasurer immediately of any accident involving a YCS vehicle.
- d. District vehicles are to be used for work purposes only.
- e. District vehicles may not be used to transport family members or friends, as they are not covered under YCS insurance.
- f. District vehicles are to be parked at the Maintenance shop after work hours.

- g. Maintenance personnel are permitted to take a district vehicle home for evenings when they are scheduled to be on call.
 - h. Only YCS employees may operate district owned vehicles.
- 2. Staff owned vehicles used to transport students:
 - a. All drivers must complete a Volunteer Automobile Driver Authorization Form (Form #0073).
 - b. Driver to obtain drivers abstract annually and submit to the Secretary Treasurer.
 - c. Driver to provide proof of automobile Third Party Liability Insurance.
 - d. Driver to provide YCS with prompt notice of any accident that occurs on “board related business”.
- 3. Rented vehicles
 - a. Driver must obtain permission from the Secretary Treasurer to rent a vehicle for board related business. If not obtained in advance YCS insurance coverage may not apply to an accident involving a rental car, and the individual will not be reimbursed for rental costs.
 - b. It is recommended that the driver accept insurance through the rental company. If an individual chooses to decline insurance coverage from the rental company, and use their personal credit card coverage or homeowner’s insurance, YCS is not responsible for the costs of the deductible or other costs incurred in the event of an accident.
- 4. Volunteer owned vehicles (This also applies to staff transporting students for educational or extra-curricular activities).
 - a. All drivers must complete a Volunteer Automobile Driver Authorization Form #0073
 - b. Driver to obtain drivers abstract annually and submit to the Secretary Treasurer.
 - c. Provide proof of automobile Third Party Liability Insurance
 - d. Provide YCS with prompt notice of any accident that occurs on “board related business”.

Note: This procedure does not apply to staff driving themselves or their family to or from work or to students driving themselves to or from school or school activities.

MEDICAL TRAVEL

Administrative Application	
Initiated by:	Superintendent
References:	NWTTA Collective Agreement UNW Collective Agreement
Related Directives:	
Related Forms:	
Reviewed & Approved:	December 2021

Under the employment agreements between YCS and the NWTTA, UNW and excluded employees, staff may be eligible for benefits related to travel for medically necessary services.

The medical travel benefit applies to the employee (or their dependent) for non-elective medical care not available in Yellowknife, and where the travel costs are not paid by other agencies.

The benefit includes the cost of airfare to and from Edmonton. In cases where a medical escort is required, YCS will also pay the airfare for the escort. For part-time employees this benefit is prorated. In special circumstances, for a Dependent Child, such coverage may be provided for up to two adult escorts.

In addition to airfare, YCS will reimburse the individual requiring medical care, or an employee serving as the escort, for meals, accommodations and ground transportation at levels specified in the particular employment agreement, if required for that individual.

The process:

- Medical referral and documentation from a physician shall be required confirming that the non-elective medical service is not available in Yellowknife and confirming the date and time of the appointment, and the amount of time the individual will be required to stay in Edmonton.
- The staff member completes a Leave Approval Form (Form #A017) attaching a copy of the doctor's note to support the leave.

- The staff member brings the physician information to the Pay and Benefits Officer who may book the flight at the staff member's request and gives a Travel Expense Claim Form (Form #0020) to the staff member. The Pay and Benefits Officer explains the medical travel benefit at that time so that the staff member is aware of what expenses are eligible for reimbursement.
- In some cases staff members rent a vehicle rather than using a shuttle bus or a taxi. In every case prior to renting the vehicle the staff member is required to request permission to rent the vehicle. This permission also clearly indicates that the rental vehicle permission is only granted for the purpose of the trip. If a car is rented the individual could choose to decline insurance from the rental car company and use their personal credit card insurance or homeowners insurance. If an individual chooses to do this, YCS will not be responsible for the deductible or any other costs associated with an accident.
- The staff member goes to their medical appointment, receives medical services and returns to Yellowknife. Within 14 days the Medical Expense Claim Form (Form #0020B) must be submitted and returned to the Pay and Benefits Officer.
- The Pay and Benefits Officer reviews the claim for completeness and accuracy and it is forwarded to Accounts Payable.
- The Secretary Treasurer approves the medical travel claim.

ADMINISTRATIVE PROCEDURE #117

PANDEMIC RESPONSE

Administrative Application	
Initiated by:	Superintendent/GNWT
References:	
Related Directives:	AP# 111 - Community and Staff Use of School Facilities AP# 116 - Medical Travel AP# 208 - Field Trips and Overnight School Events AP# 313 - Emergency School Closure AP# 405 - Storing and Administering Medications to Students AP# 414 - Specialized Transportation Needs AP# 507 - Support Staff Assignment AP# 509 - Leaves of Absence
Related Forms:	Pandemic Coverage Plan
Reviewed & Approved:	March 2020

Introduction

The World Health Organization and Canadian government have advised that society is at risk of a pandemic influenza. Recognizing that such a pandemic may affect the ability of Yellowknife Catholic Schools (YCS) to function, it is recommended that emergency pandemic plans be established.

The goal will be to maintain regular educational services until the Board of Trustees of YCS or the Chief Public Health Office recommends that schools be closed.

Background

Plans must focus on maintaining orderly governance and administration of YCS, in cooperation with the GNWT Dept. of Education, Culture and Employment, Public Health Officials, the City

of Yellowknife and the local community. Communication with YCS will be through the office of the Superintendent, or designate.

District Responsibilities

The Superintendent may consider alternate instructional time if too much time is lost, i.e. Saturday schooling, reduced summer holidays, etc.

The maintenance supervisor shall work with cleaning staff to ensure that stringent cleaning techniques are practiced during the outbreak. Cleaning contractors must continuously monitor supplies most likely to be used during a pandemic, i.e.; hand soap, hand sanitizer, tissues, cleaning supplies, etc.

Alternate service arrangements must be made in the event that maintenance personnel are unavailable to carry out duties including heating, security etc.

Local transportation providers shall be contacted in the event of school closure or if it is necessary to postpone or reschedule services.

District administrators shall review the possible budget implications of a pandemic and prepare accordingly.

District administrators shall contact the City of Yellowknife regarding potential limited access to facilities or potential school closures.

School Administrator Responsibilities

School Administration shall:

- Review all preventative measures with staff and students on a regular basis, and encourage practices such as: regular hand washing; remaining at home during illness, covering mouth when coughing, etc.
- Maintain current telephone trees and emergency contact numbers for school staff and other relevant district staff.
- Maintain a list of potential acting administrators, should the need arise. A written version, in point form, of key responsibilities should be provided for acting administrators.
- Establish plans to deal with higher than average rates of staff absenteeism. For instance, non teaching staff may have to be temporarily reassigned, classes may have to be combined, alternative activities that can be delivered with fewer staff need to be provided. (See Appendix “A” for Pandemic Coverage Plan)
- Consider reducing the number of meetings, postponing special events and limiting any school travel plans during the weeks around a potential outbreak.
- Consider hiring additional clerical assistance.

- Secure school belongings, particularly any information of a sensitive nature, in the event that schools are used as emergency facilities during an outbreak.
- Ensure that school websites and newsletters are updated regularly with information on how parents may prepare for a pandemic, as well as information on changes to service; i.e.: transportation changes, cancellation of extracurricular events or school closures, etc.

Other Considerations

- The EFAP program continues and if you need counseling or other assistance please call 1-800-387-4765.
- If parents come to you with health questions - please refer them to health care professionals - the Flu Line 920-3026 or to the GNWT 24 hour Tele-health line 1-888-255-1010 or www.gov.nt.ca.

Pandemic Coverage Plan

This document is intended to provide guidance to school administrators in the event of a major outbreak. The goal is to ensure that instruction continues with minimal disruption. Common sense and good judgment must be considered when applying these guidelines.

The Superintendent will be the district spokesperson for media responses regarding the pandemic.

This plan may be followed in the event that a large number of staff is affected by the pandemic and substitutes are not available. The plan must be shared with the Superintendent prior to implementation.

Administration Coverage: If all administrators at a school site are sick, Central Services staff will provide coverage. School Administrators are expected to prepare an administrative operational plan for substitute administrators. If administrators are available from other sites, they can be redeployed.

Administrative Assistant Coverage: In the event that all administrative assistants at a school site are sick, available admin assistants from other sites may be redeployed. Central Services support staff will provide coverage if needed.

Teacher Coverage: In the event that teachers are sick, and subs are not available, short-term coverage will be provided as follows:

1. Specialty Programs
2. Program Support Teachers
3. Administrators
4. Central Services NWTTA members

Maintenance and Computer Services

A list of passwords and keys must be available. A system to forward phones and email will be established. A list of alternative providers of services will be developed

Other Considerations

Schools phone in student attendance related to sick leave to Central Services every day by 10:00 am. Attendance information will be regularly monitored by senior administration.

Staff attendance is to be sent to Central Services daily. Segregate sick leave from all other leave.

Central services staff to contact ECE in the event of a pattern of extraordinary absences.

YCS website and social media will be maintained by central services staff – pandemic information will be updated weekly (or as soon as it becomes available).

Social distancing initiatives may be invoked. This might include canceling meetings and replacement of meetings by email chat sessions, etc.

Extracurricular activities and field trips may be cancelled. School administrators need to ensure that coaches and extracurricular leaders maintain current student lists as well as email and phone lists.

In the event of large absences of students, major assignments and exams may be deferred or cancelled.

Information for Employees

- If you are sick stay home – contact the substitute coordinator at your school as early as possible.
- If you have a sick child in your class send them to the office.
- Office staff will contact the parent to pick up the child.
- Do not send a sick child home on the bus.
- Staff will not be required to provide sick notes for flu symptoms (this only applies to the period of a flu pandemic).
- Should a staff member not have enough sick days available to recover from the flu, flexible sick leave days will be considered on a 1-1 basis.
- If the illness becomes very widely spread we will combine classes in order to provide adequate supervision to students.
- The schools will be in contact with Central Services and if absence due to the flu exceeds recommended saturation, a report of the unusually high absence rates will be made to Yellowknife Health and Social Services.
- In the event that the illness levels are extreme and schools need to be closed, no staff will be laid off. All staff will continue to be paid in the event of a school closure.

ADMINISTRATIVE PROCEDURE #118

OCCUPATIONAL HEALTH AND SAFETY

Administrative Application	
Initiated by:	Secretary Treasurer
References:	NWT Safety Act NWT Occupational Health and Safety Regulations
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2016

This procedure outlines Yellowknife Catholic Schools health and safety program.

Health and Safety Policy Statement:

Yellowknife Catholic Schools is committed to the protection of our employees, contractors, volunteers and the students we serve. In fulfilling this commitment, the school administration will provide and maintain a safe and healthy work environment in accordance with industry standards and in compliance with legislative requirements, and will strive to eliminate any foreseeable hazards which may result in injury, illness or damage. We are all responsible for preventing incidents within our facilities and are each expected to comply fully with all applicable health and safety laws, rules and regulations.

Incidents can be prevented through good management in combination with active employee involvement. Participation in the safety and health program is the direct responsibility of all employees. All employees will perform their jobs in compliance with established safe work practices.

The information in this policy does not take precedence over Occupational Health and Safety (OHS) legislation. The Secretary Treasurer should be familiar with the Safety Act, Regulation and Code. A copy of the legislation is available in the safety folder Google shared files.

This procedure will be reviewed each year, to ensure that it continues to meet our needs.

Responsibilities:

Everyone within the operations of Yellowknife Catholic Schools has responsibilities to help create and maintain a safe working environment for themselves and others. Clear expectations are necessary to ensure that everyone is aware of their rights and obligations. This will enable the Yellowknife Catholic Schools health safety management system to operate effectively.

Everyone has the right to work in a safe and healthy environment.

Therefore, the Yellowknife Catholic Schools will clearly describe the roles and responsibilities of all levels within the operations, including the Board, management, employees, volunteers, contractors and students. These expectations will be a condition of employment and must be followed.

Board Responsibilities:

- Provide a safe workplace
- Inform all new employees of their OHS rights and obligations

Secretary Treasurer Responsibilities

- Provide principals with a health and safety program, which constitutes monthly safety talks
- Assist the Facilities and Maintenance Supervisor in putting together safety talks relevant to their responsibilities
- Establish policies for the health and safety management system
- Ensure adequate resources are available to successfully build and implement this system

Principal Responsibilities:

- Implement a health and safety program in their facilities
- ~~Inform~~ At the beginning of each year review with all employees of their OHS rights and obligations
- Inform employees of any hazards specific to their location or nature of their work
- Ensure all incidents and near misses are reported and investigated

- Identify troubled or impaired employees and ensure they are looked after appropriately
- Ensure staff are aware of the locations and operations of the emergency safety equipment

Facilities and Maintenance Supervisor Responsibilities:

- Ensure all employees perform their duties in accordance with applicable legislation
- Ensure all employees are aware of and comply with all aspects of the health and safety program
- Provide monthly safety talks
- Ensure all employees are competent by continuously providing adequate and necessary training in a timely manner
- Regularly inspect and correct substandard conditions
- Ensure all incidents and near misses are reported and investigated
- Ensure proper maintenance of equipment and tools
- Ensure all contractors and employees are aware of Yellowknife Catholic Schools' expectations, and provide required documents prior to beginning the work
- Identify troubled or impaired employees and ensure they are looked after appropriately

Employee Responsibilities:

- Know and follow all aspects of the health and safety program
- Report all incidents, near misses, injuries, unsafe acts or conditions and infractions, no matter how small
- Wear all personal protective equipment required by safe job procedures, regulations or policies
- Take every reasonable precaution to ensure the safety of yourself, other employees and students
- Refuse to perform work when unsafe conditions exist or when not properly trained to do the job, in accordance with the NWT Safety Act
- Know the locations and operations of the emergency safety equipment
- Be familiar with emergency response procedures and processes

Contractor Responsibilities:

- Present proof of good standing with the Workers' Safety and Compensation Commission and provide proof of insurance before working on any Yellowknife Catholic Schools job location
- Follow all aspects of Yellowknife Catholic Schools health and safety program
- Take work hazards seriously and protect yourself and others from danger
- Report all hazards, near misses, injuries or incidents that occur while working at a Yellowknife Catholic Schools facility

- Comply with all legislated requirements pertaining to your scope of work

Visitors, Parents, Guests and Volunteer Responsibilities:

- Report to the main office prior to entering the facility
- Wear personal protective equipment when required and follow the instructions and rules of the location
- Provide all clearances required for the position
- Advise school administration of any identified safety issues

Return to Work Program

Introduction

Return to work (RTW) is a process that occurs when a worker suffers an injury or illness to help them return to work as soon as safe and medically possible. The process can occur at the same time as medical and rehabilitation treatment to improve the worker's overall recovery.

YCS Commitment Statement

Yellowknife Catholic Schools commits to preventing workplace injuries and illnesses through maintaining a safe and healthy work environment. In the event an employee suffers an injury or illness, YCS (the employer) commits to taking all reasonable steps to provide safe and timely return to work (RTW), by providing alternative or modified work through the return to work program.

Yellowknife Catholic Schools will work in collaboration with the injured worker to identify suitable work and develop individualized RTW or modified work plans based upon functional abilities information provided from WSCC. The RTW process commences immediately after an injury or illness occurs.

This policy applies to all employees who are unable to perform their regular work as a result of injury or illness. All employees must fully cooperate in the safe and timely return to work of injured and ill workers.

What to do if any injury or illness occurs

A Return-to-Work (RTW) program helps get injured workers back to suitable work as soon as medically possible, and as safely as possible. It outlines the process of creating and implementing individualized RTW plans for injured workers.

A RTW plan is a personalized approach to recovery designed to meet the specific needs of the injured worker and considers the type of injury, the recovery process, and the available suitable work.

Step 1 – Get Medical Attention

- If a worker is hurt on the job, get them help from an on-site first aid provider.
- If the worker needs a ride to the hospital, it is YCS (the employer)' duty to either give them a ride or call an ambulance.
- Remind the worker to tell the healthcare provider they were injured at work

Step 2 – Report the injury

- The worker is required to report the injury to the WSCC. Make sure the worker completes and submits the *WSCC Claim: Worker's Report of Injury* form. The form should be completed the same day and signed by administration. If the form is given to school administration assistants, they should notify the principal at the school of the injury. Fax the form to Amy Curran at 766-7401. Amy Curran will forward to WSCC.
- YCS (the employer) must also complete and submit the *WSCC Claim: Employer's Report of Injury* form.
- Both forms must be filed with WSCC within 72 hours of the injury.
- The Pay & Benefits Officer will work with the Safety Officer for YCS to review the forms and follow-up on the injury.

Step 3 – Communicate and Collaborate

- If the injury is minor, after first aid is administered the worker returns to work.
- If the injury results in time away from work, the worker would continue with medical and physiotherapy or other treatments as recommended by their physician.
- The worker would complete a leave from, and for short-term injuries the leave would be initially paid as sick leave.
- WSCC will review the report of injury forms and may contact the worker or employer for additional information. If upon review, WSCC determines the injury is work related, WSCC will reimburse the employer for "short term disability" and YCS (the employer) would reinstate the sick leave.
- If the recovery from the injury requires a long period of time – the worker may be entitled to a WSCC disability pension while recovering from the injury.

Step 4 – Identify Suitable Work and Create Worker's RTW Plan

- If the injury is significant, the Pay and Benefits Officer will meet with the injured worker, to plan for a return to work. The worker may seek assistance from an administrator or union representative or from the EFAP program.

- A recommendation from the injured worker's physician will help to design a return to work plan.
- For cases where the injury is so severe that the employee cannot return to work full time in their former position. The employer, worker, supervisor, physician and WSCC staff will work together to try to find alternative work. This may include modified work duties.
- If the worker is medically capable, they should accept the suitable work. YCS (the employer) and the worker will prepare a RTW plan. YCS (the employer) will send a copy of the signed plan to the WSCC.
- If the worker does not accept the suitable work, the WSCC considers their reasons. If the WSCC agrees with the injured worker, YCS (the employer) needs to present alternate suitable work. If the WSCC does not agree with the worker, they are expected to return to work. If the worker still chooses not to accept the suitable work, their benefits could be suspended.
- The Superintendent, Assistant Superintendent – Business and the Pay and Benefits officer will work with the injured worker to assist in the development of an individualized RTW plan and successful return to work.

Step 5 – Implement and Monitor Worker's RTW Plan

The RTW plan is in motion. The worker is back at work doing suitable work. On a regular basis YCS (the employer), the worker, the health care provider, and the WSCC monitor and evaluate the worker's RTW plan.

YCS (the employer) needs to check in with the worker, ask them if the injured worker is having any problems with their work duties and encourage the worker to make suggestions of ways the workplace could be modified to reduce the risk of reinjury. Minimum check-in intervals will be:

- At the end of each for the first two days
- At the end of the second week
- At the end of the first month
- At the end of the third month

At the end of the first year

More frequent checks may be required if the worker is experiencing difficulties returning to work.

Now that the worker is back at work, their wage loss payments change. They may be eligible for Temporary Partial Disability (TPD) benefits.

Step 6 – RTW Completion

The worker is fully recovered from their injury. The worker's health care provider completes a new *Medical Work Abilities* form stating they can go back to working their regular full duties.

The worker gives the employer and the WSCC copies of the form for record purposes.

Step 7 – Evaluate

If the worker is not fully recovered from their injury, the worker may need to undergo further medical evaluation and treatment.

If YCS (the employer) still has suitable work to offer, the worker continues to complete the suitable work as long as they are medically capable of doing so, or medically cleared to work their regular full duties.

Roles and Responsibilities

The injured worker is responsible to contact the employer as soon as possible after the injury happens. The injured worker must complete the WSCC form and provide the employer with regular updates on functional abilities throughout the recovery. The injured worker must participate in prescribed treatment and rehabilitation. The injured worker should assist the employer to identify suitable work consistent with functional abilities. The injured worker should accept suitable work when identified.

The Assistant Superintendent – Business is responsible for ensuring that the RTW program is followed when an employee is injured at work.

The Pay and Benefits Officer is responsible for collecting and maintaining the relevant return to work documentation. The officer is also responsible for the ongoing communication with WSCC and the staff member during the return to work process.

The Pay and Benefits Officer is responsible to manage the injured worker. This includes making sure the injured worker is contacted during the period that the worker is participating in the RTW plan, off work and transitioning back to work.

The Health and Safety Committee is responsible for the implementation and monitoring of the return to work program. The committee is also responsible for communicating the program to all staff and evaluating the RTW program on a regular basis.

Return to Work – Work Plans

The injured worker will work with the Pay and Benefits Officer to design a return to work plan for that injured worker. The work plan will be signed by the employer and employee (injured worker).

The Pay and Benefits Officer will keep a copy of the return to work plan in the injured worker's file.

The Pay and Benefits Officer is responsible to submit the plan to the WSCC. Both the employer and employee must sign the plan.

How to identify suitable work

YCS (the employer) staff will work with the injured employee and WSCC staff to identify suitable work for the injured worker.

There are two parts to suitable work:

1. Suitable work must be work:
 - the worker can do (and that is within their functional abilities);
 - the worker already has the skills to do, or can be safely trained to do;
 - that does not pose a health or safety risk to the worker or their co-workers; and
 - that restores pre-injury earnings, where possible.
2. Suitable work must be meaningful and promote the worker's healthy recovery. The worker, the employer and the WSCC must agree it serves a valuable function or purpose.

Review and Monitor – RTW Program

As part of the return to work plan, the Pay and Benefits Officer will check-in with the worker on a regular basis. The check-in will be documented in the injured worker's file. The Pay and Benefits Officer will provide updates to WSCC every two weeks. The Pay and Benefits Officer will communicate any progress and address concerns by the injured worker, employer and the WSCC. The Pay and Benefits Officer will work with the Superintendent and the Assistant Superintendent – Business to ensure that there is on-going monitoring of the individualized return to work plan.

The RTW program will be reviewed on a regular basis by the Health and Safety Committee. This review will be done at least every three years to ensure it is effective and actions receive corrections.

Training

The return to work process will be discussed at the beginning of each year at the first staff meeting. Supervisors are sent a copy of the RTW program and asked to review it. Supervisors have been asked to review the Employer's Guide to Return to Work by WSCC.

ADMINISTRATIVE PROCEDURE #119

MEDIA RELATIONS

Administrative Application	
Initiated by:	Superintendent
References:	Procedure #109 ATTIP
Related Directives:	ATIPP
Related Forms:	
Reviewed & Approved:	July 2022

Background

The Superintendent is responsible to ensure positive internal and external communications are developed and maintained. The District strives to foster quality relationships with the media and establish an open, ethical, professional communication climate. News and social media networks serve as a means of informing the public of not only events taking place but also to increase awareness of the Yellowknife Catholic Schools Board and its Administrative direction.

Notwithstanding this, the District must protect its students and staff from unwelcome intrusions into the operation of its schools. School district employees shall not release private or confidential information identified by law and Board policy or administrative regulation.

Spokespersons

The Superintendent serves as the primary spokesperson on all matters of District-wide interest. The Superintendent may delegate responsibilities to an Assistant Superintendent/Coordinator/Principal on matters related to their portfolios.

The Chair of the Board serves as the primary spokesperson for the district on issues related to Board policy and decisions.

All school district employees shall notify the Superintendent's office whenever the media contact them. If the topic is sensitive or significant, the employee will immediately notify the Superintendent. It will then be decided who best represents YCS for a specific media request.

An exception to this procedure is made in the case of teachers involved in extracurricular activities which may be asked to provide a comment about the activity (i.e. sports, drama).

The Superintendent shall develop a communication plan to inform the community about the District's goals, objectives, programs and accomplishments.

In consultation with the Superintendent, the Principal shall approve all information released to the media from schools.

When a school district employee serves as the representative addressing a media request, the employee shall respond accurately and factually. If the employee cannot respond accurately or the inquiry does not relate to the employee's area of responsibility. In that case, the employee shall refer the inquiry to the appropriate administrator. It is incorrect to provide personal opinions or to speak off the record. Media communication must not include judgmental, critical or disparaging comments or inferences about other individuals or groups.

In all cases, the employee shall:

- Inform their supervisor of the media request before releasing information.
- Make it clear that they are expressing a personal viewpoint unless the employee has been designated to speak on behalf of the District.

Use of Electronic Social Media

The District recognizes that using electronic social media by staff is a viable means to engage parents and students in enhancing student learning. Electronic social media refers to current platforms such as websites, Facebook, Twitter, etc.

Unless authorized by a Principal, or supervisor, staff are not authorized to use social media sites to represent a school or District. When doing so, staff will adhere to the following:

- Social media shall be used to provide general information to the public for"
 - Sharing current information regarding district/school events,
 - Promoting the district/schools,
 - Obtaining information from parents, students or the general public to assist in decision making.
 - Networking

Media Access to Schools

The media will have access to all school events to which the public has been invited. Approval from the principal is not required to interview, film, or photograph staff or students at public events such as athletic competitions, drama productions, music concerts and graduation ceremonies.

Media representatives shall not be allowed to disrupt the normal operation of a school or a class to gather information. This includes interviewing staff members and/or students during regular class times.

When members of the media enter schools to cover events other than public events, they must have the approval of the school district administration before interviewing, filming or photographing staff or students. Group shots that do not identify individual students by name, either still photos or video, may be taken in classrooms, hallways and on the playground with the administration's permission.

Before individual students are interviewed, taped or photographed, the administration shall obtain a signed form giving parental/guardian permission to use the student's image in video print or broadcast will be kept on file at the school. Parents can request that their child not be interviewed or photographed individually for video, print or broadcast.

YCS MEDIA CHECKLIST

- ☐ Find out who the contact people for all radio and news services in Yellowknife are and keep their names and numbers handy.
- ☐ Set up a time to meet with the media staff.

When media contacts you:

- ☐ Have the person receiving the initial contact find out what topic they wish to discuss, and their timeline and indicate that they will be called back as soon as possible.
- ☐ Prepare your information/ key message before returning the call.
- ☐ Be honest, always stick to your main speaking points and don't evade -- Never say "No comment".
- ☐ Always call back within 24 hours regardless of what the topic is. This is important in developing a positive relationship with media personnel.

When you want coverage for an event:

Two weeks before the event,

- ☐ Identify your spokesperson and prepare key messages
- ☐ Send an advisory by email or phone call ~~fax~~ announcing the event to all the journalists on your media list.

One week before the event,

- ☐ Follow up with the journalists by calling to see if they are interested in coming to the event and arranging an interview.
- ☐ Document your contacts with the media.

The day before the event,

- ☐ Send the media advisory to all journalists on your list again as a reminder.

After the event,

- ☐ Follow up by calling all journalists you sent your advisory to. Ask them if they need more information.
- ☐ For those unable to make it, offer pictures, written information and an interview with your spokesperson.
- ☐ Monitor local media coverage. Call or send a thank you note to the media for covering your event.
- ☐ Advise the Superintendent of your upcoming media coverage

Tips for writing your own media coverage

If you are writing your own media coverage, here are a couple of things to keep in mind.

1. Illustrate your story. A great picture has a better chance of being put in the paper.
2. Keep it short and simple. You must grab the reader's attention in the first couple of paragraphs.
3. Don't get discouraged. Your story may not be used immediately, but it may be used later when they have space or when it can be related to another feature story.

BUILDING ACCESSIBILITY

Administrative Application	
Initiated by:	Superintendent
References:	Human Rights Act
Related Directives:	Inclusive Schooling Directive
Related Forms:	
Reviewed & Approved:	December 2021

Yellowknife Catholic Schools believes that all people should have equal access to their facilities, including those with mobility issues. For this reason all schools have been designed with lifts and ramps to allow for access to all sections of the building.

The following guidelines will be adhered to in order to ensure individuals with mobility issues are welcomed to our schools:

1. At the September staff meeting administration will ensure all staff understand the evacuation routes and methods for persons requiring mobility support.
2. Internal signage will be provided regarding the use of lifts and the location of elevators.
3. During evening events at École St. Joseph or Weledeh Catholic School a staff member will be available in the office to assist any members of the public who may need to make use of the lift or elevator. The elevator at École St. Patrick is available at all times.
4. Community groups wishing to use École St. Joseph School facilities, outside of the gyms, must be provided training on how to use the lift and the key for the evening. The user group must also ensure that an individual is at the front door to greet any individual who may have mobility issues.

ADMINISTRATIVE PROCEDURE #121

SCENT SENSITIVE WORK ENVIRONMENT

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2022

Background

Due to health concerns arising from exposure to scented products, Yellowknife Catholic Schools has instituted this procedure to provide a scent sensitive work environment for all staff, students, trustees and visitors.

Scented products will not be allowed within the schools and buildings at any time, except for scents used in calming spaces (essential oils). In addition, all materials used for cleaning will be scent-free.

Specifically

1. Each year, staff and students will be informed that we provide a scent-sensitive working/learning environment through staff meetings, student assemblies and signs posted in schools and buildings.
2. Visitors will be informed that our buildings are scent sensitive through signs. When possible, visitors will be informed, by their host, before their visit.
3. If a person is using a scented product, they will be informed of this practice and asked to refrain from using scented products in the future.
4. Staff are encouraged to purchase less toxic and fragrance-free school supplies, including scent sensitive dry erase markers and art supplies.

5. As part of the janitorial contract, the janitors will be asked to purchase scent-sensitive products and post MSDS sheets to indicate that the products are scent-sensitive.
6. Use of essential oils will be permitted in calming spaces for students and personal spaces of the staff. These spaces will have stickers indicating that scents are being used. To contain these scents as much as possible, the doors of these locations will remain closed.

LOCKER SEARCHES

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	October 2024

Background

Yellowknife Catholic Schools provides lockers to students for the purpose of storing both school and personal possessions. YCS staff will reasonably respect the privacy of students when dealing with situations that may warrant searches of any kind. However, teachers and school authorities are responsible for providing a safe school environment and maintaining order and discipline in the school. In order to establish and ensure a safe learning environment for all students, appropriate early, proactive and ongoing intervention methods will be utilized. This may sometimes include searches of students and their personal effects and the seizure of prohibited items.

The following practices and procedures will be implemented when conducting searches of a student's person, their personal belongings or their lockers:

1. Locks for lockers will be assigned to each student by the school. If a student uses their own lock, they must provide the office with the combination or key to open the lock or it will be removed.
2. The school staff have the right to search persons, personal belongings, such as bags and purses, and lockers when there are reasonable and probable grounds to do so and in accordance with the following guidelines:
 - a. Searches of a student should be conducted only in exceptional circumstances when the staff perceives that there is an immediate risk to students and/or staff or a breach of school policy and the evidence of the risk or breach of school policy will be found on the student. In such cases, the staff member may request the student to empty all pockets and remove outer clothing such as a coat or jacket.

- b. RCMP may be contacted in the event that a staff member has reason to believe that a student may be in possession of unlawful material, or in the event that unlawful material is discovered by the staff member.
- c. The inspection of a specific student's locker should only be conducted when a teacher or school administrator has reasonable grounds to believe that the locker may contain material that could result in a risk to students or staff, is unlawful, or is prohibited by the school rules. In such cases the following guidelines should be followed:
 - i. the student is present when the locker is opened, or
 - ii. there is significant urgency in the opinion of the school staff.

"Reasonable grounds" may be provided by information received from a student that the school authority considers credible. Alternatively, the reasonable grounds may be based upon information from more than one student or from observations of teachers or school administrators, or from a combination of these pieces of information which considered together, the teacher, principal or assistant principal believes to be credible.

- 3. The search conducted will be reasonable and appropriate in light of the circumstances presented. Certain factors to be considered include student safety, the age of the student, and the student's gender. For instance, the search of a female student by a male teacher may be inappropriate and unreasonable in the circumstances. The search will be conducted in a sensitive manner and be minimally intrusive.
- 4. Student property that is found during a reasonable search may be seized if the property violates school rules. For example: cell phones, skateboards in the school, or any item that disrupts the learning environment. Any property seized shall:
 - a. Be kept in a safe place.
 - b. Be kept for such periods as determined by school administration.
- 5. In the event of violations, appropriate and proportionate disciplinary action will be taken.
- 6. The Superintendent shall be notified immediately by the school in the event of a serious incident or safety risk.

SUBSTITUTE SHORTAGE COVERAGE

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	Substitute Shortage Coverage UNW - MOU UNW - Acting Teacher Form
Reviewed & Approved:	January 2023

Introduction

Yellowknife Catholic Schools consistently experiences a shortage of substitute teaching staff. While every effort is made to hire and/or develop a fulsome substitute teacher call list, the schools frequently find themselves unable to adequately cover staff absences with substitute teachers. This procedure outlines the steps to ensure schools remain safe and operational and that instructional time is preserved

If the principal or designate determines some or all classes will need to be cancelled or the school must be closed due to safety issues related to staff shortage, the Superintendent or designate must be contacted to determine the next steps.

Background

Plans must focus on maintaining orderly operation and administration of YCS. Communication with YCS will be through the office of the Superintendent or designate.

Substitute Coverage Plan

This document is intended to guide school administrators in the event of a substitute teacher shortage for staff absence. The goal is to ensure that instruction continues with minimal

disruption. Professional experience will be required to make decisions in applying these guidelines.

Administration Coverage: If all administrators at a school site are sick and an acting administrator is unavailable, Central Services staff will provide coverage. School Administrators are expected to prepare an operational plan for substitute administrators. If administrators are available from other sites, they can be redeployed.

Administrative Assistant Coverage: If all administrative assistants at a school site are sick and substitutes are unavailable, administrative assistants from other sites may be redeployed. Central Services support staff may provide coverage if needed.

Teacher Coverage: If teachers are sick and subs are unavailable, short-term coverage will be provided as follows:

1. Non-Scheduled Speciality Teachers (Literacy Support, SEL Coach)
2. Program Support Teachers
3. Administrators
4. Specialty Teachers (PE, Band)
 - ★ Classes will be canceled for the day
5. Central Services NWTTA members
6. Classroom Assistants as Acting Teacher (See UNW - MOU for details)

Administrators responsible for staff coverage should make every effort to ensure internal coverage is requested fairly and equitably. They will keep a schedule of requests for staff coverage due to substitute shortages.

Compensation for Substitute Teacher Coverage

When a teacher is required to cover for another teacher, after substitute teacher options have been explored and cannot fulfill the need, and the covering teacher loses prep time or time for performing their regular duties, they will be compensated at a rate of \$50 per period to a daily maximum total of \$125. The teacher may elect to have this allowance contributed to their professional development funds. The teacher must complete the Substitute Shortage Coverage form and have it signed by the principal or designate. The payment form will be sent to the Payroll and Benefits Officer for processing.

Other Considerations

- School administration will contact Central Services in the event they are unable to meet operational requirements or in the case of class closure

- Schools will report substitute shortages to Central Services if a classroom assistant is required to cover for a teacher.
- Extracurricular activities and field trips may be cancelled.
- School administrators must ensure that coaches and extracurricular leaders maintain current parent email lists and phone numbers.

Internal Communication Protocol

Administrative Application	
Initiated by:	Superintendent
References:	Education Act NWTTA Code of Conduct UNW Code of Conduct
Related Directives:	
Reviewed & Approved:	January 2023

Background

Yellowknife Catholic Schools believes that communication is key to the success of all organizations. Communication happens at all levels and must be based on established protocols. For specific information that may impact individuals and their ability to do their job, the District supports an internal communications protocol that recognizes the following formal chain of communication:

Staff member to staff member
Staff member to principal or assistant principal
Assistant principal to principal
Principal to superintendent
Superintendent to the board of trustees

All employees are responsible for ensuring effective communication within their respective duties and areas of responsibility. Communication needs to be consistent and timely and follow the formal lines of communication within the District. Clear communication facilitates effective resolution and prevents the duplication of efforts at various levels of the organization. When unsure, it is always best to communicate with Central Office staff. The Superintendent determines which information should be shared with the board of trustees.

Specifically

It is key that the principal, or assistant principal, share with the superintendent or designate any student, staff or parent information that may assist the superintendent or designate in

dealing with situations effectively and proactively. This information should be shared by phone and followed up with email.

Questions to ask in determining if the information is time sensitive and of a nature that the superintendent should be advised:

1. Is this something the Superintendent may hear from an outside source or social media?
2. Is this a situation that may result in a phone call from a parent to Central Services?
3. Is this something that the media may contact the superintendent about?
4. Is this something that positively affects YCS and should be celebrated?
5. Is this something that reflects negatively on YCS and requires the superintendent to address immediately?

The following are examples of key information that must be provided to the Superintendent or designate:

Student-related

- Serious student injury
- Suicide attempts
- Critical illness or death of a student
- Large-scale bullying issues
- Physical assault of a peer or staff member
- Suspension requests beyond three days
- Actions that may lead to an expulsion
- Student recognition, territorially, nationally

Staff-related

- Staff requiring compassionate or bereavement leave
- Long-term staff member absences due to illness or stress
- Staff at risk professionally
- Serious staff injuries at work
- Staff issues that may be brought to the attention of the union
- Staff harassment
- Inappropriate verbal, physical, or sexual behaviour of a colleague
- Inappropriate conduct by a substitute

Parent related

- Parent concerns that may come to the level of superintendent
- Parent harassment of a staff member
- Death of a parent
- Situations whereby a parent may have the right to appeal an administrative decision

General

- Ambulance services required for student, staff, or any individual on school premises
- Communication with the RCMP
- Apprehension of a child by Child and Family Services
- Any incident that may require legal advice (ex. custody issues)
- Media contact
- School lockdowns
- Any major incidents in the school that might be shared in the community or on social media

ADMINISTRATIVE PROCEDURE #125

ACCESS TO SCHOOL PREMISES

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	Sign-In / Sign-Out Sheet Request to After Hours School Based Activities
Reviewed & Approved	May 2024

Background

The safety and security of students, staff, and visitors are of paramount importance to Yellowknife Catholic Schools. To maintain a secure environment, clear guidelines and procedures for accessing school premises must be established. These procedures are designed to balance the need for safety with the desire to maintain a welcoming atmosphere in our schools.

The purpose of this administrative procedure is to ensure a safe and secure environment for all individuals on school premises. By clearly defining access protocols, the district aims to prevent unauthorized entry, reduce the risk of safety and security incidents, and ensure that emergency situations are handled effectively.

These procedures apply to all individuals seeking access to any premises within the District, including but not limited to students, staff, parents, visitors, contractors, and other members of the community. All schools and administrative buildings within the district are subject to these guidelines.

1. General Access

- 1.1. School and the district premises are primarily for the use of students and staff during school/business hours on school/business days.

- 1.2. School days consist of 192 instructional days of the school year.
- 1.3. The regular hours of operation for schools are 7:00 am to 5:00 pm.

2. Restricted Areas:

- 2.1. Certain areas of the school, such as classrooms, staff rooms, and administrative areas, are restricted to authorized personnel only.
- 2.2. Visitors seeking access to restricted areas must have a specific purpose and obtain prior approval from the school/site administration.

3. After-Hours Access:

- 3.1. Access beyond regular operating hours is considered after-hours access, and will require staff to follow the **Rule of Two**.
- 3.2. **Rule of Two:** Staff members may access the building with at least one other district staff member. There must always be two YCS employees together when accessing facilities outside of regular operational hours.
- 3.3. After-hour access is allowed from 5:00 pm until 8:00 pm on school days and between 7:00 am and 8:00 pm on weekends and holidays as long as the **Rule of Two** is followed.
- 3.4. School facilities will be accessible five week days before the beginning of the school year and five week days following the last day of school without the requirement of Rule of Two. During these weeks staff must sign in and sign out at the office with the Administrative Assistants.
- 3.5. YCS facilities will be closed for cleaning and maintenance during school breaks outside of these weeks.
- 3.6. All individuals accessing the school premises for these activities after hours must sign in and out at the designated location, providing their name, the date, the time of entry and exit.
- 3.7. During after-hours access, all individuals must adhere to district policies and procedures, including security protocols and emergency procedures.
- 3.8. To mitigate liability, district and school facilities outside of classrooms and work areas are restricted to operational hours.
- 3.9. District and school facilities, including gyms, workout spaces, kitchens, and staff rooms, are not available for personal use during after-hours access.
- 3.10. Facility access is strictly for work-related activities and must not be used for any personal activities such as private gatherings, personal workouts, or other non-work-related purposes.

3.11. After-Hours School Activities

- 3.11.1. Teaching and learning activities requiring school access, including events and meetings outside of regular hours, may be scheduled contingent upon the Principal's approval.
- 3.11.2. The requesting group or staff member must complete the designated request form for after-hours activities.

The school administration will maintain records of all approved activities to ensure proper documentation and oversight.

INDIGENOUS LANGUAGE EDUCATION

Administrative Application	
Initiated by:	Superintendent
References:	Indigenous Languages and Education Handbook National Center for Truth and Reconciliation
Related Directives:	Indigenous Languages and Education Handbook
Related Forms:	
Reviewed & Approved:	December 2021

Background

Yellowknife Catholic Schools is committed to providing high quality instructional programs and educational services for Indigenous students and to increasing understanding and acceptance of Indigenous cultures for all students.

A key priority for the District in the area of Indigenous education is the improvement of educational achievement among Indigenous students through meaningful educational opportunities from Junior Kindergarten through to Grade 12.

Indigenizing Education is an ongoing process of teaching and learning that pays respect to and honours the Indigeneity of a place. It involves recognizing the value and place of Indigenous knowledge in our programming.

Specifically

1. The District shall provide instructional programs designed to address the academic, cultural and spiritual needs of Indigenous students and will provide opportunities for Indigenous students to acquire an education equal to other students. All instructional programs will be learner-centered and culturally respectful.
2. The District shall set and maintain high standards for Indigenous student achievement and shall support students in accomplishing such success. Through the provision of

school-based and Central Services resources including consultation and collaboration, instructional programming for Indigenous students will reflect their culture and provide access to culturally sensitive support services.

3. In the context of educational programming, the District shall provide opportunities for Indigenous students to study and experience their own culture.
4. The district will encourage Indigenous parents/legal guardians and leaders in the school community to contribute their expertise to our programming.
5. Together, we will strive to address recommendations from the Truth and Reconciliation (TRC) Call to Action document.
6. YCS will invite Indigenous representatives to acknowledge the land that we live on prior to public events.
7. The District shall bring to its non-Indigenous student population opportunities to develop recognition of and appreciation for traditional and contemporary Indigenous life and the diversity among Indigenous cultures. Included in these opportunities, shall be recognition of and respect for the role of elders and community resource people.
8. In collaboration with the Indigenous Language and Education Coordinator, schools will seek ways to incorporate the Indigenous language and culture throughout daily routines and program delivery.
9. YCS will work with Indigenous community members to deliver cultural programming for our students.
10. YCS will provide welcoming environments that will provide opportunities to build stronger relationships with our Indigenous parents.
11. YCS will provide opportunities for Indigenous students to publicly celebrate their language and culture through various school-wide activities.
12. YCS schools shall create a culturally sensitive environment conducive to learning for Indigenous students.
13. Each of our schools will have an active Indigenous Languages and Education Team.
14. District staff will provide support for:
 - implementing Indigenous perspective in curriculum outcomes.
 - facilitating community partnerships to improve educational experiences for Indigenous students.

- sharing knowledge of Indigenous spiritual teachings
15. Professional development opportunities will be provided to increase staff knowledge, understanding and respect of the continued effects of residential schooling, Indigenous Culture and call to action through Truth and Reconciliation.
 16. Students will be provided Indigenous language classes.

INDIGENOUS CULTURAL EXPERIENCES

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	AP #208 – Field Trips and Overnight School Events AP #409 – Cold Weather Considerations
Related Forms:	
Reviewed & Approved:	Under review

Overview

Indigenous languages and cultural programs are an important component of education at the Yellowknife Catholic Schools.

As part of the Indigenous languages and cultural programs, various camps are held outside school locations. These camps are an integral component of the education at Yellowknife Catholic Schools. Some of the camps involve activities that are considered higher risk so additional planning and communication between school staff and the Indigenous culture camp team may be needed.

Currently there are two administration procedures in place that outline camp activities. Under YCS Administration Procedure #208, the general procedures regarding field trips held at YCS are outlined. If the camp is held during the winter, Administration Procedure #315 – Cold Weather Considerations – must be reviewed prior to the commencement of the camp.

Field Trip Forms

A general field trip form is sent to all parents and guardians when the student enrolls at YCS. This field trip form covers activities that are held in the City and are low risk activities such as trips to the museum.

Consent forms are an important process in the risk management system. They provide information to the parents/guardians about the field trip. More importantly, they give the school board permission from the parents/guardians for the student to attend the field trip.

This permission is a key part of the risk management system since it demonstrates that the parent/guardian understands that there is risk involved in the field trip – above and beyond the regular attendance at school. The consent form creates an agreement that the parent/guardian acknowledges an assumption of the risk with the field trip.

Due to the nature of some camps, specific field trip permission forms must be provided to parents.

- Winter camps – day trips or weekend trips
- Any overnight trip or trip outside city limits
- Snowmobiling use trip
- Canoe trips
- Hunting trips

For these camp activities, the field trip form should be modified-outlining the activity and safety measures in place, asking the parents/guardians to approve the child participating in the event. Students without a signed permission form will not be permitted to participate.

Bear Safety

Many culture camps are held during the spring and fall when there is bear activity. It is important that cultural camp staff, school staff and community representatives are familiar with bear safety.

Bear safety should be discussed with all students and staff prior to the camp, and reviewed again the day of the camp. As part of another bear safety discussion, the use of deterrents should be discussed.

If there is an overnight camp, bear safety should be discussed each morning.

Deterrents

Cultural camp staff should have bear bangers and bear spray with them. These items are not completely effective against a bear in every situation. The use of deterrents should not make the staff and students minimize the need to be careful to avoid bear conflicts. Bears are potentially dangerous so staff and students should use deterrents with extreme caution. If bear spray is being used, try to stay upwind of the bear before using the spray.

Cultural camp staff should keep the deterrents with them and only the cultural camp staff and community representatives should use the deterrents. Students should not have access or use deterrents.

Firearms

No firearms will be used by any staff member of Yellowknife Catholic Schools. If there is a hunting trip, firearms can be used by culture camp staff that have the required federal documents to carry a firearm in Canada.

Cold Weather

The Cold Weather Considerations policy (Administration Procedure #315) should be followed for all outdoor camps held during the winter months.

The Secretary Treasurer and the Indigenous Education Coordinator will work together and determine whether a camp should proceed. The final decision will be made by the Secretary Treasurer. The decision will be based on the location of shelters, temperature and camp location.

If the temperature drops during an overnight camp, the culture camp staff will make sure that the students and staff have a plan to ensure the safe passage back to buses or a camp building.

Classroom Assistants

As part of an inclusive school system, it is important that all students are given the opportunity to participate in culture camps. A student and/or class requiring Classroom Assistant support at the school level must be provided the same level of support when attending cultural activities. When possible, the substitution of staff should be avoided since the students feel comfortable with their teacher and classroom assistant.

If the Secretary Treasurer does not feel that the camp safety has been properly reviewed and there is not adequate staff in attendance, the camp may be canceled.

Clothing

As part of any winter camp, the culture camp staff must make sure that all students and staff have proper clothing. Prior to camp day, the Indigenous Education Coordinator should work with the school staff to make sure that the students are aware of the clothing requirements. The Indigenous Education Coordinator should also make sure that the Districts' extra clothing is available for students to use.

If the Indigenous Education Coordinator has determined that the students are not properly addressed, they must work with the school staff to obtain adequate clothing. If adequate clothing cannot be found, the culture camp staff will work with the Secretary Treasurer to determine if the camp should be delayed, rescheduled or canceled.

Overnight Camps

Some of the camps are overnight camps. YCS staff from the schools must be in attendance for any overnight camps. There must be a female and male staff member present for any overnight camp, if both male and female students are attending. Community resource staff are not to be left alone overnight with any YCS students.

Snowmobile Use

Students with inexperience are at risk as operators and passengers during snowmobile operation. The age of the student should be used to determine the type of use of YCS snowmobiles. A student's physical development and maturity can be used to determine his or her ability to perform certain tasks safely. Some students, no matter the age or size, may not be ready to safely participate in snowmobiling.

On the permission form, parents should be asked if their child can operate a snowmobile.

No student can use a YCS snowmobile in City limits unless they have completed the Snowmobile Safety Course and the Indigenous Education Coordinator has verified that the course has been completed.

The following is the City of Yellowknife snowmobile use policy and should be followed by YCS staff while in City of Yellowknife boundaries.

Under 12 Years of age: You are not permitted to drive snowmobiles in the Municipality of the City of Yellowknife.

12 to 15 years of age: You may drive in the off-road areas of the municipality if

- you have successfully completed the City of Yellowknife Snowmobile Safety Course; and
- you are under the immediate supervision and control of a person 18 years of age or older who has a valid driver's license or who has successfully completed the City of Yellowknife Snowmobile Safety Course.

16 years of age or older:

- You may drive a snowmobile on permitted streets and off-road areas of the city, if you have a valid driver's license; or
- You may drive a snowmobile in permitted off-road areas of the municipality if you have successfully completed the City of Yellowknife Snowmobile Safety Course.

Helmets must be worn by all staff and students using a YCS snowmobile. Students are not allowed to ride in a toboggan towed by a YCS snowmobile.

CULTURAL RELEVANCE

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

It is key that we acknowledge that Yellowknife is a culturally diverse city, with families from all across the world. The school system plays an integral role in the development of pride and understanding of one's own culture and respect for and understanding of the culture and heritage of other groups. This can be done while at the same time maintaining a strong focus on our understanding of the culture and heritage of its Indigenous residents.

Specifically

1. Students and staff will be encouraged to celebrate their cultures.
2. Teachers will acknowledge the different cultures in their classrooms and explore ways for students to learn about the cultures of their classmates.
3. Parents of different cultures will be invited to come and share their experiences.
4. Where possible, schools will incorporate different languages and cultures in their school-wide activities.
5. Effective liaison shall be established and maintained with community groups and organizations whose objectives reflect and support the activities of the schools in providing students with cultural learning experiences.

6. Staff will work towards creating a culturally sensitive environment and provide cultural programming for all students.

PARTNERSHIPS

Administrative Application	
Initiated by:	Superintendent
References:	Education Act
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

YCS recognizes the benefits partnerships can provide to our students. Partnerships with community organizations and businesses offer the possibility of expanding student opportunities to participate in relevant, challenging, authentic learning activities, while also allowing these organizations to benefit from YCS educational resources.

Specifically

School-level Partnerships

1. Partnership arrangements between the school and community organizations, businesses, and individuals require the prior approval of the principal.
2. A school-based partnership with business and industry will be organized and coordinated at the school level. Principal, or designate, organization and coordination of school-based partnerships.
3. The Principal, or designate, shall be responsible for the organization and coordination of school-based partnerships.
4. All safeguards related to the well-being of students shall be identified in the plan for the partnership.

5. The outcomes of a school-based partnership must enhance the delivery of quality educational experiences for students
6. The term of the partnership shall be determined by the Principal and individual with whom the partnership
7. At any point in time the Principal or Business may decide to terminate the partnership.

District-wide partnerships

1. Partnership arrangements, which are District wide, require the prior approval of the Superintendent and/or Secretary Treasurer.
2. Board members will be advised of donations through the Superintendent's monthly report and acknowledged at the regular monthly public meeting.
3. The determination of the nature and intent of the system-based partnership shall be made between the partner and the District and shall be incorporated in an operational plan.

Financial Partnerships

1. Partnership arrangements, which generate income over \$500 require the prior approval of the Secretary Treasurer.
2. Individuals or businesses providing donations will be offered tax receipts for charitable donations.
3. YCS will recognize local businesses providing substantial contributions to student programming or YCS facilities
4. All partnerships in Yellowknife Catholic Schools will follow the ethical guidelines developed and communicated by the Conference Board of Canada (Appendix #A008).

Ethical Guidelines for Business–Education Partnerships

Why Ethical Guidelines?

The purpose of Ethical Guidelines is to describe for current and prospective partners the key components of an ethical business–education partnership and to provide them with a rational basis for addressing ethical issues that relate to the ideals, obligations and effects of their partnerships.

Ethical partnerships safeguard learners’ interests, build trust and mutual respect, regulate themselves, and make informed decisions that benefit everyone involved.

The Business–Education Partnerships Forum encourages current and prospective partners to use the Ethical Guidelines as a framework for dialogue and discovery in creating, developing and maintaining sustainable business–education partnerships.

How to Use the Ethical Guidelines

Ethical Guidelines is a tool for partners that helps them make ethical decisions. It outlines criteria for business–education partnerships that guide partners in making informed decisions. These guidelines are not exhaustive: they stimulate dialogue. Partners discuss what the guidelines mean and analyze their appropriateness and importance to the partnership. They then explore how they can work collaboratively to establish a strong ethical basis for their business–education partnership.

How Do These Guidelines Fit with Organizations’ Codes of Ethics, Practice and Conduct?

The guidelines serve to complement existing codes of ethics, practice and conduct. They can be used by partners to address aspects of their partnership that may not be treated in their organizations’ own codes.

Ethical Guidelines is part of a toolkit of materials developed by The Conference Board of Canada. See also: Operating Principles for Business–Education Partnerships and Evaluating Business–Education Partnerships: Value Assessment Process Business–Education Partnerships Forum. The Forum is a multi-stakeholder group committed to promoting ethical and effective business–education partnerships. It developed Ethical Guidelines for Business–Education Partnerships in consultation with the Corporate Council on Education and more than 200 representatives from businesses, education institutions, teachers’ organizations, student groups and government organizations across Canada.

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

HOME SCHOOLING

Administrative Application	
Initiated by:	Superintendent
References:	Education Act
Related Directives:	
Related Forms:	Home Schooling Education Package Home Schooling Education Plan Home Schooling Student Enrollment Form Home Schooling Overview Home Schooling Registration Form (fillable) Home Schooling Recommendation Form
Reviewed & Approved:	June 2026

Background

The Education Act provides parents with the opportunity to provide a homeschooling program to their children under the supervision of a District Education Authority. Parents wishing to provide a homeschooling program must register their child in a school in the education district in which the parent resides. Parents must meet with school administration at the beginning of each school to review the plan, and at agreed upon times throughout the school year.

Students who are home-schooled in the NWT and wish to receive an NWT diploma are required to meet all NWT graduation requirements.

The District accepts the responsibility to facilitate, monitor and evaluate the progress of students in homeschooling programs.

Specifically

1. The parent wishing to home school shall annually complete and submit a homeschooling Registration Form (Form #0007) to the school of their choice.

2. The Principal will submit a copy of the registration form to the Assistant Superintendent of Learning for the purpose of ensuring proper registration in order for the reimbursement of approved expenditures.
3. Parents wishing to homeschool their children must ensure that the educational program they select fulfills the curriculum standards approved by the Minister of Education and must then submit it to School Administration for approval.
4. The parent must provide an annual written educational plan outlining the home schooling program that will be used. The plan must include:
 - The philosophical approach of the program.
 - Skills and competencies to be taught in each subject area, as well as other learning objectives.
 - Instructional methods to be used to achieve the learning objectives.
 - The methods of assessment and how often the assessments will take place.
 - The textbooks and other learning resource materials to be used.

Once the written plan has been reviewed, the school may make suggestions for additions or deletions and the parent shall incorporate these into the education plan.

Students who are home-schooled in the NWT and wish to receive an NWT diploma are required to meet all NWT graduation credit requirements.

5. School administration shall meet with the homeschooling parents and outline the expectations for the type and frequency of the reporting of student progress and to advise the parents of any other requirements by the school.
6. The Principal shall ensure that parents are offered and given appropriate advice and assistance in programming choices.
7. School administration shall supervise the home schooling program and maintain the cumulative files with all of the reports and relevant information provided by the parents.
8. Course completion information shall be submitted to the Department of Education.
9. Students enrolled in grades 4, 7, 10, and 12 will be invited to participate in Literacy and Numeracy assessments mandated by ECE.
10. School administration shall report the progress of each homeschooled child to the Assistant Superintendent of Learning.
11. Yellowknife Catholic Schools will provide the home schooling parents with an amount equal to 25% of the monies Yellowknife Catholic Schools would normally receive for a child

at Grade JK - 12 level. This maximum amount will be calculated at the beginning of each school year based on current ECE per student funding, and communicated to the parents.

12. The funds provided to the parents can only be used for the purchase of instructional supplies, such as paper, pencils, markers, etc., computer and materials or direct tuition fees necessary to obtain programs of study. Funds cannot be used for honorariums for instruction or travel. Funds must be returned to Yellowknife Catholic Schools on a prorated basis for any student who is withdrawn from the program and enrolled in another school in Yellowknife.
13. The parent may request fifty (50%) percent of the eligible entitlement at the beginning of the school year. The parent will sign a receipt for this amount and submit receipts for eligible expenditures over the course of the year. Once expenditures have reached the amount advanced, the remainder of the funds may be allocated upon submission of sufficient documentation.
14. School administration may permit students registered in homeschooling programs access to the school library and gymnasium as well as some regular and extra-curricular events at the school. A fee may be charged for certain activities or access if a cost is incurred to the school. These fees may not be claimed as reimbursable expenses.
15. Parents will not be permitted to enroll their child in a homeschooling program for a portion of the educational program and in the regular school program for the remainder of the program, unless approved by the Principal.
16. Final expense claims for the current school year must be submitted to YCS Central Services by May 30th. Receipts submitted after this date will NOT be reimbursed.
17. A child may be registered for Home Schooling if the family is traveling for the year as long as they are not enrolled in any other school system.
18. The Principal, in consultation with the Superintendent, Student Support Services, may terminate a home education program, in writing, if the requirements of the Home Education Regulation are not being met. The parent shall be informed of their right to appeal the termination.

EDUCATION PROGRAMS, SUPPORT SERVICES AND ROLES OF STAFF

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	Ministerial Directive on Inclusive Schooling, 2016 NWT Education Act Guidelines For Inclusive Schooling: Supporting the Ministerial Directive on Inclusive Schooling Handbook 201
Related Forms:	
Reviewed & Approved:	July 2019

Introduction

Education in the Northwest Territories is committed to an inclusive philosophy and practice that welcomes all students into its schools. Inclusive schooling provides all students with learning opportunities, resources, and supports appropriate to their diverse strengths and needs, so that they may obtain their personal bests, in classrooms with their peers.

Background

Students will be provided the best possible education in the most appropriate setting. Parents will be provided information on types of programs available to meet the needs of their child and supports available. In order to develop an appropriate education program for all students and determine supports required for success in that education program, the school must gather information on a student's background, strengths and challenges.

In response to the inclusive schooling mandate, students in NWT schools will follow one of three programs depending on their strengths and needs. These are defined as:

Regular Education Program

A regular program is determined by the learning outcomes articulated in the NWT curricula for a specific grade level.

Modified Education Program

A modified program is developed for students who are documented as working significantly above or below grade level, in one or more subjects, yet retains the learning outcomes articulated in NWT curricula. The curricula outcomes are selected from the working grade level and used to guide instruction for the Modified Program.

The program is based on student strengths, needs and interests, and may include modified individualized learning goals, instructional methods, methods of practice and evaluation procedures, consistent with the principles of differentiated instruction. A modified program is recorded in a Student Support Plan (SSP).

Individualized Education Program (IEP)

An IEP is a student-specific program outlined in an IEP. This plan is a comprehensive, written education plan with annual student outcomes and shorter-term objectives, determined through a collaborative process, driven by the strengths and needs of the student. It may or may not include outcomes articulated in the NWT curricula.

Specifically

1. The Regional Inclusive Schooling-Coordinator may, in cooperation with school administration, provide guidance by which students are placed in appropriate programs.
2. The school education team shall use the guidelines to direct such studies, evaluation and diagnostic procedures as may be appropriate, practical and feasible, after conferring with the parents, to make recommendations for the development of a suitable program.
3. School administration shall obtain the approval of the student's parent prior to the implementation of an individual education plan. If this is not possible, after several documented attempts, the school shall provide the programming deemed appropriate for the student. The school should document that they have received verbal approval from the parent(s) if they cannot get the document signed off.
4. The Individualized Education Plan (IEP) for a student shall be subject to an ongoing review conducted by the appropriate school based support team. (SBST)

5. Parents may appeal their child's educational program to the principal in accordance with the Board's policy on Appeals Regarding Student Matters and the provisions of the Education Act.
6. The Superintendent may make arrangements for students to attend an educational program offered by another jurisdiction or organization when the appropriate program is not available within Yellowknife Catholic Schools.

Program and Support Information

YCS website will include an Inclusive Schooling section that provides parents information on :

- Descriptions of education programs
- List of types of supports that may be available for their child
- Description of school and district Student Services Team and the roles of individuals

Gathering Student Information

The Student Registration Form serves as a tool for gathering pertinent information.

Registration forms will include information on the following:

- previous programs the child may have participated in;
- consent to contact the previous school about the child's progress
- whether their child requires additional support
- whether there is any assessment or other relevant information available through Public Health, the hospital and/or doctor, and-consent to access the information.

School administration shall follow district procedures on conducting class reviews, transfer of information meetings as well as maintaining updated lists of student programming status to ensure teachers are aware of students who may need support.

School administration shall establish student information gathering and sharing procedures, such as student intake meetings, speaking with staff from previous school(s), and requesting and reviewing all reports and files. These procedures will be done in a timely manner to ensure all students's learning profiles are complete for program design and decision making.

FRENCH IMMERSION PROGRAM

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

A French Immersion Program is a voluntary educational program designed primarily for students whose first language is not French or those who wish to become fluent in French.

Specifically

1. A French Immersion Program shall be offered by Yellowknife Catholic Schools where numbers warrant, subject to existing policies and administrative procedures regarding staffing, provision of resources and the evaluation of students, staff and program.
2. The objectives of the French Immersion Program are:
 - a. To develop functional bilingualism in French and English.
 - b. To provide opportunities for an appreciation of Francophone culture in the Canadian and world context while respecting the student's personal cultural integrity.
3. The Superintendent shall attempt to secure staff for French Immersion Programs that possess:
 - a. Second language pedagogy: knowledge and skills related directly to FSL teaching (i.e. Core French and French Immersion)
 - b. French language proficiency
 - c. Cultural knowledge: understanding and appreciation of the French language culture and of the benefits of linguistic duality within Canadian context of diversity
 - d. The ability to communicate with English speaking parents

4. Schools will be required to organize curricular and co-curricular activities and special projects to promote and enhance the attainment of linguistic and cultural objectives.
5. A bilingual atmosphere shall be present in the dual-track schools.
6. The school principal shall ensure that parents are informed of the goals, objectives and demands of the French Immersion Program.
7. YCS offers a choice for parents of a Bilingual Junior Kindergarten. This allows parents to have their children exposed to some French to assist them in making decisions for future enrolment in French Immersion.
8. Students eligible to enroll in French Immersion Programs must meet the following conditions
 - a. **Early Immersion** - Kindergarten – no previous knowledge of French is required.
 - b. Grade One – no previous knowledge of French is required.
 - c. Grade two and higher – it is expected that most of the students registering will have had a previous bilingual experience, the French Immersion program will be available to those who can demonstrate to the school sufficient oral and written ability in French to permit them to participate in a class with students already in the program.
9. The following guidelines have been established for instructional time in French in the French Immersion Program:
 - a. Kindergarten to Grade 2 - 100%
 - b. Grade 3 to Grade 8 - 75%
 - c. Grade 9 to Grade 12 - 50%
10. Should a student transfer out of the French Immersion Program, care shall be taken to accommodate the student in an appropriate placement in the English program. Decisions will be made on an individual basis at the school level and through inter-school consultation.
11. The conditions for students to take the DELF (diplôme d'études de langue française) are:
 - a. The teacher will decide on the level the student will take
 - b. French Immersion students must have completed, or be enrolled in, FLA 30
 - c. Students must have completed or be enrolled in FR30
 - d. YCS covers the cost of the exam
12. To be successful at the B2 level it is recommended that students take as many courses as possible in French.

ADMINISTRATIVE PROCEDURE #208

FIELD TRIPS AND OVERNIGHT SCHOOL EVENTS

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	AP #409 – Cold Weather Considerations
Related Forms:	Local/Out of Town Field Trip Permission-DAY (fillable) Local/Out of Town Field Trip Permission-OVERNIGHT (fillable) Sponsored/Approved Student Excursions - In Country - GNWT Form Sponsored/Approved Student Excursions - Out of Country - GNWT Form
Reviewed & Approved:	August 2019

Background

Field trips and overnight school events are a valid educational component to any school program, provided that they are well planned. For any field trip and overnight school event there must be a real justification for taking students out of school and the impact upon other students must be considered.

Specifically

Any teacher wishing to take students on a field trip and overnight school event must discuss the trip with the principal and provide the appropriate completed Field Trip Permission Form (Form #0071). The following details must be provided:

- a detailed outline of the duration, nature and purpose of the field trip or overnight school event
- the number of students involved
- the grade level of students involved

- d. the teachers who will be involved
- e. the other adults who will be involved
- f. the cost per pupil and the total cost
- g. the method used to raise the funds required
- h. internal arrangements to cover the teaching assignment for any teacher(s) who will be on the field trip
- i. a detailed outline of travel arrangements
- j. whether a substitute is required
- k. whether there are any special medical considerations

The appropriate forms to be completed for each of the field trip categories are included in the Forms Manual.

General Guidelines

In preparing for a field trip and overnight school event, the teacher is responsible to:

1. Realize what knowledge is necessary for the successful leading of a particular trip and then acquire that knowledge.
2. Be aware of elementary first aid and the responsibility for carrying out appropriate procedures in emergency situations. The nature of a trip will dictate whether staff with first aid/CPR certification will be necessary. A first aid kit must be taken on all field trips.
3. Be aware of any prescribed medication that a particular student may require.
4. Understand the particular method(s) of supervision that is/are to be used (i.e. the class list, the 'buddy' system, check points for gathering, audio and visual contacts, signals and must-be-discussed items prior to dispersal on arrival at the site).
5. The principal shall determine if a substitute teacher can be expected to supervise a scheduled field trip or overnight school event in the absence of the regular teacher.
6. When private vehicles are used to transport groups of students, the principal shall inform the drivers of the insurance requirements and liability by providing each driver with a complete copy of the Volunteer Automobile Driver Authorization Form (Form #0073).
7. It is recommended that the organizer of the field trip or overnight school event access public transportation for the conduct of field trips whenever possible. 15 passenger vans may not be used as a means of transportation.
8. Regardless of age, alcohol as well as drugs that are not medically prescribed must not be used or taken while engaged in any field trip and overnight school event activity.

9. Letters of information will be sent to parents for full day trips and overnight school events.
10. Students in Junior Kindergarten to Grade 2 may participate in day trips in the Yellowknife area.
11. When the temperature drops to -30 degrees Celsius or there is a wind chill factor of 1800 or greater according to the Environment Canada website, a planned winter field trip or an overnight school event will only take place if the Secretary Treasurer or a designate determines that the field trip or overnight school event can go ahead. A planned winter field trip or overnight school event should not take place without access to adequate clothing and shelter.
12. On all trips involving two or more regular teachers, the principal shall designate one teacher as the “teacher in charge” and make this known to all participants prior to the trip.
13. Parental approval will be sought for overnight field trips and overnight events. The principal will identify a contact person to be available at the school to answer any questions or deal with issues related to a trip.
14. Students may never drive to an out-of-town field trip and overnight school event.

The Superintendent shall consider the following guidelines in recommending or granting approvals for student excursions:

- a. Grades 3 to 5 - trips not exceeding three days within the Yellowknife area.
- b. Grades 6 to 7 - trips not exceeding five days within Canada
- c. Grades 8 to 12 - trips not exceeding ten days within Canada or International Travel

Requests for exceptions to the above guidelines must be submitted to the Superintendent with a justification.

15. The principal shall establish an internal process for planning, implementing, and evaluating all aspects of the trip that complies with District procedures.
16. The following are prohibited field trip and overnight school events activities:
 - skydiving
 - hot air ballooning
 - white water rafting
 - demolition derbies
 - flying club activities
 - drag racing
 - extreme sports
 - rodeo events

- bungee jumping
- ice climbing
- spelunking/caving
- auto or motocross racing
- aerial gymnastics
- motorcycling
- trampolining
- luge
- parasailing
- tobogganing

Field trips fall into one of the following five categories:

Category 1 – Local excursion field trips, within municipal boundaries as per included map, not exceeding a full-day trip, approved at the school level by the principal.

Information regarding Category 1 field trips and overnight school events must be sent to parents.

Category 2 – On-the-land trips

Category 2 trips always require trip-specific, written parental permission. A text message or verbal permission is acceptable if a documented time and conversation is recorded as follows:

Name of Person Making Contact

Date of Contact

Parent Contacted

Permission Given: Yes / No

Signature of Person Initiating Contact

All on-the-land trips, not exceeding a full day, must be approved by the school principal.

Category 3 – Overnight trips and overnight events or out-of-town excursion trips within the Northwest Territories must be approved by the Principal and Superintendent and the details are shared in advance with the Superintendent.

Category 3 trips always require parental permission.

- a. A request for permission for a Category 3 field trip must be presented to the Superintendent by the principal at least one month prior to departure. Should there be extenuating circumstances, consideration may be given within a shorter notice period.
- b. A detailed account of accommodation requirements must be submitted.
- c. When more than one day's absence from school is required, the principal must present the details of the request to the Superintendent before any activities associated with the trip are begun.

- d. Teachers shall not advise parents and students of the details of any proposed field trip and overnight school event until the principal has reviewed the details and given approval. For field trips and overnight school events under Category 3 prior approval from the Superintendent must also be obtained (Form #0072).
- e. Prior to approving the request for a field trip and overnight school event, the principal shall ensure that:
 - i. the teacher(s) and adult(s) would make responsible chaperones
 - ii. the teacher(s) thoroughly understands the responsibilities to which they may be held accountable
 - iii. the students and parents will receive adequate information
 - iv. the organizing teacher understands that the parent's signature will be required
 - v. adequate arrangements for covering the financial obligations have been made
 - vi. potential risks have been identified and means to assure student safety have been undertaken.
 - vii. appropriate student/teacher supervision has been provided (15-1 for Kindergarten to 7 students). Depending on the nature of the trip and/or students attending, additional supervision may be required.

General Guidelines for Category 4 & 5 Field Trips and Overnight School Events

Educational Factors

Educational goals shall be established for the trip and overnight school event and shall be compatible with the objectives of the related course(s). Outcomes of the trip shall have sufficient educational value to outweigh the loss of instructional time, if any, and to justify the financial costs incurred. This aspect shall be evaluated first by the principal, then by the Superintendent.

National/International trips are to be considered an extension of the regular instructional program and, as such, actions of teachers, other employees, volunteers and students shall benefit those that would normally occur in an instructional program and those that become representatives of Yellowknife Catholic Schools.

Maximum use of weekends and regular school holidays is expected.

National/International trips, by their very nature, cannot be carried out within the class time allotted to that subject. These trips also infringe upon the instructional time in other subject areas. Every effort shall be made by the students, and their field trip teachers, to ensure that missed lessons and assessments from other classes impacted by the trip shall be addressed.

As well, every effort shall be made to minimize any negative educational impact on those students of the sponsoring teacher who did not participate in the field trip and overnight school event.

Supervision Requirements

A minimum supervisor/pupil ratio of 1:10 shall be met for National/International trips with no less than two supervisors on any given excursion.

Teacher supervisors from the school shall constitute at least half of the required supervision ratio. All National/International trips shall be under the supervision of at least two teachers of the school. The principal may authorize persons other than teachers to provide additional supervision. One of the teachers shall be designated as the field trip and overnight school events leader and shall be responsible for coordination of all the planning and implementation of the field trip and overnight school events.

Where the student group includes female and male students, supervision of the group shall include male and female supervisors.

Supervisors (teachers, support staff, volunteers and others) involved are in no way to profit financially or otherwise from their association with student travel, except for having the cost of their trip covered. Where the expenses of the supervisors are included, whether in total or in part, this information shall be communicated to parents/guardians in writing, as part of the detailed explanation of the total costs of the excursion.

Supervisors may not consume alcohol or drugs that are not medically prescribed at any point on the trip. If this should occur appropriate consequences will be given, including denied participation in further school trips.

Other Considerations

Groups planning National/International trips should also take into consideration:

- a. Whether a school group travel agency exists that can be utilized (i.e.: SEVEC).
- b. Availability of medical care and hospitals.
- c. Accommodations and sleeping arrangements.
- d. Expected weather conditions at the time of the field trip.
- e. How parents and students can have access to each other, or if and when students and parents will be out of contact. This should be communicated to parents prior to the trip.
- f. Which supervisor(s) will have the medical histories and records in case of emergency. Duplicate copies should be made and at least one set kept by the school.

- g. If passports are required, supervisors will be responsible for these during the field trip. Copies of passports are to be kept at school in case of lost passports.

Category 4 – Out-of-town overnight excursions outside of the Northwest Territories must be approved by the Superintendent.

Category 4 trips always require parental permission.

The following steps must be followed in organizing a national field trip and overnight school event:

1. The Principal will make a formal request for approval to the Superintendent based on the organizer's report and request for field trip approval.
2. All requests for Superintendent approval 'in principle', for national field trips and overnight school events, shall be submitted to the Superintendent at least one month prior to the date of the proposed trip and prior to the payment of any non-refundable deposit. No financial commitment, nor parental commitment, shall be sought or made for the proposed field trip until prior written approval has been received.
3. Some exceptions may be made under extraordinary circumstances where an opportunity presents itself that did not allow for the appropriate lead-time.
4. Final approval for national or international field trips will be considered two months prior to the departure date for the field trip.
5. The Superintendent in consultation with the Board may cancel a field trip or overnight school event up to the departure day of the field trip and during the field trip for grave and unforeseen circumstances. Parents will be consulted under these circumstances.
6. The Superintendent's decision to cancel a field trip or an overnight school event will be made without costs to the board. Travel groups are advised to seek cancellation insurance through the agency with whom they are working.
7. A detailed account of accommodation requirements must be submitted.
8. When more than one day's absence from school is required, the principal must present the details of the request to the Superintendent before any activities associated with the trip are begun.
9. Parents will be held financially liable for any student returned from a field trip and overnight school event because of inappropriate behavior. The student may face further consequences at school level if deemed appropriate.

10. After a Category 4 trip, the principal shall receive a brief report from the teacher in charge with respect to the educational value of the activity and a notation of any problems related to the success of the tour.
11. Teachers shall not advise parents and students of the details of any proposed field trip and overnight school event until the principal has reviewed the details and given approval. **For field trips and overnight school events under Category 4 prior approval from the Superintendent must also be obtained (Form #0072).** Prior to approving the request for a field trip or overnight school event, the principal shall ensure that:
 - a. The teacher(s) and adult(s) would make responsible guides
 - b. The teacher(s) thoroughly understands the responsibilities to which they may be subjected
 - c. The students and parents will receive adequate information and the parent's signature will be required
 - d. Adequate arrangements for covering the financial obligations have been made
 - e. Potential risks have been identified and means to assure student safety have been undertaken.
 - f. Appropriate student/teacher supervision has been provided. Depending on the nature of the trip and/or students attending, additional supervision may be required.

Category 5 – International Trips

Category 5 trips always require parental permission.

International trips must be approved by the Superintendent and the Board.

More specifically, the following steps must be taken in organizing an international field trip:

1. The Principal will make a formal request for approval to the Superintendent based on the organizer's report and request for field trip approval.
2. All requests for Superintendent approval 'in principle', for international field trips, shall be submitted to the Superintendent at least six months prior to the date of the proposed trip and prior to the payment of any non-refundable deposit. No financial commitment, nor parental commitment, shall be sought or made for the proposed field trip until prior written approval has been received.
3. Parents will be held financially liable for any student returned from a field trip because of inappropriate behavior. The student may face further consequences at school level if deemed appropriate.

4. Some exceptions may be made under extraordinary circumstances where an opportunity presents itself that did not allow for the appropriate lead-time.
5. The Superintendent in consultation with the Board may cancel a field trip up to the departure day of the field trip and during the field trip for grave and unforeseen circumstances as determined through contact with the Department of Foreign Affairs. Parents will be consulted under these circumstances.
6. The Superintendent's decision to cancel a field trip will be made without costs to the board. Travel groups are advised to seek cancellation insurance through the agency with whom they are working.
7. For international field trips, a deeper level assessment must be completed as to whether there are any particular conditions or additional requirements that need to be met in such circumstances.
8. A detailed account of accommodation requirements must be submitted.
9. When more than one day's absence from school is required, the principal must present the details of the request to the Superintendent before any activities associated with the trip are begun.
10. After a Category 5 trip, the principal shall receive a brief report from the teacher in charge with respect to the educational value of the activity and a notation of any problems related to the success of the tour.
11. Teachers shall not advise parents and students of the details of any proposed field trip until the principal has reviewed the details and given approval. **For field trips under Category 5, prior approval from the Superintendent must also be obtained (Form #0072).** Prior to approving the request for a field trip, the principal shall ensure that:
 - a. The teacher(s) and adult(s) would make responsible guides
 - b. The teacher(s) thoroughly understands the responsibilities to which they may be subjected
 - c. The students and parents will receive adequate information and the parent's signature will be required
 - d. adequate arrangements for covering the financial obligations have been made
 - e. potential risks have been identified and means to assure student safety have been undertaken.
 - f. appropriate student/teacher supervision has been provided (15-1 for Kindergarten to grade 7 students). Depending on the nature of the trip and/or students attending, additional supervision may be required.

Safety and Security

Canadian Ministry of Foreign Affairs shall be consulted by the Principal or the lead teacher to verify the level of risk in traveling to any destinations outside of Canada (i.e. Political unrest, terrorism, environmental hazards, dangerous living conditions, etc.) Keep in mind that circumstances like these can change with little notice and, therefore, there is a possibility of trip cancellation up to the planned day of departure. The need to revise the trip plan on the basis of ongoing updates shall be clearly communicated throughout the planning process. Note that all participants should be made aware that travel insurance coverage generally does not cover cancellation related to high risk. However, some travel companies have included some form of protection in the event that a tourist-frequented location is subject to terrorist acts. The trip leader shall have in-depth knowledge of and familiarity with the customs, rules and laws of the destination country.

For information and travel reports from the Foreign Affairs Department, contact:

Website: http://voyage.dfait-maeci.gc.ca/destinations/menu_e.htm
E-mail: voyage@dfait-maeci.gc.ca
Fax: 1-800-575-2500 or 1-613-944-2500
Phone: 1-800-267-6788 or 1-613-944-6788

Periodically during trip planning, the field trip and overnight school event leader shall research the protocols and advisories regarding the customs and regulations of the foreign country being visited. The field trip and overnight school event leader shall advise the principal, parents/guardians and students of changes to this information, as it is available.

Periodically during trip planning, the field trip and overnight school event leader shall research the protocols and advisories regarding the customs and regulations of the foreign country being visited. The field trip and overnight school event leader shall advise the principal, parents/guardians and students of changes to this information, as it is available.

Educational Factors

Educational goals shall be established for the trip and shall be compatible with the objectives of the related course(s). Outcomes of the trip shall have sufficient educational value to outweigh the loss of instructional time, if any, and to justify the financial costs incurred. This aspect shall be evaluated first by the principal, then by the Superintendent.

National/International trips are to be considered an extension of the regular instructional program and, as such, actions of teachers, other employees, volunteers and students shall benefit those that would normally occur in an instructional program and those that become representatives of Yellowknife Catholic Schools.

Maximum use of weekends and regular school holidays is expected.

National/International trips, by their very nature, cannot be carried out within the class time allotted to that subject; that is, these trips infringe upon the instructional time in other subject areas. Every effort shall be made by the students and their field trip and overnight school event teachers to ensure that missed material from other classes impacted by the trip shall be caught up. As well, every effort shall be made to minimize any negative educational impact on those students from the sponsoring teacher who have not been able to participate in the field trip and overnight school event.

Supervision Requirements

A minimum supervisor/pupil ratio of 1:10 shall be met for National/International trips with no less than two supervisors on any given excursion.

Teacher supervisors from the school shall constitute at least half of the required supervision ratio. All National/International trips shall be under the supervision of at least two teachers of the school. The principal may authorize persons other than teachers to provide additional supervision. One of the teachers shall be designated as the field trip and overnight school events leader and shall be responsible for coordination of all the planning and implementation of the field trip and overnight school events.

Where the student group includes female and male students, supervision of the group shall include male and female supervisors.

Supervisors (teachers, support staff, volunteers and others) involved are in no way to profit financially or otherwise from their association with student travel, except for having the cost of their trip covered. Where the expenses of the supervisors are included, whether in total or in part, this information shall be communicated to parents/guardians in writing, as part of the detailed explanation of the total costs of the excursion.

Supervisors may not consume alcohol or drugs that are not medically prescribed at any point on the trip. If this should occur appropriate consequences will be given, including denied participation in further school trips.

Other Considerations

Groups planning National/International trips should also take into consideration:

- a. Whether a school group travel agency exists that can be utilized (i.e.: SEVEC).
- b. Availability of medical care and hospitals.
- c. Accommodations and sleeping arrangements.
- d. Expected weather conditions at the time of the field trip and overnight school event.
- e. How parents and students can have access to each other by telephone or radio, or if and when students and parents will be out of contact. This should be communicated to parents prior to the trip.
- f. Which supervisor(s) will have the medical histories and records in case of emergency. Duplicate copies should be made and at least one set kept by the school.
- g. If passports are required and who will be responsible for these during the field trip and overnight school event.

CHALLENGE OF LEARNING RESOURCES

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	Request for Challenge of Learning Resources
Reviewed & Approved:	January 2021

Background

There may be instances where a parent or a member of the public may object to certain material being used in the classroom or located in the school. In such cases it is important that those objecting to specific materials be given an opportunity to bring their concerns to the proper authorities in order to find a resolution.

Specifically

1. When the school receives a complaint regarding a particular learning resource, the school should attempt to resolve the issue informally in the following manner:
 - a. 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
 - b. If the complainant wishes to file a formal challenge, the complainant may file objections in writing using the Request for Reconsideration of Learning Resources Form (Form #0084) and submit it to the principal or designate.
 - c. The complainant will also be provided with a copy of this Administrative Procedure.
2. Where a complainant has completed the Request for Reconsideration of Learning Resources Form and filed it with the school principal or designate, the following shall apply:

- a. The principal shall inform the Superintendent of the receipt of the formal complaint
 - b. Access to the challenged material shall not be restricted during the reconsideration process.
 - c. The Request for Reconsideration of Learning Resources shall be referred to a reconsideration committee formed by the principal.
 - d. The reconsideration committee shall consist of:
 - i. A parent and/or a student in the case of a junior/senior high school challenge
 - ii. A school administrator or designate
 - iii. The Superintendent or designate
 - e. The reconsideration committee shall proceed to review the reconsideration in the following manner:
 - i. Examine the challenged resource
 - ii. Determine professional acceptance by reading critical reviews of the resource (if available)
 - iii. Weigh values and faults and form opinions based on the material as a whole rather than on passages or sections taken out of context
 - iv. Discuss the challenged resource in the context of the educational program
 - v. Discuss the challenged item with the individual questioner when deemed appropriate
 - vi. Prepare a written report within an appropriate timeframe and provide it to the principal with a copy forwarded to the Superintendent.
 - vii. Discuss the written report with the complainant if so requested
 - f. The complainant shall have the right to appeal any decision of the reconsideration committee to the Board.
 - g. Upon reviewing the decision of the reconsideration committee, the Board shall advise the complainant in writing of its decision.
3. Any reconsideration of a learning resource shall be based upon the following guiding principles:
- a. No parent has the right to determine reading, viewing or listening matter for students other than their own child.
 - b. Although it is the learning resources, which are challenged, the freedom to read, view and listen must be defended as well.
 - c. The major criterion for the final decision is the appropriateness of the material for its intended educational use within the broader Catholic Christian context of Yellowknife Catholic Schools.

ADMINISTRATIVE PROCEDURE #210

ASSESSMENT AND EVALUATION

Administrative Application	
Initiated by:	Superintendent
References:	AP #206 - Education Programs, Support Services and Roles of Staff YCS Assessment Framework & Guidelines
Related Directives:	ECE Student Assessment, Evaluation and Reporting (SAER) Directive Ministerial Directive on Inclusive Schooling Education Act
Related Forms:	
Reviewed & Approved:	July 2019

Background

Schools within Yellowknife Catholic Schools are responsible for developing and implementing a continuous and fair program of student performance. This program will involve teachers, students, school administrators and parents working together to emphasize the personal development of each student.

Assessment is the process of systematically collecting, analyzing, interpreting, and judging information relative to a student's achievement and performance in any educational program. The assessment process reveals what a student knows, understands and can do and provides the basis for feedback on a student's learning to encourage further development. Information obtained from student assessment is necessary to provide information to school personnel on the effectiveness of instructional strategies, curriculum and the placement and promotion of students.

Teachers will adapt assessment strategies to meet the particular needs of students. This may include such things as alternatives to written assessments, adjustment of time allocation, or providing a scribe or reader for assessment purposes.

Specifically

1. The types of assessment that are to be used include:
 - a. Diagnostic – to determine what a student knows and can do in order to make informed decisions regarding where to focus instructional time and effort.
 - b. Formative – to provide ongoing feedback to teachers regarding the effectiveness of instruction and to provide feedback to students and parents on areas of strength and those that may require some additional attention.
 - c. Summative – to assess student performance at the conclusion of a course or unit of study and to measure a student's performance.
2. At the beginning of the school year, the principal shall communicate school procedures regarding student assessment to parents, students and staff.
3. The teacher shall advise students and parents of the criteria to be used to assess student performance.
4. A variety of assessment procedures shall be used in order to ensure that the evaluation of student progress is fair and comprehensive, and clearly related to the goals and objectives of instruction and the instructional approaches used.
5. The parents shall be informed of all individual assessments involving their child.
6. There shall be a minimum of three reporting periods for full year courses and programs and two reporting periods for those offered on a semester basis.
7. Teachers shall ensure that information is made available to parents about the grade level(s) the student has achieved in relation to the grade levels of the territorial programs of study.

Teacher Expectations

As part of the District's efforts to develop an assessment literate culture and to ensure that authentic, meaningful evaluation takes place in all of our classrooms and with all of our students, this short summary of expectations will allow all staff to operate from a common foundation. This is our effort to provide a common reference point of procedures for assessing and evaluating student achievement, regardless of grade level. For a more complete understanding of Yellowknife Catholic Schools' philosophy on assessment, please see the document: [Assessment Framework & Guidelines](#).

Grading for Learning

1. When assessing student learning, assignments and tests shall be returned to students in a timely fashion to allow for student learning.
2. When assessing student learning, separate learning habits from achievement. Attitudes, effort, attendance and other learning habit-related performance, while important, are not part of student academic achievement or learning. Including these aspects in a grade blurs the assessment of the product and affects the validity and thus the meaning of the grade. Strong effort, active participation and positive attitude are highly valued attributes, but if grades are to have clear meaning they should not be included in grades; they are reporting variables, not grading variables. These attributes need to be assessed as accurately and rigorously as possible and reported separately and regularly.
3. When assessing student learning, homework or practice marks shall not be included in a grade. Homework should be a risk-free opportunity to experiment and explore new skills or concepts. Homework is a chance to apply new learning and must be considered formative. Formative assessments are critical to the learning process because they provide feedback during the process. This is at the heart of teaching and learning and students should not be penalized or credited based on the results of homework.
4. When assessing student learning, penalties shall not be applied to late work. Again, this practice is not about student learning but is about work habits. An example illustrates this best:

There are two reasons for this practice. First, the penalty that students receive distorts their achievement and thus contributes to a mark and, ultimately, to a grade that does not have clear meaning. Secondly, the punitive nature of the penalty provides a powerful disincentive for students to complete any work after it is more than one or two days late. The more appropriate approach would be for the teacher to record an incomplete (INC) and include the mark in the student's grade in the next grading period. The goal should always be to get the work done and to assess the learning. Students should not be let off the hook or given an easy way out. See Assessment, Framework & Guidelines document for alternative solutions, pages 39-41.
5. Students must be given every opportunity possible to complete their work and schools must hold their students accountable for work that has not been completed. When assessing student learning, it must be recognized that there are a number of serious problems with the use of zeros:
 - a. The effect of such extreme scores, especially when coupled with the practice of averaging;

- b. The lack of proportionality between 0 and 50-70 as the passing score compared with the much smaller differentials between the other score points in the grading scale;
- c. The inaccurate communication that results from the use of zeros; and
- d. The in-effectiveness of zeros as responsibility-creating mechanisms.

Again, the objective should be to get students to complete work and the associated learning. While an “incomplete” designation might very well be the appropriate response along with mechanisms that support students and make it possible for them to complete the missing work, (See Assessment Framework & Guidelines document for alternative solutions, pages 39-41), teachers may also use their professional discretion in assigning a zero when they deem it is warranted. In such cases, teachers should be able to demonstrate that parents have been contacted and that students have had ample opportunity and adequate support in completing any such project or assignment.

- 6. When assessing student learning, extra credit or bonus marks should not be used. Bonus marks distort achievement grades because they mix other factors with achievement. It is better not to use them – if students do something worthy of extra credit, consider it to be a reporting variable and recognize it with a note home or phone call.
- 7. When assessing student learning, weigh more recent complete evaluations of a specific outcome more heavily than earlier evaluations of the same outcome. The fullest and latest data is always a more accurate reflection of student achievement and learning. The key question is, “What information provides the most accurate depiction of students’ learning at this time?” Continuing to rely on past assessment data mis-communicates students’ learning.
- 8. When assessing student learning, teachers must abandon the average or arithmetic mean, as the predominant measurement of student achievement. Averaging falls far short of providing an accurate description of what students have learned. Grading by the median (see Terms of Reference in Assessment Framework & Guidelines) provides more opportunities for success by diminishing the impact of a few stumbles and by rewarding hard work. Regardless of what method of calculation is used to determine central tendency, grades need to be supplemented by as much information as possible.
- 9. When assessing student learning, don’t distinguish between excused and unexcused absences. Excused and unexcused absences are not relevant to an achievement grade. In either case a student has missed time and both would require making up the work and the support of a teacher.
- 10. When assessing student learning, teachers shall not apply academic penalties to academic dishonesty. Again, the goal is to have students complete work and be responsible for their learning. A grade should reflect a student’s achievement or learning; the matter of the academic dishonesty should be dealt with separately.

11. When assessing student learning, group grades shall not be used. The fundamental reason for this is to ensure that individual accountability and learning is at the heart of any achievement. No student's grade should depend on the achievement (or behaviour) of other students.
12. When assessing student learning, base grades on high quality assessments. It is essential that teachers know, understand and apply quality standards when they plan and implement assessment in their classrooms. Five quality standards for assessment include:
 - a. Setting clear and appropriate targets
 - b. Stating clear purposes
 - c. Matching target to method
 - d. Selecting appropriate samples for the learning domain, and
 - e. Controlling interference or distortion
13. When assessing student learning, base grades on clear and complete performance standards. The use of standards always involves comparison and judgment because we are trying to answer the questions, "How good is it?" or "How good is good enough?" Grading should be based on clear, high quality assessment of students' achievement with respect to a target. This means that criterion referenced standards must be used. The question is, "What reference points do we use?" Marks and grades must reflect actual student performance based on publicly available criterion-referenced standards and not artificially determined distributions. These standards must be based on expert knowledge, be clearly stated in words or numbers and supported by exemplars or models.

Mark – "the score" given on any single test/performance

Grade – the score given at the end of the period of time as a summary statement

1. Grading procedures shall be related directly to stated learning goals.
2. Criterion-referenced standards shall be used to determine grades and marks.
3.
 - a. Individual achievement of stated learning goals shall be the only basis for grades.
 - b. Effort, participation, attitude and other behaviours shall not be included in marks but shall be reported separately unless they are a stated part of a learning goal.
4. Late work shall be handled as follows:
 - a. Teachers shall set due dates and deadlines for all marked work that will be part of a student grade.

- b. Students have up to one week following the end of a unit or chapter to hand in an assignment. Following this time, teachers may use their professional discretion in assigning a zero.
- c. When an assignment or project is late, the onus is on the teacher to connect with, support, and attempt to establish an alternate due date for students.

Absences shall be handled as follows:

- a. Students shall not be penalized for an absence.
- b. Absent students shall be given make-up opportunities for all missed summative assessments (marked work that will be part of student grades) without penalty.

Incomplete work shall be handled as follows: In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded shall be an INC for Insufficient Evidence/Incomplete OR a 0% if, at the discretion of a teacher a zero is warranted. Where credits are involved, an INC means no credit until the missing work is completed and the grade is updated.

- 5.
 - a. Teachers shall mark and/or provide feedback on formative assessment.
 - b. Marks from formative assessment (ie: homework, rough drafts, quizzes) shall not be included in grades.
 - c. Marks from summative assessments only shall be included in grades.
- 6. Where repetitive measures are made of the same or similar knowledge, skills, or behaviors, the more recent mark or marks shall replace the previous marks for grade determination.

Second chance (or more) assessment opportunities: (High School)

Such opportunities shall be made available to students who shall receive the highest, most consistent mark, not an average mark for any such multiple opportunities.

Test Rewrites: (High School)

- a. Students will be given one opportunity to rewrite a test.
- b. Rewrites of a test must be within two weeks of the original test being returned to students.
- c. Relearning must be evident prior to the test. This can be in the form of tutorials, additional assignments, re-submission of an old assignment or other measures at the discretion of the teacher.
- d. Re-test dates and times will be set by the teacher.

Assignment Resubmission: (High School)

- a. In order to resubmit an assignment, the original assessment must have been submitted on the assigned due date.

- b. Late assignments will be accepted but not considered for resubmission.

7.

- a. Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
- b. Consideration shall be given to the use of statistical measures other than the mean for grade calculations; for example, consider using median or mode.
- c. Grades shall be weighted carefully to ensure the intended importance is given to each learning goal and to each assessment.

8. a. Teachers shall use quality assessment instruments. "Each assessment must meet five standards of quality. It must arise from:

- i. a clearly articulated set of achievement expectations,
- ii. serve an instructionally relevant purpose,
- iii. rely on a proper method,
- iv. sample student achievement in an appropriate manner,
- v. control for all relevant sources of bias and distortion that can lead to inaccurate assessment.

All assessments must be reviewed and adjusted as needed to meet these standards. (Stiggins 2001 p.25).

Teachers shall properly record evidence of student achievement on an ongoing basis.

- 9. a. Teachers shall discuss assessment with students, in an age appropriate manner, at the beginning of instruction. Where feasible, students shall be involved in decisions about methods of assessment and scoring scales.
- b. Teachers shall provide to students and parents a written overview of assessment, including grading, in clear, easily understandable language at a minimum within the first month of classes in each course or grade.
- c. Teachers shall provide students (given age appropriateness) with a written overview in clear, easily understandable language, indicating how each summative assessment throughout the course will be evaluated before each assessment is administered.

SAFE AND CARING SCHOOLS

Administrative Application	
Initiated by:	Superintendent
References:	Safe School Regulations Education Act
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2012

Background

The Government of the Northwest Territories established a Territorial School Code of Conduct in 2016. The purpose of the Territorial School Code of Conduct is to promote a positive learning environment in the Northwest Territories. Students, parents, elders, school staff and all members of the school community have the shared responsibility to establish an effective education system in a safe, respectful and caring atmosphere.

Specifics

1. Yellowknife Catholic Schools supports and is committed to the provision of a learning environment that reflects the rights and responsibilities as outlined in the Territorial Code of Conduct as outlined below. To this end, YCS has established procedures and a Safe and Caring School Handbook , as a quick reference for school staff in addressing various aspects of Safe and Caring Schools.
2. All YCS schools will establish a Safe and Caring Schools Committee which will meet a minimum of three times a year to :
 - Monitor the implementation of the Safe School Plan and revise the Plan as needed.
 - Monitor and review procedures related to Safe Schools Policy.
 - Identify programs that integrate evidenced-based healthy relationship programming.
 - Identify strategies that target the entire community (staff, student, parents, and community members).
 - Identify strategies that address school specific issues.

3. All YCS schools will develop a Safe School Plan that will:
 - encourage activities that promote a sense of community, wellness, safety, and respect throughout the school.
 - Identify strategies that teach students safe intervention and proactive reporting skills and provide students with the skills and confidence needed to resolve conflict in a non-violent way.

Territorial School of Conduct

School Community Responsibilities and Rights:

1. To refrain from engaging in activity that disrupts or threatens to disrupt school operation.
2. To refrain from engaging in activity that interferes or threatens to interfere with the public or private rights of others.
3. To take a sense of ownership and responsibility for excellence in academics.
4. To ensure the physical safety and personal security of oneself and all others, exercising respect and self-discipline, and to refrain from engaging in assaultive behavior.
5. To promote equity and fair treatment of oneself and others.
6. To refrain from discriminating against others, including on the basis of race, colour, ancestry, nationality, ethnic origin, place of origin, creed, religion, age, disability, sex, sexual orientation, gender identity, family status, family affiliation, political belief, political association or social condition.
7. To recognize Canada's and the Northwest Territories' multi-cultural heritage, and to respect the value of different linguistic, cultural, historical, political and spiritual backgrounds.
8. To respect the different ideas and perspectives of others.
9. To develop meaningful relationships with self and others.
10. To build a strong sense of self, school and community. 11. To encourage and practice ethical behavior with honesty and integrity.
12. To use kind and respectful language and conduct when communicating with others.

13. To respect one's own property and the property of others and of the school.
14. To personally refrain from and discourage others from possessing or using any kind of weapon at school.
15. To refrain from possessing, using, selling, purchasing or exchanging any illegal substances or paraphernalia.
16. To refrain from possessing, using, selling, purchasing, exchanging or being under the influence of intoxicating substances while at school.

GENDER IDENTITY, EQUITY AND INCLUSION

Administrative Application	
Initiated by:	Superintendent
References:	YCS Policy 18: Safe, Caring, Respectful, Inclusive Working and Learning Environments Education Act (NWT) Section 34 NWT Safe Schools Regulations (including Territorial School Code of Conduct) NWT Human Rights Act Access to Information and Protection of Privacy Act (NWT) GNWT Guidelines for Ensuring LGBTQ2S+ Equity, Safety and Inclusion in NWT Schools AP #102 – Respectful Workplace AP# 110 – Record Management AP #301 – Safe and Caring Schools AP #308 – Bullying
Related Directives:	Board Policy 10: Board Governance and Responsibilities
Related Forms:	Student Support Plan
Reviewed & Approved:	August 2026 – Revised and Updated for Policy 18 Alignment

Background

All students, staff, and school community members have a fundamental right to learn and work in safe, caring, respectful, and inclusive environments that promote equity and celebrate diversity. Grounded in the Gospel values of Jesus Christ, Yellowknife Catholic Schools (YCS) is dedicated to fostering a learning and working community that upholds the dignity of every human person and reflects the principles of justice, love, compassion, reconciliation, community, and belonging.

In alignment with Section 34 of the *Education Act (NWT)*, the *NWT Safe Schools Regulations*, and the *NWT Human Rights Act*, YCS prohibits discrimination, harassment, and bullying based on assigned sex at birth, sexual orientation, romantic orientation, gender identity, or gender

expression. This Administrative Procedure outlines the concrete, evidence-informed procedural requirements necessary to maintain an educational and work environment devoid of prejudice and fully supportive of the physical, emotional, social, intellectual, and spiritual aspects of every individual's life.

Commitment Statement

Yellowknife Catholic Schools is committed to ensuring that all members of the school community feel welcomed, valued, safe, and supported. YCS acknowledges its responsibility to eliminate and mitigate systemic barriers to participation and achievement, and to nurture the development of capable people—confident, compassionate, and responsible contributors to society. To this end, YCS actively promotes inclusion, ensuring that every individual's unique gifts, perspectives, and identities are respected, honoured, and protected throughout the school division.

Operational Guidelines and Procedures

I. Self-Identification and Self-Determination

- I. Right to Self-Determination: An individual's self-determination is the sole measure of their sexual orientation, romantic orientation, gender identity, or gender expression. Each person has the right to determine and define their own identity, and their stated identity must be respected and honoured.
- II. Chosen Names and Pronouns: All staff and students shall consistently use an individual's chosen name and pronouns in all written, oral, and digital communication, in accordance with the individual's request.
- III. Prevention of Discrimination: Deliberately addressing a student, staff member, or visitor by an incorrect name or pronoun (including deadnaming or intentional misgendering) is a form of discrimination and will not be tolerated.
- IV. Day-to-Day Records: With student consent, staff must ensure that the student's chosen name and pronouns are integrated into daily school materials. Printed classroom attendance sheets and substitute teacher lesson plans must reflect the student's chosen name to prevent accidental deadnaming.

II. Privacy, Confidentiality, and School Records

- I. Confidentiality Mandate: All members of the school community have the right to privacy and confidentiality regarding their personal information. A student's sexual orientation, romantic orientation, gender identity, or gender expression must never be disclosed to third parties, including parents, guardians, caregivers, or other staff members, without the student's explicit, written permission, unless legally required.
- II. Family Support and Safety: Recognizing that LGBTQ2S+ youth frequently experience high levels of family rejection, school staff must consult with the student to assess their home environment before contacting parents or guardians. If a student uses

different names or pronouns at school than they do at home, staff must exercise extreme caution in report cards, letters, and other school-to-home correspondence to respect the student's safety and privacy.

- III. Protecting Official Information: Any personal information collected, processed, or stored under this procedure is protected in strict accordance with the *Access to Information and Protection of Privacy Act of the Northwest Territories*.
- IV. Gender-Neutral Lists: As standard practice when generating classroom and school lists (e.g., student and staff directories), sex designations (male, female, intersex) shall not be listed beside individual names. Furthermore, gender must not be used to create composite numbers or classroom groupings (e.g., separating or numbering classes by "boys" and "girls").

IV. Safe Access to Washrooms and Change Rooms

- I. Access Congruent with Identity: All students and staff have the right to access washrooms and change-room facilities that correspond to their gender identity.
- II. Private Options: Schools shall provide an easily accessible, non-gendered, single-stall washroom (and where possible, more than one) for use by any member of the school community desiring increased privacy, regardless of the reason. The use of a non-gendered, single-stall washroom is a matter of personal choice and must never be a compulsory requirement for any trans or gender-nonconforming individual.
- III. Supervision and Expectations: Clear behavioural expectations regarding safety, respect, and privacy in facilities must be communicated to all students, and washrooms and change-rooms must be adequately supervised by staff.
- IV. Alternative Options for Objecting Parties: If a student, parent, or caregiver objects to sharing a common facility with a trans or gender-diverse student, the objecting party must be offered an alternative private facility (e.g., an office restroom). Under no circumstances shall a trans student be forced to use an alternative facility or marginalized to accommodate the objections of others.
- V. School-Related Travel and Field Trips: When travelling for athletic competitions, field trips, or other off-site events, staff must proactively ensure safe, private, and appropriate accommodations for changing, showering, and restroom use. Staff must maintain absolute confidentiality regarding any student's gender identity when coordinating these travel arrangements.

V. Curricular and Extracurricular Activities

- I. Supportive Integration: When gender-based activities occur, school staff will support students to participate based on their gender identity, gender expression, or whatever best ensures their comfort and safety.
- II. Overnight Accommodations: Activities requiring overnight housing will be addressed on an individualized, case-by-case basis. School staff must make every reasonable

effort to provide accommodations that are inclusive, respectful, safe, and barrier-free (without imposing any additional expense or burden on the student).

VI. Role of Elders, Indigenous Leaders, and Cultural Safety

- I. Cultural Relevance and Open-Mindedness: YCS recognizes that sex, gender, and sexuality are integrated differently across various cultural worldviews. All operational procedures must be balanced with cultural safety, cultural humility, and deep respect for Indigenous traditions.
- II. Collaborative Planning: In cultural activities that traditionally involve gender-segregated protocols, school staff, students, Elders, and Indigenous leaders shall work collaboratively to create a safe, respectful plan that honours traditional practices while ensuring the safe, comfortable, and dignified participation of all students.
- III. Support for Two-Spirit Youth: YCS recognizes that "Two-Spirit" is a sacred and culturally specific identifier for Indigenous individuals embodying both masculine and feminine spirits, incorporating spiritual, gender, and romantic dimensions. School staff will actively support and honour Two-Spirit youth, ensuring they have access to relevant cultural, community, knowledge keepers and elder-led supports.
- IV. Culturally Responsive Environments: Staff will actively incorporate diverse cultural and Indigenous perspectives into school-wide wellness discussions and resources, establishing partnerships with local Indigenous organizations and leaders to foster a positive sense of identity and belonging for all.

VII. Student Voice and Leadership

- I. Establishment of Student Groups: In alignment with Board Policy 18, YCS supports and encourages the establishment of student-led organizations that promote equity, non-discrimination, wellness, and inclusion. This includes but is not limited to: Christian Leadership, diversity and anti-racism clubs, wellness alliances, and L.I.F.E. (Lived Inclusion For Everyone) groups.
- II. Equitable Access: Student-led diversity and inclusion groups must receive equitable access to school space, meeting times, resources, and staff support.
- III. Designated and Visible Advisor: Every school must have a clearly designated and highly visible L.I.F.E. Group Advisor who is a trusted staff member. The identity and role of the L.I.F.E. Advisor must be actively advertised to students, staff, and school visitors alongside other leadership roles in the school.
- IV. Visual Affirmation: To foster a welcoming, safe environment, schools shall display visible identifiers of LGBTQ2S+ affirmation and safety, such as rainbow flags, inclusive posters, and stickers, in prominent communal spaces, especially during key observances, e.g. Pride Month.

VIII. Welcoming Families and Community Engagement

- I. Gender-Inclusive Communication: School-to-home communications, including newsletters, websites, and report templates, will use gender-inclusive language. Inclusive terms such as parent(s), guardian(s), caregiver(s), families, partners, or "the student" will be used.
- II. Respectful Family Verification: Staff must use appropriate, respectful language when communicating with families. If staff members are unsure of a family's preferred terminology or structure, they must respectfully ask the family for guidance (e.g., how children refer to their parents or guardians).
- III. Inclusive Community Events: School-supported family and community events must be intentionally designed to be welcoming, respectful, and inclusive of diverse family structures, including LGBTQ2S+ families.
- IV. Family Facility Access: Family members and school visitors will have access to washroom facilities that are congruent with their gender identity or single-stall, which are available in every school.

IX. Safe Working Environments and Professional Learning

- I. Harassment-Free Workplace: Adult members of the LGBTQ2S+ community within YCS are entitled to a safe, supportive, respectful, and caring work environment free from discrimination, harassment, and violence. School leadership shall model these expectations and ensure a workplace characterized by fairness, dignity, and respect.
- II. Reporting Workplace Incidents: Any incident of workplace harassment, bullying, or discrimination targeting staff who identify as, or are perceived to be, members of the LGBTQ2S+ community must be taken seriously, documented, and addressed in a timely, sensitive, and effective manner in accordance with the *GNWT Harassment Free and Respectful Workplace Policy* and *YCS AP #102: Respectful Workplace*.
- III. Confidentiality for Staff: Staff members' right to privacy regarding their sexual orientation, gender identity, or gender expression must be strictly maintained. Colleagues and leadership shall not disclose this personal information without the employee's explicit consent.
- IV. Capacity Building: School leadership and the district shall provide ongoing, targeted professional development and capacity-building resources for administrators, teachers, support staff and coaches. These opportunities must be grounded in Catholic teachings on human dignity, evidence-informed research, and the lived experiences of LGBTQ2S+ individuals, focusing on eliminating prejudices and implementing inclusive practices.

X. Reporting and Response Protocol

- I. Whole-School Prevention: YCS schools shall implement comprehensive, whole-school approaches to social-emotional learning, trauma-informed practices, self-regulation, and healthy relationship building. These preventative frameworks are designed to reduce the likelihood of bullying, including homophobic, biphobic, transphobic, and gender-based harassment.

- II. Anonymous Reporting Mechanism: To ensure that all students, staff, and families feel safe reporting incidents of discrimination, bullying, or harassment, schools must maintain clear and functional anonymous reporting mechanisms.
- III. Investigation and Documentation: All complaints regarding discriminatory, derogatory, or bullying language and behaviours must be documented, taken seriously and investigated in a timely, fair, and respectful manner by school administration.
- IV. Holistic Support: School-based Support Teams shall ensure that timely and sensitive support is provided to all parties involved in an incident. This includes restorative support for those impacted by bullying, as well as educational and social-emotional support for individuals who engage in bullying behaviours, helping them learn empathy, accountability, and healthy conflict resolution.

EMERGENCY RESPONSE

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2025

Background

Yellowknife Catholic Schools has a responsibility to ensure the safety of students and to develop plans to deal with any circumstances that may require evacuation of school facilities, whether it be a school disaster or a civil disaster (i.e.: environmental hazard, RCMP identified emergency or act of God). YCS will take all precautionary measures as identified in this procedure. The paramount concern must always be the safety of students in any emergency situation.

Specifically

School Emergency Response Plan (SERP)

1. An administrator shall ensure that the school has a School Emergency Response Plan (SERP) that has been reviewed by the Department of Education, Culture and Employment and approved by the Superintendent or designate.
2. An administrator shall review the plan prior to the beginning of the school year and ensure all staff members, substitutes, volunteers and students are fully informed of their duties and responsibilities under the plan. The administrator needs to ensure that written individual plans are put in place for students needing special assistance.
3. The administrator shall make prior arrangements with a neighboring school, church or community center for use as a secondary evacuation center.
4. An administrator shall ensure that the school emergency response plan is clearly posted in a red folder in the office, staff rooms, janitorial room, on each wing of each floor and in every room used for instruction.
5. The SERP plan shall outline the following:

- a. The identification of predetermined evacuation routes.
 - b. The orderly and prompt evacuation of all persons from the building.
 - c. Assign specialty staff to designated areas for support
 - d. Designated staff members to act as monitors to check all areas and report that the evacuation has been completed.
 - e. Requirement for students to assemble in predetermined areas.
 - f. Procedures for the recording of student attendance. Teachers in charge of classes must ensure that all pupils from the class are accounted for.
6. An administrator shall ensure that SERP drills are conducted in accordance with the following guidelines:
- a. SERP drills will be held during the first month of school
 - b. SERP drills should be conducted at different times during the school day and the school year. Dates are to be stated in the annual plan.
 - c. A record of all SERP drills should be kept and be subject to inspection by the Superintendent. A minimum of six SERP drills must be conducted throughout the year, including both indoor and outdoor evacuation.
 - d. A minimum of two drills per year should be conducted without advance notice to staff.
 - e. All visitors are to follow the directions of the administrator.
7. If it is necessary to dismiss students, public service and social media announcements will be posted to advise parents. Students at high school will be gathered together and given an explanation as to why school is being dismissed.
- a. Elementary school students will not be dismissed until parent permission has been obtained or students are picked up.

Dealing With Civil Disasters

1. A civil disaster emergency plan for the school, shall be developed by the Principal and reviewed by the Yellowknife Fire Department to ensure-Emergency Measures Organization contingencies are covered.
2. Procedures established under the Civil Disaster Emergency Plan should be reviewed, through the monthly safety talks, at least four times a year, August, November, January and April, to ensure that students and teachers are thoroughly familiar with the evacuation procedures.
3. In the event a civil disaster occurs and an area of the city is being evacuated on the instructions of the civic authorities, the administrator and staff shall remain with the students and carry out the instructions provided by the civic authorities
4. If it is necessary to dismiss students, procedures for student dismissal will be followed as indicated in SERP.

Communication Protocol

The SERP plan must include: A protocol for communication. An area will be established as the School Area Communications Centre (SACC) from which to coordinate the overall effort of the school's emergency-response activities. Staff assigned to the SACC shall:

- a. Initiate a Log of Events
- b. Secure, connect and maintain communication equipment
- c. Keep a record of the status of students, staff and visitors to the school
- d. Maintain contact with staff members and external agencies

A staff member will be responsible for directing parents to a Parent Information Point (PIP) which will serve as a source of information for parents, other recognized caregivers, or the Media.

School Emergency Response Team (SERT)

The following individuals will be members of the SERT.

- Principal
- Assistant Principal(s)
- Administrative Assistant
- Facilities and Maintenance Supervisor
- Program Support Teachers
- Safety Committee Members

The members of SERT are expected to :

- Have knowledge of the operational systems in the school's SERP
- Review and make amendments to the plan where necessary
- Assist in evaluation of drills

The Principal will ensure the following staff training or in-service takes place:

- First aid
- Bomb threat procedures

Facilities and Maintenance Supervisor will ensure that school's emergency resources are operational.

The team is broken into two sub-teams, the School Area Communication Centre (SACC) and the Parent Information Point (PIP). The Principal, Assistant Principals, Administrative Assistants and two Program Support Teachers will serve as members of both SACC and PIP.

School Emergency Response Team (SERT)

Each school will establish assigned responsibilities, which will consist of individuals who have been identified to take on specific responsibilities during an emergency. Alternate individuals will also be identified in case of absences. Depending on the emergency, one person may be able to perform multiple assignments. At the beginning of each year the SERT should meet to review their roles and responsibilities.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Critical incident management functions below are described in the context of a school setting.

School Incident Commander (person in charge)	Activates school's emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; establishes a Parent Information Point (PIP) and Emergency School Area Communications Centre (SACC); notifies district authorities and provides situational updates; requests resources.
Safety	Responsible for safety and security of the site; stops operations if conditions become unsafe.
Liaison & Public Information	Cooperates with the district and other agencies on joint news releases; may be designated site spokesperson; coordinates media briefings as necessary. Contact person for outside agencies; may represent school/district at city emergency operations center or at emergency responders' on-scene command post.
Operations Chief	Directs actions: i.e., lockdown, evacuation, site security, release of students to parents/guardians, first aid or medical care, cleanup, control of utilities.
Medical	Provides for first aid or other medical care; coordinates with emergency medical personnel as necessary; activates school's first aid/CPR responders. Individual responsible for this area should have a list of all current staff with First Aid certification.
Site Security / Facility Check	Responsible for seeing that the school building and grounds are visually inspected and secured.
Student Release Coordinator	Responsible for implementing the school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site.
Logistics Chief	Estimates logistical needs; gets personnel, facilities (relocation sites), services and materials to support operations.
Communications	Responsible for emergency communications systems and equipment; may act as lead or hub for internal communications response.
Transportation	Responsible for arranging transportation for emergency relocations and early dismissal of school; keeps current contact list of transportation providers.

Parent Information Point	Communicates with parents from a designated parent information point. Maintains contact with the SACC or Principal to gain latest information.
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Emergency Response Kits

The Principal will ensure that the Administrative Assistants have prepared two emergency response kits, one for the Parent Information Point and one for the School Area Communication Center. Below are the contents that should be included in each kit. Kits should be replenished after each use.

SACC Box Contents

- complete/updated copy of School Emergency Procedures At a Glance
- cell phone chargers
- District Response Plan
- 2 extension cords
- box of pens and sharpened pencils
- hand pencil sharpeners
- 2 staples with box of staples
- 4 rolls of masking tape
- message book
- crisis management communication log
- 4 scratch pads
- flashlight with live batteries (x2 D batteries)
- phone contact lists: staff, emergency contacts
- length of surveyors tape to use as armbands
- 3 pair of Scissors
- sign for door to identify School Area Communication Centre
- masks - 390
- gloves - 700
- Reflective vest

PIP BOX Contents

- complete/updated copy of the evac. plan
- Epipen - (***Grab-a-go GREEN Epipen box at sink area***)
- Medic Alert Binder
- updated student list with emergency contact numbers
- class lists for substitute teachers
- sign for door to identify Parent Information Point
- vest for Parent Information Point Person

- hand whistle
- first aid kit

SACC CONTENTS

Parent Information Point (PIP) & School Area Communication Centre (SACC) Box
prepared by Administrative Assistants

EMERGENCY RESPONSE - STAND BY (ON CALL)

Yellowknife Catholic School will arrange one of the Maintenance staff to be available on standby(on call) during off-duty hours. On Call personnel must be within the City of Yellowknife Limits to enable a prompt response to emergency call out situations.

FIRE PREVENTION

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	December 2021

Background

Yellowknife Catholic Schools has a responsibility to ensure that all necessary steps and precautions are taken to ensure student and staff safety.

Specifically

1. The maintenance supervisor shall test each alarm once a month and keep a record of such tests.
2. Maintenance shall inspect daily, all doors leading to fire escapes and the main doors to ensure their proper operation in the direction of egress. All routes of egress shall be clear and free from obstruction.
3. The administrator shall ensure that school staff are aware of where fire extinguishers are within their schools, and how to operate them.

FIRE ALARM

Administrative Application	
Initiated by:	Superintendent
References:	AP #303 - Emergency Response
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2025

In the event of a fire alarm, the District Maintenance Department, in cooperation with Arctic Alarm and the Yellowknife Fire Department will institute the following procedures:

1. During the work day, Arctic Alarm contacts YKFD, maintenance supervisor, and on-call maintenance person in this order. After the work day, Arctic Alarm dispatches the Yellowknife Fire Department and the district on-call maintenance staff member will respond to the call.
2. Maintenance personnel arrive on scene and go directly to duty officer and identify themselves. If maintenance personnel arrive first, they should wait at the fire panel for YKFD to arrive
3. District maintenance personnel are there to assist YKFD in areas unfamiliar to them (interpreting building layout, locating services and specialty areas, cleaning up, or assisting in security) at the discretion of the duty officer.
4. On-call maintenance personnel will assess the severity of the event and determine whether to inform the Superintendent of the incident immediately, or at the next earliest opportunity.
5. Once the area is secured and safe, the YKFD duty officer will ensure school administration is informed that it is safe to return. Depending on circumstances and the individual, the duty officer may direct district maintenance to inform the school administration. Maintenance personnel to be clear to administration they are acting under the direction of YKFD.

The following school expectations will be followed to ensure that all necessary steps and precautions are taken to ensure student and staff safety:

1. From the initiation of the fire alarm, staff and students are to follow indoor and/or outdoor evacuation plans as outlined in AP #106 – Emergency Response Procedures.
2. Staff and students are to remain in secure areas until contacted by the YKFD duty officer or maintenance staff under the direction of the YKFD duty officer for further instruction.
3. At no time are staff or students to leave the secure area until instructed by YKFD.

BOMB THREAT

Administrative Application	
Initiated by:	Superintendent
References:	AP #303 – Emergency Response
Related Directives:	
Related Forms:	
Reviewed & Approved:	November 2025

Background

The safety of all students and staff shall be of prime concern to all staff employed by the Yellowknife Catholic Schools. Therefore any bomb threat must be taken seriously and all precautions taken to avoid possible injuries. The safety and well being of students, staff and visitors must be paramount.

Specifically

1. If a bomb threat is made by telephone, the individual receiving the call shall:
 - a. Keep the caller talking and record as much information as possible. Where possible, use the checklist below.
 - b. If possible record the phone call on an alternative device.
 - c. Silently alert another individual to contact the principal if possible.
 - d. Immediately after the call, contact the RCMP and the principal if that has not already been done.
2. If a bomb threat has been received in writing, the individual receiving the message shall:
 - a. Contact and advise the principal of the threat.
 - b. Contact the RCMP and request guidance.
3. When the principal has been alerted, the following steps shall be taken
 - a. Contact the RCMP and request guidance.
 - b. Notify Central Services.
 - c. If deemed necessary, the facility should be evacuated in accordance with Administrative Procedure #303, Emergency Response Procedures.

d. Use the following checklist in a bomb threat situation:

Caller ID information:

Male	Female	Adult	Juvenile	Age
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Call origin:

Local	Long distance	Internal	Cell phone
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Caller's voice: Note pattern of speech, type of voice, tone. Check all that apply.

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep Breathing		

Background Sounds: Check all that apply.

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

Threat language: Check all that apply.

Well-spoken (educated)	Foul	Recorded	Incoherent	Irrational	Message read from script
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Did the caller indicate knowledge of the building? Give specifics:

Person receiving call:

Phone number where call received:

ADMINISTRATIVE PROCEDURE #307

SCHOOL DISCIPLINE

Administrative Application	
Initiated by:	Superintendent
References:	AP #101 – Possession, Use, or Consumption of Alcohol, Tobacco, Cannabis and Other Inhalants AP #301 – Safe and Caring Schools AP #314 - Possession or Use of Weapons AP #402 – Student Behavior - Co-curricular Events Education Act – Sections 33, 34, 35, 36
Related Directives:	
Related Forms:	
Reviewed & Approved:	December 2021

Background

Each school shall develop and implement its own discipline policy that is consistent with the requirements of The Education Act and Yellowknife Catholic Schools' mission statement, beliefs and values.

Yellowknife Catholic Schools is a family of learners: developing faith, celebrating culture, supporting diversity, teaching critical thinking and inspiring service to others.

Through Christ we value truth, honesty, compassion, respect, forgiveness, service, love and "Living the Faith".

We believe that we are a Catholic, Christ-centered community that strives to nurture the spiritual, intellectual, emotional, social and physical development of all learners.

Specifically

1. The school discipline policy must adhere to the following guidelines and be consistent with existing procedures:
 - a. Be humanistic in nature
 - b. Be proactive
 - c. Be firm, but fair
 - d. Hold students responsible for their actions and behaviors
 - e. Place appropriate responsibility on staff for dealing with the actions and behaviors of all students in their school
 - f. Place appropriate responsibility on parents for working cooperatively with the school
 - g. Recognize that violence toward individuals or property will not be accepted
 - h. Recognize that physical, verbal, emotional, social and sexual aggression will not be accepted by any individual in Yellowknife Catholic Schools
 - i. Incorporate a monitoring function to ensure that individuals are dealt with appropriately
2. The school discipline policy must be renewed and submitted annually to the Superintendent as part of the Safe and Caring Schools Plan.
3. The principal will establish a Code of Student behavior that will be communicated to students and parents on an annual basis.

ADMINISTRATIVE PROCEDURE #308

Bullying Prevention and Intervention

Administrative Application	
Initiated by:	Superintendent
References:	AP #301 – Safe and Caring Schools AP #307 – School Discipline
Related Directives:	Education Act NWT Bullying Prevention Law Safe Schools Regulations Territorial School of Conduct
Related Forms:	Report of Bullying Incident
Reviewed & Approved:	July 2025

Background

Yellowknife Catholic Schools is committed to providing a safe and secure environment for all students attending its schools. Bullying behaviors cause emotional and mental scarring and affect an individual's self-esteem. Furthermore, student learning is affected by bullying behaviors.

In order to address concerns of bullying a wide-range approach is necessary. Everyone has a role to play in ensuring that a positive school climate is developed and in preventing inappropriate behaviors that lead to bullying.

Actions focused on prevention and addressing concerns of bullying shall address principles of Catholic social teaching, including the following:

1. Sanctity of Human Life – Foundational principles of all Catholic social teaching is the sanctity of human life. Recognizing each person as the image and likeness of God, the Catholic Church believes in the inherent dignity of the person. Human life is valued above all material possessions in the world. This is the lens through which the district advocates for the safety and well being of students within our schools.

2. Catholic teaching on social relationships – Our students must respect the unique differences of every person, extending understanding and compassion to others. We do not limit or narrow our understanding of each other to specific traits that make us different. Rather, each of us is recognized for the entirety of our gifts and is called forth to contribute these gifts for the betterment of creation. God’s plan for each of us defines all of our social relationships. Our relationships, therefore, are characterized by generosity of self, mutual respect, and a desire for the good of the other.

Definition

Bullying means aggressive and typically repeated behavior by a student, with the intention of causing harm, fear or distress to another individual and may include a perceived power imbalance. “Bullying” behavior includes the use of any physical, verbal, electronic, written or other means of communication.

Conflict in Relationship occurs through single episodic acts of breakdowns in relationships between students. Conflict is an inevitable component of students learning to grow within social relationships. Disagreement and misunderstanding between parties is at the heart of conflict. However, conflict does not constitute bullying, as it is not a premeditated effort to cause harm, fear or distress. Addressing conflict in relationship may be dealt with through counseling and the school’s behavior policy.

Anyone who becomes the target of bullies should not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets. It is important that children who experience bullying be heard. It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt. Children should be encouraged to speak to a teacher or adult they trust. They should be reassured that the adult will try to sort out the problem as calmly as possible.

1. Types of Bullying

Verbal Bullying

Teasing	Taunting
Name calling	Threatening
Inappropriate sexual comments	
Daring others to do things they know to be dangerous or wrong	

Social (Relational) Bullying

Excluding	Spreading rumors/gossip
Passing notes	Ignoring
Using peer pressure to intimidate	Demeaning
Threatening gestures or looks	Ridiculing
Embarrassing someone in public	Isolating

Physical Bullying

Hitting or beating	Pushing
Pinching	Tripping
Choking	Kicking
Shoving	Holding
Spitting	Stealing
Locking in or out of a space	Throwing objects at others
Damaging property or possessions	Inflicting bodily harm
Threatening with a weapon (any object used to inflict harm)	

Specifics:

Responsibilities

Staff will:

- Encourage our students to have self-esteem, self-respect, and respect for others
- Demonstrate by example a high standard of personal and social behavior we expect of our students
- Discuss bullying with all classes, ensuring that all of our students learn the damage it can cause to both the child who is bullied, the bully, and the bystanders.
- Be alert to signs of distress and other indications of bullying
- Listen to children who have been bullied, take what they say seriously and act to support and protect them
- Report suspected cases of bullying to the Administration
- Follow up any complaint by a parent about bullying and report back promptly on the action that has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures

We expect our students to:

- Refrain from becoming involved in any kind of bullying
- Intervene and protect the student who is being bullied, unless it is unsafe
- Report to a teacher any witnessed or suspected instances of bullying

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behavior in their children, which might be evidence of bullying
- Advising their children to report any bullying to a teacher or trusted adult and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students
- Advising their children not to retaliate violently to any forms of bullying
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved

- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth.

YCS believes in the importance of education of staff and students in order to develop a positive and safe learning environment where everyone is accepted for who they are and feel cared for and respected. In order to this we will:

- Provide professional development for teachers on the topic of developing safe and caring learning environments.
- Regularly discuss anti-bullying with students
- Teach students to respect themselves, respect others and to respect others' property
- Provide lessons on friendship and bullying along with lessons on making wise choices and displaying appropriate behavior

Procedures for Dealing with Incidents of Bullying Behavior

- All incidents must be reported and recorded in full and the records kept in administrative file
- Ensure that both the bully and the bullied are NOT together at the initial meeting to discuss the incident as this can take whatever power the victim has left away from them
- School Administration must be informed immediately
- All involved, including bystanders, will be interviewed and documented accordingly
- Homeroom teacher of the bullied student will be informed
- The appropriate strategy and plan of action to combat the bullying will be decided upon and overseen by school administration
- Parents will be contacted and requested to come in and discuss the details
- Parents of students who are being bullied and parents of the bullies should be involved in the solution to the problem as appropriate

Supporting Students

Staff who deal with students who have been bullied must always offer reassurance and support. Honest group discussions that help the children to resolve the matter themselves with support and vigilance from the staff may be effective, but you must ensure that the student feels comfortable being involved in any meetings with the individual being accused of bullying. Administration must consider power imbalances that may affect the individual being bullied. A staff member should be assigned to touch base with the individual daily to ensure that things are better and the student feels safe.

It is recognized that support must also be given to the student being accused of bullying. Changing the attitude and behavior of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognizes that consequences will also have to be given to bullies. Where students do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying.

Consequences

When considering consequences for bullying behaviors, consideration must be given to the frequency, duration and intensity of the bullying behaviors, and the cognitive and developmental age of the student.

Consequences may include:

- letter of apology
- requirement for counseling and educational training
- Removal from the group (in class)
- a behavioral contract.
- withdrawal of break and lunchtime privileges
- Short term in school suspension or out of school suspension
- referral to the Superintendent

The student's behavior should be monitored regularly to ensure bullying is not continuing.

Reporting Bullying Incidents

It is the expectation of Yellowknife Catholic Schools that, provided there is no risk of immediate harm to any individual, staff members shall respond to any incidents of bullying which they have observed or heard.

Staff members will report any incidents of bullying to school administration.

School administration will have a process in place for documentation of bullying incidences.

If a student has been harmed or is at risk of being harmed by an incident of bullying, parents will be contacted immediately.

If a student has engaged in a bullying incident parents will be contacted.

When notifying a parent or guardian of a student who the staff member believes has been harmed, the staff member shall disclose,

- The nature of the activity that resulted in harm to the student;
- The nature of harm to the student;
- The steps taken to ensure the student's safety. The supports that will be provided for the student and an invitation for the parent/guardian to provide input.

When notifying a parent or guardian of a student who the staff member believes has engaged in the bullying activity, the staff member shall disclose,

- The nature of the activity that resulted in harm to the other student;
- The nature of harm to the other student;

- The interventions and/or consequences assigned to the student who engaged in the activity that resulted in the harm; and
- The supports that will be provided for the student in response to his/her engagement in the activity.

When notifying a parent or guardian of a student, the staff member shall not disclose the name or any other identifying personal information about the other student(s) involved.

ONLINE/SOCIAL MEDIA HARASSMENT

Administrative Application	
Initiated by:	Superintendent
References:	AP #107 – District Technology and Networked Information AP #301 – Safe and Caring Schools AP #307 – School Discipline
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Yellowknife Catholic Schools is committed to providing a safe and secure environment for all students attending schools. The goal of the board is to eliminate any form of intimidation or harassment. Online harassment by a pupil in the district directed toward another school district pupil or staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

Definitions:

Online harassment is the use of electronic information and communication devices, to include but not be limited to: social networks, email messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

- a. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
- b. Places an individual in reasonable fear of harm to the individual or damage to the individual's property
- c. Has the effect of substantially disrupting the orderly operation of the school.
- d. Serves to degrade, malign, or misrepresent another.

"School district, owned, operated, or supervised technologies" is any computer, networking system, electronic equipment or device that may be used by a person to communicate to

another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

Reporting Procedure and Investigation

1. Any student or staff who believes they have or are being subjected to online harassment, as well as any person who has knowledge or reason to believe another student or staff is being subjected to or has been subjected to online harassment shall immediately make a report to administration.
2. The Principal or designate shall investigate all reports of such conduct, and inform the affected parties of the results.
3. In the event the investigation results indicate online harassment was committed by a school district pupil using non-school district technologies away from school grounds, the Principal or designee may report the investigation results to law enforcement.
4. The school staff will only deal with incidents that take place on school equipment or within the school building. This does not preclude acting upon behaviors that occur at school because of outside school activities.
5. Consequences and appropriate remedial actions for pupils who commit an act of online harassment, will be put in place, ranging from restorative interventions to suspension or expulsion, based on the severity and frequency of the incident.

HOSTAGE

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2025

Background

The safety of students, staff and visitors are of primary concern in the event of a hostage.

If the hostage-taker is unaware of your presence, DO NOT INTERVENE

1. The administrator will determine if the school should go into lockdown or evacuation.
2. Seal off area near hostage scene.
3. Police will take control of the hostage scene; administrator coordinates with police for safety and welfare of students and staff.
4. Document all activities.

If taken hostage:

1. Cooperate with hostage-taker to the fullest extent possible.
2. Try not to panic. Calm students if they are present.
3. Treat the hostage-taker as normally as possible
4. Be respectful to the hostage-taker
5. Ask permission to speak; do not argue or make suggestions.

TRESPASS ON SCHOOL PROPERTY

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2025

Background

Each school is responsible to ensure the safety and security of its student body. In order to meet this responsibility, the school must determine who, when and under what conditions a person not enrolled in the school may have access to the facility. An intruder is an unauthorized person who enters school property.

Specifically

1. Signs will be placed at all entrances notifying visitors that they must report to the main office for permission to be in the building.
2. Unauthorized, or unwelcome visitors will be asked to leave. Should the individual refuse, advise them that the RCMP will be called. In such cases, school personnel shall attempt to record the following information if possible:
 - a. The name and address of the trespasser
 - b. A description of the individual
 - c. Details of the incident
 - d. The names of any witnesses
 - e. License number and description of any vehicle used by the trespasser
3. Notify administrator and law enforcement if the intruder refuses to leave. Give law enforcement a full description of the intruder.
4. Back away from the intruder if they indicate a potential for violence. Allow an avenue of escape. To the extent possible, maintain visual contact.

5. Be aware of the intruder's actions at this time (where they are located in school building, whether they are carrying a weapon or package, etc.).
6. Maintaining visual contact and knowing the location of the intruder is less disruptive than doing a building-wide search later.
7. Should the situation escalate quickly, the administrator may decide at any time to initiate lockdown procedures.
8. Persistent trespassers will be issued a written notification prohibiting entry to the school. See Sample Letter (Appendix #A001). Copies of the notification shall be provided to the RCMP.
9. Should the individual continue to enter the school, or remain on school property, charges will be laid with the RCMP.

SCHOOL LOCKDOWN & SECURE

Administrative Application	
Initiated by:	Superintendent
References:	AP #104 – Medical Emergency AP #105 - Dealing with Hazardous Materials AP #301 – Safe and Caring Schools AP #303 - Emergency Response AP #306 – Bomb Threat AP #310 – Hostage AP #311 – Trespass on School Property
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2025

Background

School lockdown procedures will be practiced twice a year. One practice will be to prepare for the event of an intruder in the school. The second will be a Hold and Secure or Shelter in Place.

Definitions

Lockdown is when an emergency situation occurs on the school campus that is deemed by the police or school staff to warrant a lockdown of the campus. **This would be done if there were an armed person in the school.** The school should not lock the outside doors, as it would prevent the police from entering the building.

Hold and Secure is used when it is necessary to secure the school due to an emergency situation occurring outside. In this situation all exterior doors are locked and monitored, to allow any students from outside to enter, but the doors should otherwise remain locked. Depending upon the outside threat additional instructions will be given as to whether classes will continue, or if movement is restricted.

Shelter in Place - is used when personal safety is considered to be in danger if anyone leaves the school. This is mainly used for environmental or weather related events. It is necessary for everyone to remain inside the school. Everyone may move freely within the school, all exterior doors and windows should be closed and locked, and exterior doors should be monitored to ensure no one leaves the building until authorities advise that conditions are safe.

LOCKDOWN

1. School lockdown [Call 669-1111 (RCMP) and 873-2222 (Fire)]

When an emergency situation occurs on school campus that is deemed by the police or school staff to warrant a lockdown of the campus.

2. Persons who may activate a school lockdown

- An officer may notify a school to activate a school lockdown or, in some rare cases, district lockdown of all schools in the district.
- An administrator may, in an immediate, life-threatening situation, activate a school lockdown.
- Any member of a school staff who observes or suspects a dangerous situation shall immediately notify the administrator's office.
- The administrator shall immediately notify the RCMP and the Superintendent's office.

3. Possible Conditions in which to activate a school lockdown

- Someone has a gun or weapon in the school.
- An intruder is in the school.

PROCESS FOR SCHOOL LOCKDOWN

1. Elements of an Emergency School Lockdown, with Intruder (What to do)

- The administrator or designee will declare "**Intruder in the school - lock down.**" If an emergency call to RCMP has been completed, the Superintendent's Office or other key staff must be notified. If there is no answer, call other key staff at their respective extensions.
- All students and staff will report to the nearest room, take cover and stay low and out of sight, if possible. If classes are outside at this time or away from the school, they will be contacted, and advised appropriately.
- Interior doors and windows will be locked, and subsequently opened only to students and staff seeking safety or to the police. Exterior doors are to remain unlocked.
- Students and staff will remain quiet. Shut off all audiovisual equipment and turn off the lights.

- If there is an active threat inside the school building, students must not exit their lockdown area.
- Students out of class will report to the nearest available room and hallways are to be clear.
- Only public safety officials will have access to the school.
- Teachers will take attendance and maintain calm in the lockdown location.
- Staff will be prepared to render first aid, as necessary.
- Administrator will update police with information on any imminent dangers.
- The school will remain in school lockdown mode until a police officer advises otherwise.
- The school will remain in lockdown until an administrator makes an announcement indicating the lockdown is over.
- A debrief of staff and students will be conducted as soon as possible following the lockdown. ~~all clear.~~

HOLD AND SECURE

1. Hold and Secure [Call 669-1111 (RCMP) and 873-2222 (Fire)]

When an emergency situation occurs on school campus or nearby that is deemed by the police or school staff to warrant a Hold and Secure of the campus

2. Persons who may activate hold and secure

- An officer may notify a school to activate a school to Hold and Secure or, in some rare cases, district hold and secure of all schools.
- An administrator may, in an immediate, life-threatening situation, activate a school or district hold and secure.
- Any member of a school staff who observes or suspects a dangerous situation shall immediately notify the administrator's office.
- The administrator shall immediately notify the RCMP and the Superintendent's office.

3. Possible Conditions in which to activate a school hold and secure

- Someone with a gun / weapon is en route to a school campus.
- Shots are heard on campus.
- The immediate pursuit of a dangerous suspect.
- The execution of high-risk search or arrest warrants.
- A large-scale enforcement operation involving potentially dangerous suspects.
- A situation where keeping students within a locked school building will ensure their safety.

PROCESS FOR HOLD AND SECURE

- The administrator or designee will declare "Hold and Secure" alerting staff and students. If an emergency call to RCMP has been completed, the Superintendent
- Bring people inside.
- Lock exterior doors.
- Clear hallways, restrooms and other rooms that cannot be secured.

- Pull shades, if appropriate.
- Keep students away from windows.
- Depending on the situation, the administration may direct that:
 - Classes can be continued
 - Bells will be disabled or students and staff told to ignore them.
 - Advise staff and students to move on announcements only.
- The school will remain in Hold and Secure mode until an administrator advises otherwise.
- Staff will be prepared to render first aid, as necessary.
- Hold and Secure will be ended by an announcement made by a school administrator.
- A debrief of staff and students will be conducted as soon as possible following the hold and secure all clear.

None of the foregoing precludes good judgment and response to a particular incident.

SHELTER IN PLACE

- 1. Shelter in Place** - Notify the Superintendent that Shelter in Place has been called and the reason for it. Determine if any other agencies need to be contacted.
- 2. Persons who may activate Shelter in Place**
 - Upon receipt from an outside agency, such as Renewable Resources, an Environmental Safety Officer, the RCMP, Fire Hall or other public service agency, the school may be requested to activate a Shelter in Place procedure, or in some cases, a district Shelter in Place.
 - An administrator may, in an immediate situation, activate a school or district Shelter in Place.
 - Any member of a school staff who observes or suspects a dangerous situation shall immediately notify the administrator's office.
- 3. Possible Conditions in which to activate Shelter in Place**
 - Environmental concerns in the immediate area: fire, toxic fumes outside, oil spill, etc.
 - Weather events such as a sudden blizzard.
 - Missing child.
 - A dangerous animal in the vicinity.
 - An emergency situation where it is best to keep students and staff contained within the building.
 - Any situation where evacuation may pose a greater risk than sheltering in place.

PROCESS FOR SHELTER IN PLACE

- 1. Elements of Shelter in Place (What to do)**
 - The administrator or designee will declare "Shelter in Place" alerting staff and students. The Superintendent's Office or other key staff must be notified. If there is no answer, call other key staff at their respective extensions.
 - Bring people inside.

- Exterior doors should be monitored to ensure no one leaves the building.
- Pull shades, if appropriate.
- Classes within the building will continue as usual.
- The school will remain in Shelter in Place mode until an administrator advises otherwise.
- Staff will be prepared to render first aid, as necessary.
- Shelter in Place will be ended by an announcement being made.
- A debrief of staff and students will be conducted as soon as possible following the lockdown all clear.

None of the foregoing precludes good judgment and response to a particular incident.

EMERGENCY SCHOOL CLOSURE

Administrative Application	
Initiated by:	Superintendent's Office
References:	
Related Directives:	AP #105 - Dealing with Hazardous Materials AP #303 - Emergency Response AP #306 – Bomb Threat
Related Forms:	
Reviewed & Approved:	September 2025

Background

The Superintendent may authorize the closing of schools and/or arrange for the dismissal of students in situations where the health and safety of students is at risk. Providing the health and safety of students is not compromised, every attempt shall be made to ensure schools in the Division remain in operation.

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

Specifically

Schools in the district shall remain open at all times on regular school instructional days.

1. Emergency School Closures are defined as those rare occasions when the school is closed to both students and staff. Examples of school closure may include, but are not limited to:
 - a. Blizzards – Schools may be closed in the event of a blizzard with whiteout conditions. As a general principle, Yellowknife Catholic Schools will not close due to cold weather;
 - b. Fire or Fumes – School principals are expected to evacuate the school immediately in the event of a fire or noxious fumes in the building;

- c. Communicable Diseases – Under the direction of the Chief Medical Officer for the NWT who has the only authority to close schools due to influenza or other communicable disease concerns in a community;
 - d. Sewer backup;
 - e. Structural damage to a school building;
2. Disruption of Classes is defined as those occasions where the school remains open but some or all students may be exempt from attending. In such cases, staff would be expected to be in attendance. The following events may cause disruption in classes
- a. Bussing cancellations – While school bus contractors may choose to discontinue service at certain temperatures, schools will remain open and staff will continue instruction to those students who show up;
 - b. Power and/or Heating Failures – The effect of power or heating failures on student instruction will depend in large part on the time of year, availability of natural lighting and the duration of the outage. Generally, power or heating failures would have to be of considerable duration before dismissal of students would be considered;
 - c. Water Failures – Water failures can have a fairly immediate effect on whether to dismiss students. The duration of a water shortage is a prime consideration for two reasons:
 - Health issues related to the availability of washroom facilities
 - Code considerations for fire sprinkler systems.
3. In the event of the unplanned disruption of classes, **schools will remain open**. It remains the responsibility of parents to determine whether or not it is safe to send or otherwise transport their children to and from school. Once the student has entered school property, the safety of the student becomes and remains the responsibility of the school staff until the student has left the school property.
4. In the event of an emergency school cancellation or dismissal:

The Principal will:

- a. Consult with the Superintendent
- b. Notify school personnel and other appropriate people of the decision to close the school or arrange for the dismissal of students;
- c. In extreme emergency situations, exercise good judgement and decide and act on their own; and
- d. Ensure that all students are accounted for. Students from JK-7 will not be dismissed until parent permission has been obtained or the student has been picked up.
- e. Grade 8-12 students will be advised of the reason for school closure, prior to dismissal.

The Superintendent will:

- a. Arrange for the school bus drivers to be notified immediately
- b. Initiate the appropriate communication strategies to the district and to the larger community through the local media, including contacting the Board Chair and office of the Minister of Education

POSSESSION OR USE OF WEAPONS

Administrative Application	
Initiated by:	Superintendent
References:	AP #301 - Safe and Caring Schools Education Act
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

Yellowknife Catholic Schools shall not tolerate the use, threat of use, or possession of weapons or replicas by anyone, other than a police officer, on school property or at school events.

Definitions

A **weapon** is:

- anything used, designed to be used, or intended for use in causing death or injury to a person;
- anything used, designed to be used, or intended for use for the purpose of threatening or intimidating a person.

A **replica weapon** is:

- a device that is not a real weapon, but that was designed to look exactly or almost exactly like a real weapon.

As a general rule, however, those made out of clear plastic and those that are a lot smaller than the real weapons are not prohibited replicas.

Students are advised not to bring toy guns or knives to school.

Specifically

The principal will begin by assessing the situation to ensure the safety of all students and staff. If a student has brought an item to school unintentionally, for example a jackknife is in their backpack from a camping trip, then the principal would simply confiscate the item for the day, remind the student that such items must not be brought to school, contact the parents and, depending upon the age of the child, return it to them at the end of the school day following dismissal (older responsible students) or have the parents pick it up at the school.

In those instances where a weapon is brought to school intentionally the principal will undertake the following actions:

1. Weapon brought to school inadvertently:

The following should take place, in the case of a student who inadvertently brings to school an instrument or object that could be considered a weapon, but who has not:

- publicly informed other students of control or possession
- displayed the weapon, or
- Used the weapon in the school, on the way to or from school, or at any school event off school grounds

- a. Confiscate the item, if it is safe to do so, and report the incident to administration.
- b. Inform the student that it is not appropriate to bring such items to school
- c. Record the pertinent details of the incident for future reference
- d. Inform the parent of the incident

2. Threat of Use of Weapons

If a student is in possession of a weapon, with the intent to harm or intimidate an individual appropriate actions must be taken immediately. This would be in a situation whereby the student is in possession of a weapon and:

- used the weapon in a manner described in the definition above;
- publicly informed others of control and possession of the weapon;
- displayed the weapon; or
- intended or actually provided the weapon to others.

- a. Confiscate the item, if it is safe to do so
- b. Inform the student that it is not appropriate to bring such items to school
- c. Record the pertinent details of the incident for future reference
- d. Inform the parent of the incident and set up a meeting
- e. Contact the RCMP when it is deemed prudent or necessary
- f. Suspend the student for a minimum of three days and a maximum of twenty days, with conditions that must be met before returning to school. The Superintendent must approve a suspension in excess of five days

- g. Consider the need for a referral to a school counselor or other behavioral professional
- h. Ensure that staff/students who experienced the threat have been provided with appropriate access to supports to address concerns and potential trauma
- i. Develop a plan to ensure the safety of all students and staff before the student is able to return to school.

3. Student uses a weapon or replica

- a. Confiscate the item, if it is safe to do so.
- b. Contact the RCMP immediately.
- c. Inform the student that it is not appropriate to bring such items to school
- d. Record the pertinent details of the incident for future reference
- e. Inform the parent of the incident and set up a meeting
- f. Suspend the student for up to twenty days, with knowledge and permission of the superintendent, stating clearly to the student and parents that there will be a meeting to determine possible conditions that must be met before returning to school or if there is a recommendation for expulsion.
- g. Consider the need for a referral to a school counselor or other behavioral professional.
- h. Ensure that staff/students who were assaulted have been provided with appropriate access to counseling supports to address concerns and trauma
- i. Meet with the Superintendent to determine conditions of student's return to school. Committee will include school and district representation.
- j. Develop a plan to ensure the safety of the victim and all students and staff.

Safety Requirements for Water-Related Field Trips

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2024

Background

Water-related field trips offer unique educational experiences but carry higher risks compared to other outings. Recognizing the need for enhanced safety measures, it is imperative that comprehensive precautions are in place to safeguard the welfare of participants. This includes understanding the resources available, such as the possession of canoes and the operation of specialized camps such as the Canoe and Waterways Camp using voyageur canoes. The engagement of certified lifeguards or individuals trained in canoe/water safety, alongside experienced resource workers, underscores our commitment to safety. Furthermore, our specific ratio of adults to students during canoeing activities reflects a tailored approach to ensuring a secure environment for all.

Specifically

To mitigate risks and ensure the safety of all participants during water-related field trips, the following procedures are established:

Water Safety Orientation:

All participants are required to attend a water safety orientation. This session will cover rules of conduct in and around water, emergency procedures, and the importance of personal flotation devices. The orientation will also highlight our policy against swimming during trips

unless a certified lifeguard is present and the requirement for life jackets during any form of water bathing

Specialized Skill Requirements:

If the activity demands specialized skills from participants or supervisors (e.g., canoeing, kayaking), the orientation must be conducted by certified and trained professionals in the respective fields.

Supervision:

Adequate supervision is mandatory for all water-related activities. The standard supervision ratio is one (1) adult to ten (10) students. However, for canoeing activities, we enforce a stricter ratio of one (1) adult to four (4) students, aligning with our dedicated protocols for water safety.

First Aid Preparedness:

A fully stocked first aid kit will be accessible on every trip. Supervisors must familiarize themselves with the kit's contents and usage before the trip. At least one adult supervisor on each trip must hold current certifications in first aid and CPR, including hypothermia training.

Use of Personal Flotation Devices:

Personal flotation devices must be worn by all participants engaged in canoeing, kayaking, boating, and similar activities. This policy reinforces our commitment to safety and aligns with the practice during the Canoe and Waterways Camp.

Emergency Communications:

Groups must have access to reliable communication methods with emergency services throughout the trip to ensure prompt assistance if needed.

Emergency Evacuation Plan:

Each trip organizer is responsible for preparing an evacuation plan for emergencies requiring medical attention. This plan must be submitted to the Principal before departure and retained for the duration of the trip.

These procedures are designed to foster a safe and educational environment for all water-related field trips. By adhering to these guidelines, we aim to minimize risks and ensure that students, staff, and volunteers enjoy a positive and safe experience. Compliance with these procedures is mandatory for all individuals involved in planning and participating in such trips.

VANDALISM AND THEFT

Administrative Application	
Initiated by:	Superintendent
References:	
Related Forms:	
Related Directives:	AP #301 – Safe and Caring Schools
Reviewed & Approved:	February 2022

Background

Vandalism and theft on school property or during school sponsored events will not be tolerated.

Specifically

1. The principal shall take the following steps in order to reduce, or eliminate, acts of vandalism or theft;
 - a. Money and valuables will be stored in a safe location and money will be deposited as soon as possible.
 - b. All valuable equipment should be coded for identification and all capital items should be inventoried and serial numbers and other indicators of identification recorded.
 - c. Staff members are required to provide judicious supervision in order to encourage correct student behavior in school and all school-sponsored events.
2. The principal shall take the following steps in dealing with a student, or students, that have been involved in acts of vandalism or theft:
 - a. Inform the parent of the incident and request a meeting.
 - b. Inform the RCMP if the incident is serious and warrants such action.

- c. Require the student and/or parent to return, or pay for, an item that has been stolen.
- d. Require the student and/or parent to pay all costs associated with acts of vandalism. If possible, the student involved should be provided the opportunity to participate in repairing the damage incurred.
- e. The cost of repairs will be determined by the Secretary Treasurer and the Facilities and Maintenance Supervisor, including charges for both labor and material.
- f. The Principal may suspend any student who is responsible for the property damage.

STUDENT BEHAVIOR – CO-CURRICULAR EVENTS

Administrative Application	
Initiated by:	Superintendent
References:	AP #208 – Field Trips and Overnight School Events
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

Students are responsible to the school for their behavior during co-curricular events. The following requirements, procedures and guidelines have been developed in order to communicate expectations for student behavior to students, parents and staff.

Specifically

1. The following guidelines shall apply to school dances, school club events, and student behavior on field trips:
 - a. School dances may be held during the school year for students of the school with the approval of school administration.
 - b. The school's Code of behavior shall apply to all school supported or sponsored activities.
 - c. Expectations for student behavior will be clearly articulated to students prior to any activity. Any violations will be dealt with according to established procedures.
 - d. Students may represent the school at interscholastic/school club events as a member of a school team or club.
2. The following requirements apply specifically to school dances:
 - a. School dances will be open only to students in good standing and their guest (s) when permitted.
 - b. Expectations will be clearly indicated to the student body prior to the dance and will be posted in a prominent place in the school.

- c. Expectations for supervisors will be clearly indicated in writing prior to the dance and will be posted in a prominent place in the school.
 - d. At least one administrator will supervise evening dances, with at least one chaperone per every twenty-five students.
 - e. The hours of the dance will be clearly defined.
 - f. All school rules will apply and any violations will be dealt with according to District established procedures.
 - g. All handbags, purses, backpacks, baggy outerwear, etc. may be subject to search.
 - h. Students and guests will remain within the defined area of the dance and those who leave will not be permitted to return.
 - i. Students who do not comply with the behavioral expectations may forfeit their right to attend future school dances.
 - j. The school will notify the RCMP when school dances are to be held.
3. The following requirements apply to interscholastic/school club events:
- a. Students are expected to travel to and from the event by transportation approved by the school principal for trips outside of Yellowknife.
 - b. Any violation of the expectations of student behavior will be dealt with according to established procedures that may include suspension from the school team or club.
4. The following requirements will apply to field trips:
- a. A student's participation in a field trip will be subject to the approval of the principal.
 - b. Written permission to participate in a field trip will be provided by a parent when required by the school. Verbal parent/guardian permission is sufficient.
 - c. Any student who has committed a serious violation (drinking, drugs, curfew violation, etc.,) while on an extended field trip may be required to return home. This will be at the cost to and responsibility of the parents.

STUDENT APPEALS

Administrative Application	
Initiated by:	Superintendent
References:	Board Policy 13 - Appeals
Related Directives:	Education Act, Section 40 - 42 Education Appeal Regulations
Related Forms:	
Reviewed & Approved:	February 2022

Background

A student and/or a student's parent shall be provided an opportunity to appeal any decision at the school level, which may significantly affect the education, health or safety of a student.

Specifically

1. Parents are encouraged to contact the staff member with whom they may have concerns, regarding a decision made about their child. The student and/or the student's parent shall meet with the individual to discuss the areas of disagreement and identify possible solutions.
2. A student and/or the student's parent shall be encouraged to contact the principal if they have not been able to resolve the issue to their satisfaction.
3. If the principal can not resolve the issue, to the satisfaction of the parents and/or student, they must inform the individual of their right to appeal to the Superintendent and provide a copy of the Board Policy 13 – Appeals and Hearings Regarding Student Matters.
4. If the parent and/or student is still not able to resolve the issue, at the Superintendent and Board level, they will be advised of their right to appeal the decision to the appeal committee in accordance with the procedure set out in the regulations.

LIFE-THREATENING (ANAPHYLACTIC) ALLERGIES AND MEDICAL CONDITIONS

Administrative Application	
Initiated by:	Student Support
References:	
Related Directives:	
Related Forms:	Anaphylaxis Sample Letters Epipen Consent Form Emergency Allergy Alert
Reviewed & Approved:	December 2021

Background

It is the goal of Yellowknife Catholic Schools to provide a safe environment for all students with serious or life-threatening allergies. Schools are encouraged to find innovative ways to minimize the risks of exposure without depriving the anaphylactic child of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school. Most literature about anaphylaxis in school settings divides the school's responsibility into three distinct categories: information and awareness, avoidance and emergency response.

Specifically

Information and Awareness

Responsibility of the Parent

When a student has a life-threatening (anaphylactic) allergy or other medical condition such as epilepsy, the parent shall, where applicable:

- Provide the Principal, at enrollment a completed Request for Administration of Medication/Medical Treatment Form and thereafter at the beginning of each school year to ensure it is up to date.
- Provide the school with two up-to-date applications of the appropriate prescription medication clearly marked with the student's name, known allergen, and emergency contact telephone number, one to be kept in the office and one to be kept with the student at all times.
- Strongly encourage their child to wear a medic alert bracelet at all times.
- Communicate with the Principal to discuss their child's medication needs and effects (include as many details as possible) and indicate special tips that have been effective at home.
- Secure specific instruction(s) from the student's physician for staff members who may be required to give injections regarding
- Check expiry dates of medication and epinephrine autoinjectors and replace as necessary.
- Provide detailed emergency procedures to be followed in the event of a reaction.
- If medication is to be administered, the name of medication, dosage, method of administration, possible side effects, special storage instructions and time frame in which it must be received.
- Sign the Permission to Post Student Medical Record Information
in order for the completed Medical Alert Form to be posted in a prominent place accessible to all staff but which provides a reasonable level of confidentiality for the student (e.g. staffroom bulletin board).
- Notify the Principal in writing of all changes of medication given at school (i.e. dosage, new medication, or discontinued medication).

Responsibility of the Principal

The Principal shall:

- Ensure that appropriate epinephrine autoinjectors are purchased and available at all times for administration to students in an emergency situation, and that they are replaced prior to expiry date.
- In consultation with any parent of a student with a life-threatening (anaphylactic) allergy, develop strategies that are aimed at reducing the risk of exposure to anaphylactic causative agents in classrooms and school common areas.
- With the consent of the parent, the principal and the classroom teacher may provide the student's classmates with information on life-threatening (anaphylactic) allergies and other medical conditions in a manner that is appropriate for the age and maturity level of the students, including strategies to reduce the risk of exposure to anaphylactic causative agents.
- Plan for the coordination and the management of students who have life-threatening (anaphylactic) allergies and other medical conditions.
- Ensure that parents have provided all information as stated in parent responsibilities.

- Ensure that all school staff, volunteers or other individuals in contact with the student are informed of the existence of a life-threatening allergy or other medical condition and any required emergency procedures in relation to treatment if required.
- Ensure that the Request for Administration of Medication/Medical Treatment , and the Medical Alert Form are posted in a prominent place accessible to all staff but which provides a reasonable level of confidentiality for the student (i.e. staff room bulletin board).
- Ensure that, in the case of a field trip, a teacher or staff member accompanies the student and brings a copy of the Request for Administration of Medication/Medical Treatment and Medical Alert Form along with the student's up-to-date emergency medication and supplies.
- Ensure that all staff are advised of the location of emergency medications, including the school-provided epinephrine autoinjectors, and that access to any location where emergency medication is stored is available at all times during which students may be in the school building or on school grounds.
- Ensure that all school staff participate in mandatory, annual training regarding the identification of life threatening allergic reaction conditions and the administration of epinephrine autoinjectors or other life threatening medical conditions of students.

Responsibility of the Student

The student's role can vary from "being aware of the need for medication" to "self managing their medications with adult supervision" depending on their age and developmental stage.

The student shall, to the extent possible:

- manage their medical needs within the school and participate in the development and revision of their medication plan.
- eat only food brought from home unless authorized by the parents in writing
- wash their hands before eating, to prevent contact with allergens;
- learn to recognize symptoms of a severe allergic reaction;
- promptly inform a teacher or an adult as soon as accidental ingestion or exposure to an allergen occurs or symptoms of a severe allergic reaction appear;
- Keep an epinephrine auto injector or medication handy at all times; and know how to use an epinephrine auto injector or take medication, as appropriate to age.

Emergency Response

- a. In the event a student complains of any symptom that could signal the onset of an allergic reaction emergency procedures shall be followed.
- b. An emergency plan should be developed for each child, and kept in a readily accessible location.
- c. Emergency Epi-Pens should be clearly displayed for staff in designated locations and staff should know the location of these injectors.
- d. At the secondary level, make provision for the training of older students, with parental permission, to assist in the administration of the auto-injector

- e. A staff person that has been trained in the use of the auto-injector should be contacted immediately and will either administer the auto-injector or supervise the student's own use of the auto-injector.
- f. Telephone one of the following, whichever is most appropriate under the circumstances:
 - i. ambulance (873-2222)
 - ii. hospital (669- 4111)
 - iii. police (669 -1111)
 - iv. emergency (911)
- g. Telephone the student's parents as soon as possible.
- h. If an ambulance is not available, the student shall be transported directly to the hospital and the hospital phoned to advise that a student having an anaphylactic reaction is en route
- i. While awaiting the arrival of an ambulance, or in the event of transport by the school, re-administer epinephrine every 10 to 15 minutes if breathing does not improve or if symptoms recur.
- j. A staff member shall be assigned to accompany the student (or follow, if necessary) with extra auto-injectors and will stay with the student until the student's parent arrives.
- k. The emergency procedures shall be reviewed annually with staff and upon the conclusion of an emergency event.

STORING AND ADMINISTERING MEDICATION TO STUDENTS

Administrative Application	
Initiated by:	Superintendent
References:	AP #404 - Life Threatening (Anaphylactic) Allergies and Medical Conditions AP #421 – Diabetes Management
Related Directives:	Ministerial Directive on Inclusive Schooling
Related Forms:	Staff Administered Medication to Students
Reviewed & Approved:	February 2022

Background

The Ministerial Directive on Inclusive Schooling requires education bodies to have written procedures for storing and/or administering medications to students.

Specifically

1. Staff members shall administer medications to students only after receiving written or verbal permission from the parent.
2. Parent authorization, as per #1 above, will be provided using the form prepared for Yellowknife Catholic Schools entitled, Staff Administered Medication to Students, Administration of Medication and Medical Treatment (Form #0018). In the case of ongoing medications the form will be completed every school year.
3. The completed authorization must be retained in a school file.
4. Medication to be administered must be in a container with a clearly marked prescription label with the student's name, doctor prescribing, name of medication, quantity and directions for usage.

5. All medications left with the school must be kept in a specific, locked or limited-access storage space.
6. Staff members who may not feel capable or qualified to administer medications in specific circumstances shall discuss their concern with the principal.
7. The parent is expected to notify the school immediately if medication is no longer needed.
8. At the end of each school year, all leftover/unneeded/expired medication will be picked up by the parent, or disposed of by the school. Administration will attempt to contact parents before disposing of medication.
9. Medications to be disposed of by the school shall be taken to a pharmacy for proper disposal, not thrown in the garbage or flushed down the drain/toilet.
10. The principal, or designate, shall keep documentation of requests to the parent to replace medication (such as an EpiPen) that has expired.
11. The school shall maintain a log of medication administration, showing date, time, name of student, name of medication, dosage and initials of the administering person.
12. If a student does not/will not take the prescribed medication the principal, or designate, shall contact the parent, and if s/he is not available the assistance of a medical practitioner should be sought. The principal, or designate, shall keep documentation of parent/ medical practitioner contacts and attempted contacts.

STUDENT INJURIES

Administrative Application	
Initiated by:	Superintendent
References:	AP #407 - First Aid
Related Directives:	
Related Forms:	Student Injury Report
Reviewed & Approved:	February 2022

Background

The safety of all students shall be of prime concern to all staff employed by Yellowknife Catholic Schools.

Specifically

1. The principal shall be charged with the following responsibilities:
 - a. To ensure that safe conditions prevail within the school facility, on the school grounds, and in regard to the use of school equipment.
 - b. To ensure effective supervision of student activities.
 - c. To ensure an Emergency First Aid course is taken by staff as outlined in Administrative Procedure #407.
2. Parents will be notified immediately by the school in the event of an accident to their child.
3. Staff members shall administer only first aid treatment to a student involved in any accident. No form of medication, including aspirin, may be given to students, unless verbally authorized by parents.
4. If an injury seems serious, such as an internal injury or severe fractures, the student should not be moved, but made as comfortable as possible until expert assistance has been obtained.

5. If it is determined that a student must be transported to his home or to a hospital, transportation should be provided by the parent, taxi, ambulance or staff member.
6. At no time will a student be sent home unless the parents have been contacted and informed of the accident and of the transportation arrangements.
7. Yellowknife Catholic Schools will pay the cost of a taxi or ambulance.
8. The principal shall ensure that the supervising staff member completes a Student Injury Form (Form #0011) within 24 hours after the occurrence of an injury. The principal shall immediately submit the completed form to the Secretary Treasurer.
9. The Secretary Treasurer shall also ensure that the supervising staff member completes a Student Accident Report form within 24 hours after the occurrence of an injury. The Secretary Treasurer shall immediately submit the completed form to Risk Management & Insurance, Department of Finance via email at risk_fin@gov.nt.ca.

ADMINISTRATIVE PROCEDURE #407

FIRST AID

Administrative Application	
Initiated by:	
References:	Occupational Health and Safety Act https://www.wscc.nt.ca/documents/occupational-health-and-safety-regulations-nwt
Related Directives:	
Related Forms:	
Reviewed & Approved:	April, 2022

Background

Yellowknife Catholic Schools is obligated to attend to the safety of staff, students, volunteers and visitors at schools and other District facilities. The Occupational Health and Safety Act establishes the minimum standards that Yellowknife Catholic Schools must meet.

Specifically

1. Each principal shall become familiar with the requirements of the Occupational Health and Safety Act.
2. All schools shall have a minimum of two staff members trained in Standard First Aid/CPR. Sites with more than fifteen staff members shall have one additional person trained for every additional fifteen staff.
3. Schools with more than 45 staff and those with a CTS, Food, or science labs shall have one additional staff trained in Emergency First Aid/CPR.
4. Each school shall maintain and post a record of all staff with First Aid Certification and their training level and expiry dates.

5. Each school facility and District vehicle shall be equipped with first aid supplies to meet or exceed the legislated requirements.
6. All staff members must know the location of personnel with first aid training, the location of first aid supplies and who is responsible for maintaining the supplies.
7. Each school shall maintain a log of all incidents requiring first aid.
8. Each school shall have at least one eye wash station.

ADMINISTRATIVE PROCEDURE #408

STUDENT SUPERVISION

Administrative Application	
Initiated by:	Superintendent
References:	Education Act
Related Directives:	
Related Forms:	
Reviewed & Approved:	August 2022

Background

YCS is committed to providing care for the children who rely on our staff for guidance, nurturing, protection, and support. We are required to provide for adequate student supervision when students are in the school. The level of supervision required varies based on the ages and needs of individual students. Supervision is an active process. It includes recognizing risks, acting on risks, and using strategies to guide children's behavior and prevent harm.

Active and positive supervision involves:

- Establishing clear and simple safety rules
- Being aware of and scanning for potential safety hazards
- Standing in a strategic position to be able to supervise all areas
- Spreading out and watching, listening, and interacting with students
- Scanning play activities and circulating around the area
- Focusing on the positive to teach what is safe for the child and other children
- Teaching children the appropriate and safe use of each piece of equipment (e.g., using a slide feet-first only and teaching why climbing up a slide can cause injury).
- Limiting length of discussions or play with a child or small group of children while supervising a zone, to ensure all students are being supervised.

Specifically

1. The principal shall ensure that adequate adult supervision is provided at all times that students are in the school building, on the school grounds, or engaged in a school activity outside of regular school hours or off school property.
2. As a general guideline, it is expected that a member of staff will be on supervision for a minimum of 15 minutes prior to school opening and 15 minutes post school closing.
3. The principal shall ensure that parents are informed at the beginning of each school year when staff supervisors are on duty.
4. JK-7 students shall only be permitted to leave the school grounds, at any point throughout the day, with parental permission.
5. Schools do not provide supervision for children who remain on the playground after dismissal, unless they are enrolled in our after school care programs.
6. The principal shall clearly identify supervision zones.
7. School Administrators should not be assigned to formal supervision, so that they are available to respond to emergencies. Assigned administrator(s) should always be on duty in the office during recess and lunch breaks.

Outdoor Supervision

1. YCS supervision ratio of staff:students must fall within the guidelines indicated below. These ratios provide a guide for principals and are based on other jurisdictions in Canada. (Taken from Ontario Principals' Council)
 - a. JK/K - 1 supervisor: 10-20 students
 - b. Elementary - 1 supervisor for 50 - 100 students
 - c. Secondary - 1 supervisor for 100-150 students
2. In elementary schools, at no time shall there be fewer than 2 supervisors, per zone, during recess, lunch and before and after school times. This ensures that while a supervisor is dealing with an injury or discipline issue, remaining students continue to be actively supervised.
3. For safety reasons, younger students should be separated from older students while playing in the playground, due to the increased possibility of injury.
4. Each supervisor should be given their specific location/play structure of responsibility and be constantly walking around this area. For example, if two supervisors are assigned to one area of the playground, each of those individuals would be assigned to one half of that area, performing active supervision.

5. All supervisors are required to wear a safety vest so that they are easily identified by students.
6. Supervisors should carry their cell phones, for the sole purpose of contacting the office if an emergency situation arises and/or they need assistance in dealing with a student situation.

Indoor Supervision

1. JK/K students must have a supervisor assigned to each classroom.
2. Remaining classes will be assigned hallway supervisors. The number will be dependent on the number of classes to be supervised and the age of the students.
 - a. JK - 1 - 1 supervisor per classroom
 - b. Grade 2 - 4 - 1 supervisor per every two classrooms
 - c. Grade 5 - 7 - 1 supervisor per every four classrooms
 - d. Secondary - 1 supervisor per school zone

The supervisor should be walking the hallway and constantly checking in on each classroom they are assigned to supervise.

3. To ensure safety issues are addressed, each area of the school should have staff meet and agree on specific expectations of students during lunch and indoor recess times.
4. A school may choose to have student monitors, from older classes, in each primary classroom. These students do not serve as replacements for adult supervisors, but are there to help children open containers, provide permission for a child to go to the bathroom or get the supervisor's attention when required.
5. Any classroom having students with life threatening food allergies, should have an adult supervisor present in the classroom during eating time. This is to ensure that an adult can respond immediately in the case of an emergency.

Extra Supervision Requirements

Each principal is responsible for identifying and ensuring that students with specific challenges are provided adequate supervision. At the same time the goal should be to develop independent skills in students.

A student may have a Classroom Assistant in the classroom to support academic needs, but not require extra supervision during recess or lunch breaks. When providing extra supervision, it is important to supervise from a distance so the student is able to develop

independent skills. In some cases, extra supervisors may not be needed, but supervisors may need to be made aware of students that they should specifically check on frequently.

The following are reasons that you may need to provide extra supervision:

- A student is a runner, therefore at risk of running out of the playground area;
- An individual student's behavior indicates a need for added, possibly temporary supervision for the safety of other students;
- A student requires extra supervision for their own safety, due to physical or cognitive challenges;
- Temporary supervision to teach a student safety rules and play options.

COLD WEATHER CONSIDERATIONS

Administrative Application	
Initiated by:	Superintendent
References:	Environment Canada Windchill Reference
Related Directives:	AP #313 - School Closures
Reviewed & Approved:	September 2025

Background

Outdoor activity is an important part of the school day, and schools will hold recess and other outdoor breaks whenever possible. However, student safety must always come first, particularly during periods of extreme cold. This procedure outlines the standards for cold weather practices while also recognizing that some programs may operate with enhanced supports that allow for outdoor activity in colder temperatures.

Specifically

- Our schools will remain open in all severe weather conditions.
- **Parent Responsibility:**
Principals shall ensure that parents are reminded of their responsibility to send students to school dressed appropriately for cold weather conditions.
- **Cold Weather Limits for Outdoor Activity:**
Students will not be permitted outdoors for recess or other regularly scheduled outdoor breaks when:
 - The temperature is –30°C or colder, with or without wind chill, OR
 - Environment Canada reports conditions where frostbite can occur within 10 minutes, regardless of the temperature.
- **Special Programs and Events:**

- Programs such as Bushkids may continue to operate outdoors below -30°C , provided there are adequate safety measures in place (e.g., warming tents, access to fire, appropriate clothing).
- Principals may exercise discretion for special outdoor events or activities beyond regular recess, ensuring risk is carefully assessed and mitigation strategies are in place.
- **Field Trips and Off-Site Activities:**
 These same standards apply to all field trips and outdoor activities away from the school. In the event conditions reach the limits noted above while students are off-site, transportation will be provided to ensure students are not required to walk.

Wind chill index (temperature in $^{\circ}\text{C}$)

Wind speed (km/h)	0	- 5	-10	-15	-20	-25	-30	-35	-40	-45	-50
10	-3	- 9	-15	-21	-27	-33	-39	-45	-51	-57	-63
20	-5	-12	-18	-24	-30	-37	-43	-49	-56	-62	-68
30	-6	-13	-20	-26	-33	-39	-45	-52	-59	-65	-72
40	-7	-14	-21	-27	-34	-41	-48	-54	-61	-68	-74
50	-8	-15	-22	-29	-35	-42	-49	-56	-63	-69	-76
60	-9	-16	-23	-30	-36	-43	-50	-57	-64	-71	-78

Wind chill hazards

Wind chill hazards and what to do

Wind chill	Exposure risk	Health concerns	What to do
0 to -9	Low Risk	Slight increase in discomfort	- Dress warmly - Stay dry
-10 to -27	Moderate risk	- Uncomfortable - Risk of hypothermia and frostbite if outside for long periods without adequate protection.	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Wear a hat, mittens or insulated gloves, a scarf and insulated, waterproof footwear. - Stay dry. - Keep active
-28 to -39	High risk: exposed skin can freeze in 10 to 30 minutes	- High risk of frostnip or frostbite: Check face and extremities for numbness or whiteness. - High risk of hypothermia if outside for long periods without adequate clothing or shelter from wind and cold.	- Dress in layers of warm clothing, with an outer layer that is wind-resistant - Cover exposed skin - Wear a hat, mittens or insulated gloves, a scarf, neck tube or face mask and insulated, waterproof footwear - Stay dry - Keep active
-40 to -47	Very high risk: exposed skin can freeze in 5 to 10 minutes ¹	- Very high risk of frostbite: Check face and extremities for numbness or whiteness. - Very high risk of hypothermia if outside for long periods without adequate clothing or shelter from wind and cold.	- Dress in layers of warm clothing, with an outer layer that is wind-resistant. - Cover all exposed skin. - Wear a hat, mittens or insulated gloves, a scarf, neck tube or face mask and insulated, waterproof footwear. - Stay dry - Keep active.
-48 to -54	Severe risk: exposed skin can freeze in 2 to 5 minutes ¹	- Severe risk of frostbite: Check face and extremities frequently for numbness or whiteness. - Severe risk of hypothermia if outside for long periods without adequate clothing or shelter from wind and cold.	- Be careful. Dress very warmly in layers of clothing, with an outer layer that is wind-resistant. Cover all exposed skin - Wear a hat, mittens or insulated gloves, a scarf, neck tube or face mask and insulated, waterproof footwear. Be ready to cut short or cancel outdoor activities. - Stay dry. - Keep active.
-55 and colder	Extreme risk: exposed skin can freeze in less than 2 minutes ¹	DANGER! Outdoor conditions are hazardous.	Stay indoors.

STUDENT ACTIVITY FUNDS

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

Student activity funds are funds raised, outside of the school operating budget, for the purpose of supporting school and/or student activities.

Specifically

1. Funds accumulated from the collection of student fees and various school-approved money-raising activities are to be deposited in, or disbursed from, the Student Activity Fund Bank Account.
2. Funds raised may only be withdrawn by cheque with the signatures of the Principal and another staff member.
3. Funds received for a specific function shall be distributed only for that function.
4. Upon the dissolution of any function, the principal shall ensure that all liabilities of the function are discharged and the remaining balance transferred to a general fund line. These funds must be used for the purpose of supplementary student activities not regular programming needs, for example paying the costs of a student to participate in an activity, due to financial restraints.

5. If a student withdraws from an activity, in which they participated in fundraising events, the student will not be provided with their share of fundraised monies. They would only be reimbursed for any deposits made from their own personal money, or transferred to another activity they may be involved in.
6. The principal shall be responsible for the safeguarding and record keeping of the Student Activity Fund in accordance with the guidelines provided by the Secretary Treasurer. Specific sections for each activity will be established in the record keeping system.
7. The Principal shall prepare an annual financial statement prior to the end of the school year, for auditing purposes. The financial statement shall be posted in the school and a copy filed with the Secretary Treasurer.

ADMINISTRATIVE PROCEDURE #411

STUDENT AWARDS

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	April 2026

Background

Yellowknife Catholic Schools (YCS) recognizes the importance of celebrating student achievement in ways that reflect both division values and the unique culture of individual schools. Student awards play a meaningful role in acknowledging contributions to faith, learning, leadership, and community.

To support consistency in divisional priorities while allowing for school-based flexibility and responsiveness, YCS has established a revised approach to student awards.

District-Level Award

YCS will continue to administer and present the following district-wide award:

Spirit of Christ Award

Overview:

This award recognizes a student who exemplifies the values of the YCS mission, including truth, honesty, compassion, respect, forgiveness, service, and love, while actively living their faith within the school community.

Criteria may include:

- Demonstration of Catholic values in daily actions and relationships
- Active participation in faith-based initiatives or leadership
- Commitment to service within the school or broader community

Process:

- Each school will determine the nomination and selection process

- One recipient will be selected from each school annually
- The recipient will receive the following from YCS:
 - A monetary award of \$250
 - A physical award with an engraved plaque

School Based Awards:

All additional student awards will be developed, administered, and presented at the school level.

Schools will:

- Determine which awards are offered each year
- Establish criteria, nomination, and selection processes
- Secure community partnerships, sponsorships, or donations where applicable
- Coordinate timelines and presentation of awards

This approach allows each school to:

- Respond to evolving student strengths and interests
- Build meaningful partnerships with community organizations
- Ensure recognition practices reflect the current school context

General Expectations:

- All student awards, whether district or school-based, should align with the values and mission of YCS
- Recognition processes should be transparent, inclusive, and communicated clearly to staff, students and families
- Schools are encouraged to celebrate a broad range of student achievements, including but not limited to academics, leadership, service, culture, and technology and innovation

Review

This administrative procedure will be reviewed periodically to ensure alignment with divisional priorities and school needs.

ADMINISTRATIVE PROCEDURE #412

SCHOOL FEES

Administrative Application	
Initiated by:	Superintendent
References:	Education Act
Related Directives:	
Reviewed & Approved:	July 2019

Background

School fees are to be used to enhance extracurricular and non-essential offerings for students but must be kept to a minimum.

Specifically

1. School based fees will be set in consultation with the Senior Leadership Team, school principals, staff, school councils and parents.
2. School based fees will only be used for the purposes for which they were collected and must be directly related to the cost of supplementary supplies, materials or services provided to students.
3. Schools requesting fees for specific programs and activities must provide a rationale for the fee and communicate it to the school community. In addition an accurate record must be maintained in order to show that the money collected went to support the program for which they were collected.
4. A book deposit fee may be collected by the high school. This deposit must be returned to the parents when the student is no longer enrolled in the school and all textbooks have been returned.

5. Each school will make a provision for fees to be waived for students whose families are unable to pay them. No student will be prohibited from participating in any program or activity as a result of the non-payment of fees.

STUDENT TRANSPORTATION SERVICES

Administrative Application	
Initiated by:	Secretary Treasurer
References:	Education Act Transportation of Students Regulations
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

Yellowknife Catholic Schools is not required to provide transportation services to students that attend one of its schools. However, transportation services are provided in accordance with District procedures.

Specifically

1. Student bus pass fees will be based upon the following driving distances per grade level from the school the student attends:
 - a. K & Grade 1 1/4 mile or .4 km from school
 - b. Grades 2 to 3 3/4 mile or 1.2 km from school
 - c. Grades 4 to 6 1 mile or 1.6 km from school
 - d. Grades 7 to 12 1.5 miles or 2.0 km from school

Junior Kindergarten students are not permitted on the bus.

Maps will be provided depicting distances to be used to determine eligibility based on the student's address.

2. Students whose pickup and drop-off addresses exceed the established distances shall qualify for a bus pass. Each year the cost of a bus pass will be determined based on cost of services. YCS will continue to subsidize a portion of the transportation costs.
3. Students whose pickup and drop-off addresses are within the established distances shall pay the non-subsidized rate.

4. A refund will be provided when a family has left the city or moved to a new location within the city and no longer requires bus service. The refund shall be the amount paid for the pass divided by effective period of the pass, in months times full months not being used. Example: A subsidized bus pass was purchased in August for the entire school year at a cost of \$225.00. The family no longer requires bus service as of February 15. The refund will be $\$225.00/10 \times 4 = \90.00 . A completed Application for Bus Pass Refund Form (Form #003) is to be submitted to Yellowknife Catholic Schools Office in order to qualify for a refund.
5. If a family cannot afford a bus pass, subsidized arrangements may be made through the Assistant Superintendent-Business. Parents may make these arrangements through school administration.
6. A processing fee of \$20 shall be charged for the replacement of a lost bus pass.
7. It will be the responsibility of parents to ensure that their children are delivered and picked up at designated bus stops. It is the responsibility of the bus carrier to complete information on routes and bus stops that will be published in the "Yellowknifer" and distributed to students from time to time.
8. Students will only be discharged at their regular bus stop at home, or at school. To do so otherwise requires the proper authorization of the parent.
9. The following rules apply to all school bus passengers:
 - a. Prior to Loading (on the road and at school)
 - i. be on time at the designated stop
 - ii. stay off the road or street at all times while waiting for the bus and do not interfere with other students who are waiting at the bus stop
 - iii. wait until the bus comes to a complete stop before attempting to board
 - b. While on the Bus
 - i. passengers must keep their hands and head inside the bus at all times
 - ii. loud talking or laughing, rudeness, profanity and/or obscene insinuation are prohibited
 - iii. interference with the comfort of another passenger is prohibited
 - iv. there shall be no defacing or tampering with the bus or its equipment
 - v. books, packages, coats and all other objects shall be kept out of the aisle - backpacks are to be taken off while in transit.
 - vi. passengers shall remain in their seats while the bus is in motion
 - vii. seating on the bus will be designated by the bus driver
 - viii. use of radios and musical equipment on the bus is not permitted
 - ix. passengers shall not throw anything out of the bus

- x. wastepaper and refuse must not be discarded in the bus
- xi. in the case of an emergency, passengers are to remain in the bus unless directed to leave by the driver
- xii. emergency evacuation will be directed by the driver - senior passengers are expected to assume appropriate leadership and assist younger passengers
- xiii. smoking and the use of alcohol or drugs is prohibited

c. After Leaving the Bus

- i. if necessary to cross the road, cross at least 10 feet in front of the bus only after looking to be sure that no traffic is approaching from either direction

d. Special Trips (Extracurricular and Field Trips)

- i. students shall follow the rules for bus passengers as well as being respectful of the wishes and directions of school appointed chaperones provided for the bus

10. Bus drivers have the following responsibilities:

- a. Bus drivers are responsible for the discipline of passengers while entering, leaving and riding on the bus.
- b. 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 bussing rules.
- c. Bus drivers are to immediately notify the respective school principal with the names and circumstances of suspended passengers.
- d. The bus company is to immediately notify parents with the names and circumstances of suspended passengers.

SPECIALIZED TRANSPORTATION NEEDS

Administrative Application	
Initiated by:	Student Services Director
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

Yellowknife Catholic schools recognize the need to provide specialized transportation for some students. Specialized student transportation is for students, on an Individualized Education Plan, who:

- for one reason or more, cannot access school bussing services or parent transportation to and from school; or
- to access community programming as identified in their education plan.

Specifically

Access to and from school

School administrators are responsible to ensure the following steps are taken for students who require such transportation:

1. Ensure program support teachers have updated information on the City of Yellowknife transit systems and/or community organizations which support families who require individualized transportation needs.
2. Set up a parent information meeting to share options available if required, to support the parents in accessing the community's transportation in a timely manner.
3. If community transportation is not available, the school administrator or designate is to contact the Director of Student Services to discuss other possible options and create a plan to ensure accessibility to and from the school.

Program Access

School administrators are responsible to ensure the following steps are taken for students who require specialized transportation for educational programming:

1. Ensure the program support teacher has parental consent for such a support.
2. Ensure the Director of Student Services has approved the plan and fiscal cost.
3. Work with the Secretary Treasurer to ensure all procedures are fulfilled for any staff member who has been asked to drive student(s) on an Individualized Education Plan to participate in a work experience program and/or attend a community activity.

COOPERATION WITH POLICE

Administrative Application	
Initiated by:	Superintendent
References:	Education Act Child and Family Services Act Youth Youth Criminal Justice Act
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

The Principal has a responsibility to cooperate with law enforcement officers in the interest of public safety. However, this cooperation must be balanced with the need to protect the interests and rights of the student.

The delivery of our education programs is not done in the public forum but rather within the confines of our facilities or under supervision of staff. The school is not open to the public as a whole. As such, each school is responsible to develop and use a protocol for visitors to the school, ensuring appropriate access and conduct.

It is our preference that schools not be the venue for investigations by the RCMP or other authorities on incidents involving students or staff that occurred outside of the school property. There may be exceptions made regarding investigations at the discretion of the Superintendent and/or the Principal.

Specifically

1. When a police officer wishes to interview a student at school, the principal shall meet with the police officer and request the justification for interviewing the student at school.

2. Unless there is a compelling reason to interview a student at school, the principal should deny the request and advise the police officer to interview the student at home in the presence of a parent or in another location not associated with the school and outside of school hours.
3. The principal shall make every effort to contact the parents of a student prior to permitting any interaction between a police officer and a student. If the principal has been successful in contacting a parent, the police officer shall be requested to wait until the parent arrives at the school prior to an interview taking place. If the parents waive the right to be present, then the interview may proceed.
4. 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.
5. The principal or another staff member shall observe, and establish a record of all pertinent information regarding the interview if the student is under the age of twelve and the parent is not available. The exception being child protection complaints.
6. A police officer wishing to secure personal information regarding a student, shall be required to provide in writing the reason for the request. The Principal shall validate the identity of the individual making the request and determine if the request is valid and meets ATIPP legislation.
7. If the student is age 12 or older, the police officer is required to advise the student that:
 - they are under no obligation to make a statement;
 - any statement made by the student can be used as evidence in any legal proceedings;
 - the student has a right to consult with counsel or a parent; or in the absence of a parent, an adult of their choice; and
 - that any statement made by the student must be in the presence of the person consulted, unless the student waives the right in writing.
8. 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, but that they may be required to testify should the courts so decide.
9. If a police officer wishes to remove a student from school, the police officer shall be required to communicate with a parent and inform them of the action being taken. The principal shall immediately notify the Superintendent of the situation.

CHILDREN IN NEED OF PROTECTIVE SERVICES

Administrative Application	
Initiated by:	Director of Student Services
References:	
Related Directives:	Child and Family Services Act 2016 School Handbook for Suspected Child Abuse and Neglect Response 2021
Related Forms:	
Reviewed & Approved:	February 2022

Background

Any person who has reasonable and probable grounds to believe a child is in need of protective services is legally required to report the matter to Yellowknife Child and Family Services.

Definitions:

Abuse: Refers to neglect or emotional, psychological, physical or sexual abuse.

Disclosure: When a child or youth tells you or lets you know in some other way that they have been, or are being abused.

Specifically

1. All school staff, as well as substitute teachers and volunteers in the school, who have direct contact with students shall be familiar with and be guided by the NWT Child and Family Services Act, which takes precedence over most other legislation.
2. The principal shall ensure that all school staff are knowledgeable about District and school procedures in order to meet the requirements of Territorial legislation and requirements. Principals can receive assistance from the YCS Director of Student Services.

3. A staff member, who suspects a child who is 16 years of age or under, is in need of protective services, shall make a formal report to the Yellowknife Child and Family Services. The staff member may wish to discuss the matter with the principal prior to making the report, but the individual must make the decision to report under legal guidelines of the Child and Family Services Act. **No one can tell you not to report.** Any information regarding the incident must be kept confidential by the staff member.

The child should be made aware that you are legally obligated to file a report with Child and Family Services, for their safety, even if the child doesn't want you to.

4. A person may not delegate the duty to report a matter.
5. In the event that you feel immediate action is necessary, a verbal report may be made, immediately followed up with the completion of the "Written Report of Suspected Child Abuse Form".
6. Three copies are required, one to be sent to the Director of Child and Family Services, one provided to the Child Protection Worker and one to be kept by the staff member reporting the concern.
7. The reporting staff member must put all documents in a sealed envelope, write their name and the date on the front of the sealed envelope and place it in the Child Protection Referrals file. Once the staff member is sure that the Director of Child and Family Services and the Child Protection Worker have received the report and any other related documents, the documentation is to be shredded.
8. The school administrator must develop a Child Protective Referrals file that will be kept in a confidential and secure location.
9. By June 1st, at the latest, the Administrator will return any sealed envelopes that are still in the Child Protection Referrals file to the staff member, whose name appears on the outside, for shredding.
10. A staff member making a formal report may wish to maintain a personal record indicating the date and time of the call, the name and position of the individual receiving the report, and any suggested response. The child's name or any identifying information cannot be recorded in this record.
11. Written reports must be signed off by the Principal or designate. In the event that a school administrator is the person identified, the report should be signed off by the Superintendent.
12. In the event of an investigation, the staff member is not to notify the parent.

13. All requests by a Child Protection Worker or police officers to interview students at school must be referred to the principal.
14. The principal shall request the Child Protection Worker or police officer to provide evidence of identity, to define the purpose of the investigation and to state the reasons for having the interview conducted at the school.
15. When an interview takes place at school, the principal or designated representative, will notify the child of their right to have a staff member present. The staff member should be aware that if there is a court case related to this situation, they may be called to testify about what they saw or heard.
16. School staff interviewed by the child welfare workers or police officers should maintain a personal record of what information was provided.
17. In those instances where the principal or a staff member is excluded from the interview, a personal record should be made which would include:
 - a. Date of interview
 - b. Name of investigator
 - c. Investigating agency
 - d. Name of the investigator's supervisor
18. If it is agreed that interviews by the child welfare worker will take place at school, school staff shall make appropriate arrangements for a time and a place.

** Student disclosures to Child and Youth Counselors are handled as per the NTHSS process.

CUSTODY DISPUTES INVOLVING STUDENTS

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	ATIPP Child and Family Services
Related Forms:	
Reviewed & Approved:	February 2022

Background

Staff members of the District shall be diligent in allowing only authorized persons access to students in their care. Access disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been determined by a court or by formal agreement. In such cases, de facto custody lies with the parent with whom the child resides. While it is preferable to avoid becoming involved in an access dispute, the protection and best interests of the child must be the major factor in the decision whether or not to release a student to a person claiming custody.

Specifically

1. The principal shall ensure that school staff are made aware that the custody of a student lies with the parent with whom the student resides. All claims for the access to students must be referred to the Principal. Principals requiring clarification or additional guidance may contact the Director of Student Services.
2. Where there is a demand for access to a student by a non-custodial parent, the principal shall:
 - a. Ask the claimant for proof of identity and a copy of a separation agreement, or an order of a court, giving them access to the student.
 - b. Place a copy of the order or agreement in the student file and update PowerSchool.

- c. Inform the claimant that the student will not be released until the parent with whom the student resides is contacted and permission is granted.
 - d. Notify the parent with whom the student resides. If the parent with whom the student resides does not grant permission to release the child, the principal will determine if the advice of a child protection worker would be helpful or if the RCMP should be contacted to assist in any dispute.
 - e. Keep a record of the incident including dates, times and actions taken.
- 3. The principal shall advise the Student Services Director of all demands for the custody of the student that have occurred at the school.
- 4. In the case of shared custody, the principal will request legal documentation of arrangements and meet with the parents to establish parent responsibilities and school practice. For example, it is not the responsibility of the school to know which parent has the child on what day.

HEAD LICE PROTOCOL

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

Yellowknife Catholic Schools will follow the Head Lice Protocol, Policy Number: PH-CL as approved by the Yellowknife Health and Social Services Board and the Yellowknife Public Health Unit. A copy can be obtained by contacting the Public Health Unit at 920-6570 or downloading a copy from their website at www.yhssa.org.

Specifically

Head lice is not a reportable disease under the Public Health Act. Public Health does not provide head checks at the public health unit or provide clearance letters to the schools for children with head lice. School staff are not to instruct parents to bring their children to Public Health. The school is to contact the Public Health school representative directly and discuss difficult to manage cases when necessary, at which time the nurse may decide to examine the student. This examination will take place when the Public Health school representative is at the school and not at the Public Health Unit. If the Public Health school representative is not available, then the school may contact the Nurse on Call at the Public Health Unit to consult.

The school is to:

- a. Advise the parent that their child may have head lice and needs to be treated accordingly
- b. Send home a letter to parents of the class indicating that there may be a case of head lice in the classroom
- c. Provide parents with information on how to deal with head lice

The school cannot deny a child access to school due to head lice.

CONCUSSION PROTOCOL

Administrative Application	
Initiated by:	Director of Student Services
References:	Concussion Protocol Harmonization Project: Pan-Canadian Harmonized School Concussion Protocol
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

Yellowknife Catholic Schools has developed the Concussion Procedure to help guide the management of students who sustain a suspected concussion as a result of participation in school activities.

This procedure covers the recognition, medical diagnosis, and management of students who may sustain a suspected concussion during a school activity. It aims to ensure that students with a suspected concussion receive timely and appropriate care and proper management to allow them to return back to their school activities and sports safely.

A concussion can only be confirmed by a medical doctor or a nurse practitioner. All students with a suspected concussion should undergo evaluation by one of these professionals.

Concussion Awareness Education

All teachers of physical education, coaches of school sports, staff designated as First Aid respondents and school administrators should be provided training in identifying and managing students with a suspected concussion.

Concussion education should include information on:

- the definition of concussion
- possible mechanisms of injury
- common signs and symptoms
- steps that can be taken to prevent concussions and other injuries from occurring
- what to do when a student has suffered a suspected concussion or more serious head injury
- what measures should be taken to ensure proper medical assessment
- Return-to-School and Return-to-Sport strategies for students diagnosed with a concussion

Head Injury Recognition

Although the formal diagnosis of concussion should be made following a medical assessment, all staff, students, administrators, coaches are responsible for the recognition and reporting of students who may demonstrate visual signs of a head injury or who report concussion-related symptoms.

A concussion should be suspected:

- In any student who sustains a significant impact to the head, face, neck, or body and demonstrates any of the visual signs of a suspected concussion or reports any symptoms of a suspected concussion
- In some cases, a student may demonstrate signs or symptoms of a more severe head or spine injury including convulsions, worsening headaches, vomiting or neck pain.

Severe Symptoms of Concussion

- If a student is suspected of sustaining a more severe head or spine injury during a game, practice, or other school activity, an ambulance should be called immediately for further medical assessment.
- Coaches, teachers, administrators, parents/guardians, officials, should not make any effort to remove equipment or move the student until an ambulance has arrived.
- The student must not be left alone until the ambulance arrives.
- The student's parents/guardians (or emergency contact) should be contacted immediately to inform them of the student's injury and that emergency medical services have been contacted.
- A Back to Learning and Physical Activity plan must be put in place prior to the student returning to school based on medical diagnosis and direction.
- The accommodated learning and physical education will continue until a medical note is obtained indicating the student is fully recovered and approved to return to regular learning and physical activities.

Minor Symptoms of Concussion

- If a student is suspected of sustaining a concussion and there is no concern for a more serious head or spine injury, the student should be immediately removed from the activity in which the injury occurred.

- The student should be taken to a quiet area and assessed for concussion by a First Aid respondent.
- Any student who is suspected of having sustained a concussion must not return to the activity and must be referred to a medical doctor or nurse practitioner for medical assessment.
- The student must not be left alone until a parent/guardian arrives.
- A Back to Learning and Physical Activity plan must be put in place prior to the student returning to school based on medical diagnosis and direction.
- The accommodated learning and physical education will continue until a medical note is obtained indicating the student is fully recovered and approved to return to regular learning and physical activities.

No Symptoms of Concussion

- If a student is removed from an activity following a significant impact but there are NO visual signs of a concussion and the student reports NO concussion symptoms, the student can remain at school but should not participate in physical activity and should be monitored for delayed symptoms.
- The student's parents/guardians should be informed of the incident and that the student should be monitored for emerging symptoms.
- The student can return to school and sports activities, without restrictions, if no delayed symptoms develop. Teacher and/or coach should continue to monitor the student as they reenter into physical activities.
- The school may request that the parent obtain a medical assessment letter indicating a concussion has not been diagnosed, prior to allowing the student's participation in physical activity.

Planning for Recovery

- The Principal, in collaboration with the student, parents/guardians, school administration and healthcare professionals must develop a Return -to-Learning Plan and a Return -to-Sports Plan. A Medical Clearance Letter must be obtained prior to the student moving to the final stage of each plan. **Students should return to full-time learning prior to moving to stage 5 and 6, of the Return to Sports plan.**
- The plan will include several stages in allowing the student to make a gradual return to school activities. Below are samples of plans to be used as guidance in developing a specific plan that addresses the needs of the individual student.
- Depending on the severity and type of symptoms present, students will progress through the stages at different rates. If the student experiences new symptoms or worsening symptoms at any stage, they should go back to the previous stage.
- An initial period of 24-48 hours of rest is recommended before starting the Return-to-Learning or Return to Sports plan.
- If the student experiences any new concussion-like symptoms while returning to physical activity, they should be instructed to stop immediately, notify their

parents/guardians, teachers, administrators, or coaches, and undergo follow-up medical assessment.

- In the event that the student sustains a new suspected concussion, the YCS Concussion Protocol should be followed as outlined.

RETURN-TO-LEARNING PLAN				
STAGE		AIM	ACTIVITY	GOAL OF EACH STEP
H O M E	1	Daily activities that do not give the student symptoms	Gradual reintroduction of work/school activities: Start at 5-15 minutes at a time and gradually build up.	Gradual return to typical activities
	2	School activities	Homework, reading or other cognitive activities outside of the classroom. Increase tolerance to cognitive work	Increase tolerance to cognitive work
S C H O O L	3	Return to school part-time	Gradual introduction of schoolwork. May need to start with a partial school day or with increased breaks during the day.	Increase academic activity
	4	Return to school full-time	Gradually progress, reduce modifications or adaptations until the student can handle a full day with no modifications or adaptations.	Return to full academic activities and catch up on missed school

RETURN-TO-SPORTS PLAN			
STAGE	AIM	ACTIVITY	GOAL OF EACH STEP
1	Symptom-limiting activity	Daily activities that do not provoke symptoms.	Gradual reintroduction of work/school activities
2	Light aerobic activity	Walking or stationary cycling at slow to medium pace. No resistance or weight training. No physical activities with others or using equipment.	Increase heart rate

3	Sport-specific exercise, simple locomotor activities	Simple individual drills (e.g., running/throwing drills, shooting drills) in predictable and controlled environments with no risk of re-injury. No resistance or weight training.	Add movement
4	Non-contact training drills	Progressively increase physical activities. More complex training drills (e.g., passing drills). May start progressive resistance training.	Exercise coordination and increased thinking
5	Full contact practice	Following return to full-time learning and medical clearance.	Restore confidence and assess functional skills by supervising staff.
6	Return to sport	Full participation in sports and physical activity with no restrictions.	

STUDENT SUICIDE INTERVENTION

Administrative Application	
Initiated by:	Director of Student Services
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2022

Background

Yellowknife Catholic Schools is committed to providing a safe and welcoming environment that is an example of a Faith-Based community. The safety and well - being of all students are our primary consideration and responses to suicide risk should be considered to be of utmost priority. These guidelines have been developed to provide staff with the appropriate procedures when addressing students who disclose suicidal feelings, ideation and/or behaviours.

1. All thoughts of suicide must be taken seriously.
2. Students who disclose suicidal ideation will be treated with dignity and respect.
3. Although information received regarding suicidal thoughts and/or behaviours will be treated with the utmost discretion, staff shall report all concerns related to potential self-harm to the school-based Child and Youth Counselor.
4. Where a concern related to suicidal risk is present, the student will remain in the presence of a caring adult.

Suicide Intervention Procedures

Phase One: Staff Alerted to Risk of Suicide

Disclosures of suicidal ideation may be explicit or implicit invitations for help. The presence of any warning sign (risk alert) warrants timely attention. School staff members often have significant connections with students and may become aware that something is seriously wrong in the life of a student. Staff members are to immediately seek the attention of the

onsite Child and Youth Counselor. (CYC) School staff should not be dealing with a student who is at risk for suicide alone.

The following indicators may represent a suicidal risk. If one or more of the following indicators are identified, the student should be monitored closely:

- A student's writing, artwork or social media communications;
- Signs of depression such as sleeplessness, social withdrawal, loss of appetite, lost interest in usual activities, change in routine behaviors;
- Actions such as giving away possessions, self-harm, withdrawal from family or friends.
- Discussion of suicide plans and methods
- Previous suicide attempts or gestures
- Anger at self and the world
- Repeated expressions of hopelessness, worthlessness, loneliness, helplessness or desperation.
- Statements that family and friends would not miss them
- Sudden, positive behavior change, following a period of depression
- Abuse of alcohol and drugs

Phase Two: Providing Assistance for Students Expressing Suicidal Ideation

Student at imminent risk to self or others

- During situations in which a student is at imminent risk to self or others (**e.g. taken an overdose of pills**), the staff person first alerted to the condition shall call for an ambulance. At the appropriate time and as soon as possible, the school principal shall be notified. If emergency services have been contacted, the student's parent(s)/guardian(s) shall also be notified as soon as appropriate and possible.
- In situations where there are indicators and or a student confides that they have thoughts of self-harm or warning signs (risk alerts) of suicide, the staff member needs to take the student to the CYC immediately for a risk assessment and activate Health and Social Services procedure for a counselor.
- If a CYC is not present then the school must ask parents to take their child up to emergency.
- Parent(s)/guardian(s) should be informed as soon as possible. The parent(s)/guardian(s) may choose to escort their child to a hospital emergency department to involve medical staff in developing a safe plan, rather than school staff or request the school take their child if possible to the hospital until they arrive.

Developing a safe plan

The safe plan is developed with the onsite CYC and intended to support a student's immediate safety until further supports are in place. If the CYCC is not present then staff should contact the parents to help with the plan. As much as possible, it is important for the student to feel in control of the development of the safe plan. A student is more likely to commit to and follow a plan that they have created. A safe plan can be verbal or written as

preferred by the student. Parents, as a vital support in keeping their children safe, should be consulted in finalizing the safe plan that was developed with the student.

A safe plan should include:

- Disabling any suicide plans;
- Easing the pain felt by the student;
- Linking the student to supports and resources
- Identifying a “caring staff member” who the student trusts to check on the student regularly

Phase Three: Follow-up Procedures

- Ensure all staff having contact with the student are informed.
- The parents or guardians should be contacted by the principal or counselor to check and see how the student is doing.
- Teachers should provide appropriate assignments for the students in consultation with the parents.
- The student should be monitored closely upon return to school.
- Ensure an identified “caring person” has the opportunity to connect with the student on a regular basis as required
- Adjust the safe plan as required.

Dealing With Suicide Occurance

Dealing with the suicide of a student or staff member can be a very traumatic incident for other students and staff. The response following suicide should allow the grieving process to take a natural course without glorifying or condemning the suicide act.

The following are recommended courses of action when a student suicide occurs:

- Public announcements regarding the suicide should not be made
- A YCS crisis response meeting will be held to share information and develop a plan for moving forward.
- Principal to call a special staff meeting to advise school staff of relevant information pertaining to the suicide and actions to be taken in the school to deal with it
- Students and staff should be provided opportunities, individually or in groups, to express their concerns regarding the suicide. Classroom discussion, led by the teacher or designate, is encouraged.
- Schools may wish to offer assistance to parents and other members of the school community by referring them to community agencies for advice and assistance.
- An Emergency Response Team will be made available through the YCS Student Services Team to assist school staff.
- Community resource personnel, including the Parish Priest, may be called on to assist
- The Principal, or designate, to contact the family affected to offer condolences and support from the school

DIABETES MANAGEMENT

Administrative Application	
Initiated by:	Director of Student Services
References:	
Related Directives:	
Related Forms:	Diabetes Forms
Reviewed & Approved:	February 2022

Introduction

Diabetes mellitus is a disease resulting from lack of insulin action. Without insulin, carbohydrates in the food we eat cannot be converted into stored energy required to sustain life.

The majority of people with diabetes develop the problem in adulthood.

Children and adolescents with diabetes are different; they are unable to make any insulin and must take insulin injections each day.

The ultimate goal of diabetes management within the school setting is to have the child be independent with their care.

Children are diagnosed with diabetes at various stages of their lives. The goal for all of these children is to become as independent as possible, as soon as possible in managing their diabetes. The school's role is to provide support as the child moves from dependence to independence and to create a supportive environment in which this transition can occur. Nevertheless, the ultimate responsibility for diabetes management rests with the family and the child.

The situation can develop within minutes of the child appearing healthy and normal.

Information and Awareness

It is important to distinguish between non-emergency and emergency situations.

In non-emergency situations, including routine care, students with diabetes or their parents will administer the insulin injections.

Emergency Medical Services personnel require the following, if available:

- Student's name
- Date of birth
- NWT Health Care number
- Emergency contact information
- Medical history
- Observations about what the student was doing prior to the event
- Medications and any treatment prior to EMS arrival

School personnel can help by:

- Learning as much as possible about diabetes at <http://www.diabetes.ca>
- Helping other students in the class understand diabetes

When in doubt, TREAT		
Causes	Symptoms	Treatment
Low blood glucose usually develops as a result of one or more of the following: ● Insufficient food due to delayed or missed meal ● More exercise or activity than usual without a corresponding increase in food; and/or ● Too much insulin	A person who is experiencing hypoglycemia will exhibit some of the following signs: ● Cold, clammy or sweaty skin ● Pallor ● Shakiness, lack of coordination (e.g. deterioration in writing or printing skills) ● Irritability, hostility, and poor behaviour ● A staggering gait ● Eventually fainting and unconsciousness In addition, the child may complain of: ● Nervousness ● Excessive hunger ● Headache	It is imperative at the first sign of hypoglycemia you give sugar immediately. If the parents have not provided you with more specific instructions which can be readily complied with, give: ● 6 oz./125 ml of regular pop (not diet pop); or ● 6 oz./125 ml of fruit juice; or ● 3-4 teaspoons/10 ml or 304 packets of sugar; or ● 4-5 glucose tablets; or ● 3-4 teaspoons/10 ml honey

	● Blurred vision and dizziness ● Abdominal pain and nausea	
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If unsure whether the child is hypoglycemic, always give sugar. A temporary excess of sugar will not harm the child, but hypoglycemia is potentially serious.

School personnel need to know the causes, symptoms and treatment of hypoglycemia.

School staff should be educated about the potential for hypoglycemia in a student with diabetes. School staff will be provided training if they may be required to administer glucagon injections.

Hyperglycemia – High Blood Glucose

Hyperglycemia is not an emergency condition requiring immediate treatment.

The earliest and most obvious symptoms of high blood glucose are increased thirst and urination. They are not emergencies that require immediate treatment.

In the classroom, the behavior of students with hyperglycemia may be taken for misbehaviours. The student's learning, behavior and participation may be affected.

SCHOOL ADMINISTRATORS RESPONSIBILITIES CHECKLIST

Administrative and Operational Procedures

1. Process in place, to facilitate parents receiving, completing and returning the following form prior to the child's first day of school (when possible):
 - a. Request and Consent – Diabetes Interventions (Appendix #A013)
 - b. Type 1 Diabetes – Hypoglycemia Emergency Treatment Form (Appendix #A012)
 - c. Introductory information letter to parents. (not to be returned) (Appendix #A010)
 - d. Parent/Guardian Responsibility for their Diabetic Child (not to be returned) (Appendix #A014)
2. If parents indicate their child has diabetes they will be provided copies of the above information form and forms to complete.
3. Receive and review the completed 'Request and Consent – Diabetes Interventions' form for the child with diabetes and from the information develop a plan of action using the Board's/school's diabetes protocol along with the child's parents and classroom teacher.
4. Convene a meeting with parent of the child with diabetes, and appropriate school staff (classroom teacher, subject teachers, etc.) to gather medical information related to the diabetic condition:
 - a. Special needs or concerns regarding health and care of the child
 - b. Typical signs and treatment of low blood glucose
 - c. Protocol for meals and snack times
 - d. When the school is to contact parents (e.g. after incidents of moderate or low blood glucose, low reading on the glucose blood monitoring, not finishing meals/snacks)
 - e. Review the school guidelines concerning: causes, prevention, identification and treatment of hypoglycemia.
5. Convene a meeting (early in the school year) of all school staff to identify students with diabetes and outline the Board's/school's protocol for identification, prevention and treatment of low blood glucose (hypoglycemia).
6. Provide in-service training for school staff to prepare those involved to respond effectively to hypoglycemia incidents and other emergency situations.
7. Ensure a process in place where a student with diabetes, new to the schools or newly diagnosed, who arrives at the school during mid-term is identified to all school staff.
8. Make the students in their class aware of what diabetes is.

9. Must endeavor to ensure that students eat all meals and snacks fully, where applicable, and on time.

CLASSROOM TEACHER AND/OR SCHOOL SUPERVISOR OF DIABETIC CHILD RESPONSIBILITIES CHECKLIST

1. Meet the parent(s), where possible, prior to the start of school to gather information related to their child's diabetes.
 - a. Special needs or concerns regarding the health and care of their child
 - b. Typical signs and treatment of low blood glucose, for that child
 - c. When school is to contact parents (e.g. after incidents of moderate or severe low blood glucose, when a student does not finish meals/snacks etc.)
 - d. Review school guidelines concerning: causes, prevention, identification and treatment of hypoglycemia.
2. Participate in a meeting convened by the principal to in-service staff on the school's protocol for awareness, causes, prevention, identification and treatment of low blood glucose.
3. Review with the principal the parent's completed Request and Consent – Diabetes Interventions Form (Appendix #A013) for the diabetic child.
4. If substitute in class, make aware of child with diabetes.

Treatment/Emergency Procedures

1. Know your role for responding to hypoglycemia episodes (e.g. providing fast-acting sugar for treatment of hypoglycemia)
2. Know the location of the student's emergency treatment supplies (e.g. homeroom, office, health room, etc.)
3. Know the emergency contact procedures (including which school personnel are responsible for contacting parents and/or emergency services)
4. Identify the child with diabetes to supply teachers and on-call teachers
5. Ensure all staff and substitute staff know the medical response and communications needed to ensure timely response to medical emergencies.

6. Post the child's Hypoglycemia Emergency Treatment Form (Appendix #A012) in the classroom where parental approval is received. (Alternate place is in the supply teacher folder)
7. Where appropriate, discuss diabetes with the class in age appropriate terms.

SCHOOL STAFF RESPONSIBILITIES CHECKLIST

1. Students with diabetes should be included under each school's Medical Alert process, and protocols reviewed with staff. All staff to be informed.
2. Know the names of the school's first aid providers and location of first aid station.

Avoidance

School personnel can help by communicating openly with parents.

When children with diabetes become ill at school, the parents should be notified immediately so that they can take appropriate action.

If the child vomits, contact the parents immediately. If unable to reach the parents, take the child directly to the nearest hospital.

Procedure for Blood Glucose Monitoring

- The student washes hands with warm water and soap
- Inserts a lancet in the lancet device
- Places a test strip in the meter
- Pokes the side of the fingertip and obtains a drop of blood
- Places the blood on the area indicated on the test strip
- Waits for 5 to 45 seconds, depending upon the meter
- Notes the reading and records in log book or automatically recorded in meter

It is important for the teacher:

- To understand and accommodate the students who need to monitor ketones
- To call the parents immediately if any student with diabetes becomes ill, especially with vomiting

Parents should be notified of special days that involve extra activity so that they can ensure that the child has extra food to compensate.

Sports or other activities that take place during mealtime require extra planning. Timing of meals and snacks may be varied and the insulin dose adjusted so that children with diabetes can safely participate.

It is advisable that both the parent and the child with diabetes carry some form of fast-acting sugar such as glucose tablets or juice boxes on outings or sports events.

It is critical that the child's teachers, especially Physical Education teachers and coaches, are familiar with the symptoms, treatment and prevention of hypoglycemia.

Ensure that the diabetic child's emergency treatment forms are posted in required locations (staff room, health room, classroom, etc.)

Provide a safe, hygienic, private space or space where the child is comfortable in the school for students to perform self-blood-glucose monitoring and insulin injections throughout the school day.

Provide suitable supervision for students (where necessary).

Follow Board procedures for safe disposal of sharps (injection devices), lancets and testing strips.

Follow universal precautions for blood and bodily fluid protocol where applicable.

Provide for a secure, accessible and appropriate place to store emergency food supplies (oral glucose, orange juice, etc.), throughout the school (e.g. homeroom, gym, principal's office, etc.).

Provide opportunities for fast-acting sources of sugar to be taken by students anywhere on school property, on buses or during school sanctioned activities (school rules may have to be relaxed).

Provide for communication to parents, where requested, if child is unable to eat or when student does not finish meal.

Provide procedures to communicate to parents when new supplies of fast acting sugar are required.

If substitute in class, make aware of a child with diabetes.

Know the location of the student's emergency treatment supplies (e.g. homeroom, office, health room, etc.).

Permit the student with diabetes to take action to prevent or treat low blood glucose (allow flexibility in class routine and school rules as required).

Inform parents when the supply of fast-acting sugar (oral glucose, orange juice, etc.) is running low.

Identify the child with diabetes to supply teachers and on-call teachers.

Identify the diabetic child to all teachers, support staff, volunteers, etc. that come into the classroom.

Develop open lines of communication and encourage student to inform you when he/she feels the first symptoms of low blood sugar or a general feeling of 'unwellness.' Discuss with child how he/she is to signal that he/she is experiencing a reaction.

Prepare for the diabetic child during special events such as school trips, parties, athletic activities, etc. (Specifically: have emergency glucose on hand, watch for signs of hypoglycemia).

Review emergency plans with other teachers/volunteers before field trips.

Ensure that the items for blood glucose monitoring and insulin injections are located in a secure and safe place.

Emergency Response

In emergency, life-threatening situations, where a student suffering from low blood sugar is unresponsive or unconscious and is unable to self-administer the appropriate treatment, the response of school staff shall be a call to Emergency Medical Services.

It may take some coaxing to get a child to eat or drink but you must insist however, if the child's level of consciousness is impaired enough that he or she is not cooperating, then a call must be made for Emergency Medical Services.

If there is no noticeable improvement in about 10 to 15 minutes repeat the treatment. When the child's condition improves, he or she should be given solid food. This will usually be in the form of the child's next regular meal or snack.

Until the child is fully recovered he or she should not be left unsupervised. Once the recovery is complete the child can resume regular class work. If, however, it is decided that the child should be sent home, it is imperative that a responsible person accompany him or her.

Parents should be notified of all incidents of hypoglycemia. Repeated low blood glucose levels are undesirable and unnecessary and should be drawn to the parent's attention so that they can discuss the problem with their doctor.

If unsure whether the child is hypoglycemic, always give sugar. A temporary excess of sugar will not harm the child but hypoglycemia is potentially serious.

Note: Do not give food or drink if the child is unconscious. Roll the child on his/her side and seek medical assistance immediately.

If a student is unconscious, having a seizure or unable to swallow, do not give food or drink.

- Roll the student on his/her side
- Call Emergency Medical Services
- Inform parents or guardians

If child vomits, contact the parents immediately. If unable to reach the parents, take the child directly to the nearest hospital.

Provide for a secure, accessible and appropriate place to store emergency food supplies (oral glucose, orange juice, etc.), throughout the school (e.g. homeroom, gym, principal's office, etc.)

Provide opportunities for fast-acting sources of sugar to be taken by students anywhere on school property, on buses or during school sanctioned activities (school rules may have to be relaxed).

Procedure in place where appropriate school staff contact parents:

- Immediately after treatment of moderate or severe low blood glucose
- When student is unable to eat or vomits

Ensure that contact names and numbers are kept up to date for each student.

Follow the emergency treatment protocol as outlined on the Type 1 Diabetes – Hypoglycemia Emergency Treatment Form (Appendix A012).

Know the emergency contact procedures (including which school personnel are responsible for contacting parents and/or emergency services).

WORKING WITH OTHER MEMBERS OF THE COMMUNITY

Administrative Application	
Initiated by:	Director of Student Services
References:	AP #206 – Education Programs, Support Services and Roles of Staff
Related Directives:	Ministerial Directive on Inclusive Schooling, 2016 Section 3.10
Related Forms:	YCS Student Services Parent Consent for Obtain and Release Information
Reviewed & Approved:	February 2022

Background

Recognizing that some students/families have support needs which cannot be met by any one agency or organization alone. Yellowknife Catholic Schools will work with community partners that may offer additional programming to help meet the needs of our students.

Specifically

1. A member of the YCS Student Services Team will actively foster collaborative working relationships with a variety of organizations and agencies, as necessitated by the needs of its students/families.
2. School administration shall ensure that individuals with expertise in an area relevant to a student's needs/program, such as a health worker, social worker or counselor are invited to participate in the School Team or other meetings relevant to a child's program.
3. A written district parental consent is required to share information with these individuals.

ADMINISTRATIVE PROCEDURE #423

YCS CHILD CARE SERVICES

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	Early Childhood Regulations NWT Child Day Care Act
Related Forms:	
Reviewed & Approved:	August, 2022

Background

To support our parents in obtaining after-school child care, Yellowknife Catholic Schools has established a program for families with children enrolled in our schools. The program offered by each school will be determined by YCS' partnership with the YMCA and their ability to operate an after-school care program. YCS programs focus on fostering a safe, engaging opportunity for students after school under the supervision of trained staff.

Specifics

1. YCS after-school care services is a licensed program, following the NWT Early Childhood Child Care Regulations and the NWT Child Day Care Act.
2. YCS has established a Coordinator of YCS Child Care Services position. This individual supervises all staff, coordinates programming activities for the children in our care, and communicates relevant information to parents/guardians.
3. YCS will ensure trained staff have been hired for their programming. Each cohort of twenty students will be supervised by one Lead who will be trained in First Aid and one Assistant who will support the Lead in supervising the children.
4. All staff must have a current Vulnerable Sector Check and updated immunization records.
5. Hours of operation:
 - After School Care operates from 3:30 - 5:30 Monday to Friday, except Thursdays and statutory holidays
 - Thursdays: 12:30 - 5:30

- PD/STIP days from 8:15 - 5:15
6. Arrangements for fee payment are to be made through the Office Manager at the YCS Board Office. Payments can be arranged through post-dated cheques or pre-authorized Visa. A deposit is required to secure a spot.
 7. The following fee schedule will apply. . This will be reviewed annually. The YWCA establishes its own programming fees.
 - Option 1: Thursday afternoons only - \$156.00/ month (\$1,560/year)
 - Option 2: PD/STIP days only - \$60.00 / day (Yearly total will be dependent on the number of PD/STIP days per year.)
 - Option 3: After School Care, including Thursday half days - \$374/month (\$3,735/year)
 - Option 4: Thursdays and Full days only - \$180.00/month (\$1800/year)
 - Option 5: After School Care Full package - \$398/month, \$3975/year (Includes every day after school, Thursday afternoons and PD days)
 - Option 6: After School Care only, excluding Thursday - \$2175/year payments.
 8. Parents/guardians will receive a child care tax receipt in February.
 9. Parents/guardians must provide one month's notice of their child being withdrawn from the programming.
 10. To register, complete the following form (include the link to the form.) The Program Coordinator will contact parents to confirm their child's acceptance into the program. Based on the number of registrations child(ren) may be placed on a waitlist. Available spaces are based on staff availability and in keeping with a ratio of 2 staff to 20 children.

Students Requiring Special Supports

1. Principal Responsibilities

- Principals are responsible for reviewing all After School Care registration forms to gauge the needs and age ranges of the children whose parents seek to enroll in a program at their school site. This assists parent and afterschool care organizers with successful daily planning for the child, parent and program staff.
- The school principal must review the registration list in January. This will ensure that applications for community-based funding support are submitted by March. Principals will contact any parent/guardian whose child may need a one to one support and:
 - assist them in understanding the differences between school day support and After-School Programming support.

- principals will remind parents/guardians that YCS school day individualized support ceases at 3:30 PM, except on Thursday when school support ceases at noon.
 - inform the parents about any community organizations available to provide one-to-one funding for afterschool programming and/or provide a school letter of support to third-party funders like Jordan's Principle so that parents can reinforce their need for such assistance and accessibility.
- The principal is also responsible to inform the Afterschool Care Coordinator about children requiring individualized support and that parents have been notified of the next steps.

2. Parent's Responsibilities

- Parents/guardians are responsible for providing all-important health and wellbeing information on the afterschool program registration form.
- Parents/guardians who have a child(ren) that require a one-to-one worker are responsible to seek funding from community agencies or government programs.
- Parents are responsible for contacting third-party funders.

There is only one organization currently in the community of Yellowknife that provides funds for a one-to-one worker:

Inclusion NWT Abe Miller Building, 4912 53 St, Yellowknife, NT X1A 1V2
Respite & Personal Supports Manager 920-2644 ext202 familysupport@inclusionnwt.ca

The Afterschool Care Program Coordinator is responsible to keep the principal informed of any information that is pertinent to the successful placement of the child in the after school program located in their school.

Principal Letter to Parents link: [Principal Letter to Parents Outlining Process for Funding](#)

The Parent support letter for Jordan's Principle link: [AfterSchool Care JP Funding Letter for Parents](#)

SPECIALIZED ASSESSMENT TO SUPPORT LEARNING CHALLENGES

Administrative Application	
Initiated by:	Student Services Coordinator
References:	AP #206 – Education Programs, Support Services and Roles of Staff
Related Directives:	Ministerial Directive on Inclusive Schooling, 2016 Guidelines For Inclusive Schooling Handbook 2017
Related Forms:	
Reviewed & Approved:	February 2022

Background

The Ministerial Directive on Inclusive Schooling, 2016 requires education bodies under:

- Section 3.5 Assessment, to develop or utilize a number of informal to formal assessment strategies, and
- Section 3.6 Specialized Assessment, to have written procedures for students requiring specialized assessment.

In both cases the focus or purpose of assessment is to facilitate the development of an appropriate education program and required supports, as defined below.

Specifically

All teachers of Yellowknife Catholic Schools are required to follow the YCS Assessment procedures #321 Student Assessment and Reporting. As a result, students should be provided opportunities to share their learning through various forms of assessments. These assessments should also provide teachers information on student strengths and areas requiring growth. YCS recognizes that, in some cases, students require formal evaluations to help identify learning challenges.

1. Specialized assessments will be conducted by qualified professionals who follow the expectations outlined by the standards and guidelines set by their professional organizations:
 - a. To conduct specialized assessments and interpret results, and
 - b. To provide programming recommendations that can be implemented and maintained by parents, teachers and others involved with a student's programming, and that are consistent with the student's placement in a regular instructional setting.
2. Some specialized assessments require collaboration with other service providers and/or appropriate professionals in order to complete the assessment.
3. Specialized assessments will be completed within a reasonable time from the date of written referral, including completion of a written report and a meeting between the assessment professional and parents/teacher/others involved in the student's program.
4. Parents have access to information resulting from a specialized assessment, in accordance with the Departmental Directive on the Management of information in the Student Record and Other Records Pertaining to Students, 1998 (under revision.)

In addition to the above, Yellowknife Catholic Schools will determine a protocol to identify students' strengths and challenges, that will include:

- a. The range of assessment and other types of information that will be used to develop an appropriate education program and required supports, including a behavior Support Plan.
- b. Recommended steps a teacher is expected to have taken prior to referring a child for an assessment.
- c. Procedures for referring students for specialized assessment.

See Appendix #A015 – Specialized Assessment Protocol.

Preparing for Referral

Before a student will be considered for a Psychological Educational, or other specialized assessment the following should be considered:

1. All attempts at the classroom and PST/School Team levels to develop an effective education program and required supports have been exhausted. The teacher and PST will articulate the strengths and challenges identified, through:
 - a. Reviewing existing information
 - b. Teacher assessments
 - c. PST assessments
2. The student has:
 - a. A Student Support Plan, or

- b. An Individual Education Plan, signed/approved by the parent, or
 - c. A behavior Support Plan, or
 - d. Documentation of previous/current concerns that support referral
- 3. There are documented:
 - a. Processes (e.g. to Team, talking to parent) leading to SSP or behavior Support Plan revision
 - b. IEP team meetings with the parents to develop, review, adjust the IEP.
 - c. Relevant achievement testing
- 4. Previous interventions have been completed through:
 - a. An audiologist and/or
 - b. A Speech Language Pathologist, and/or
 - c. An Occupational Therapist, and/or
 - d. A pediatrician
- 5. Hearing and vision have been checked within the past year.
- 6. No similar assessment has been conducted in the past 3 years
- 7. Information from similar assessments older than 3 years is outdated.
- 8. There is parental support.

Ed. Psych. Assessment Process

YCS wants to ensure that the process for student referrals and the testing itself goes smoothly for the student. To assist in the process the following table was developed outlining the steps to be taken throughout the complete process.

Steps	Task 1	Task 2
One	School Based Support Team identifies students for Assessment Use the Ed Psych Student Decision Matrix Review all assessments and programming data Ensure no steps are missing to ensure all school based info is collected for choice.	Principal Approves School Year List A School Checklist is completed to ensure Ed Psych is the proper assessment at this time.
Two	PST designate fills out all forms	PST sends list of the school's student candidates and forms to YCS RISC

Three	RISC approves forms and prereferral with Director	RISC emails the Principal and PST to advise of approved applications
Four	PST informs parents about the approval and next steps of the assessment process.	Parents are informed by the PST that a) Approval has been granted, and b) the assessor will be contacting them directly
Five	RISC contracts Assessor	RISC emails PST status. Dates and Follow Ups are determined by the school team and Assessor in collaboration with district dates for assessment.
Six	RISC works with PST for follow up and staff debriefs, usually 2 Months after the initial assessment	PST to provide a brief of recommendations follow through via email
NOTE	YCS Students are provided one round of Ed.Psych. Assessments per school year. Emergency assessments are case by case.	

Considerations for Prioritizing Students for a Psychological Educational Assessment

1. Age/Grade

It is recommended that children who are not at least 8 years of age in the current school year (age appropriate grade 3), be considered for Psychological Educational assessments, except in exceptional circumstances.

Other factors may inform the decision to go ahead with a Psychological Educational assessment on children under age 8. For example, children who have experienced brain trauma in their early life, or have a medical condition that affects cognition, or other neurocognitive concerns (TBI, FASD, ASD, etc.) may be possible candidates for an early Psychological Educational assessment.

Alternatives to a full Psychological Educational assessment may also be considered for a child who is under the age of 8. This may include Level B testing, social/emotional assessment by a qualified individual, and/or recommendations for specific interventions that may address the observed concerns.

2. Students who have not had instruction in English Language Arts (or have only had 1 year of English instruction), or students who are English Language Learners in their first few years of English, are poor candidates for full Psychological Educational Assessments as an appropriate analysis of their English Language skills in reading and writing cannot be completed. However, again, there may be information available to indicate directions of appropriate support and intervention for children who are struggling with their learning. This information may come from classroom observation, TOPA, Bracken or other assessment results, or other Level B and/or social emotional assessments, or cognitive assessments.
3. Referral Source
Referrals from a pediatrician, psychologist, mental health practitioner or other health professional should carry some weight.
4. Student responsiveness to previous interventions and supports:
 - What interventions have been tried with the student?
 - have they been consistently applied?
5. Relative complexity of learning concerns.
6. Documentation of the following:
 - ☐ classroom-based assessment and intervention by the classroom teacher and learning specialists (i.e. literacy support etc., CTBS results)
 - ☐ Level B assessment by PST or Regional Inclusive Schooling Coordinator (WJIII-Achievement; WIAT-III; Keymath-3 Cdn.; SMALSI; etc.) and evidence of intervention response to those recommendations
 - ☐ Speech Language Assessment (if relevant)
 - ☐ Occupational Therapy assessment (if relevant)
 - ☐ Pediatrician referral (if relevant)
 - ☐ Attendance (child should be in regular attendance at school – children who are absent for extended periods of time, regardless of reason, are not a high priority to test because absenteeism for any reason affects learning; Review attendance history to analyze changes, if any; ensure that programming for the student has been appropriate and make those changes first to see if attendance improves).
 - ☐ Previous diagnosis and purpose for current testing (i.e. to support post-secondary aspirations). A student with a diagnosis should be tested again during their high school years to provide documentation for post-secondary supports. NOTE that it is important to consider whether simply Level B testing may suffice. Typically, cognition is a relatively stable concept so if level of achievement is the only information being sought, the testing can be Level B testing within the district.

STUDENT PERSONAL CARE

Administrative Application	
Initiated by:	Director of Student Services
References:	Home and School Agreement for Toilet Management
Related Directives:	AP #103 - Communicable Diseases
Related Forms:	Home and School Toileting Management Agreement
Reviewed & Approved:	February 2022

Background

Students may have health problems or delays in developmental milestones and require toileting and/or assistance with toileting. This may be on a scheduled basis or on an “as needed” basis. In any event, these tasks should be performed with dignity and respect for the student and in a private, safe, secure setting. It is important to have a discussion with the teacher or program support teacher about the specific needs of the child. All personal care activities must be communicated and agreed upon by the parent/guardian and documented in the Student Support Record. A Student Services personal care management plan form is provided to parents and school administrators to record such agreement and plan.

Students should be assisted in developing the greatest independence possible. Staff are required to follow all health and safety guidelines when carrying out personal care duties. These health and safety measures consist of the following but not limited to: wearing of gloves, disposal of gloves and hazardous materials, privacy considerations, organization and easy access to necessary equipment and recording of toileting processes.

Specifically

We recognize there is a need to treat all students, whatever their age, gender, disability, religion, ethnicity or sexual orientation with respect and dignity when intimate care is given. The child’s welfare is of paramount importance and their experience of intimate and personal care should be positive.

Staff will work in close partnership with parents and other professionals to share information and provide continuity of care.

The following are the fundamental principles upon which this procedure is based:

- every child has the right to safety and privacy
- every child has the right to be treated with dignity and respect
- every child has the right to be involved and consulted in their own personal care to the best of their abilities

Definition:

Personal care is defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves. Students unable to do so will be assisted by staff members discreetly and with care. Examples include care associated with body incontinence and menstrual management, washing, toileting or dressing. Students with complex needs may have personal care as part of their education plan and staff will assist them with achieving independence.

BEST PRACTICES

1. If a child wets and/or soils themselves and is capable of self-care and does not have a care plan in place, their parent will be notified. If necessary, parents will be requested to bring a change of clothing to the school, or come to check that the child is clean. If the school is unable to contact the parent, the child will be assisted, in accordance with the school procedures. Services will be documented and the parent notified.
2. Staff are to do their best in wiping however, there may be times depending on the areas and consistency of the human waste where a parent/guardian will be called or notified to do the wiping as necessary for the dignity, safety and health of the child immediately or at hometime.
3. Students who require regular assistance with care should have a written Personal Care Management Plan which is discussed and agreed upon by the student's parents, administration and the staff involved. The plan should be reviewed annually and changed when required. It should take into account procedures for educational day trips.
3. Where relevant, the parents and the school should agree upon appropriate terminology for the private parts of the body and functions and this should be noted in the plan.

4. A written log will be kept in a format defined by the school, by the staff who provided intimate care services to a student. The toileting logs will be stored in the PST file for that student.
5. All students will be supported to achieve the highest level of autonomy that is possible given their age and abilities. Staff will encourage each individual student to do as much for themselves as possible.
6. Staff who provide care should speak to the student personally by name, explain what they are doing and communicate with the child at all times during the care.
7. The staff member should inform another appropriate adult when they are going alone to assist a student with intimate care.
8. Adults who assist students with intimate care should be employees of the school district, not substitutes, student teachers or volunteers.
9. Training of Personal care is done annually by the Student Services team.

Basic Procedure - pull up diapers

Inspect the designated changing area and make sure that all of the necessary equipment and supplies are available

- Prepare the table/surface where the student will be changed by wiping with a sanitized cloth and/or by placing protective paper on the table surface
- The student should be standing, while you talk to the student about what you are doing
- Remove soiled pull/up diaper and place covered waste in the receptacle
- Clean student using wipes, soap and water
- Dispose of soiled gloves and put on a clean pair of gloves
- Place clean diaper on student
- Remove paper and clean the surface with sanitized cloth

Basic Procedure - **Toileting**

- Put on gloves
- Prepare toilet by wiping with a sanitized/disinfectant cloth and/or placing protective paper
- Talk to the student about what you are doing
- Assist student with clothes
- Transfer and/or assist student to toilet
- If required, stabilize the student on toilet seat
- Assist student with cleaning, if required
- Dispose of soiled gloves

<u>Equipment/Supplies – Diapering</u>	<u>Equipment/Supplies - Toileting</u>
• Running water, soap and towels	• Privacy curtain
• Adjustable changing table	• Non-latex gloves
• Privacy curtain	• Sanitizer and disinfectant
• Non-latex gloves	• Supply of soap, toilet paper, wipes and paper towels
• A covered and lined refuse receptacle for waste and contaminated PPE	• Disposable apron
• Sanitizer and disinfectant	• Disposable cloths
• Table covers	
• Small bags for diaper disposal	
• Supply of soap, toilet paper, wipes and paper towels	
• Disposable apron	
• Disposable cloths	

Safety

- Changing and toileting will be done in an accessible but private space
- Doors will be left open but a privacy curtain pulled across to ensure the individuals are accorded both safety and privacy
- Should circumstances warrant or staff feel uncomfortable in specific circumstances they may request that another adult stand outside of the change room

Parents' Responsibilities:

- Understand and agree to the school procedures followed during changing
- Demonstrate to the staff members how intimate care is provided at home
- Share with the staff/school terminology and vocabulary used at home to describe care and body parts
- Agree to inform the school should the child have any marks/rash

- Agree how often the child should be routinely changed if the child is in school for the full day and who will be doing the changing
- Provide diapers and a change of clothes, when necessary
- Agree to child being washed (water only) and changed, if necessary

School Responsibilities:

- Agree to change the child should they soil themselves or become wet
- Agree how often the child should be routinely changed if the child is in school for the full day and who will be changing them
- Agree to review arrangements, in discussion with parents/guardians, should this be necessary
- Document when the child is toileted or changed in a log book, as well as indicate any concerns or issues if noted at that time
- Inform the parents if the child is noted to have any marks/rash
- Provide a changing area to allow child privacy/dignity
- Package wet and soiled clothes to send home
- Designate a staff member to change the child including another named person in case of illness/absence
- Provide a consistent approach

Child's Responsibilities:

- Child to be encouraged to participate in the changing process if appropriate i.e.: wiping themselves, pulling up their pants

USE OF CERTIFIED SERVICE ANIMALS IN SCHOOLS

Administrative Application	
Initiated by:	Director of Student Services
References:	
Related Directives:	Human Rights Act
Related Forms:	Application for Use of a Certified Service Animal
Reviewed & Approved:	February 2022

Background

Yellowknife Catholic Schools recognizes that a certified service animal, when well trained and supported, not only demonstrates its trained tasks but also can support increased safety, independence and self-control for individuals with a disability. Yellowknife Catholic Schools supports the use of a certified service animal in schools when appropriate planning and preparation has taken place in advance of the service animal's entry to the school.

Specifically

1. The service animal in question must be trained by an accredited organization, such as Assistance Dog International and the Canadian Registry of Therapy and Service Animals.
2. For the purpose of this procedure, a certified service animal is not the same as a companion animal or therapy animal. A certified service animal is a recognized working animal and strict guidelines apply to the access, handling, and interaction with these animals. A request for a 'companion' animal can be refused, but a request for a 'service animal' cannot be refused unless the proper authorization, planning and preparation are not done in advance.
3. Application for use of a certified service animal must be submitted to the principal of the school well in advance of the animal entering the school. The principal will submit the application to the Director of Student Services who will overview the different roles and responsibilities to ensure that the animal is properly certified.

4. Students transferring into the district who already have a certified service animal in place as part of their IEP or SSP must provide advance notice prior to registering in the district to allow planning and preparation to take place.
5. Staff requiring a service animal must provide an advance request to register a service animal to accompany them throughout their work day to their principal. The principal reviews the notification, provides the staff member with an outline of the information required to ensure safety and for all. The principal forwards this request onto district personnel to allow planning and preparation to take place.
6. The following documentation must be completed and in place prior to accepting a certified service dog into a school.
 - a. Request for Approval for the Use of A Service Animal
 - b. A letter from a registered physician in the NWT recommending the use of a certified service animal in the school.
 - c. Certification from the service that trains the animal, stating a certified service animal has been placed with the child and the date of formal certified animal team recognition.
 - d. Confirmation that the training service is an accredited organization. Current documentation stating the animal is in good health, properly licensed as required by the City bylaws, and has an up-to-date record of all vaccinations.
 - e. A member of the district Student Services Team will contact the animal certification agency that provided the service dog regarding the placement and use of a certified service animal in the school setting. If one of these organizations does not believe that the environment for placement in the school setting is suitable the placement must be reviewed and/or revised.
7. Parent/Guardian Responsibilities or Staff Member Requiring a Service Animal
 - a. Make a formal request to the school principal outlining the needs of their child and the benefits of using a certified service animal as part of their child's programming requirements (See Form: Request for Approval for the Use of A Service Animal).
 - b. Include all required documentation as listed on the form to support the application.
 - c. Acknowledge in writing that the provision of the certified service animal is the sole financial responsibility of the parent. (staff member)
 - d. Acknowledge in writing that the provision of a fully trained animal handler to help with the initial implementation or any re-training sessions that may be required is the financial responsibility of the parent. This includes families whose child has a certified service animal already in place who transfers into the division.

- e. Acknowledge that the school will not provide care for the animal, and that the child and/or parents (staff member) are to care for the animal during the school day.
8. School Responsibilities
- a. Work collaboratively with the fully-trained animal handler from the organization that provided the service animal to:
 - i. Learn how to interact and work with the certified service animal.
 - ii. Provide training and information to students in the school on how to interact with and respond to the service dog.
 - iii. Address parental concerns from students within the school regarding allergies, fear of the animal, and/or other concerns related to having a service animal in the school.
 - b. Develop a process, in collaboration with the family (staff member) and the providers of the service animal, and other students' families to address concerns regarding allergies.
9. Transportation of a Certified Service Animal
- a. The school will arrange for a meeting to occur with school bus transportation providers and the parents to develop a protocol for handling the certified service animal on school buses. This protocol will be collaboratively developed and implemented with the certified animal's trainer/handler.
 - b. The certified service animal must be under control at all times when on the bus, including entering and exiting the bus.
 - c. All students transported on the bus, including those from other school districts, will receive training from the dog handler and/or parent in collaboration with the school(s) and bus company regarding how to interact appropriately with the service dog.
 - d. An evacuation plan for the bus must be developed and practiced with the student and service animal.
10. Allergies
- a. Most allergies related to service animals are contact allergies. Experience has shown that typically a classroom can be arranged to ensure that students with allergies to dander and saliva can be kept at an appropriate distance from the service animal to prevent allergic reactions.
 - b. Classrooms that have a service animal in them are to be fully cleaned including vacuuming of all carpets and washing of all floors.
 - c. Students with allergies to the service animal are to provide a physician's letter indicating that they have an allergy and whether it is a contact allergy or airborne.

- d. Should an existing student(s) in the school have a life-threatening allergy to the service animal, as documented by an allergy specialist, the service animal will not be allowed within the school.
 - e. All potential new families to the school will be informed that there is a service animal in the school, and should the family disclose life-threatening allergies at that time or future time, be offered a placement in another school within the district if at all possible.
11. Yellowknife Catholic Schools and its schools will not assume responsibility for taking custody or control of, the care and/or feeding of any certified service animal. The parent/guardian of a student or the staff member requiring a service animal assumes custody and control of the animal and shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to cleaning and stain removal.
12. The school administrator shall provide a designated, clearly marked space outside of the school for the animal to relieve itself. The parent/guardian, or if capable and so designated, the student shall be responsible for the weekly cleaning and pick up of that area. The staff member requiring a service animal shall be responsible for the weekly cleaning and pick up of that area.
13. Nothing in this procedure allows the use of a registered and/or certified therapy or companion animal in the school.
14. Limitations
- The school district retains the right to reduce or exclude the certified service animal from school environments or school property if:
- The presence of the certified service animal poses a direct threat to the health and safety of others
 - The certified service animal significantly disrupts or interferes with the instructional program, school activities, or student
 - The presence of a certified service animal would require a fundamental alteration to any school program
 - The student or staff member or handler is unable to fully control the animal
 - The student or staff member or handler fails to appropriately care for the animal;
 - The parents or staff member fail to provide the required documentation
 - The certified service animal fails to consistently perform the function(s) and/or service(s) for which it has been trained and brought to the school in the first place
15. Denial of the Use of Service Animal

- a. If a parent/guardian, or student over the age of eighteen wishes to appeal the decision of the School District, the procedure for Appeals, as outlined in the Education Act of the Northwest Territories and Yellowknife Catholic Schools is to be followed.

STUDENT CELL PHONE USE

Administrative Application	
Initiated by:	Superintendent
References:	AP # 107 – District Technology and Networked Information ESPHS Cell Phone Policy
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2024

Background

1. While recognizing that cell phones and other personal electronic devices can be a convenient communication tool for parents and students, it is suggested that the use of such electronic devices be regulated during instructional time to prevent disruption of the learning environment. Emergency phone calls can always be directed by parents through the main office during school hours where our staff will ensure students are immediately contacted. In order to regulate and minimize problems associated with cell phones in our classrooms, the following regulations and guidelines have been adopted.

Definitions

1. Personal electronic devices include but are not limited to, mobile hand-held devices, cell phones, smart watches, iPods and other music players, gaming devices, and earbuds. In this policy, they are collectively referred to as 'cell phones' as these devices are very much an all-in-one, personal electronic device.
2. Instructional time is established from the start to the end of class time, including assemblies and emergency procedures.

Regulations and Guidelines

1. At all times, students must follow YCS Administrative Procedure #107: District Technology and Networked Information
2. The school will not accept responsibility for the safety of a student's device. This may include loss, damage, or theft due to misappropriation or accidental damage.
3. Students may bring cell phones to school; however, they must properly store them before or upon entering any classroom, office, library, locker room, assembly, or special event.
4. School administration will determine how cell phones will be stored.
5. Cell phones are not to be used to take pictures of any person in the school environment without expressed consent.
6. Cell phones should not be lent to other students. A borrowed cell phone may still be confiscated, and the owner's parents may be contacted.
7. Students violating any of the above practices may have their cell phone confiscated. The cell phone will either be returned to the student at the end of the day, or for repeat offences, the parent may be asked to come to pick up the cell phone and meet with the student and an administrator and/or teacher.
8. Cell phones may be used in the classroom as educational tools when approved by the classroom teacher and must not interfere with the learning environment.

STUDENT SUSPENSIONS

Administrative Application	
Initiated by:	Superintendent
References:	Education Act Safe Schools Procedures
Related Directives:	Safe Schools Directives
Related Forms:	
Reviewed & Approved:	September 2023

Background

As a Christ-centered community, Yellowknife Catholic Schools is committed to ensuring a welcoming, caring, and safe learning environment for all. It includes a culture that creates a sense of belonging, respect for diversity, development of a positive sense of self and personal accountability, and growth opportunities.

There is an emphasis on growth and opportunities to learn. Research has shown that ensuring all students have a sense of belonging and a positive sense of self is crucial to student success. We recognize that all students can make good choices, so inappropriate behaviour is challenged, but the individual is affirmed.

The Education Act (Section 35) states that students may be suspended under the following circumstances:

- a) persistent opposition to authority;
- b) habitual neglect of his or her responsibilities under this Act or the regulations;
- c) the intentional damage or destruction of school property;
- d) the use of profane or abusive language;

- e) consuming or being under the influence of alcohol or non-medicinal drugs on school premises;
- f) conduct that, in the opinion of the principal, interferes with the work of other students or school staff, is injurious to the physical or mental well-being of other students or school staff, or creates a situation that constitutes a seriously harmful influence on other students or school staff; or
- g) failing to comply with the Territorial School Code of Conduct or the applicable Safe Schools Plan

Our goal is to support students in learning new skills or approaches, including conflict resolution skills, in dealing with future situations. This may involve developing a better understanding of the underlying causes of the behaviour. We recognize the importance that strong adult/student and student/student relationships play in developing prosocial skills. A whole-school approach that recognizes the importance of relationships in learning utilizes a continuum of interventions, supports, and consequences to address inappropriate behaviours. Based on research, we believe that suspensions should be a last resort.

Specifically

1. Principal Responsibilities

The Principal is responsible for ensuring:

- a. That any disciplinary action does not lead to additional traumatization for the student
- b. Staff, students and parent/guardian(s) are regularly educated and informed of school beliefs about behaviour, student expectations and corresponding discipline procedures
- c. Student incidents, including the disciplinary action taken, are documented and are shared on a need-to-know basis
- d. Age, maturity, developmental level and individual circumstances are always considered
- e. Disciplinary actions are both supportive and corrective
- f. Students are provided the opportunity to learn and make amends
- g. The focus is on teaching behaviours that lead to student understanding and conflict resolution
- h. A variety of supports are available for students
- i. Staff develop an understanding that changing behaviour takes time
- j. Professional development opportunities are shared with staff.

2. Dealing with student infractions

Steps in dealing with a student demonstrating inappropriate behaviours:

- a. Always seek to understand the possible underlying reasons for the behaviour
- b. Consider how you will address the concern with the student: seating, voice tone, turn-taking, etc
- c. Once the student is deemed to be calm, allow them the opportunity to explain the behaviour
- d. Gather all pertinent information for potential further investigation
- e. Involve the students parent/guardian(s) in discussing appropriate disciplinary actions
- f. Ensure the student understands why the behaviour is unacceptable and what support could be provided to assist the student in changing their behaviours
- g. Consider the circumstances and level of seriousness of the behaviour in determining disciplinary action
- h. Determine where the student is on the continuum of progressive discipline, if there have been previous recent incidents

3. Alternatives to suspensions should focus on the prevention of future concerns

When determining alternatives to suspension, the student's age, background, and level of understanding should be considered.

Alternatives to consider could be:

- Referral to the school-based support team
- Restorative circle
- Community service
- Restitution/school service,
- Parent/guardian(s)/student conference
- Supervised in-school suspension
- Mini-course or skill modules - readings, videos, oral reports on topics related to the student's inappropriate behaviour
- Alternative programming
- Loss of privileges
- Time-out/reflection time
- Mentoring with a staff member
- Mediation programs that teach students how to solve conflict in a positive manner
- Self-regulation/de-escalation training
- Positive office referrals/recognition
- Verbal/written warning

4. A principal shall consider suspensions for the following infractions

There are some cases when suspensions are warranted, for example:

- Multiple disciplinary alternatives have been attempted and inappropriate behaviours continue
- Uttering a threat to inflict serious bodily harm on another person
- Possession of alcohol or illegal drugs on school property
- Being under the influence of alcohol or drugs
- Chronic swearing at a person in authority
- Committing an act of vandalism that causes extensive damages
- Bullying behaviours
- Other as defined in the Education Act or the Territorial Schools Code of Conduct

5. If the behaviour is outside the above criteria, the school administration may apply:

1. Restorative Circles - The purpose is to help the student understand the harm done by their actions and to allow them the opportunity to repair this harm. It allows the student to reflect on what happened, problem-solve and discuss appropriate actions for the future.

Guiding questions to ask:

- Tell me what happened.
 - What were you thinking at the time?
 - What do you think about it now?
 - Who did this affect?
 - What do you need to do about it?
 - How can we make sure this doesn't happen again?
2. Restitution is to develop and implement a plan to address the harm. It may include an oral or written apology, re-entry to the classroom meeting, goal setting, or repairing any damaged property.
 3. Skills Coaching - Assist students in learning skills or behaviours they could have used instead. It can involve teaching and modeling a skill, allowing students to practice through discussion or role-play, and providing positive feedback to the student.
 4. Referral to the school-based support team to explore the student's current programming.

6. Process for suspension

If the decision has been made to suspend a student, the principal must:

- Contact the parent/guardian(s) to advise them of the suspension and the details of the incident
- Set a re-entry meeting. (Re-entry meetings should be set for the morning of the student's return or during the suspension time so that the student does not miss more time from school.)
- Provide a letter indicating the reason and length of time of the suspension and the right to appeal the decision. The letter must also indicate any alternative measures in place besides the suspension, if relevant.
- Suspension letters must be copied to the Superintendent, the Executive Assistant to the Superintendent, and the Director of Student Services.
- The school administrator is to inform teachers of the suspension and the requirement to prepare work for the student to take home.
- Determine the length of suspension based on the seriousness of the incident and be progressive in length only in the case of repeated behaviours
- Contact the Superintendent if they wish to suspend a student for more than five days.

7. Re-entry meeting:

It is essential that the student is welcomed back to the school. The purpose of a re-entry meeting is to briefly review the behaviour, re-teach expectations, and identify supports that may be required to assist the student.

Parent/guardian(s), the student, a school administrator and a staff member, in the case where the behavioural incident directly involved them, should attend the re-entry meeting.

Process for re-entry meeting:

1. Be prepared to listen actively. The student and parent/guardian(s) have had the opportunity to reflect on what has taken place, and it is vital that they feel heard.
2. Begin by sharing the positive attributes and strengths of the individual. Avoid beginning the meeting by listing all the issues.
3. Clarify the situation by stating the identified issue, e.g. smoking on school grounds, fighting, swearing at a staff member, etc. Avoid going into all the details about the issue, as that should already have occurred in the initial dealings of the situation.
4. Allow parent/guardian(s) to share their comments/concerns.
5. Encourage the student to speak if they wish. This allows the student to self-advocate and provide problem-solving ideas.

6. Set an action plan that outlines how to assist the student in making better choices.
 - a. Administration offers available supports and how to put them in place
 - b. Parent/guardian(s) identify how they can help.
 - c. The student is asked to contribute by sharing what they feel they can do.
7. It is important to end the meeting on a positive note. Once again, speak to the student's strengths, review the plan for moving forward, let them know that you are glad to have them back and thank all those involved

ADMINISTRATIVE PROCEDURE #429

AIR QUALITY CONSIDERATIONS

Administrative Application	
Initiated by:	Secretary Treasurer
References:	Environment and Climate Change Canada
Related Directives:	
Related Forms:	
Reviewed & Approved:	September 2025

Background

It is important that students have an opportunity to go outside during scheduled breaks and outdoor activities. Therefore schools will have outdoor recesses as much as possible. However, it is important to ensure that students, staff, and visitors are safe during periods of poor air quality as determined by the Air Quality Health Index (AQHI) published by the Government of Canada.

Specifically

1. School administrations within the district will collectively monitor air quality conditions in the region. This will be done primarily through the Environment and Climate Change Canada website, which provides reliable and up-to-date air quality data for the region.
2. YCS will establish specific AQHI thresholds for taking action within the school district. The thresholds are categorized into the following as per [Environment and Climate Change Canada](#).
 - Low Risk - AQHI 1-3,
 - Moderate Risk - AQHI 4-6,
 - High Risk -AQHI 7-10, and
 - Very High Risk - AQHI above 10

3. When the AQHI reaches or exceeds the established threshold for "High Risk," schools should take precautionary measures. Precautionary measures may include reducing outdoor activities, moving classes indoors, and encouraging students and staff to limit outdoor exposure during recess and breaks.
4. When the AQHI reaches or exceeds the established threshold for "Very High Risk" more protective measures should be put in place. Schools should transition all outdoor activities to indoor settings, ensuring the closure of windows and doors to prevent the infiltration of outdoor air pollutants. Additionally, the operation of air purifiers within classrooms is essential to maintain indoor air quality.
5. When the Air Quality Health Index (AQHI) level reaches 7, students will not participate in outdoor activities, including during recess, to ensure their safety and minimize exposure to air pollutants.
6. The school administration shall accord special attention to students with pre-existing respiratory health conditions. When addressing the needs and challenges of these students during periods of poor air quality, school administrators are encouraged to exercise discretion and professional judgment in the application of prescribed courses of action.
7. Schools can resume normal activities when the AQHI consistently falls below the established threshold for AQHI 7 for a specified duration. All protective measures should be gradually lifted, and outdoor activities can resume once conditions are deemed safe.

ADMINISTRATIVE PROCEDURE #501

SECURITY CLEARANCE - SELECTION OF PERSONNEL

Administrative Application	
Initiated by:	Superintendent
References:	AP #508 – Staff Code of Ethics
Related Directives:	NWTTA Teacher Qualification Services Policy – Criminal Record Checks Directive
Related Forms:	
Reviewed & Approved:	July 2019

Background

Yellowknife Catholic Schools has a responsibility to ensure the protection and safety of its students. The careful and appropriate selection of personnel to work within the schools is the first step in fulfilling this responsibility.

Hiring Process

1. Central Office Administration shall ensure that all recruitment and hiring practices comply with the relevant Federal and Territorial legislation.
2. All advertisements for employment and job postings shall state that all applicants that are not currently employed by Yellowknife Catholic Schools must provide a vulnerable sector check completed in the last three months.
3. All successful applicants will be advised in writing that employment is conditional on a satisfactory vulnerable sector check, completed within the last three months.
4. New staff that have submitted their application and are waiting for their vulnerable sector check to be completed, are required to have a second person with them at all times.

5. If an applicant is being considered for employment and discloses a criminal record, that information must be forwarded to a committee consisting of:
 - a. Superintendent
 - b. Assistant Superintendent of Learning
 - c. Secretary Treasurer
 - d. The lead staff member conducted the interview of the applicant.

The committee will determine if the candidate is suitable for hire.

Renewal Process

Teaching Staff

As per the NWT Teacher Qualification Services Policy, all teachers will require a new vulnerable sector check for the renewal of their NWT Teaching Certificate every five years.

Support Staff

Upon hire and as a condition of employment, all support staff are required to submit a satisfactory vulnerable sector check. This record check must be less than three months old. An employee must renew their vulnerable sector check every five years.

Ongoing

At the time of hiring, all employees must be advised that they are required, if a criminal charge is filed against them, to immediately make a report to the Superintendent in writing on the nature of the charge.

STAFF PERFORMANCE REVIEWS

Administrative Application	
Initiated by:	Superintendent
References:	NWTTA Collective Agreement UNW Collective Agreement
Related Directives:	
Related Forms:	
Reviewed & Approved:	August 2019

Background

All staff have a professional responsibility to be involved in a continuous professional growth process designed to foster growth and the effectiveness of instruction to enhance student learning. Yellowknife Catholic Schools also strives to assist staff in determining their level of performance and, in so doing, to build confidence and self-satisfaction.

Specifically

The Superintendent shall develop processes and procedures for the evaluation of the performance of individual staff members and the quality of instructional and leadership practices through an ongoing formative and summative process in order to provide opportunities for growth and development.

NWTTA Performance Review Process

1. Each teacher will develop a professional growth plan and provide it to the principal prior to October 15 of each school year. The growth plan should be aligned to Yellowknife Catholic Schools and school goals and include individual goals, timelines and required resources.
2. Evaluations shall occur every five years by school administration and/or the Assistant Superintendent of Learning and/or the Superintendent. Teachers may choose a

summative evaluation or a path from the Developmental Track. A summative path must be used every ten years.

3. Additional evaluations can occur at the direction of the Superintendent, or as requested by the teacher..
4. By October 1 of the school year, the employee shall:
 - (a) be advised that they are on the performance review list
 - (b) be provided with a copy of the performance review tool
5. Where the principal has sufficient concerns to identify a teacher as “at risk”, they must do so in writing to the Superintendent by December 15. The following must be provided at the time the concern is passed on to the Superintendent:
 - a. Summary of written documentation related to any meetings with parents and/or students that relate to the concerns being brought forward.
 - b. Summary of written documentation related to interactions with staff and/or administration that relate to the concerns being brought forward.
 - c. Dates of when formative and summative evaluation was undertaken and who performed the evaluation and a one-paragraph summary of issues and/or concerns identified in each of the reports that relate to the concerns being brought forward.
6. Any teacher may appeal their evaluation to the Assistant Superintendent – Learning and/or the Superintendent.
7. Where a teacher has been identified as “at risk”, or where it is deemed by the school administration and/or the Superintendent that appropriate concern exists, a teacher shall submit to additional evaluation procedures including additional classroom visitations and professional assistance.
8. Once a tenured teacher has been identified as “at risk”, Yellowknife Catholic Schools will endeavor to provide additional support for that teacher above and beyond the support normally provided to that teacher’s peers.
9. If concerns persist into a second year, the teacher will be notified by December 15, of their pending release. If deemed necessary, the teacher will be advised, in writing, by April 20 that the contract of employment will not be renewed for the upcoming school year.
10. The evaluation process shall be completed at least one month before the end of the school year.

UNW Performance Review Process

1. During the probationary period, the employer shall provide a midpoint performance review and a final one upon completion of the probation period.
2. All permanent employees will be evaluated on a five (5) year rotation.
3. By October 1 of the school year, the employee shall:
 - (a) be advised that they are on the performance review list
 - (b) be provided with a copy of the performance review tool
4. By January 15, the Employer shall notify the Employee, in writing, of any areas in need of growth, and discuss opportunities and support to address those areas.
5. Final summative performance review shall be completed by May 30.
6. The employee shall be given an opportunity to discuss and sign the performance review document indicating that its contents have been read and understood. The employee shall also be given an opportunity to provide written comments to be attached to the employee's performance review.
7. The employee may use the grievance procedure in Article 38 to address any perceived factual inaccuracies in their performance review.
8. The Employer completing an employee's performance review must have observed the employee perform their duties. Copies of completed performance reviews will be placed in their employee file.

STAFF REDUCTION

Administrative Application	
Initiated by:	Superintendent
References:	NWTTA Collective Agreement / UNW Collective Agreement
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

In the event that significant changes may occur within Yellowknife Catholic Schools, it may be necessary to reduce the number of staff employed. There are many items which determine the number of staffing positions that can be maintained from year to year such as :

- Student enrolments – both current and projected
- ECE budget changes
- Other Government funding outside of ECE and/or local financial support for education
- Student educational needs
- New and/or revised curriculum
- Changes in the function of existing physical facilities

In the event that staff reduction is deemed necessary, the Superintendent will follow the process outlined in the NWTTA and UNW Collective Agreements. YCS staff understand the hardships that this may cause to individuals and will ensure that individuals are shown respect and communicated to in a timely manner.

Specifically

1. Should it be determined that a reduction in the number of teachers or support staff is necessary, the Superintendent shall endeavor to first effect the reduction through attrition which may be a voluntary:
 - a. Resignation
 - b. Retirement

- c. Leave of absence
 - d. Change in employment status – for example, full time to part time
- 2. Should voluntary attrition not result in the required reduction, the Superintendent shall proceed with the lay-off of non-tenured teachers, followed by tenured teachers as per the existing collective agreement.
- 3. Once the Superintendent has determined which teaching staff will be laid off, the Superintendent shall inform the individuals, in writing of the lay-off, the reasons for it (right to appeal is only in cases of dismissal not lay-offs) and recall provisions no later than April 20. UNW staff will receive one month's notice for lay-offs.
- 4. The Superintendent will advise the Board of pending lay-offs.

PROFESSIONAL DEVELOPMENT GUIDELINES AND FUNDS

Administrative Application	
Initiated by:	Assistant Superintendent of Learning
References:	NWTTA - YCS Collective Agreement UNW - YCS Collective Agreement PD Application and Claim Procedures
Related Directives:	
Related Forms:	YCS Resources - Professional Development Forms
Reviewed & Approved:	August 2025

Background

Yellowknife Catholic Schools is a learning organization and is committed to supporting staff development activities for all.

Professional Development is the continuous advancement of personal and professional knowledge and expertise that is required to ensure expert support of student learning. It is an ongoing process of individual and collective examination of teaching practice. It engages individuals and groups in a broad range of activities, including teacher preparation, in-service, individual development, staff development and organizational development.

As part of a comprehensive program, the Board may negotiate certain aspects of a staff development program within the collective agreements with staff members, and may voluntarily enhance the total program from time to time to meet the perceived needs of Yellowknife Catholic Schools.

Professional development programs benefit from a collaborative, cooperative approach that includes a variety of providers. Yellowknife Catholic Schools promotes and supports staff learning through a variety of different forms. The primary means by which a staff member would access professional growth opportunities within our district include:

- In-service training
- Staff orientations
- Targeted PD
- Courses

- Conferences
- Collaborative Teams
- Mentorship Program
- Coaching
- Personal PD
- Learning Together Tuesdays

This Administrative Procedure will be reviewed annually.

Specifically

1. All staff members shall attend all meetings and other staff development activities that have been planned for them within their normal assigned “on duty” work periods. Students may be dismissed in order to meet this requirement.
2. All part-time staff may be invited to attend staff meetings and staff development activities, which require their attendance outside of their normal, scheduled “on duty” work time. If invited to attend with expectations, they will be compensated as per their Collective Agreement.
3. A staff development fund has been established for all staff in order to provide financial assistance for a wide variety of staff development activities.

Approval Process:

1. This procedure will be administered in accordance with the NWTTA Collective Agreement, Article 23 and UNW Collective Agreement, Article 55.
2. UNW members must complete the PD Application Form and submit it to their principal, along with conference details, and intended flight itinerary for approval. Staff must then send the signed PD Application form to the Executive Assistant for Superintendent or designate review. Approval will then be provided in writing by the Superintendent or designate.
3. NWTTA members must complete the approved PD Application Form and submit it to their school-based PD Committee, along with conference details, and intended flight itinerary for approval.
4. The majority of committee members must support the application in order for it to be approved.
5. The committee will use the following criteria to guide their decisions:
 - PD content or material is applicable to teaching assignment(s).
 - PD content or material is directly correlated to school or district goals and priorities.

- PD content or material addresses a critical non-academic need in the school.
 - PD content or material is in alignment with personal professional growth plans or Faith Formation goals. (These plans are confidential and the administrator responsible for the committee should rate this.)
 - Where the application is for PD content that will require the applicant to travel outside of Canada, the PD content is not available in Canada, or the applicant has established, on a balance of probabilities, that there are no reasonable alternatives to the PD content in Canada that will equally or better enhance the applicant's teaching to improve the quality and relevance of education to students in Yellowknife Catholic Schools; and
 - The committee is satisfied that the location of delivery of the professional development content is safe, taking into account any risks to the health and safety of the applicant, including but not limited to:
 - travel advisories published by the Government of Canada;
 - political unrest;
 - Terrorism;
 - dangerous living conditions;
 - environmental hazards; and
 - biological hazards.
6. Any application requesting more than two days of leave must first be approved by the Principal before it is reviewed by the Professional Development Selection Committee. A maximum of three days per year may be granted, with the third day approved only if it is *required* for travel during work hours to attend a professional development event.
7. If more than two Professional Development days per year are granted by the Principal and/or the Superintendent, the teacher shall be required to pay the cost of a substitute teacher over and above the three days. This could be covered through their professional development funds or banked discretionary days or lieu days. If the individual does not have sufficient funds, or banked time, to cover the cost they will be responsible for the cost personally.
8. A travel day will only be approved if it is necessary for attending PD and should only be scheduled either the day before or after the PD event (e.g., conference days). Approval is granted only when actual travel occurs on that day, with a flight booked. If travel requires more than one day, only one travel day will be approved. If the intended flight is unavailable, it is the staff member's responsibility to maintain PD approval. Travel days should not be approved if the staff member chooses to travel on weekends before or after the conference, as they are not required.
9. Discretionary/lieu days can be attached to PD trips however they must be approved by the Principal **NOT** the PD Committee. **Any leave totaling four days or more must**

also be approved by the Superintendent. These days must be declared on the PD Application form so that the PD Committee is aware of the number of days the staff member will be away. Any days taken as discretionary/lieu will not be covered by PD Funds - unless the PD/Conference takes place on these days. (e.g., accommodations, per diems, ground transportation, etc.)

10. Requests to use PD leave days will not be approved on scheduled Board PD days, or collaborative STIP days, except in exceptional circumstances, in the best interest of the Board, at the reasonable discretion of the Superintendent. PD leave days may be approved on STIP personal planning days. If PD days or collaborative STIP days are scheduled next to long weekends, teachers will be allowed to schedule PD on those days.
11. The individual will be advised in writing of the committee's decision and a copy sent to the Superintendent, the person in charge of booking substitutes and the Executive Assistant at Central Services. The letter must include:
 - Conference start date and time
 - Conference end date and time
 - Location
 - Number of PD days approved
 - Travel day approved if applicable
 - Additional days approved if applicable (discretionary/lieu)
12. Conference fees and flights should not be booked prior to receiving approval. A staff member will not be refunded for any extra costs incurred for arrangements made prior to approval.

Accessing Funds:

1. Personal PD funds include funds based on the yearly amount allotted through the Collective Agreements, participation in approved Learning Together sessions, and Honorarium funds received for taking on Instructional Leadership or Department Heads.
2. All funds may be used towards:
 - costs of attending conferences.
 - costs of courses, to further your education, online or in-person.
3. Learning Together funds can also be used towards the cost of special resources for your classroom
4. Funds may be advanced prior to attendance up to 80% of the lesser of:
 - Professional development funds available to the staff member

- Reimbursement of estimated costs accrued prior to travel for registration fee, lodging and airfare

Advances must be submitted to the Executive Assistant, in writing, and in time to meet cheque run deadlines.

5. If for some reason the staff member is not able to attend, the PD funds will be returned to the district.
6. Staff members shall submit an expense claim form to their supervisor, with all original receipts, no later than fourteen calendar days following the event. Where personal income tax claims are to be made, a photocopy of the original receipt may be provided with an explanatory note.
7. Staff members are provided a daily per diem as indicated on the expense claim form.
8. Successful applicants may make travel arrangements through the use of personal travel points, with the understanding that this cannot be claimed as an expense. This will be seen as supplemental to the PD funds. Applicant may claim for fees charged for the use of personal travel points, such as taxes.
9. Car rentals must have prior approval by the Secretary Treasurer. Costs will not be covered if the individual fails to obtain prior approval. If a car is rented, the individual could choose to decline insurance from the car rental company and use their personal credit card insurance or homeowner's insurance. If an individual chooses to do this, YCS will not be responsible for the deductible or any other costs associated with the event of an accident.

LETTER OF TEACHING AUTHORITY

Administrative Application	
Initiated by:	Superintendent
References:	Education Act
Related Directives:	NWTTQS
Related Forms:	
Reviewed & Approved:	October 2020

As per the Education Act, if hiring an individual who does not have a Bachelor of Education, the Superintendent will apply for a Letter of Teaching Authority. This will be done under the following conditions:

- The position has been advertised and no qualifying successful candidates have applied
- The individual has qualifications, other than a Bachelor of Education, that provide them with the knowledge and skill level required such as trades education
- The individual is able to obtain a positive vulnerable sector check
- The term of the offer would be for the present school year
- The teaching position would be readvertised for the following year, in the hopes of finding a candidate with a Bachelor of Education degree

Individuals approved for a Letter of Authority are not eligible to receive NWT Teacher Certification. As such, YCS will determine grid placement for non-BEd candidates as follows:

- Highest possible placement for education will be level four (4) on the grid
- Post-secondary education relevant to the position will be acknowledged
- Previous experience under a Letter of Authority will be acknowledged

The YCS NWTTA salary grid will be applied as per all NWTTA members. In following these guidelines, placement on the grid may range from 1,0 to 4,11 (minimum 1 year of post-secondary education, 0 years of experience to a maximum of 4 years post-secondary education, 11 years experience) for candidates approved for a Letter of Authority.

ADMINISTRATIVE PROCEDURE #506

COVID-19 MANDATORY VACCINATION

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	Guidelines for Administering Antigen COVID19 Test
Reviewed & Approved:	October 2021

Background

Yellowknife Catholic Schools 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 Catholic Schools have 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 Catholic Schools (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 Catholic Schools (the “District”) to provide limited or specialized services with remuneration as an independent contractor.
- G. “Volunteer” means any individual engaged by the Yellowknife Catholic Schools (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 Payroll and Benefits Officer 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 the formal attestation of their vaccination status. An

NWT Health COVID-19 Immunization record can be obtained [here](#). A QR code can be obtained [here](#). The Payroll and Benefits Officer is responsible for securing personal information submitted by Employees in accordance with the *Access to Information and Protection of Privacy Act* (ATIPPA). The Payroll and Benefits Officer 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 Payroll and Benefits Officer 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, a 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)

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.

4. 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.
5. 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.
6. 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 complete the Request for Exemption as soon as possible so as to allow time for the accommodation consideration process. The Payroll and Benefits Officer 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 Payroll and Benefits Officer, 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

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.

Legislation:

Education Act
 Human Rights Act
 Safety Act
 Yellowknife Catholic Schools Administrative Procedure #408

Yellowknife Catholic Schools COVID-19 Vaccination Policy Verification Form Appendix A

Employee Information

Employee Name: **Employees Full Name**

Employees Designated Position: **Name of the Employee's 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:	MMM 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 1
The date Dose 1 of the vaccine was administered:	MMM DD, YYYY

☐ *I have provided a photocopy of the original document(s) from a health authority that administered the complete vaccination*

I, **Name**, of the Yellowknife Catholic Schools, acknowledge and verify the above vaccination information to be true.

Date of Verification Submission: **MMM DD, YYYY**

Employee Signature:

*Note that as of November 2021 all vaccines administered in Canada require 2 doses.

EMPLOYER SECTION
<u>Instructions for Verification</u> 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.
I, Ingemar Janse Van Rensburg, Payroll and Benefits Officer, of the Yellowknife Catholic Schools have been authorized to verify the vaccination information of Employees for YCS.

Date of Verification: **MMM DD, YYYY**

Ingemar Janse Van Rensburg
Payroll and Benefits Officer

Signature:

Simone Gessler
Superintendent

Signature:

Yellowknife Catholic Schools 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 call 1-867-766-7403 or email ingemar.jansevanrensburg@yics.nt.ca 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 Catholic Schools** ("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 the completed form to:

Ingemar Janse Van Rensburg

Email: jvr@yics.nt.ca

** The cost of completing this form is the sole responsibility of the Employee.*

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 call 1-867-766-7403 or email ingemar.jansevanrensburg@ycs.nt.ca 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: _____

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 call 1-867-766-7403 or email ingemar.jansevanrensburg@ycs.nt.ca 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:
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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 the 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.

Is there a treatment plan in place that may change your patient's ability to be vaccinated? Is your patient compliant with the treatment plan?			
Any additional information to consider: 			
Physician Signature:			Date:
Physician Name:	Reg/Lic. No.:	Phone:	Fax:

** The cost of completing this form is the sole responsibility of the Employee.*

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 call 1-867-766-7403 or email ingemar.jansevanrensburg@ycs.nt.ca 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.

Vaccination Guidelines - Procedure for COVID-19 Testing

These guidelines relate directly to the YCS COVID-19 Mandatory Vaccination Procedure #506, that all unvaccinated staff submit to regular COVID-19 testing as of January 5, 2021. It is our intention that these tests be administered in a safe and respectful manner. Please refer to Procedure #506 for the definition of “unvaccinated”.

Procedure:

1. Prior to November 30, 2021, all unvaccinated YCS staff must identify themselves to the YCS Payroll and Benefits Officer.
2. Unvaccinated staff must provide antigen COVID-19 test results to the Payroll and Benefits Officer within 24 hours of the following workday.
3. Test results will be required Monday, Wednesday, and Friday. **It is the responsibility of the employee to administer the test and ensure results are shared with the Benefits Officer.**
 - a. Monday - the test may be administered Sunday prior to reporting to work on Monday morning. A photo of the test result and the date clearly marked must be sent to the Payroll and Benefits Officer prior to the arrival at work on Monday morning.
 - b. Wednesday and Friday - the test may be administered Tuesday or Thursday at the end of the workday. A photo of the test result and the date clearly marked must be sent to the Payroll and Benefits Officer prior to the arrival at work on Wednesday or Friday morning.
4. Proof of testing - results
 - a. By submitting a signed declaration, Appendix C, that the staff member will adhere to the required 48-hour testing interval, the staff agrees to comply.
 - b. The staff member may provide proof of testing by providing a paper record from the testing site.
 - c. The staff member may provide proof of testing by submitting a photo with the results and date displayed.
 - d. If a staff member is unable to provide a test result, they will be required to take leave without pay until the results are provided. The staff member will be responsible to call the appropriate school-based staff to book a substitute teacher to ensure status confidentiality.
5. If an exempted employee is unable to attend work due to a positive COVID-19 test result they are required to call the appropriate school-based staff to book a substitute teacher to ensure status confidentiality.
6. Until further notice, costs associated with the required testing will be covered by YCS.

Appendix C

I, _____, an employee of YCS, confirm through submission of this form that on _____, 20____ at _____am/pm I took a Health Canada approved Covid-19 Rapid Test pursuant to Administrative Procedure #408.

I can confirm the result of this test was:

☐ Negative

☐ Positive

I understand that knowingly submitting a false result of a test is an extremely serious break of the terms and conditions of my employment. I understand that such conduct would result in severe disciplinary action up to and including consideration of immediate dismissal for just cause.

Employee Signature

Date

SUPPORT STAFF ASSIGNMENT

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

Support staff are employed by Yellowknife Catholic Schools and may be placed within any school or work site depending on the need to provide quality educational opportunities to the students.

Specifically

1. These procedures shall apply to all Union of Northern Workers (UNW) positions.
2. The Superintendent shall assign support staff within Yellowknife Catholic Schools to best achieve district and school and meet the needs of students.
3. Support staff may be appointed for a specific term on the basis of defined needs of Yellowknife Catholic Schools.
4. Support staff members may request a change in their assignment, to another school, through a written submission to the Superintendent with a copy to the principal. The Superintendent's decision will be based on the needs of our students and the best use of skills and knowledge of the individual requesting the change.
5. Support staff may be reassigned any time during the year based on student needs.
6. In the case of reassignment, the support staff member will be consulted and informed as to the reasons for the change by the principal and the Superintendent.

STAFF CODE OF ETHICS

Administrative Application	
Initiated by:	Superintendent
References:	Workplace - NWTTA
Related Directives:	
Related Forms:	Staff Code of Ethics - Form #0019
Reviewed & Approved:	February 2022

Mission Statement

Yellowknife Catholic Schools is a family of learners: developing faith, celebrating culture, supporting diversity, teaching critical thinking and inspiring service to others.

Values

Through Christ we value:

truth
honesty
compassion
respect
forgiveness
service
love

“Living the Faith”

Beliefs

We believe that we are a Catholic, Christ-centered community that strives to nurture the spiritual, intellectual, emotional, social and physical development of all learners.

Code of Ethics for Catholic School Educators

Preamble:

We in Catholic education stand ready with many contributions to make to the Church and to the nation as we share the vision and values that inform and inspire our teaching ministry.

This Code of Ethics for an educator in Yellowknife Catholic Schools (YCS) is a guide by which to examine those values and renew the vision as it relates to our ongoing commitment to students, parents, community and YCS. We believe that respect for others is directly tied to how we respect ourselves. By treating all people in a positive, supportive, and caring manner, we also respect ourselves.

All employees within Yellowknife Catholic Schools will be considered as “Catholic educators” in this document. We also believe that anyone called to work within our system does so as a result of a vocational call.

Principle I: Commitment to the Student

As Catholic educators we have a special responsibility to encourage each to achieve his/her maximum potential. We work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals and values. In fulfilling our vocation as Catholic educators, we commit to the following principles:

1. Recognizing, respecting, and fostering the uniqueness and the potential of every child
2. Creating and maintaining safe and healthy settings that foster children’s social, emotional, intellectual, physical, cultural and spiritual development and that respect their dignity and their contributions.
3. Engaging with students to help them develop their sense of responsibility to the world through their involvement in acts of social justice that are consistent with the values of the Catholic Church.

Principle II: Commitment to the Family

We are committed to assisting families in providing spiritual formation and education for their child based upon the teaching of the Catholic Church. In fulfilling our vocation as Catholic educators, we commit to the following principles:

1. Respecting and honoring a parent’s right to know, to understand and to share in decisions that affect the education of their child.

3. Acknowledging and building upon strengths and competencies as we support families in their task of nurturing their children.
4. Respecting the dignity of each family and its culture, customs, and beliefs.
5. Respecting parents' rights to make decisions for their child.

Principle III: Commitment to the Community

As Catholic educators within Yellowknife Catholic Schools, we consider the school district an integral part of the parish. In fulfilling our vocation as Catholic educators, we commit to the following principles:

1. Promoting community partnerships:
 - a. Helping students develop skills that will enable them to interact with society for a better world d. Advocating for the wellbeing of students and their families within our community.
 - b. Contributing positively to the community
2. Cooperating in the continued building of parish life and spirit by:
 - a. Nurturing the relationship between Yellowknife Catholic Schools, the parish and the community.
 - b. Assisting with communication of parish resources, needs and events.
 - c. Modeling active participation in my parish or church community.

Principle IV: Commitment to the Ministry of Teaching

As Catholic educators we strive to create a Christian environment that promotes sound moral and professional judgment. Through our spirit of joy, enthusiasm and quest for lifelong learning, we encourage others to join us in our vocational call to work as Catholic educators by:

1. Establishing and maintaining relationships of trust and cooperation with co-workers.
2. Refraining from using one's position as a platform for one's own beliefs that are not in accord with the school philosophy or Church teaching.
3. Maintaining a professional demeanor at all meetings and staff development gatherings.
4. Assisting in the orientation of educators new to a position and/or school.
5. Maintaining and promoting a positive attitude and team spirit among the staff.

6. Upholding the authority of the school and staying loyal to the school and parish when communicating with parents, students and civic community.
7. Presenting a professional appearance in the classroom and at appropriate school functions.
8. Sharing resources and information with coworkers.
9. Modeling a faith life by actively participating in a personal faith journey.
10. Exemplifying the teachings of Jesus Christ by dealing with children and adults in true love and justice.
11. Serve as a spiritual role model to others, through daily actions that reflect the YCS Mission Statement.
12. Show respect for differences in people, their ideas and opinions.
13. Treat one another with dignity and respect at all times, and especially when there is disagreement.
14. Show respect for persons who are in a position of authority;
15. Respect the needs of others to work in an environment of learning and teaching.

Children are the most important gifts God has entrusted to us. As a Catholic educator in Yellowknife Catholic Schools, I am called upon to see the face of Christ in every person.

LEAVES OF ABSENCE

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

It is recognized that staff members will be required to be absent from their duties for a wide variety of reasons. In addition to the provisions in the Collective Agreement, the Superintendent has some discretion in the awarding of leaves of absence.

Specifically

1. For all leaves of absence of one half day or more, not covered in the Collective Agreement, a letter will be submitted to the Superintendent. In emergency situations where it is not possible to supply a Leave Approval Form, the principal or immediate supervisor should be contacted by phone.
2. The principal may approve leave of less than one-half day when internal coverage is available. Such a leave does not require completion of a leave approval form, unless a sub is required.
3. In addition to provisions in the current Collective Agreement, an employee in the case of illness due to pregnancy may use sick leave credits provided that a medical certificate is forwarded to Yellowknife Catholic Schools Office.
4. All leaves of absence not governed by the Collective Agreement must be requested to the Superintendent, by the employee. Taking into consideration such factors as classroom disruption and the effect on the overall school program, other leaves may be granted by

the Superintendent to staff members, with pay at the cost of a substitute, or without pay under the following conditions:

- a. The leave does not exceed five days annually. For periods of more than five days, Board approval is required.
- b. Discretionary days and any earned lieu days have already been used.
- c. The leave falls under one of the following three categories:
 - i. Leave with Pay - Such leaves may include personal disaster, circumstances beyond a staff member's control such as flight cancellations, parish activities and school related activities
 - ii. Leave with the Cost of a Substitute - Such leaves may be granted for participation in activities or organizations not directly related to the school or for participation in athletics or fine arts.
 - iii. Leave Without Pay - Such leaves may be granted for the purpose of pursuing other personal interests not related to education.

DEFERRED SALARY LEAVE PLAN

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	Deferred Salary Leave Forms
Reviewed & Approved:	July 2019

1. Description

- 1.1 The Deferred Salary Leave Plan has been developed to afford an eligible full-time employee the opportunity to finance a one year leave of absence without compensation by deferring portions of their regular salary to finance the year of the leave. The Deferred Salary Leave Plan is referred to throughout the agreement as the "Plan."
- 1.2 The term of a leave of absence under the Plan shall be a school year period. Under no circumstances shall any leave under the Plan be less than or exceed one (1) school year.
- 1.3 The term "school year," as used herein, shall mean the successive twelve (12) month period commencing July 1 and ending the following June 30.
- 1.4 The term "deferred annual salary amount," as used herein, shall mean the accumulated percentage amount of gross annual salary deferred by a participating employee during each non-leave year of his/her enrolment in the Plan plus any interest earned, but less those deductions as specified in this Plan.

2. Eligibility

- 2.1 A full-time employee may be eligible to participate in the Plan, provided such employee has fulfilled all the conditions for any previously granted form of leave.
- 2.2 Three employees per bargaining unit will be eligible to take a deferred leave of

absence in any given school year.

3. Application and Notification

3.1 An application by an eligible employee for the Plan shall be made in writing and must be submitted to the Superintendent on or before January 31 of the school year preceding the school year in which the eligible employee wishes to enter the Plan. The eligible employee shall set out the enrolment date in the Plan, the intended year of absence and may include the reasons for the request.

3.2 If there are more applicants for this leave than can be accommodated, the decision shall be made by a Deferred Salary Leave Committee

- a. one (1) representative of the Association;
- b. one (1) representative of the Board; and
- c. the Superintendent.

The Deferred Salary Leave Committee shall establish priorities for selection prior to the selection of applicants; however, the following criteria shall form part of those priorities: seniority, previous granted applications, personal interview, reasons, etc.

3.3 Once approval has been given, the participation of the eligible employee in the Plan will become effective on the first day of the following school year.

3.4 The Superintendent shall, by the end of February advise the applicants of the decisions.

3.5 Once leaves have been approved, successful employees must meet with the Pay and Benefits Officer to complete and sign an agreement wherein are set the terms and conditions of participation in the Plan.

3.6 The agreement must be signed by the eligible employee by April 30 of the school year preceding the school year in which the eligible employee has been given approval to enter the Plan, or such employee shall be deemed to have withdrawn their application to participate.

4. Deferred Salary Formula

4.1

- a. During each school year prior to the leave of absence year, the participating employee, for a maximum of six (6) school years, will receive their gross annual salary less the percentage of gross annual salary the eligible employee has agreed to in their Plan. This accumulated percentage of salary plus any interest earned less any deductions as specified in Section 6.1 shall be retained for the employee by The Trust Company to finance the year of leave.
- b. The minimum Plan shall be a three / four year plan and the maximum will be a six / seven year plan. The possible combinations are as follows:
 - i) Three (3) qualifying non-leave years, followed by one (1) year of deferred leave (3/4 year plan).
 - ii) Four (4) qualifying non-leave years, followed by one (1) year of deferred leave (4/5 year plan).
 - iii) Five (5) qualifying non-leave years, followed by one (1) year of deferred leave (5/6 year plan).
 - iv) Six (6) qualifying non-leave years, followed by one (1) year of deferred leave (6/7 year plan).
- c. The percentage of gross annual salary the participating employee and the Board have agreed to defer may be amended once per school year. Such notice must be given to the Assistant Superintendent of Business thirty (30) days before the effective date of the amendment.
- d. The percentage of gross annual salary to be deferred in each year shall not exceed fifty percent (50%).

5. Income Tax and Canada Pension Plan

- 5.1 The amount of income tax to be deducted will be computed on the actual gross salary received by the participating employee during each of the calendar years they are enrolled in the Plan. The participating employee will pay income tax on interest income received in the year it is received. The employee will also pay the employee share of the CPP when it is taken out of the plan.

6. Administering the Deferred Salary

- 6.1 The deferred salary amounts shall be placed in trust with The Trust Company in the employee's name and shall be administered by The Trust Company.

7. Payment of Deferred Salary During Year of Leave

- 7.1 The monies to be paid during a participating employee's year of leave in accordance with Section 4.1 shall be paid by The Trust Company on a monthly basis.

7.2 A participating employee during the year of leave under the plan shall not accumulate nor be entitled to the following:

- a. salary increments; and
- b. statutory holidays, maternity, sick or any other leaves.

8. Health and Welfare Benefits

8.1 While a participating employee is enrolled in the Plan, any applicable health and welfare benefits computed with reference to salary shall be structured according to full grid salary.

8.2 The Board will maintain applicable health and welfare benefit coverage for a participating employee during the year of leave under the Plan, provided such employee assumes the full responsibility of paying the total costs for said benefits save those required to be paid by YCS by law.

8.3 Housing allowance and transportation “travel assistance” allowance will not be paid to the participating employee during the year of leave.

8.4 All moving costs incurred in the year of leave shall be paid by the participating employee.

9. Withdrawal

9.1 A participating employee who ceased to be employed with the Board at any time during their enrolment in the Plan must withdraw from the Plan.

9.2 In the event a suitable replacement cannot be hired by March 15 in the school year preceding the school year in which the leave is scheduled to be taken, the Superintendent may delay or defer the year of the leave. They may not, however, delay the year of leave if the employee has chosen a six / seven year plan. Under no circumstances shall such delay or deferral of the year of the leave exceed one (1) school year and the participating employee must take their leave at the end of such time or withdraw from the Plan at that time.

9.3 A participating employee wishing to withdraw from the Plan, must advise the Superintendent in writing prior to the beginning of the end of a school year. If they choose to withdraw the school year preceding the leave, they must do so by March, to enable staffing decisions for the following year. Once their position has been filled they no longer have the option to withdraw.

9.4 In the event that either Section 9.1 or 9.3 are involved, the Pay and Benefit Officer will notify The Trust Company of said employee’s withdrawal from the Plan and arrange for a lump sum payment equal to their banked deferred salary amount.

9.5 Should a participating employee die, YCS shall, within ninety days of written notification of such death to the Superintendent, arrange with The Trust Company for payment of the participating employee’s estate subject to receiving necessary clearance and proofs normally required for payment to an estate.

10. Terms of Reference

- 10.1 A participating employee shall return to duty with YCS at the end of their year off.
- 10.2 Should a participating employee fail to report for duty without reasonable cause on the first day of school following completion of the leave, such employee shall be deemed to have abandoned both the position and their contract of employment with YCS and the Superintendent may, without further notice to said employee, hire a replacement for the position.
- 10.4 A returning employee shall normally be reinstated at the same level as that which existed prior to the commencement of the school year in which leave was taken.

JOINT HEALTH AND SAFETY COMMITTEES

Administrative Application	
Initiated by:	Secretary Treasurer
References:	UNW Collective Agreement Section 35 NWTTA Collective Agreement Section 26 Student Injury Report Form
Related Directives:	NWT Safety Act WSCC Claim/Application for Benefits
Related Forms:	
Reviewed & Approved:	July 2016

Background

All staff have a role in promoting safety in YCS learning and work environments for both students and staff.

Under the terms of Collective Agreements with the UNW and the NWTTA and under the NWT Health and Safety Act the employees and the employer will work together to promote safety at Yellowknife Catholic Schools.

Safety Committees

Safety Committees have been created to provide an opportunity for information sharing and establish improvement on safety matters. The Committees may make recommendations to the employer on occupational health and safety practices and procedures.

1. Safe and Caring School Committee

- The main focus of this committee is student safety
- The committee shall include members of the NWTTA, UNW, Administration and Maintenance
- The Committee shall meet a minimum of three times per school year

2. Occupational Health and Safety Committees

Yellowknife Catholic Schools Occupational Health and Safety Committees consist of a joint district-wide Occupational Health and Safety Committee and three site-based committees, one at each school. Each Committee has representation from UNW, NWTTA and the Employer.

A. YCS Occupational Health and Safety Committee

The Occupational Health and Safety Committee is established in accordance with the provisions for occupational health and safety committees under the Safety Act and its pursuant applicable regulations.

The purpose of this Committee, in addition to the duties set-out in the legislation, is to participate in monitoring workplace health and safety. The Committee may make recommendations to the Employer on occupational health and safety practices and procedures.

- a. The Committee is a forum where Employer and employee representatives can meet to exchange information, discuss policies, programs and conditions, and where employee representatives can communicate to the Employer their views on workplace health and safety matters.
- b. The Committee shall consist of:
 - two representatives from the UNW employees,
 - two representatives from the NWTTA and
 - two representatives from the Employer.

All representatives in attendance may participate in the meeting, but only one (1) NWTTA member and one UNW member may vote at each meeting.

The Committee shall select from its own membership three Chairpersons, one (1) from the representatives from the UNW employees, one (representative from the NWTTA and one from the representatives from the Employer, who shall rotate duties at every meeting.

The Committee will meet, during working hours, at least quarterly, and when necessary as decided by the Committee-

Committee members may designate alternates to attend in the event they are not able to do so.

- c. The quorum of the Committee shall consist of a majority of the members of the Committee, of which at least half of the voting representatives are representatives of the employees (UNW and NWTTA) and of which at least half are representatives of the Employer.

- d. Minutes of every meeting will be prepared and distributed by the Employer's representatives prior to the next meeting, at which the minutes will be presented for review and adoption. Adopted minutes shall be forwarded to the Union and posted by the Union in the workplace for at least twelve months.
- e. The Committee may request from the Employer any information that the Committee considers necessary to identify existing or potential hazards with respect to materials, processes, equipment or activities.
- f. The Committee shall have full access to all reports, studies and tests in the Employer's possession relating to the health and safety of employees, or to the parts of those reports, studies and tests that relate to the health and safety of employees, but shall not have access to the medical records of any person, except with the person's written consent.

B. Site Based Committees

Each school will have a committee consisting of one representative of the UNW; one representative from NWTTA, one school administrator and the YCS Safety Officer. ii. Employees with Occupational Health and Safety concerns or recommendations are encouraged to check the Health and Safety bulletin boards in their workplaces and talk to their nearest committee members. Right to Refuse Work of Unusual Danger 40.06 An employee may refuse to do any work where the employee has reason to believe that: V t. -30- (a) there exists an unusual danger to health or safety of the employee; (b) the carrying out of the work is likely to cause to exist an unusual danger to the health or safety of the employee or of any other person; or (c) the operation of any tool, appliance, machine, device or thing that is likely to cause to exist an unusual danger to the health or safety of the employee or of any other person. 40.07 "Unusual danger" means in relation to any Yellowknife Catholic Schools Occupational Health and Safety Committees consist of any joint district-wide Occupational Health and Safety Committee and three site-based committees, one at each school.

Each Committee has representation from UNW, NWTTA and the Employer.

- a. The main focus of this committee is employee safety
- b. The UNW Safety Committee shall consist of two members of the UNW and two Administrators
- c. The committee shall meet a minimum of four times per school year

Hazard Reporting

Any staff member who observes a potential hazard shall:

- If possible, barricade the hazardous area
- Immediately contact the site administrator and inform them of the hazard

The Site Administrator shall:

- Contact maintenance department
- Contact the Secretary Treasurer

Accident Procedures

Student Accidents:

- The staff member who first becomes aware of the accident (first responder) will assess the nature of the injury and determine whether or not first aid can be delivered at the school or whether an ambulance needs to be called.
- If the injury is not serious, the first responder will assist the student in going to the office to obtain first aid.
- If the injury is serious the office support staff will be contacted for first aid assistance and to call an ambulance.
- School office support staff will provide first aid, contact an ambulance if required, and will contact the parent to inform them of the injury.
- If the accident was caused by a hazard on the site, the school principal and maintenance staff must be informed immediately so that the hazard can be remedied.
- The first responder will complete the Student Injury Report (Form #0011) and submit it to the office support staff.
- Office support staff will inform the school principal of the injury and forward the completed Student Injury Report to the Secretary Treasurer.
- In cases where the injury may have long term consequences (i.e. a broken tooth) a student accident insurance claim report will be forwarded by school office support staff to the parents.

Staff Accidents:

- The staff member who is injured (or the first responder to the injury) will contact the site administrator to inform them of the injury.
- If the injury is not serious, the injured staff member will go to the office to obtain first aid.
- If the injury is serious the office support staff will be contacted for first aid assistance and to call an ambulance.
- If an ambulance is called, school office support staff will contact the injured members' immediate family to inform them of the injury.
- If the accident was caused by a hazard on the site, the school principal and maintenance staff must be informed immediately so that the hazard can be remedied.
- The injured staff member will complete the WSCC Worker's Report of Injury Form and submit it to the Pay & Benefits Officer within 72 hours of the injury.

First Aid

- YCS will offer First Aid and CPR courses to meet the requirements of the NWT Safety Act.

INCENTIVE AWARDS

Administrative Application	
Initiated by:	Superintendent
References:	UNW Collective Agreement
Related Directives:	
Related Forms:	
Reviewed & Approved:	May 2025

Background

Yellowknife Catholic Schools appreciates the service of its employees and wishes to provide recognition for their years of service and upon their retirement from Yellowknife Catholic Schools.

Specifically

1. NWTTA staff and senior administration will be recognized for every five years of service with a certificate and an appropriate gift of recognition.
2. NWTTA service does not need to be consecutive for the purposes of an award. Deferred salary leave and leave without pay taken for a full school year will not be included. Employment for half time or greater shall be considered as a full year.
3. The awards will be presented at an annual Staff Affirmation & Recognition Evening. The evening may include a supper, liturgy, silent auction that supports an initiative agreed on by the planning committee, awards ceremony and a dance.
4. The following award items have been established for **NWTTA members and senior administration**:
 - 5 years – Apple or similar gift
 - 10 years – Golden school bell or similar gift
 - 15 years – Vase or similar gift
 - 20 years – Soapstone carving or similar gift
 - 25 years – A monetary gift of \$500.00
 - 30 years – A monetary gift of \$750.00

- 35 years – A monetary gift of \$1000.00
- 40 years – A monetary gift of \$1500.00

- Retirement and a minimum of 10 years of service – a monetary gift of \$500.00
- Retirement and a minimum of 20 years of service – a monetary gift of \$1,000.00

Staff may choose to take a gift certificate in lieu of the monetary gift. All gifts over \$500.00 are subject to tax deductions.

5. Article 33 of the Collective Agreement between Yellowknife Catholic Schools and the Union of Northern Workers on “Employee Service Recognition” shall also be honored. In order for staff to be eligible for monetary payouts as outlined in the schedule under Article 28, years of service must be continuous.

The following award items have been established for **UNW members and excluded staff**:

- 5 years – A monetary gift of \$500.00
- 10 years – A monetary gift of \$1000.00
- 15 years – A monetary gift of \$1500.00
- 20 years – A monetary gift of \$2000.00
- 25 years – A monetary gift of \$2500.00
- 30 years – A monetary gift of \$3000.00
- 35 years – A monetary gift of \$3500.00
- Retirement and a minimum of 10 years of service – a monetary gift of \$500.00
- Retirement and a minimum of 20 years of service – a monetary gift of \$1,000.00

As per legal requirements, all gifts over \$500.00 are subject to tax deductions.

SECURITY CLEARANCE - VOLUNTEERS

Administrative Application	
Initiated by:	Superintendent
References:	AP #501 – Security Clearance - Selection of Personnel Volunteer Application Form
Related Directives:	NWT Teacher Qualification Services Policy
Related Forms:	
Reviewed & Approved:	July 2019

Background

Yellowknife Catholic Schools has a responsibility to ensure the protection and safety of its students. The careful and appropriate selection of volunteers within the schools is the first step in fulfilling this responsibility.

Volunteers – Casual and Regular

Yellowknife Catholic Schools recognizes two types of school volunteers: Casual and Regular.

A vulnerable sector check may be requested of any volunteer.

Casual Volunteers

Casual Volunteers are those who come into schools to assist with class activities under the supervision of staff.

All casual volunteers will complete and sign a volunteer log. Each school will maintain a log. This log will be kept by the school under ATIPP.

Regular Volunteers

Regular Volunteers are those who come into the school on a regular/daily basis and work in a situation where they are one-on-one with students, remove student(s) from the class and/or assume responsibility for a small group of students with no teacher or classroom assistant

present. Volunteers assisting with coaching of school teams would be considered regular volunteers.

All regular volunteers will complete a Volunteer Application Form (Appendix #A019).

All regular volunteers will submit a vulnerable sector check to school administration. A new vulnerable sector check will be required annually.

EMPLOYMENT EXTERNAL TO THE DISTRICT

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Reviewed & Approved:	April 2011

1. If a staff member takes supplementary employment, including self-employment, it shall not:
 - a. appear to be an official act or to represent an opinion of the District
 - b. interfere with, negatively influence or affect the performance of their duties for the District.
2. A staff member who wishes to carry on business or engage in outside employment will notify the Superintendent:
3. Where the Superintendent determines that there is a potential for a conflict of interest from an employee's involvement in supplementary employment the matter will be discussed with the employee. If necessary, the Superintendent will seek advice from the NWTTA or legal advice. An explanation will be provided, in writing, where the Superintendent makes a determination to:
 - a. prohibit an employee's engagement in the supplementary employment due to a conflict of interest; or
 - b. grant the employee permission to engage in outside activities with conditions. Such permission is normally granted where the Superintendent is satisfied that a conflict of interest would be rare or an isolated occurrence.

The supplementary employment must not place the employee in a position where the employee has confidential knowledge or information to which the employee can exploit that knowledge or information for personal gain.

Teachers wishing to work as tutors for students, outside of the work day, cannot be paid to tutor their own students. This service must be offered outside of school facilities.

ADMINISTRATIVE PROCEDURE #515

CELL PHONE USAGE

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	AP #109 - Access to Information and Protection of Privacy Act
Related Forms:	
Reviewed & Approved:	July 2019

Statement

Cell phones are tools that can help employees manage their job responsibilities while they are away from their office. Yellowknife Catholic Schools recognizes that it is more efficient for individuals to use their personal cell phones, for work related activities, rather than have a second YCS cell phone.

Responsibilities/Guidelines

1. Individuals who are expected to use their personal cell phone, for work, must ensure confidential information is not accessible on their phones.
2. Access to personal cell phones should be password protected.
3. Individuals should be aware that any work-related information, transmitted or received, on their personal cell phone is subject to requests for information under the Access to Information and Protection of Privacy Act (ATIPP).
4. Users should also be aware that Section 47(1) of the ATIPP Act specifically states individual employees have a direct responsibility for the security of the personal information used within their performance of services for a public body.
5. Cell phones should not be used when a School District landline is available nearby, except when 2-way functionality is more efficient, effective and cost neutral.

Compensation

The Principal (in the case of schools) and the Superintendent (in other cases) may authorize staff to use a personal cell phone for work related duties. Where a staff member is regularly required to use their personal cell phone for work related duties, they may be entitled to financial compensation, to a maximum amount, determined by the Superintendent, in collaboration with the Secretary Treasurer. This may be prorated based on staff cell phone use requirements. A list of authorized staff members should be submitted to the Superintendent for approval each year. Approved list will then be provided to the Pay and Benefit Officer.

A list of authorized staff members should be submitted to the Superintendent for approval each year. Approved list will then be provided to the Pay and Benefit Officer.

If you are required to make work-related long distance calls on your personal cell phone, which are not covered in your plan, you may submit your statement for reimbursement.

Etiquette for Cell Phone Use

While recognizing that cellular phones may be a convenient communication tool for staff, parents and students, it is critical that such electronic devices be turned off during instructional time and/or during meetings to prevent disruption of the learning and working environment. Emergency phone calls can always be directed through the main office.

YCS will not accept any responsibility for the safety of a personal cell phone – this may include loss or damage due to theft or misappropriation, or accidental damage.

ADMINISTRATIVE PROCEDURE: #516

TIME-IN-LIEU

Administrative Application	
Initiated by:	Superintendent
References:	NWTTA Collective Agreement UNW Collective Agreement NWTTA Staff Lieu-Time Sheet NWTTA Staff Lieu-Time Sheet for School Related Service UNW Staff Lieu-Time Sheet
Related Directives:	
Reviewed & Approved:	March 2026

Background

To deliver programs effectively, there may be times where an employee is requested, by Senior Administration, to work outside of their regularly scheduled hours of work. The administration will strive to keep such requests to a minimum. In such cases, the Superintendent may agree to grant employees equivalent leave with pay as lieu time.

Specifically

1. The granting of time-in-lieu is strictly at the discretion of the Superintendent.
2. School Administration wishing to provide a staff member with time-in-lieu must have approval from the Superintendent before addressing the topic with a staff member.
3. Employees may accumulate no more than three days of lieu time per year. This does not apply to Maintenance personnel as established in their collective agreement.
4. Lieu days earned by NWTTA members before March 31st must be used in the same school year, except for extenuating circumstances. Lieu time earned after March 31st may be carried over for one year if the employee requests. A maximum of 1 lieu day per year may be carried into the next year. Any lieu time beyond one day will be paid out in June.
5. Lieu time is not granted unless there are extenuating circumstances for which a staff member cannot complete time-sensitive work. Lieu time must be approved in advance and is only approved by the Superintendent.
6. Staff will be notified of their lieu time status and possible payout in the spring. Staff wishing to carry over lieu time earned after March 31st must advise the Superintendent by the end of May, or payouts will automatically be completed in June.

7. Principals will receive a staff list with accumulated lieu time at the beginning of each year. Principals should monitor staff lieu time and ensure staff use lieu time before discretionary days and before June, where possible.
8. Lieu time may be attached to Christmas and/or March break.
9. Lieu time may not be used on a Professional Development day unless the Superintendent approves.
10. Denial of requests to use earned lieu time should be solely based on operational impacts, such as several prior leave requests.
11. Lieu time does not apply to teacher professional responsibilities such as 3-Way Conferences or attendance at other required meetings after school.
12. Any additional stipulations regarding lieu time, established through the collective agreements, will be adhered to.

12.1 NWTTA Staff: *Lieu Days for School Related Service – Employees who contribute to approved extra-curricular school activities with direct involvement with students, outside of the regular instructional hours, may be granted leave with pay up to a maximum of three (3) working days per year (accrued at a rate of one (1) lieu day per 30 hours extra-curricular service) where operational requirements permit the employee's absence. As approved by the principal.*

12.1.1 Lieu days earned for school related service must be used within the school year in which they are accrued. Any unused lieu days will be paid out at the end of the school year and are not eligible to be carried forward.

12.2.2 Employees who receive payment for their involvement in extra-curricular activities, including school sports (e.g., officiating or whipping), are not eligible to claim lieu days for those same activities.

ELIGIBLE EDUCATOR SCHOOL SUPPLY TAX CREDIT

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Reviewed & Approved:	September 2023

BACKGROUND

The Eligible Educator School Supply Tax Credit, established by the Federal Government of Canada in 2016, provides a 15% refundable tax credit to eligible educators for personal purchases of teaching supplies, with a maximum credit of \$1,000. This credit recognizes educators' financial investments in enhancing classroom and learning environments.

Eligible educators include those who hold a valid teacher's certificate recognized in Northwest Territories or possess a certificate or diploma in early childhood education recognized in Northwest Territories.

To qualify for the tax credit, purchased items must meet the following criteria:

1. The item was purchased by the educator personally.
2. The item was not reimbursed.
3. The item(s) must be directly consumed or used in the school or childcare facility.

Allowable consumable goods include: Construction paper, Flashcards, Items for science experiments (e.g., seeds, potting soil, vinegar, baking soda, stir sticks), Various stationary items and art supplies (e.g., paper, glue, pens, pencils, posters, charts) etc.

Allowable durable goods include: Games and puzzles, Books for the classroom, Containers such as plastic or bankers boxes, Educational support software etc.

Non-allowable items include: Computers and tablets, Rugs, Used books, games, and puzzles brought from home or garage sales and Food/snacks and clothing.

Specifically,

1. Educators are responsible for keeping receipts for allowable items purchased during the calendar year.
2. For each school where they taught during a given calendar year, educators should complete an *Educator School Supply Tax Credit Form*.
3. The tax credit form must be completed and signed by both the educator and the principal of the school. Principals can only approve items used within their respective schools. Principals must ensure that the purchased materials were intended to enhance learning in the classroom or learning environment.
4. The total eligible expenses, up to a maximum of \$1,000, are then claimed on the educator's personal income tax return.
5. Although the completed form and receipts are not required to be submitted with the tax return, educators should retain them in case the Canada Customs and Revenue Agency (CRA) requests verification. Records must be retained in accordance with CRA guidelines.

ADMINISTRATIVE PROCEDURE: #518

WORKING ALONE

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Reviewed & Approved:	May 2024

Background

This policy is established to reduce the risk of injury from occurring while working alone and to ensure compliance with legislative requirements.

This procedure applies to all district employees at all district workplace locations.

All district supervisors and employees are required to ensure the implementation of this safety procedure.

Definition

Occupational Health and Safety Regulation of NWT¹ defines “Working alone” as: to work at a work site as the only worker at that work site, in circumstances where assistance from another person who is a first aid attendant is not readily available in the event of injury or emergency.

For Yellowknife Catholic Schools, Work alone means to work alone by **administrative direction** at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

In situations where employees are directed to work alone, principals and site supervisors shall ensure:

¹ Section 33 (1) [Occupational Health And Safety Regulations](#), Safety Act

- That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee's place of work is conducted;
- An effective means of communication between the employee and persons capable of responding to the employee's needs is established; and
- Safety measures to reduce the risk to employees from the identified hazards are implemented.

SIGNING OFFICERS OF THE BOARD

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2016

Background

Most cheques issued by Yellowknife Catholic Schools are produced on-line. The preliminary and final cheque register must be approved by the Assistant Superintendent – Business and Superintendent or designate prior to the release of the electronic cheque.

All manual cheques shall be signed by two officers of the Board.

Specifically

1. The first signature shall be one of the following:
 - a. Superintendent
 - b. Assistant Superintendent of Learning
 - c. Chair
 - d. Vice – Chair
2. The second signature shall be one of the following:
 - a. Secretary Treasurer
 - b. Acting Secretary Treasurer

ANNUAL BUDGET

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2016

Background

The Board shall determine the basis upon which to allocate its annual resources. Budget adjustments are possible in order to allow flexibility to the administration in major areas of expenditure, while, at the same time allowing the Board to retain control over the total budget and expenditures.

Specifically

1. The Superintendent, in collaboration with the Secretary Treasurer, shall prepare the annual budget in accordance with the Board's direction and submit it upon completion to the Board for approval prior to June 30th each year.
2. A public meeting will be held for input prior to the final budget being approved.
3. Budget revisions that result in an increase or decrease to the total budget expenditures, without a corresponding change in revenues, must be approved by the Board.
4. Budget adjustments that are in conflict with Board direction require prior Board approval.
5. Single items costing fifty thousand dollars or more, that are of a physical nature and not consumable, will be capitalized and included in the capital budget. All other items will be included in the operating budget.

ADMINISTRATIVE PROCEDURE #603

SCHOOL TECHNOLOGY UPGRADES

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2019

Background

Technology plays a vital role in the provision of educational opportunities for students and must remain current if it is to be effective.

Specifically

An annual fund shall be established for Yellowknife Catholic Schools and allocated based on decisions made by the District Technology Committee, with representation from all Yellowknife Catholic School facilities.

This fund will be supplemental to school-based technology funding, allocated by Principals as part of their yearly operating budget.

To ensure a standard in regards to types of technology tools being obtained by YCS, all technology orders will be approved by the Manager of Information and Technology Services.

SAFEKEEPING AND DEPOSIT OF CASH AND CHEQUES

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2016

Background

The administration of each school shall endeavor to keep a minimum of cash, cheques and money orders in the safe on school property.

Specifically

1. Deposits shall be made at least once a week or sooner if the allowable cash balance reaches the maximum of \$5000.00
2. The Deposit shall consist of all cash, cheques, money orders and bank drafts in the possession of the school or district office.
3. The staff member at each school in charge of the student activity funds is responsible for ensuring deposits occur on a regular basis.

SAFETY DEPOSIT BOX

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	November 2012

Background

It is essential that official documents of Yellowknife Catholic Schools are maintained in a safe and secure manner.

Specifically

1. A safety deposit box will be utilized for legal documents, certificates, titles, etc. that are considered by the Superintendent to require “special” protection.
2. The Superintendent and/or the Secretary Treasurer shall have signing authority to the safety deposit box.

PROCUREMENT

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	July 2016

Background

Yellowknife Catholic Schools (YCS) requires a wide variety of supplies and materials in order to provide educational programs. It is necessary that these purchases be made in accordance with established procedures so that YCS can demonstrate that proper care and best business practice is taken with the expenditure of public funds in accordance with the approved budget. The purpose of this procedure is to ensure a high level of confidence in the procurement process by ensuring that all purchases are carried out in a fair, open, consistent, transparent and competitive manner.

Specifically

1. All services or goods purchased less than \$25,000 may be entered into directly with a vendor without soliciting bids. Purchases valued less than \$25,000 may only be purchased directly from approved northern businesses. The staff is encouraged to make sure that orders are not split so that they can meet criteria and avoid the tender process.
2. All services or goods purchased in excess of \$25,000 must be issued in pursuant to a competitive bidding process.
3. Contracts valued in excess of \$25,000 require a formal process in writing and be initiated through a request for tender or a request for proposal process.
4. Contracts between \$5,000 and \$25,000 will be awarded by the Assistant Superintendent – Business subject to the following:
 - a. The goods and/or services are identified within the approved budget.
 - b. The goods, if capital in nature, are identified within the approved capital budget.

- c. The tender is to be awarded to the lowest tender or quotation.
 - d. The proposal is to be awarded to the highest rated proposal
 - e. In the event where the award is made to any vendor other than that offering the lowest tender, the tender shall be submitted to the Superintendent for approval.
- 5. Contracts between \$25,000 and \$200,000 will be awarded by the Superintendent subject to the following:
 - a. The goods and/or services are identified within the approved budget.
 - b. The goods, if capital in nature, are identified within the approved capital budget.
 - c. The tender is to be awarded to the lowest tender or quotation.
 - d. The proposal is to be awarded to the highest rated proposal.
 - e. In the event where the award is made to any vendor other than that offering the lowest tender, the tender shall be submitted to the Board for approval.
- 6. Contracts over \$200,000 will be awarded by the Board.
- 7. A request for tender is a priced based bidding process that is used when the specifications, standards and timeframes are known. A request for tender is used when YCS staff knows exactly what good or service they want and is looking for the best price for delivery.
- 8. A request for proposal is used when YCS is looking for the best value solution to resolve a problem or to deliver a good or service but is not sure how to achieve it.
- 9. The following will apply to all request for tenders and proposal
 - a. All tenders and proposals will be posted on the GNWT website.
 - b. Only tenders and proposals over \$200,000 will be advertised on the GNWT website and advertised in the newspaper
 - c. For each request for tender or proposal, the Central Services office will be deemed the receiving location. The receiving location will be included in the request for tender and proposal documents.
 - d. Prior to the receipt of any bids, the official clock will be the clock located in the Assistant Superintendent – Business' office.
 - e. When the bid is received, the Assistant Superintendent – Business or designate will record the exact date and time of the receipt and will be noted on the face of the tender/proposal envelope. The person receiving the envelope must also initial or sign beside the date and time.
 - f. All bids will be kept by the Assistant Superintendent – Business or designate in a private and secure location.
 - g. Every tender/proposal call will identify whether the bids will be submitted in a sealed envelope or if a facsimile submission is acceptable. Bids received by facsimile will receive the same degree of security and control as a bid received by envelope.
 - h. A late tender/proposal is received after the official date and time set for receipt. Bids received after the closing time will be date and time stamped and returned unopened by registered mail with a covering letter noting that the bid was received

late. Before returning a late bid, a photocopy of the tender envelope showing the date and time of receipt and the letter will be placed in the tender/proposal file.

- i. If no bids are received, the Assistant Superintendent – Business should prepare a letter stating that no bids were received and place the letter in the tender/proposal file.
- j. If an unmarked envelope is received and the contents are thought to be a bid, the Assistant Superintendent – Business should open the envelope prior to the tender process. The envelope should be opened in the presence of at least one witness. If the envelope contains a bid, the envelope should be resealed and placed with the other bids in a secure location. A note should be prepared that outlines the opening of the envelope and should be signed by the witness.
- k. All bids over \$25,000 must be opened in public. The process must be done in a timely manner. The envelopes will be opened by the Assistant Superintendent – Business.
- l. All bids over \$50,000 will involve a Tender/Proposal Opening Committee. It will consist of three people who will be designated as the chairperson, secretary and witness. The Committee will open all bids that have been received and will prepare and sign a Tender Register for each tender/proposal. When each envelope is opened, the chairperson should announce the name of the person/company and the amount of the tender. The Secretary will record the correct name of the bid person/company and the amount of the bid.

10. The following guidelines shall apply to the procurement of all other goods and services requested for the District”

- a. All materials ordered by the Board shall comply with all applicable codes, standards and / or regulations of governing authorities.
- b. Yellowknife based suppliers and contractors who are BIP registered should be used to the greatest extent possible with the governing constraints of availability, quality of material or service, experience and convenience of serving and competitive pricing.
- c. Should Yellowknife base suppliers and contractors not be selected, then Northwest Territories suppliers and contractors should be used.
- d. Should Yellowknife and Northwest Territories suppliers and contractors not be selected, southern suppliers and contractors can be used.

11. The following considerations shall apply to the selection of suppliers and contractors:

- a. The degree of competition required is commensurate with the type, size and dollar value of the requirement.
- b. Availability of suppliers and/or contractors when timely response is required.
- c. Availability of after sales service.

12. In the following situations, the Board will not use tenders or proposals in order to secure goods and services:

- a. True competition does not exist.

- b. Prices or sources of supply are determined by Board authority or other regulatory bodies.
- c. Board objectives, operational requirements or administrative costs preclude competitive alternatives.
- d. A previous tender or request for proposal can be accessed for additional goods or services.

NORTHERN BUSINESS INCENTIVE

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	AP #606 - Procurement
Related Forms:	
Reviewed & Approved:	February 2016

The purpose of the Northern Business Incentive is to give preference on procurement to businesses that are owned and operated within the NWT.

1. Yellowknife Catholic Schools is part of the GNWT Business Incentive Policy and as such, will follow the policy.
2. For any procurement of goods and services, Yellowknife Catholic Schools will give any companies registered with the GNWT Business Incentive Policy a favorable bid adjustment over non- BIP companies. The bid adjustment is based on the value of the contract. For contracts up to \$1 million, there will be a 15% NWT and 5% local adjustment. For contracts over \$1 million, YCS will follow the GNWT BIP policy.
3. This procedure applies to all schools/departments in the district. All district schools and departments are to be accountable to the Secretary Treasurer and the Board to ensure that the true spirit and intent of the policy and its procedures are considered and exercised at all times.

PURCHASING

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	AP #606 - Procurement
Related Forms:	
Reviewed & Approved:	February 2016

Background

The purchasing of materials and supplies for Yellowknife Catholic Schools entails the use of public funds and therefore must be done as efficiently, carefully and transparently as possible.

Specifically

1. All purchasing procedures shall ensure fair and public bidding practices. All procurement of goods and services must follow the YCS procurement procedure (AP #507 – Procurement).
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. The spending authority must approve all purchase orders.
4. The administrator of that budget must approve all purchase orders committing funds from delegated budgets.
5. The District must follow the GNWT - Business Incentive Policy.

RECORDING BUSINESS TRANSACTIONS

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
ERelated Forms:	
Reviewed & Approved:	February 2016

Background

It is essential that the financial information system be maintained in accordance with Canadian public sector accounting standards and provide meaningful, timely and accurate information on the financial condition of Yellowknife Catholic Schools.

Specifically

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. Encumbrance 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. Encumbrance information must be readily available to administrators to make sure that the actual expenditures will occur.
5. The following conditions are necessary to ensure proper encumbrance control:
 - a. Encumbrances may only be authorized by staff that have been delegated encumbrance authority by the Superintendent.
 - b. Staff shall ensure that an encumbrance is in place for a disbursement prior to entering into an agreement or receiving goods or services.

- c. Staff delegated encumbrance authority shall ensure that funds are available within their appropriation before authorizing an encumbrance.
 - d. No encumbrances shall be made that would result in an over expenditure at the close of the current year's appropriation.
 - e. A monthly review of all outstanding encumbrances by staff responsible for budgets should be made to determine if encumbrances are still valid.
 - f. Encumbrances should be regularly adjusted to ensure that cost center records reflect their current status.
 - g. Each cost center administrator shall ensure that the appropriate records of encumbrance are maintained in order to control encumbrances against departmental appropriations.
6. Encumbrance accounting, under which purchase orders, contracts and other commitments for the expenditure of money are recorded to reflect the use of the applicable spending appropriations, is employed by the operating fund surplus (deficit) during the fiscal year to control expenditures. In accordance with Canadian public sector accounting standards, encumbrance accounting is not used for recording expenditures for the year. Only the cost of those goods acquired and services rendered on or before June 30 each year is recognized as expenditure in the financial statements.

CREDIT CARDS

Administrative Application	
Initiated by:	Secretary Treasurer
References:	GNWT Credit Card manual
Related Directives:	
Related Forms:	Credit Card User Agreement
Reviewed & Approved:	March 2023

Background

Yellowknife Catholic Schools 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 use and custodianship of credit cards in the name of Yellowknife Catholic Schools is restricted and must follow the approved procedures.

Specifically

1. Any exceptions to the established procedures must receive the specific approval of the Superintendent.
2. The Secretary Treasurer shall issue a credit card to designated individuals, schools and/or departments for its programs and facilities and 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 accounting department 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. The user, the individual who has the responsibility for the credit card, shall sign a User Agreement for District Issued Credit Card (Form #0078), prior to receipt of the credit card and will be responsible for all charges on the credit card account.

7. Upon the return of the completed User Agreement, the Secretary Treasurer shall establish the credit account at Yellowknife Catholic Schools' banking institution and provide the necessary District forms for the payment of charges to the credit card account.
8. In order for reimbursement of credit card expenditures the following must occur:
 - a. Receipts for charges must be turned into the finance division of Central Services by five working days after the 19th of each month. Credit cards may be canceled if receipts are consistently not sent in a timely manner.
 - b. The cardholder expense report will be provided to each employee on or about the 19th of each month.
 - c. Compensating tax or exchange rates shall be charged for out-of-province or out-of-country vendors when such charges are not included in the initial payment.
 - d. Credit card statements must be turned in at the end of the school fiscal year in accordance with the date set by the Secretary Treasurer.
 - e. Credit cards will be set to inactive status from mid-May to mid-August for all school staff except for 12 month employees unless an explicit exception is made by the Secretary Treasurer in recognition of unusual circumstances. Administrative Assistant credit cards will be inactive from mid-June to mid-August.
 - f. All credit card statements must be accompanied by appropriate documentation for each disbursement, including original invoices or receipts for goods and the appropriate charge slip.
9. In order for a department to request a credit card or to make changes relating to an existing card, a memo should be sent to the Secretary Treasurer which would:
 - a. Provide reasoning for the credit card request, and estimate the amount of funds to be spent on a per transaction and total monthly basis. All costs of the cards and related expenses must be charged to the applicable budget.
 - b. Justify any change in the card limit currently in place: or
 - c. Request additions, deletions or changes to the merchandise categories currently in place.
10. The credit card should not be used to make purchases that exceed the user's authorized dollar amount.
 - Credit cards should not be shared or given to another person to use. If this is done, the credit card will be canceled.
 - Cardholders shall not personally accumulate benefit points from vendors and/or receive a real or perceived personal benefit from their purchases.

Acceptable Purchases

- Authorized travel expenses such as Airline tickets, Car Rentals and Hotels
- Subscriptions, seminar registrations, books, video tapes
- Authorized Fees / memberships / dues
- Catering or small dining services

- Miscellaneous Operating Supplies
- Miscellaneous maintenance/repair expenses
- Training Expenses
- Stationery/Office supplies
- Computer equipment, software, maintenance expenses
- Automotive repair district vehicles
- Courier and parcel services
- Minor consulting services
- Pre-approved charges for unusual items such as; hospitality, etc.

Non-Acceptable Purchases

- Any items exceeding \$10,000 in value (contract splitting is not allowed)
- Cash Advances or financial services
- Travel per diem (These are obtained once claims are submitted.)
- Unauthorized travel costs per Yellowknife Catholic Schools duty travel procedures
- Personal services contracts
- Entertainment
- Purchase of equipment with a value of over \$500.00. (Purchase orders should be used)
- Gifts (unless explicitly authorized by the supervisor to do so)
- Charitable donations and contributions
- Personal Purchases
- School side expenses (schools should pay from school accounts)

12. The Superintendent or Secretary Treasurer shall revoke use of any credit card issued by Yellowknife Catholic Schools should conditions warrant such an action.
13. For any disallowed charges not repaid by the cardholder before the charge card billing is due and payable, Yellowknife Catholic Schools 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 credit card.
14. Credit card purchases should be used for one-time purchases only. If there are going to be regular on-going purchases, a purchase order should be completed and sent to the vendor. The card should not be used to set up monthly recurring charges.
15. All purchases should be made in the name of the cardholder and/or the name of the cardholder's school/site.
16. All items purchased with the card must be delivered to a YCS mailbox or street address. Purchases should never be delivered to an employee's personal mailbox or home address.
17. The following general guidelines should be followed in order to safeguard the credit card:
 - a. The card should be placed in a secured area / lockable when not in use.

- b. Notify the Administrative Assistant immediately of any changes in the list of personnel authorized to have a credit card.
- c. Notify the Administrative Assistant in the case of theft or loss of the card.

ASSET DISPOSAL

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	Asset Disposal Form
Reviewed & Approved:	February 2016

Background

Material and equipment, which is no longer required at a specific location or within Yellowknife Catholic Schools, may be disposed of in accordance with established procedures.

Specifically

1. The Secretary Treasurer is authorized to dispose of, by public auction or otherwise, material and equipment up to an estimated value of \$10,000 each.
2. For single items with a value exceeding \$10,000, the Secretary Treasurer will require authorization from the Board.
3. Assets identified for disposal shall be noted on the Asset Disposal Form (#0051).
4. Once approval for the disposal of an item has been received, all administrators will be notified of the availability of the asset. Should another school administrator or program manager desire the asset, they will have access to it on a first come, first served basis.
5. Upon the sale of an asset outside of Yellowknife Catholic Schools, 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 will be completed and filed.

ADMINISTRATIVE PROCEDURE #613

DUTY TRAVEL

Administrative Application	
Initiated by:	Secretary Treasurer
References:	Leave Approval Form PD Travel Expense Claim Form AP #504 - Professional Development Guidelines and Funds
Related Directives	
Related Forms:	
Reviewed & Approved:	July 2019

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.

Specifically

1. The Superintendent may grant approval upon receipt of a statement of travel plans outlining the purpose and projected expenditures of the requested travel.
2. Employees shall submit expense claims using the Travel Expense Claim Form (Form #0020A) within ten working days of the date of return. Expense claims shall be reviewed prior to payment to ensure that:
 - a. Prior approval was granted for the travel
 - b. The most cost-effective approach to travel was taken and excursion airfare used when available
 - c. The amounts claimed are only those required to be expended by the employee and are reasonable
 - d. Car rentals, and the use of private vehicles if required, shall be approved in advance

3. A Board credit card may be used for the cardholder's duty travel, once approval has been granted.
4. All requests for advances are to be made at least two weeks before travel. Any advances paid must be accounted for (backed up by receipts) within ten days following the travel (see Administrative Procedure #514 – Travel Advances).
5. Yellowknife Catholic Schools approval of expense claims will be based on the most current GNWT NWTTA rates.
6. For travel to the US, costs may be calculated in Canadian funds based on exchange rate for that time period.

HOSPITALITY EXPENDITURES

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	
Reviewed & Approved:	February 2016

Background

Hospitality may be extended on behalf of the Board to show courtesy or to facilitate the conduct of Board business, and when hospitality is considered necessary or desirable.

Specifically

1. The extension of hospitality on behalf of the Board may be done by the Superintendent or anyone authorized to do so by the Superintendent.
2. All hospitality expenses for individuals, including payments to organizations or supplies, must be submitted on the Expense Report Form and the individuals listed to whom hospitality was extended.
3. The Superintendent must approve all hospitality expenditures.
4. An employee receiving a reimbursement for a hospitality expenditure shall not claim this amount as any other reimbursable expense.
5. Hospitality might be extended on behalf of the Board under the following circumstances:
 - a. Conferences which the District hosts or at which the Board is represented.
 - b. Visits by persons that are involved in or represent an interest in activities relating to those of the District.
 - c. Meetings or discussions on official business matters held with persons who are not employees of the Board.
 - d. A dedication ceremony or a major presentation.

- e. When a person is being interviewed in relation to recruitment to the Senior Leadership Team position, or for recruitment that requires special discretion.
 - f. Meetings where a snack, meal or any food is considered appropriate.
 - g. To people directly involved in a workshop sponsored by the District.
 - h. Meetings held with the Senior Leadership Team during meal times.
6. Hospitality would not normally be extended to employees of the Board except in those cases where they are participants in Board events or to mark special occasions when it is considered to be in the best interests of the Board.

CHARITABLE DONATIONS

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms:	Request for Charitable Donation receipt
Reviewed & Approved:	February 2016

Background

Yellowknife Catholic Schools is a registered charitable organization and can accept donations. Gifts, donations and/or contributions that assist with the education of students or that benefit the district as a whole are supported. Requiring all gifts and donations to comply with district standards addresses concerns of safety, ongoing maintenance costs and accountability.

Specifically

1. All requests for donations, of value over \$100, must be brought forward to the Secretary Treasurer for approval. The Secretary Treasurer will be responsible to ensure that acceptance of gifts, donations and/or contributions to the district comply with district standards.
2. Principals may accept gifts or donations of \$100 or less without district approval, keeping in mind conditions under point #3. Donations of value greater than \$100.00 must not be accepted prior to approval from the Secretary Treasurer.
3. Donations may be refused, if in the opinion of the Secretary Treasurer, it would not be in the best interest of the District to accept it. Examples include:
 - Gifts that involve significant installation or maintenance costs;
 - Gifts that involve a continuing financial commitment;
 - Gifts that involve significant disposal costs; and,
 - Gifts of materials or equipment that do not meet district standards, for example, are outdated.

4. Charitable donations shall be accepted in accordance with the legal requirements governing charities and must adhere to the following criteria:
 - If non-monetary, a third party, independent valuation of the gift is required.
 - Donations of goods or services will be valued at the fair market value of the goods or services.
 - If non-monetary, the gift is made no later than 60 days following the district's valuation.
5. Where the donation entails a continued financial commitment from a society, group, or individual donor the terms and conditions of acceptance must be specified in advance of receipt in contract form approved by the Secretary Treasurer. Such contracts will be reviewed annually.
6. Gifts and donations, including those made directly to schools, become the property of the district and are subject to the same controls and procedures that govern district owned property.
7. Gifts intended to support employment of full or part time personnel shall not be accepted by the Division or any of its schools or departments.
8. Yellowknife Catholic Schools or the school will appropriately acknowledge all donations from the community, in a timely manner. For example, letters of thanks, phone calls, or articles in the newspaper may be used.
9. Donors who make donations of \$25 or more, will be given a tax receipt, if requested by the donor. Tax receipts will be issued in January.
10. The Secretary Treasurer will, on a monthly basis, provide the Superintendent a list of donations received that are more than one hundred dollars, to be included in the Regular Board Meeting package.

FUNDRAISING

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives:	
Related Forms	
Reviewed & Approved:	February 2016

Background

Yellowknife Catholic Schools recognizes that generating additional revenue in support of programs can enhance educational services for students. Funds raised should 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 Yellowknife Catholic Schools.

Specifically

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:
 - a. Funds raised should complement, not replace, public funding for education.
 - b. Funds raised shall not be used for instructional supplies and materials that are required to complete a core course.
 - c. The principal shall give prior approval for fundraising within the school community.
 - d. The Superintendent shall give prior approval for all fundraising activities beyond a single school community.
 - e. Fundraising goals shall be developed prior to any fundraising activity taking place.
 - f. Decisions on fundraising activities and the expenditure of fundraised dollars will be made by the principal, in consultation with those involved.
 - g. Participation in fundraising activities will be voluntary.
 - h. No student will be excluded from an event or program because the student or parents did not participate in the fundraising activity.

- i. Parents are required to approve the participation of their children in fundraising activities.
- j. Parental participation in fundraising activities is valued and to be encouraged.
- k. Schools will be 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.
- l. An accounting of the income and expenditures related to school fundraising activities will be submitted to the Assistant Superintendent of Learning at the end of each school year or when requested.
- m. All fundraised funds must be accounted for through the student activity fund.
- n. Fundraising will not involve activities or products that are unsafe, illegal or unethical. Products such as tobacco or alcohol are not permitted.
- o. Students will not participate in fundraising activities at liquor stores or events selling or serving alcohol, except in special circumstances approved by the Superintendent.
- p. Yellowknife Catholic Schools or the school will appropriately acknowledge all donations from the community. For example, letters of thanks, phone calls, or articles in the newspaper may be used.

REPLACEMENT OF STOLEN, LOST, DAMAGED EQUIPMENT AND/OR PROPERTY

Administrative Application	
Initiated by:	Secretary Treasurer
References:	
Related Directives	
Related Forms:	
Reviewed & Approved:	February 2016

Background

School equipment, property and facilities are provided for the use of all students and must be used responsibly.

Yellowknife Catholic Schools is not responsible for any personal equipment that is stolen or lost.

Specifically

1. The principal may establish a caution fund through a levy on each student to pay for equipment or property inadvertently or accidentally damaged by a student or as a result of related activities approved by the school.
2. The principal shall have the option to recover from the student and/or the student's family the cost of property damaged by willful neglect or disregard for school property or equipment.

SHEPHERD LEADERSHIP

Administrative Application	
Initiated by:	Superintendent
References:	
Related Directives	
Related Forms:	
Reviewed & Approved:	December 2021

Background

YCS believes in a decision making process where members of the learning community are invited to collaborate and provide input in making decisions. All decisions must be made in the context of optimal student learning and stewardship of the greater good of the District as a whole. Community means a school's students, their parents, and other community-based support elements available to the school.

Optimal Learning pertains to all students achieving to the best of their ability. Central to this is creating conditions that both nurture and maximize learning opportunities. This also applies to teachers, staff, and community stakeholders.

Site-based decision-making is a process in which people who implement and are affected by decisions regarding optimal student learning participate in a collaborative manner in making those decisions. This is to be conducted through the lens and practice of stewardship.

Stewardship is the careful and responsible management of all that is entrusted to one's care. Stewardship extends beyond the environment, beyond financial responsibility; it calls us "to live" an expression of "care for creation" in our own lives and modeling this to others.

Procedures

1. Decisions impacting the District will be made at District level or in collaboration with Senior Leadership.
2. A school and its community shall have the authority and the support of the Superintendent to make decisions that directly impact on the education of students in that school and shall be accountable for the results.

3. Site-based stewardship enables the celebration of diverse school communities.
4. Sensitivity, fairness, integrity, and Christian values are to characterize interactions among students, staff, parents, and the community.
5. The process of site-based related decision making shall focus on teaching and learning.
6. Site-based decision-making is most successful when the staff members:
 - Have a shared vision.
 - See themselves as part of a team with the responsibility for working together in the best interest of the student's education.
 - Understand that stewardship is both an individual and collective responsibility.
7. Principals are most successful with school-based decision-making when they:
 - Involve staff meaningfully and appropriately in decision-making regarding the education of their students.
 - Involve parents meaningfully and appropriately in decisions regarding the education of their children.
 - Involve the community meaningfully and appropriately in decisions regarding the education of all students.
8. People involved in the decision-making process may include staff members, students, parents, and other members of the community, as appropriate, based on the topic being discussed.
9. Involvement in a decision-making process may vary from being asked for input to being delegated the responsibility for making the decision.
10. Subject to District direction, decisions that are to be made at the school level include:
 - school culture;
 - organizing for instruction;
 - curriculum emphasis – including target setting;
 - determining and addressing staff professional learning needs;
 - managing financial resources and developing a budget that adheres to the budget principles;
 - developing an annual school-based observable impact plan aligned with the District Strategic Plan;
 - setting school procedures that support district policies and procedures;
 - selecting school-based personnel, following YCS priority hiring process ;
 - and school-community linkages;
11. The Principal shall ensure staff have professional learning opportunities that facilitate changes in roles and responsibilities. The following areas are to be included:
 - problem solving,

- management,
- and communication skills.