

## 9.11 Procedures for Preventing and Responding to Harm by Adults - v.1

All adults who interact with students through school activities have an obligation to protect students from harm. These procedures enhance the protection of students and clarify the roles and responsibilities of adults that interact with students by virtue of school activities. The more structure and accountability there is around contact with students, the less likely a potential or actual offender will have opportunities to groom, harm, and/or commit sexualized or other unlawful offenses against students in our care, while engaged in school activities.

It is the responsibility of all employees and adults who interact with students through school activities adhere to these procedures as an extension of the Preventing and Responding to Harm by Adults Policy. Definitions within the policy align to these procedures.

### **Mandatory Duty to Report**

In the [Child & Family Services Act \(CFSA\)](#), Part 3 Section 22 (1) A person who has reason to believe that a child is in need of protective intervention shall immediately report the information on which they base their belief to a director or peace officer. In Yukon's [CFSA](#), a, "director" means a child protection social worker at Family and Children's Services (FCS). "Peace Officer" in this context means an RCMP officer.

The legal duty to report suspected abuse, harm or unlawful behaviour is the independent responsibility of each person.

It is important to remember that Mandatory Duty to Report legislation governs any concerns of abuse/harm or unlawful behaviour of an adult to a child/student regardless of the role/relationship with the child/student.

### **Nothing in this procedure or related policy interferes with the duty to report.**

**If you believe a child is in immediate danger or your report is an emergency, call 911.**

**To report your concerns to a child protection social worker, call Family and Children's Services at 867-667-3002, 24 hours per day, 7 days a week. In communities dial 1-867-667-3002 or contact your local RCMP.**

**Whitehorse RCMP can be reached at 867-667-5555. In communities, contact your local RCMP detachment.**



## Contents

<b>Section A: Prevention.....</b>	<b>3</b>
Maintaining professional boundaries.....	3
Orientation and training on child protection.....	3
<b>Section B: Responding, reporting, and documenting .....</b>	<b>4</b>
Responding .....	4
Ranges of inappropriate behaviour.....	4
Responding to disclosures .....	6
Reporting .....	6
Documenting.....	7
<b>Section C: Confidentiality and communication.....</b>	<b>8</b>
Confidentiality .....	8
Communication .....	8
<b>Appendix A: Best practices on professional boundaries and professional behaviour.</b>	<b>9</b>
<b>Appendix B: Recognizing signs of abuse or harm in students .....</b>	<b>10</b>
Possible indicators of physical abuse: .....	10
Physical .....	10
Behavioural.....	10
Possible indicators of emotional abuse:.....	11
Physical .....	11
Behavioural.....	11
Possible indicators of sexualized abuse:.....	11
Physical .....	11
Behavioural.....	11
<b>Appendix C: Examples of inappropriate behaviour .....</b>	<b>13</b>
Concerning instances of inappropriate behaviour.....	14

## Section A: Prevention

Adults in all school activities must provide environments that uphold students' rights to a safe and respectful school environment free from inappropriate or abusive/harmful actions by adults. As part of your responsibilities, you are expected to treat all students with respect and dignity, and maintain appropriate boundaries and demonstrate professional behaviour at all times.

This procedure, as an extension of the policy, recognizes professionally responsible ways that adults can promote and demonstrate preventive behaviour to uphold student's rights to protection from harm.

### Maintaining professional boundaries

All adults who interact with students through school activities must monitor their own behaviour towards students, and be aware of the behaviour of other adults to protect students from potential and actual harm.

Before engaging in any behaviour or activity with a student, think about whether your behaviour is appropriate. Also, think about how your behaviour may be perceived by the student and by others.

If, at any time, you are unsure whether your behaviour or other's behaviour is appropriate, discuss it with your school administrator and your direct supervisor.

Refer to **Appendix A** for further information and examples of best practices on professional boundaries and behaviour.

### Orientation and training on child protection

All employee who interact with students through school activities must complete orientation to the policy and this procedure, along with the Canadian Centre for Child Protection (Commit to Kids) online training, annually.

Adults who interact with students through school activities will be provided with training and orientation to this procedure and corresponding policy (e.g., volunteers, contractors).

## Section B: Responding, reporting, and documenting

The following procedures outline how to respond, report and document observed and/or alleged behaviours of adults who interact with students through school related activities that may/can lead to concern of student safety.

The first priority is to take immediate and reasonable actions, where possible to protect the student from harm. If ensuring a student's immediate safety could cause further risk, call 911.

### Responding

Often adults may worry that they may be overreacting and misreading a situation, and this may cause them to minimize concerning behaviour they witness or hear about. There may also be a fear of damaging a working relationship by raising a concern about a work colleague. It is vital not to downplay a transgression/wrongdoing in the hopes it will not be repeated. It's not about your relationship with the person, it is about the identified behaviour of concern being dealt with appropriately and in a timely manner. By responding and reporting in good faith, the focus is on the student's health, safety, wellbeing.

In responding, take action to stop or interrupt the behaviour or situation causing the concern. If you do not feel you can intervene safely, you should immediately get additional help, whether by calling the RCMP, involving other employees, school administrator, etc. The action you may be able to take will vary depending upon the situation and the safety concerns that may be applicable.

**IMPORTANT NOTE:** If you are not sure whether the issue you have witnessed or heard about involves unlawful behaviour, or inappropriate behaviour, discuss the issue with your supervisor who will guide you through the process.

### Ranges of inappropriate behaviour

It is important for all adults who interact with students through school activities within Yukon public schools to understand that behaviours, as they relate to the safety and protection of children, fall into a continuum.

On one end of the continuum are behaviours of harm that are unlawful. Unlawful behaviours are those that are criminal and require a report to the appropriate authorities.

See **Appendix B** for clarity in recognizing signs of abuse or harm in students that may place a child in need of protection.

In the middle of the continuum are those behaviours that may be either unlawful or inappropriate, depending on the level of the circumstances. Or, it may be behaviour that is initially seen as behaviour that could be corrected (i.e. through additional training, supervision

and monitoring) but upon following up and learning more information, it is determined the behaviour is more serious and warrants a formal investigation. See case scenario below.

At the other end of the continuum are those behaviours that are inappropriate but are of such a nature that it is believed they can be addressed and corrected through additional training, supervision and support, and monitoring. Forms of inappropriate behaviour could range from one-time behaviours to multiple instances. It includes such things as telling inappropriate jokes to or in earshot of a child, confiding in a child with personal stories, and having unauthorized contact with a child outside of work duties.

#### **Example Case Scenario:**

One instance of behaviour may initially be seen as inappropriate, and of a nature that it can be dealt with internally. However, upon following up and learning more about the specific incident, the overall circumstances and any prior inappropriate behaviour it may meet the duty to report threshold, and a call to Family and Children's Services or the RCMP may be required. Consider the following scenario:

*A report is submitted internally about an adult exchanging unauthorized email with a student outside of their work duties. The initial information indicates that the emails are of a general nature. After the organization follows up, it learns that some of the emails were sexualized in nature, and it learns that the adult has exhibited other inappropriate behaviour that had not been reported previously. Each instance of inappropriate behaviour, if considered separately and without context of the other behaviours, might be characterized as something in the nature of "poor judgment" that is capable of correction. However, once all behaviours are considered in context with each other, it may be sufficient to warrant a report being made to Family and Children's Services, RCMP and/or the licensing body for the individual.*

In such a situation as noted above, the adult who has observed and/or had the information regarding inappropriate behaviour disclosed to them, can call:

- Department of Family and Children Services intake phone number 867-667-3002, 24 hours per day, 7 days a week. In communities dial 1-867-667-3002 or contact your local RCMP; and
- Whitehorse RCMP Detachment phone number 867-667-5555 and seek advice and/or let these authorities assess the information provided to them. In communities, contact your local RCMP detachment.

**Appendix C** further provides examples constituting inappropriate behaviour.

## Responding to disclosures

When receiving a disclosure from a student of harm or inappropriate behaviour:

- LISTEN – move to a suitable environment, free of distractions;
- Be calm and patient – allow for the student to be heard;
- Let the student use their own words and avoid asking leading questions;
- Avoid “quizzing” the student about the details of the harm and/or inappropriate behaviour;
- Don’t be afraid of saying the “wrong” thing. Listening supportively is more important than what you say;
- REASSURE – the student that it is OK that they have told you what’s been happening;
- Address any concerns about the student’s immediate safety;
- Reassure the student that they are not at fault;
- RESPECT – that the student may only reveal some details;
- Acknowledge the student’s bravery and strength;
- Avoid making promises you can’t keep – manage the student’s expectations; and
- Explain to the student that in order for them to be safe and to follow your obligation under law, you will need to report their experience to someone else.

Take steps to ensure the immediate safety of the student in the moment and/or prior to the end of the school day. Receiving and reporting disclosures/allegations of harm can be difficult. It is important to note that such information does need to be kept confidential. If you experience difficulties in the process of receiving and reporting information, there are resources available to you through:

- Employee Family Assistance Program 867-668-3327 or 1-855-767-7429;
- Your school administrator/Superintendent/Executive Director; and
- School Community Consultant with Student Support Services 867-456-6587.

## Reporting

Observations, disclosures, allegations or suspicions of harm or inappropriate behaviour by adults to students through school related activities, must be taken seriously and staff must promptly report and respond to using the **Preventing and Responding to Harm by Adults Report Form** and when applicable report to appropriate authorities.

In the event a school administrator is the subject of the report, a **Preventing and Responding to Harm by Adults Report Form**, must be submitted to the Superintendent or Executive Director.

Where you have reason to believe that a child is in need of protective intervention, or made the victim of a criminal offense, **you must immediately report to the RCMP or Family and Children’s Services.**

If you do not know the student or adult involved, take reasonable steps to identify the party you do not know and/or to note any identifiable features that may help to identify the persons involved.

Employees must notify their school administrator that a report to Family and Children's Services or RCMP has been made. Failure to report may result in further investigation and disciplinary action.

## Documenting

Ensure the immediate safety of the student. Take all steps required to mitigate the immediate safety concerns before reporting.

All adults who observe or receive the disclosure, allegation or other concern must keep the information confidential and in accordance with the confidentiality obligations set out in the policy, and these procedures.

1. Employee is responsible to:
  - a. Complete incident details on **Preventing and Responding to Harm by Adults Report Form** for any observed, disclosed, alleged or suspicion of harm to a student by an adult they interact with through school activities.
  - b. Submit form to and discuss the incident with the school administrator.
    - i. In the event a school administrator is the subject of the report, submit form to and discuss the incident with the Superintendent or Executive Director.
2. The school administrator is responsible to:
  - a. Mitigating immediate risks, following up with the guidance of the Superintendent or Executive Director, and Human Resources, taking corrective action, and documenting on the **Preventing and Responding to Harm by Adults Report Form**.
  - b. Submit form to and discuss the incident with the Superintendent or Executive Director.
3. The Superintendent or Executive Director is responsible to:
  - a. Brief the concern to the Assistant Deputy Minister, Schools and Student Services and Director Human Resources, when appropriate.
  - b. Engaging the Director of Policy to consider consulting with legal counsel, if appropriate.
  - c. Follow steps regarding Human Resources protocol with regards to alleged staff and safety mitigation.

## Section C: Confidentiality and communication

### Confidentiality

Preventing and Responding to Harm by Adults Reports are collected to ensure student safety, all information is collected and managed in accordance with the ATIPP Act. You may not disclose the identity of any parties involved, or the circumstances, except where necessary for the purpose of immediate safety and support, follow-up or corrective action, where required by law, or for the protection of individuals. Similarly, adults interviewed as part of the follow-up process shall treat all information in a confidential manner. An employee/volunteer who breaches confidentiality may be subject to discipline.

Preventing and Responding to Harm by Adults Reports will be stored by the office of the Executive Director of Inclusive Policy and Practice. The Report includes the alleged offence, how it was handled and any follow-up that was completed. This information will be used to determine system and individualized training and supports as well as inform practice to further mitigate risk situations that present through the documentation of such incidents.

### Communication

In matters of incidents or allegations of harm by an adult who interacts with students through school activities, communication to students, staff, families, and school communities will be guided by the **Yukon School Post-Incident Communication Guidance** document.



## Appendix A: Best practices on professional boundaries and professional behaviour

Consider whether the behaviour you are engaging in:

- Is known to, and approved by, your supervisor/school administrator and/or the parents of the student. All interactions with a student should be transparent;
- Would raise concerns in the mind of a reasonable observer as to its appropriateness. (e.g. other school staff, the student's family, or the public)
- Is directly and objectively tied to your job duties/function;
- May detrimentally affect Yukon schools and/or the Schools and Student Services branch/ School Board;
- May be reasonably regarded as posing a risk to the student;
- May contribute to a student's discomfort;
- May criticize, embarrass, shame, blame, or humiliate a student.
- How the student may react to the activity, conversation, behaviour, or interaction.
- Places inappropriate expectations on the student. Ask yourself: "Whose needs are being met by the activity or behaviour?"

Tip: If the student may be uncomfortable with the activity or behaviour, this is a good indication that the activity and/or behaviour is unwelcome and should not occur. Reassess the activity or behaviour and consult with your supervisor before continuing.

## Appendix B: Recognizing signs of abuse or harm in students

Often there are signs that a child is being abused or harmed. These may be physical, which means it is possible to see them. In other cases, the child's behaviour may lead to concerns about abuse or harm. Often, one indicator is not enough to suggest abuse or harm, but several indicators or a pattern make it more likely that abuse or harm may exist. Any one of these signs tell us, however, that we need to know more about the child's circumstances.

The role of the Child Protection Social Worker is to support you and the report you are making by listening empathically, asking curious and concrete questions and helping you to remember and report information that is necessary for the assessment and investigation of a child protection report. For example, things like attendance or a test failure, in and of themselves do not equate child abuse or harm. In the context of time, behaviour, emotions, contact with student and family, any other observed concerns, attendance and test failure may form part of the cluster of concerns.

The following information lists a number of possible physical indicators and behaviours that might suggest abuse. Rarely is any one indicator conclusive proof that a child has been abused/harmed. In most instances, children present a cluster of behavioural and physical indicators. Child abuse and harm often carries a range of possible signs and indicators and some student may not demonstrate overt signs or indicator at all.

### Possible indicators of physical abuse:

#### Physical

- injuries (e.g., bruises, cuts, burns, bite marks, fractures, etc.) that are not consistent with explanation offered (e.g., extensive bruising to one area)
- the presence of several injuries over a period of time
- any bruising on an infant
- facial injuries in preschool children (e.g., cuts, bruises, sores, etc.)
- injuries inconsistent with the child's age and development
- injuries that form a shape or pattern that resemble the object used to make the injury (e.g., buckle, hand, teeth, cigarette burns)

#### Behavioural

- cannot recall how injuries occurred, or offers an inconsistent explanation
- wary of adults or reluctant to go home, absences from school
- may cringe or flinch if touched unexpectedly
- may display a vacant stare or frozen watchfulness
- extremely aggressive or extremely withdrawn
- wears long sleeves to hide injury

- extremely compliant and/or eager to please
- sad, cries frequently
- describes self as bad and deserving to be punished

## Possible indicators of emotional abuse:

### Physical

- bedwetting and/or diarrhea which is non-medical in origin
- frequent psychosomatic complaints: headaches, nausea, abdominal pain
- child fails to thrive.

### Behavioural

- impaired mental or emotional functioning as shown by
  - Significant anxiety
  - Depression
  - Withdrawal,
  - Self-destructive or aggressive behaviour
  - Chronic use of substances

## Possible indicators of sexualized abuse:

### Physical

- unusual or excessive itching in the genital or anal area
- torn, stained or bloody underwear (observed if the child requires bathroom assistance)
- pregnancy or venereal disease
- injuries to the vaginal or anal areas (e.g., bruising, swelling or infection) (observed if the child requires bathroom assistance)
- self-mutilation/self-harm (cuts or sores made by the child)
- sudden weight change
- difficulty walking or sitting

*While the above are not conclusive indicators of sexual abuse, one or more could be a sign that a child needs help.*

### Behavioural

- age-inappropriate sexual play with toys, self, others (e.g., replication of explicit sexual acts)
- age-inappropriate, sexually explicit drawings and/or descriptions
- bizarre, sophisticated or unusual sexual knowledge
- promiscuity
- prostitution
- seductive behaviours

- fear of home, excessive fear of men or women
- depression
- change or loss of appetite
- sad, cries often, unduly anxious

## Appendix C: Examples of inappropriate behaviour

Example of inappropriate behaviours that may require further follow up include, but are not limited to, the following:

- 1. Communication that goes beyond the employee/volunteer's responsibilities with the student and/or does not occur within the context of their duties and responsibilities, and which has not been authorized by the employee's supervisor.**

Such as:

- Making personal phone calls to a child.
- Having personal digital exchanges with a student (e.g. email, text message, instant message, online chats, social networking (including "friending"), etc.), regardless of who initiated the exchange.
- Writing personal letters to a student.
- Excessive communication (online or offline) with a student.

- 2. Spending time with a student or the student's family outside of designated work times and activities,** especially if this is not known to your supervisor and the student's parents.

- 3. Favouring one or more student to the exclusion of others** (for example, paying a lot of attention to, giving or sending personalized gifts\*, or allowing privileges that are excessive, unwarranted or inappropriate).

**\*Note:** A gesture that is contextually appropriate to the circumstances that are not excessive in number, are carried out within a work context, in the presence of other adults and with the full knowledge and consent of the school administrator, are considered appropriate. (e.g. thank-you card, birthday card, seasonal card, or other nominal gifts)

- 4. Storing pictures or videos of a student on a personal device, or allowing any other person to do so, as well as uploading or copying any pictures you may have taken of a student to the Internet or any personal storage device, without proper consent.** Pictures taken in a work related setting, with prior written consent from the parent/guardian, and in circumstances in which the parent/guardian and your supervisor is aware that pictures are being taken may be permissible provided the Schools and Student Services has approved the activity in advance and has put procedures in place to ensure the pictures will be stored in a location only accessible to those with a need to access and removed when no longer required for the purpose for which they were taken.
- 5. Offering or providing rides to a student in your personal vehicle, or in a Yukon government (YG) vehicle,** except when your supervisor is aware of and has approved it and express parental consent has been granted, or in emergency situations.

## Concerning instances of inappropriate behaviour

The following behaviour is considered serious and may trigger a report to Family and Children's Services or the RCMP in addition to any other internal disciplinary procedures.

- Telling sexualized jokes to a student or making comments to a student that are in any way suggestive, explicit or personal.
- Showing a student material that is sexualized in nature, including signs, cartoons, graphic novels, calendars, and literature, photographs, and screen savers. Displaying or keeping such material in a location where it is reasonably possible that a student may see it, or making such material available to a student.
- Intimidating or threatening a student.
- Ridiculing a student with sarcasm, shaming, or other degrading comments.

# Administrators' Update



June 9, 2022

## Action Items:

- End of Year Principal's/Team Leader's Checklist

## Informational Items:

- Commit to Kids – Sexual Abuse Prevention Training
- Summer Hiring and Special Services Pay
- Important Information re: Moodle Courses
- TRAX uploads
- FreshGrade Student Portfolio Discontinuation

## Upcoming Events:

- Graduation Assessments - June 13-17, 2022
- Administrator Learning Days – August 16 & 17

Hi everyone,

As we head into a period of pandemic recovery, we know that the challenges related to social and emotional learning that were already increasing prior to the pandemic will likely increase. That, combined with additional scrutiny on the system with regard to the safety of students and staff while at school, has caused much discussion about developmentally appropriate approaches and supports that can be implemented at schools when students' behaviours start to escalate.

One promising practice, in this regard, is the Neurosequential Model for Education (NME). There are some schools that are already implementing this model with much success and there is a desire to collaborate and support other schools in investigating and potentially adopting this model.

I urge you to review the invite from the administration team at Takhini Elementary to learn more and see how your school might benefit from this model and the resources that will be available to support it within our system.

Thanks, Ryan



## ACTION ITEMS

### End of Year Principal's/Team Leader's Checklist

End of year checklist for principals/team leaders with two templates for Communicating Student Learning and tentative PD Day Schedule for 2022-23 was included in last week's Admin Update. These must be completed and submitted to your superintendent prior to checking out for your well-deserved summer break. If you have any questions or concerns, please don't hesitate to contact your superintendent.

## INFORMATIONAL ITEMS

### Commit to Kids – Sexual Abuse Prevention Training

***Here is a bit of information about the Sexual Abuse Prevention Training. Links to the online training will be shared for Principals/Vice-Principals/Team Leaders only next week.***

The *Commit to Kids — Child Sexual Abuse Prevention Training for those Working with Children* addresses a sensitive topic. As such, below are considerations for those who are taking the training as part of their organization's professional development and child protection initiatives.

#### Purpose of the Training

Child sexual abuse is a pervasive problem in society and touches everyone's lives in one way or another whether it's through news stories, friends, family, or personal experiences. Your organization recognizes the importance of education and awareness around the issue of child sexual abuse.

#### The Bigger Picture

This training is part of a collaborative process with the Canadian Centre for Child Protection. It is part of a plan to modernize and augment safeguarding structures for your organization.

#### What to Expect as Part of the Online Training

- The training is about child sexual abuse.
- The objectives of the training are to inform the work you do with children and as such, it is important to frame up thinking around how the training is relevant for your work within the organization.
- It is important to contextualize the training using a work lens. Ask yourself — what the information means for you in your work with children and how you can incorporate it into everyday interactions with children to help protect them.

#### The Objectives of the Training

- To build awareness about child sexual abuse and the scope of the problem in Canada.
- To build capacity and confidence in mitigating risk of child sexual victimization.
- To foster proactive attitudes toward operationalizing safeguarding policies and procedures.
- To foster intrinsic and extrinsic motivation to implement safe practices.
- To build capacity to support and protect children.

#### Consider the Options for What Would be the Best Way for You to Complete the Training

- Alone, with another person, or in a group with other staff.
- In multiple sessions with break in between or all at once.

### Summer Hiring and Special Services Pay

All principals are to contact their superintendents/Director in order to review the status of all summer hiring. For each hiring, the superintendent/Director will select one of the following three courses of action:

1. The principal will complete the hiring and be paid accordingly (see below);



2. The superintendent/Director will complete the hiring; or
3. The hiring will be deferred until the fall

### Collective Agreement Article 14.06 **Special Services Pay**

*"A Teacher who is in receipt of an allowance in accordance with Appendix "A", Schedule II, and who agrees to render service when school is not in session (outside of the 980 hours of instruction) at the request of the employer, and if such service is over and above the service required in return for the allowance pursuant to Appendix "A", Schedule II, the teacher shall be paid 1/196 times the employee's full-time equivalent annual salary for each day of work in accordance with Appendix "A", Schedule I, with ½ day being the minimum amount payable."*

### **Reminder:**

Work eligible for Special Services Pay must come **"at the request of the employer"**. Please contact your superintendent to review the status of outstanding vacancies and clarify the request being made to complete summer hiring.

If you have any questions or concerns, please direct them to your superintendent.

## **Important Information re: Moodle Courses**

We anticipate that the 2022 versions of Moodle courses from the WCLN will be available in May and June of this year. Please follow the link below for the summer release plan, which provides details of the courses to be updated and the extent of the updates. [2022 Summer Release Plan](#)

Technology and Student Information (TSI) recommends using the most recent versions of Moodle courses to ensure that all content is accessible and aligns with the new curriculum (which is not so new now). This is particularly important as many older courses were created with Flash elements. Since Flash was decommissioned worldwide in December 2020, Flash elements will no longer be functional.

It would be appreciated if you could please submit your course requests for the 2022-23 school year to [ServiceNow](#) by **Friday June 10, 2022**.

If you do not have a WCLN account, please create one so you will have access to the discussion forums and all other features. You can create an account @ [WCLN](#).

## **TRAX uploads**

A reminder for high schools and K-12 schools that once all final marks for courses at the Grade 10-12 level have been entered in Aspen, you need to do a TRAX upload to update students' unofficial transcripts of grades at the BC Ministry. Remember to review the TRAX error reports as well as the Graduating and Non-graduating reports to ensure that everything is in order. For assistance, please contact [Anne.Copland@yukon.ca](mailto:Anne.Copland@yukon.ca)

## **FreshGrade Student Portfolio Discontinuation**

Further to previous messaging about FreshGrade's discontinuation, we wish to provide you an update. Higher Ground (the company that purchased FreshGrade) has made the choice to discontinue the product.

### **What this means for Yukon teachers, students and parents:**

- As of Aug. 31, 2022 FreshGrade will no longer be available.

- A working group of Yukon Educators and Central Administration staff have been evaluating alternatives and will make a recommendation for replacement in the coming weeks.
- We hope to have an alternative product available for teachers' use in the fall of 2022.

### Plan for Wrap-Up

- **Communicate to Parents**
  - Teachers that are using FreshGrade may choose to communicate to parents that the product will be going offline Aug. 31, 2022.
- **Review Portfolio Posts**
  - Teachers using FreshGrade should review posts to ensure that photos and images comply with district guidelines, i.e., no student images where parental/guardian permission has not been granted. This is because families can download images and videos posted in their child's portfolio, which may include other students in the classroom.
- **Save Teacher Created Materials**
  - If you have teacher-created materials you wish to keep, copy and paste them into another format.

### Data Extraction

Without the FreshGrade application, there is no 'portfolio' look and experience. The data consists of individual documents, images, and videos which lose their relationship (i.e., association with a student) and which are not easily searchable. The data becomes unusable for practical purposes without further technical development by a district, and a means to display and share the data.

Yukon Department of Education will request that **all data and personal information from account holders be deleted**, and to be provided with written confirmation from Higher Ground when this is complete.

For more information, please contact David McInnes [david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca) or 867-667-5871

## UPCOMING EVENTS

### Graduation Assessments - June 13-17, 2022

The June 2022 session of the [2021/22 Graduation Assessments](#) takes place **June 13 -17, 2022**. Pre-registration is required for all graduation assessments. Students planning to write any of the Graduation Assessments offered in June should be pre-registered in the School Secure Web (SSW) via a TRAX upload from May 10 - 26, 2022.

### Administrator Learning Days – August 16 & 17

School administrators will be expected to attend two additional paid days of learning on **August 16-17, 2022** prior to the start of the school year. These days are intended to give all administrators additional knowledge and skills in dealing with matters of student safety. It is expected that all school administrators attend these sessions – if you have any questions or concerns, please let your superintendent know right away.

# Administrators' Update



June 14, 2022

## Action Items:

- End of Year Principal's/Team Leader's Checklist
- Commit to Kids – Sexual Abuse Prevention Training
- HRMS Leave/Timesheet Approvals

## Informational Items:

- Clarification on September PD days
- Summer Hiring and Special Services Pay
- TRAX uploads
- FreshGrade Student Portfolio Discontinuation

## Upcoming Events:

- Neurosequential Model for Education (NME) Information Session
- Administrator Learning Days – August 16 & 17

ryone,

he last Admin Update for this school year – and what a year it has been! I know some  
nts don't come through as effectively through written communications. However, I do  
use this opportunity to express my deepest gratitude and admiration for the incredible  
at was done in every school this year under some of the most trying circumstances. Your  
ve commitment to doing what's best for students each and every day is the largest  
th of our system. Thank you and I wish you all a wonderful summer.

y, I will also take this opportunity to also express my gratitude to you all as I step away  
the ADM role on June 30. I will miss working with you all.

ks, Ryan

## ACTION ITEMS

### End of Year Principal's/Team Leader's Checklist

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d tentative PD Day Schedule for 2022-23 was included in the May 31 Admin Update.  
be completed and submitted to your superintendent prior to checking out for your well-  
mer break. If you have any questions or concerns, please don't hesitate to contact your

## Commit to Kids – Sexual Abuse Prevention Training

School Administrators will be sent specific information through a separate email on the online training that is expected to be completed over the summer, prior to August 16 and compensated through ½ day of Special Services Pay. The email will also contain some opportunities for support should the training content result in any emotional or psychological discomfort.

## HRMS Leave/Timesheet Approvals

Before you leave for the summer, please ensure that you have processed all the leave requests in [My HR File](#). This is especially important for LWOP requests and for any time-sheeted employees to ensure their pay is accurate. Please contact HR if you have any questions or concerns about leaves in the system.

## INFORMATIONAL ITEMS

### Clarification on September PD days

**Thursday, September 29** is a mandatory training day for all school staff on child protection procedures and a half-day in lieu for YAEP members to compensate them for completing the online training modules from the Canadian Centre for Child Protection. We realize that some of you, prior to this expectation being announced, may have started planning or perhaps have booked other PD activities for this time. However, the child protection training is the priority and plans will need to be amended to accommodate it. Please contact your superintendent or Executive Director if any clarification is required.

**Wednesday, September 28** is a PD day that is available for schools to plan.

### Summer Hiring and Special Services Pay

All principals are to contact their superintendents/Director in order to review the status of all summer hirings. For each hiring, the superintendent/Director will select one of the following three courses of action:

1. The principal will complete the hiring and be paid accordingly (see below);
2. The superintendent/Director will complete the hiring; or
3. The hiring will be deferred until the fall

#### Collective Agreement Article 14.06 **Special Services Pay**

*“A Teacher who is in receipt of an allowance in accordance with Appendix “A”, Schedule II, and who agrees to render service when school is not in session (outside of the 980 hours of instruction) at the request of the employer, and if such service is over and above the service required in return for the allowance pursuant to Appendix “A”, Schedule II, the teacher shall be paid 1/196 times the employee’s full-time equivalent annual salary for each day of work in accordance with Appendix “A”, Schedule I, with ½ day being the minimum amount payable.”*

#### **Reminder:**

Work eligible for Special Services Pay must come **“at the request of the employer”**. Please contact your superintendent to review the status of outstanding vacancies and clarify the request being made to complete summer hiring.

If you have any questions or concerns, please direct them to your superintendent.

## TRAX uploads

A reminder for high schools and K-12 schools that once all final marks for courses at the Grade 10-12 level have been entered in Aspen, you need to do a TRAX upload to update students' unofficial transcripts of grades at the BC Ministry. Remember to review the TRAX error reports as well as the Graduating and Non-graduating reports to ensure that everything is in order. For assistance, please contact

[Anne.Copland@yukon.ca](mailto:Anne.Copland@yukon.ca).

## FreshGrade Student Portfolio Discontinuation

Further to previous messaging about FreshGrade's discontinuation, we wish to provide you an update. Higher Ground (the company that purchased FreshGrade) has made the choice to discontinue the product.

### What this means for Yukon teachers, students and parents:

- As of Aug. 31, 2022 FreshGrade will no longer be available.
- A working group of Yukon Educators and Central Administration staff have been evaluating alternatives and will make a recommendation for replacement in the coming weeks.
- We hope to have an alternative product available for teachers' use in the fall of 2022.

### Plan for Wrap-Up:

#### Communicate to Parents

- Teachers that are using FreshGrade may choose to communicate to parents that the product will be going offline **Aug. 31, 2022**.
- [HOW TO SAVE A STUDENT PORTFOLIO TO PDF](#)
- [HOW CAN I DOWNLOAD PHOTOS AND VIDEOS FROM MY CHILD'S PORTFOLIO?](#)

#### Review Portfolio Posts

- Teachers using FreshGrade should review posts to ensure that photos and images comply with district guidelines, i.e., no student images where parental/guardian permission has not been granted. This is because families can download images and videos posted in their child's portfolio, which may include other students in the classroom.

#### Save Teacher Created Materials

- If you have teacher-created materials you wish to keep, copy and paste them into another format.

### Data Extraction

Without the FreshGrade application, there is no 'portfolio' look and experience. The data consists of individual documents, images, and videos which lose their relationship (i.e., association with a student) and which are not easily searchable. The data becomes unusable for practical purposes without further technical development by a district, and a means to display and share the data.

The Department of Education will request that **all data and personal information from account holders be deleted**, and to be provided with written confirmation from Higher Ground when this is complete.

For more information, please contact David McInnes [david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca) or 867-667-5871.



## UPCOMING EVENTS

### Neurosequential Model for Education (NME) Information Session

The administration of Takhini Elementary School is hosting an information meeting about the Neurosequential Model for Education on **Wednesday, June 15** at 10 over Zoom. Please join to find out more about this developmentally responsive and trauma responsive model.

Zoom Meeting Code: 671 3117 6555, Password: NME

### Administrator Learning Days – August 16 & 17

School administrators will be expected to attend two additional paid days of learning on **August 16-17, 2022** prior to the start of the school year. These days are intended to give all administrators additional knowledge and skills in dealing with matters of student safety. It is expected that all school administrators attend these sessions – if you have any questions or concerns, please let your superintendent know right away.

# Administrators' Update



May 24, 2022

Success for each learner

## Action Items

- Period Products Survey
- School Bus Registration Info to Share with Families
- Monthly Account Reconciliations
- Survey on Yukon School Post-Incident Communications Tool
- Mental Health Training

## Informational Items:

- Job Posting: Superintendent
- Child Protection Training during PD Days in August and September
- Locally Developed Course
- OurSchool Survey Data Deep Dive
- Important Information re: Moodle Courses

## Upcoming Events:

- Graduation Assessments – June 13-17, 2022
- Administrator Learning Days – August 16 & 17, 2022

one,

Indeed, very nice to see so many of you in person last week and I really appreciated all the kind words and sentiments after I shared my news last week. Thank you for your understanding – it means a lot to me coming from you all.

We have schools finishing their school year in the next weeks and I know there is still much left to do in terms of hiring. We are working very hard on getting EA allocations out so we can begin posting those positions away. I'd like to welcome back, again on a temporary basis, Gordon Miller who will be assisting in making staffing proceeds smoothly and as quickly as possible on our end. Thank you Gord, for continuing to help out again!

An issue that has been clarified with the Yukon Association of Education Professionals last week is regarding the September PD days that were originally planned for the YAEP Conference. One of those days is designated as a "Department" day. We will be using Thursday, September 29<sup>th</sup> for training on child protection across all schools – more details on that will be shared next week.

## ACTION ITEMS

### Period Products Survey

**THANK YOU RSS, ILC, EVB, FHC, KCS, and WSC for completing this important survey – other schools, please fill this survey out by the end of this week.**

The Council of Yukon First Nations (CYFN) is launching an initiative to distribute a variety of free period products to benefit school-aged Yukon First Nations and Indigenous menstruating peoples across the territory. CYFN is working with the Government of Yukon to improve access to period products within schools.

The survey will provide insight for the gaps present and allow us to plan our next steps to endorse equity in the accessibility of period products.

The survey will take just a couple of minutes and you can complete it here: [Period Products Survey](#)

We'll use the responses to help improve accessibility of period products to all schools in the Yukon. A big thank you to you all for helping collect this important information.

### School Bus Registration Info to Share with Families

School bus registration is now open from **May 16 to June 20, 2022**. We have sent a direct e-mail to all families in throughout the Yukon to register but we also appreciate that you share the information below within your school community. You can share the information through your school newsletter, website, social media accounts, direct e-mail or whatever works best for your school community. Please see the attachment (in the email) for more information.

Thank you for your support in sharing this important information for families. If you have any questions, please contact [chris.hanlin@yukon.ca](mailto:chris.hanlin@yukon.ca).

### Monthly Account Reconciliations

In addition to submitting trust account reconciliations monthly, your superintendents would like you to submit category balances twice per year – on **October 31<sup>st</sup> and March 31<sup>st</sup>**. As we missed March 31, 2022 we ask that you submit your category balances with your May reconciliation.

### Survey on Yukon School Post-Incident Communications Tool

We need your feedback on the [Yukon School Post-Incident Communications Tool](#). We've put together a [short survey where you can provide your thoughts](#). Based on this feedback and other work coming out of the Action Plan, we will be editing the tool and providing an updated version for you to use at your school next year. **Please complete the survey before June 3, 2022.**

### Mental Health Training

It's an expectation that all managers within the Government of Yukon complete the mental health training for senior leaders that was provided to all school administrators at the February administrators' meetings. If anyone was not able to complete the training, there is a session planned for **May 24 & 25, 2022** and **June 7 & 8, 2022** for the 1.5 days of training. Please email [edu.hr.admin@yukon.ca](mailto:edu.hr.admin@yukon.ca) to register as space is limited.

## INFORMATIONAL ITEMS

### Job Posting: Superintendent

The [job posting for the superintendent position](#) is open until **June 2, 2022**. If you are interested in finding out more about the position, please don't hesitate to contact Ryan to find out more about the position.



## Child Protection Training during PD Days in August and September

As you are planning for PD days for the upcoming year, please note that there will be training provided at the school level by administrators related to child protection both at the beginning of the school year during a portion of one of the PD days and on the September 29 PD Day. During the Administrator Learning Days on **August 16 & 17, 2022** (see below) school administrators will be prepared to deliver this training to school staff. More details will follow on this next week.

## Locally Developed Course

The Locally Developed Curriculum Committee has approved its latest courses, "Youth for Dignity 11" and "Youth for Dignity 12" at Watson Lake Secondary School. Youth for Dignity 11 and 12 focus on gender-based and relationship violence and is grounded in the system of Dena Au'Nazen and the local First Nation system of wellness based on the medicine wheel. For permission to offer these courses outside of Watson Lake Secondary School, please contact David Schroeder at [david.schroeder@yukon.ca](mailto:david.schroeder@yukon.ca) to request a permission form.

## OurSchool Survey Data Deep Dive

Thanks again to everyone for your participation in the OurSchool survey and for your engagement in Thursday's Data Deep Dive session with The Learning Bar. Please see the links to the recording and the slide deck.

- [Data Deep Dive Session Recording](#) Passcode: W9\$WD#i=
- [PowerPoint Slide Deck](#)

Do not hesitate to reach out to either the Learning Bar or David McInnes ([david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca)) for help with your school's data and next steps.

## Important Information re: Moodle Courses

We anticipate that the 2022 versions of Moodle courses from the WCLN will be available in May and June of this year. Please follow the link below for the summer release plan, which provides details of the courses to be updated and the extent of the updates. [2022 Summer Release Plan](#)

Technology and Student Information (TSI) recommends using the most recent versions of Moodle courses to ensure that all content is accessible and aligns with the new curriculum (which is not so new now). This is particularly important as many older courses were created with Flash elements. Since Flash was decommissioned worldwide in December 2020, Flash elements will no longer be functional.

It would be appreciated if you could please submit your course requests for the 2022-23 school year to [ServiceNow](#) by **Friday June 10, 2022**.

If you do not have a WCLN account, please create one so you will have access to the discussion forums and all other features. You can create an account @ [WCLN](#).

## UPCOMING EVENTS

### Graduation Assessments - June 13-17, 2022

The June 2022 session of the [2021/22 Graduation Assessments](#) takes place **June 13-17, 2022**. Pre-registration is required for all graduation assessments. Students planning to write any of the Graduation Assessments offered in June should be pre-registered in the School Secure Web (SSW) via a TRAX upload from May 10 - 26, 2022.

### Administrator Learning Days – August 16 & 17

School administrators are expected to attend two additional paid days of learning from **August 16-17, 2022** prior to the start of the school year. These days are intended to give all administrators additional knowledge and skills in dealing

with matters of student safety. It is expected that all school administrators attend these sessions – if you have any questions or concerns, please let your superintendent know right away.

# Administrators' Update



May 31, 2022

## Action Items:

- End of Year Principal's/Team Leader's Checklist
- Survey on Yukon School Post-Incident Communications Tool
- Mental Health Training

## Informational Items:

- Child Protection Training during PD Days in August and September
- Summer Hiring and Special Services Pay
- First Nations Education Administrators Association Announces 2022-2023 FNEAA Virtual Webinar Offerings
- Job Posting: Superintendent
- Important Information re: Moodle Courses
- Graduation Assessments
- Locally Developed Curriculum Committee – New Course!
- Numeracy Masters in Education

## Upcoming Events:

- Info session on PD Days – August/September 2022 – Friday, June 3
- Graduation Assessments - June 13-17, 2022
- Administrator Learning Days – August 16 & 17

Hi everyone,

There are lots of procedural/technical items in this week's update – please be sure to review it carefully.

Included is a tentative schedule for the PD Days in August/September to ensure that all staff undergo the required learning related to child protection. This schedule has been shared and discussed with the YAEP and may require some changes to the PD planners that have been submitted to the YAEP based on their earlier messages. There is a meeting on Friday, June 3 to discuss this and answer questions – hope to see you there!

Thanks, Ryan

## ACTION ITEMS

### End of Year Principal's/Team Leader's Checklist

Please find, attached, the end of year checklist for principals/team leaders with two templates for Communicating Student Learning and tentative PD Day Schedule for 2022-23. These must be

completed and submitted to your superintendent prior to checking out for your well-deserved summer break. If you have any questions or concerns, please don't hesitate to contact your superintendent.

## Survey on Yukon School Post-Incident Communications Tool

We need your feedback on the [Yukon School Post-Incident Communications Tool](#). We have put together a [short survey where you can provide your thoughts](#). Based on this feedback and other work coming out of the Action Plan, we will be editing the tool and providing an updated version for you to use at your school next year. **Please complete the survey before June 3.**

## Mental Health Training

It is an expectation that all managers within the Government of Yukon to complete the mental health training for senior leaders that was provided to all school administrators at the February administrators' meetings. If anyone was not able to complete the training, there is a session planned for **June 7<sup>th</sup> & 8<sup>th</sup>** for the 1.5 day training. Please email [edu.hr.admin@yukon.ca](mailto:edu.hr.admin@yukon.ca) to register as space is limited.

## INFORMATIONAL ITEMS

### Child Protection Training during PD Days in August and September

**Attached is a tentative plan** for the PD Days in August and September to ensure that the required learning related to child protection will take place. As you are planning for PD days for the upcoming year, please note that there will be training provided at the school level by administrators related to child protection both at the beginning of the school year during a portion of one of the PD days and on the September 29 PD Day.

During the Administrator Learning Days on **August 16 & 17** (see below) school administrators will be prepared to deliver this training to school staff.

An information meeting to fully present this plan, provide any clarifications, and answer questions is scheduled for Friday, June 3 at 11 am over Zoom. You should have an invite in your Outlook calendars, but if not, here is the Zoom link:

<https://yukonedu.zoom.us/j/6432931912?pwd=RFg5QytNTjltYW9oSXZQU092d2tWUT09>

## Summer Hiring and Special Services Pay

All principals are to contact their superintendents/Director in order to review the status of all summer hirings. For each hiring, the superintendent/Director will select one of the following three courses of action:

1. The principal will complete the hiring and be paid accordingly (see below);
2. The superintendent/Director will complete the hiring; or
3. The hiring will be deferred until the fall

### Collective Agreement Article 14.06 **Special Services Pay**

*"A Teacher who is in receipt of an allowance in accordance with Appendix "A", Schedule II, and who agrees to render service when school is not in session (outside of the 980 hours of instruction) at the request of the employer, and if such service is over and above the service required in return for the allowance pursuant to Appendix "A", Schedule II, the teacher shall be paid 1/196 times the employee's full-time equivalent annual salary for each day of work in accordance with Appendix "A", Schedule I, with ½ day being the minimum amount payable."*

**Reminder:**

Work eligible for Special Services Pay must come **“at the request of the employer”**. Please contact your superintendent to review the status of outstanding vacancies and clarify the request being made to complete summer hiring.

If you have any questions or concerns, please direct them to your superintendent.

## **First Nations Education Administrators Association Announces 2022-2023 FNEAA Virtual Webinar Offerings**

The First Nations Education Administrators Association (FNEAA) offers several professional development webinars designed for First Nations Education Administrators and organizations, based on their needs and priorities. The FNEAA course webinars are offered using the Zoom Platform.

**6 New Webinars:**

Innovation for First Nations Education Reconciliation  
 Achieving Personal Excellence in Education (Emotional Intelligence)  
 First Nations Education Agreements  
 Negotiating First Nations Education Agreements  
 First Nations Education Governance  
 First Nations Education Leadership

**2 Popular Webinars:**

Finding and Hiring the Best Talent  
 Taking Corrective Action

Click the button below for descriptions and times of all of our webinar offerings.

[Click here for more information!](#)

**Job Posting: Superintendent**

The [job posting for the superintendent position](#) is open until **June 2, 2022**. If you are interested in finding out more about the position, please don't hesitate to contact Ryan.

**Important Information re: Moodle Courses**

We anticipate that the 2022 versions of Moodle courses from the WCLN will be available in May and June of this year. Please follow the link below for the summer release plan, which provides details of the courses to be updated and the extent of the updates. [2022 Summer Release Plan](#)

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It would be appreciated if you could please submit your course requests for the 2022-23 school year to [ServiceNow](#) by **Friday June 10, 2022**.



If you do not have a WCLN account, please create one so you will have access to the discussion forums and all other features. You can create an account @ [WCLN](#).

## Graduation Assessments

Graduation Assessments for Numeracy 10, Literacy 10, and Literacy 12 are coming up **June 13-17, 2022**. Please see the attached memo for more information.

## Locally Developed Curriculum Committee – New Course!

The Locally Developed Curriculum Committee has approved its latest course, “[Academic Language for ELL 10](#)” at Vanier Catholic Secondary School and F.H. Collins Secondary School. This course is designed for English Language Learners (ELLs) who have made some progress in developing their Basic Interpersonal Communication Skills already and are ready to more intently and explicitly begin developing academic English. For permission to offer this course outside of Vanier Catholic Secondary School and/or F.H. Collins Secondary School, please fill out the [permission form](#) and contact [David Schroeder](#).

## Numeracy Masters in Education

The “[Curriculum & Instruction: Innovations in Mathematics Education, MEd](#)” program at Yukon University has been approved to begin in September, 2022. They are still accepting late applications for the limited seats remaining. Classes for the 2-year program are held on weekends, four times per term, in Whitehorse. To apply, please contact Trina Zindler, Program Assistant, [cpmed@sfu.ca](mailto:cpmed@sfu.ca), 778-782-8120. Please contact [David Schroeder](#) if you have any questions.

## UPCOMING EVENTS

### Info session on PD Days – August/September 2022 – Friday, June 3

An information meeting to fully present the plan on August/September PD Days, provide any clarifications, and answer questions is scheduled for Friday, June 3 at 11 am over Zoom. You should have an invite in your Outlook calendars, but if not, here is the Zoom link:

<https://yukonedu.zoom.us/j/6432931912?pwd=RFg5QytNTjltawhoSXZQU092d2tWUT09>

### Graduation Assessments - June 13-17, 2022

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School administrators will be expected to attend two additional paid days of learning on **August 16-17, 2022** prior to the start of the school year. These days are intended to give all administrators additional knowledge and skills in dealing with matters of student safety. It is expected that all school administrators attend these sessions – if you have any questions or concerns, please let your superintendent know right away.



# Administrators' Update

September 21, 2022

Success for each learner

## ACTION ITEMS

- Truth and Reconciliation Week 2022 - September 26th to 30th.
- Health and Safety Committees

## INFORMATION ITEMS

- SOGI and Safe and Caring Schools Reminders
- Field Trips and Experiential Learning
- School Photos
- Yukon Digital Resource Portal
- Focused Education Resources PD Day
- New Teacher Onboarding Resource
- Comprehensive Sexual Health Resources (CHSR) to support Physical and Health Education Curriculum
- Health Behaviour Survey for School aged Children
- Privacy Breach Reporting

## UPCOMING EVENTS or DEADLINES

- Safer Schools Action Plan - Policy and Procedure Implementation and School Staff Training
- Mandatory Duty to Report make up sessions for school staff
- From the Ground Up school fundraiser
- Neurolinguistic Approach Training
- TRAX Workshops
- Yukon Foundation Skills Assessment (YFSA)
- Yukon Department of Education All Administrators' In-Service Professional Learning 2022-23
- Nominate someone for an Excellence in Education Award

## ACTION ITEMS

### Truth and Reconciliation Week 2022 - September 26th to 30th.

The National Centre for Truth and Reconciliation has put together a program of activities and events for Truth and Reconciliation Week 2022. You can find a rundown of these activities [here](#).

Yukon students enjoyed participating in these Truth and Reconciliation events last year. Please review and plan your participation for 2022.

The Department of Education has also purchased an Every Child Matters flag for each school. They arrived in Whitehorse on Sept. 21<sup>st</sup> and they will be distributed to schools as soon as possible.

We are also collecting an overview of school-based activities centering on furthering our Truth and Reconciliation work. Some of you have already responded to this call. Thanks. Please send to [Michaela.Stinson@yukon.ca](mailto:Michaela.Stinson@yukon.ca) a listing of activities from your school with a brief summary of each. Pictures are always welcome.

Further resources are attached as Attachment 1.

## Health and Safety Committees

Worksites that have more than 20 staff are required to have a Health and Safety committee of at least four people. Two of these staff are to be co-chairs, one employer and one employee; the other two are regular staff. Monthly meetings and inspections are required.

Worksites with less than 20 staff are required to have a health and safety representative. Only monthly inspections are required.

The co-chairs and the safety reps are required to have the Joint Health and Safety Representative training from YGLearn. A link to the training will be sent in the next admin update. The training is required to be completed within 6 months of taking on the position.

Please scan and email your **monthly inspections** and **monthly meeting** notes directly to Deanna White at [EDU.safety@yukon.ca](mailto:EDU.safety@yukon.ca). Once received we will ensure they are uploaded to the proper locations. Attached is the school workplace inspection form.

Please have your meeting minutes and inspections emailed by the last business day of the month. The first batch will need to be sent by **September 29<sup>th</sup>, 2022**. For those of you who have already sent it in, thank you.

If you have any questions or need any support, please do not hesitate to reach out Education's Health and Safety Management Coordinator Deanna White.

## INFORMATION ITEMS

### SOGI and Safe and Caring Schools Reminders

Just a friendly reminder about SOGI and Safe and Caring Schools. In April 2022, Bill 304 was made law that requires all territorial schools to have safe spaces in the form of activities and organizations dedicated to LGBTQ2S+ students. The Education Act was amended to ensure that all schools in the Yukon have safe spaces for LGBTQ2S+ students in the form of student activities or organizations.

As school administrators, you are legislatively responsible to assure that you and your staff and your school's environment adheres to this legislation as well as the SOGI policy and Safe and Caring Schools policy. Further



information and support will be provided throughout the school year as Department of Education actions its responsibilities through the [LBTQ2S+ Inclusion and Action Plan](#).

As a support, here are some reference resources to help create the inclusive and safe culture and environment that is sought for all students and staff.

- Attachment 3 - Legislative amendment to the Education Act – Bill 304
- Attachment 4 - SOGI Policy
- Attachment 5 - Safe and Caring Schools Policy
- Attachment 6 - The Gender Spectrum- What Educators Need to Know

Links below include:

Safer Spaces Canada: helpful training and resources for creating safe spaces (elementary and high school)

<https://saferspaces.ca/>

PCSS's Rainbow Room and helpful links: <https://gsapcss.weebly.com/resources.html>

## Field Trips and Experiential Learning

Planning on taking your students off school grounds this fall? If so, please visit the [Experiential Learning website](#) to find out about processes, the forms you will need to fill out, timelines for submission and more. We recommend bookmarking this page for easy reference!

Please ensure this information is shared with all teachers. Attached you will find a poster and timeline that can be printed and posted in your staff room to make this information easily accessible (Attachments 7 & 8)).

All documents for complex field trips can be sent to [offsite@yukon.ca](mailto:offsite@yukon.ca). Please see [Offsite Timelines](#) for submission and other related information.

Please contact [nikki.krocker@yukon.ca](mailto:nikki.krocker@yukon.ca) or (867) 332-0631 with any questions.

## School Photos

Star Flower photography has been contracted to complete school photos for Whitehorse schools only this year.

Community schools are welcome to enter into a convenience contract with local photographers, or may reach out to the following photographers:

A few options are:

- Robert Postma at [info@robertpostmaphotography.com](mailto:info@robertpostmaphotography.com);
- Both Eyes Open at 689-8380; or
- Star Flower Photography at [starflowerphotos@gmail.com](mailto:starflowerphotos@gmail.com) or call Tom: (867) 322-2386

The expenses will be covered by the Technology and Student Information unit as digital copies are used to populate student files in Aspen. Please contact [david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca) for technical requirements and financial coding.

## Yukon Digital Resource Portal

Introducing the Yukon Digital Resource portal with direct access to the BC Digital Classroom and access to additional resources with login credentials.

- [Yukon Digital Resource Portal](#) or click on the Yukon Digital Resources tile in Rapid ID
- [BC Digital Classroom Overview](#)
- [BC Digital Classroom Collection Description](#)

#### Flyers

- [Yukon Digital Resources 2022-2023](#)
- [Yukon Digital Resources 2022-2023 Login Credentials](#)

## Focused Education Resources PD Day

(All sessions will be archived)

[Focused Education Resources](#) provides access to the BC Digital Classroom and a range of K-12 evaluated learning resources. Please join them on **September 23** for a Professional Development Day with webinar sessions hosted by the Professional Learning Team at Focused Education.

There will be sessions on Live It Earth\*, TigTag and Twig Science, BC Digital Classroom Overview for Teacher-Librarians, and BC Digital Classroom for Primary Teachers.

Not able to join in real-time? All sessions are archived on Focused Education Resources [Vimeo](#) page. Register [here](#).

## New Teacher Onboarding Resource

A New Teacher Onboarding Resource has been created. You can access this resource on 'Yukon School's Staff Page' - <https://yesnetykca.sharepoint.com/sites/EducationStaff-CommonDocuments> You need to log into your YESNET to access the page.

Within this document, there is a link to the Health and Safety page of the site so that school staff can sign up for WHMIS through YG Learn - <https://yesnetykca.sharepoint.com/sites/EducationStaff-CommonDocuments/SitePages/Health-and-Safety-Resources.aspx>

## Comprehensive Sexual Health Resources (CHSR) to support Physical and Health Education Curriculum

New CSHR's are complete and available to support classroom learning. We have also updated the resources formerly known as SHARE (now called "Better to Know") to reflect inclusive language standards. There will be PD offered this fall for both elementary and secondary classrooms that will be open to all. French versions will be available soon. If you have any questions, please contact [nikki.krocker@yukon.ca](mailto:nikki.krocker@yukon.ca)

You can find the following resources on the [Physical and Health Education Teams](#) channel in the **Files** tab:

- K-3 Sexual Health Video
- K-12 Comprehensive Sexual Health Resource
- Gr. 4-7 Better to Know (formerly SHARE)

## Health Behaviour Survey for School aged Children

Every four years, Yukon students in grades 6-10 are asked to fill-out a health survey about their feelings and experiences on a wide range of topics. In the Yukon, the Health Behaviour in School-aged Children study (HBSC) is coordinated by the Health Promotion Unit of the Department of HSS.

The information collected in the HBSC study helps identify risk and protective factors that allow us to strengthen our collective efforts to promote positive youth development. The next data collection is scheduled to take place in Oct/Nov, 2022.

Because some of the survey questions are sensitive, on the day the data is collected in your school the HPU has two goals:

- A. Provide all participants with a list of potential sources of support in their community should they feel upset after filling out the questionnaire  
and
- B. Alert support services in each community that the survey is taking place, and that participating students may be feeling heightened emotions after completing the questionnaire.

To fulfill these goals, the HPU is seeking to identify mental health supports that are available to young people in your community. They are interested in both formal supports (such as Mental Health Workers) and informal supports (such as elders, rec leaders and other trusted adults in the community).

A representative of the HPU will be reaching-out to you in the coming days to ask for your input regarding student supports that are available at your school and in your community.

## Privacy Breach Reporting

Under the new ATIPP act, you are required to report suspected privacy breaches to the **Designated Privacy Officer (DPO) of Education, David McInnes**, Director of Technology and Student Information. To do so, you must complete a [Privacy Breach Reporting Form for Employees](#).

Use this [Privacy Breach Reporting Guidance](#) document as an aid in completing the reporting form.

You may also wish to bookmark Highways and Public Works' [Privacy Management Site](#) in your browser.

For further information, feel free to contact Education's Privacy Officer, David McInnes at 667-5871, [david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca)

## UPCOMING EVENTS or DEADLINES

### Safer Schools Action Plan - Policy and Procedure Implementation and School Staff Training

A reminder that on **Thursday, September 29, 2022**, all school staff in all three school authorities will participate in a ½ day morning session facilitated by their school administration team to introduce the Student Protection Policy and related procedures. This training will be facilitated by the school administration team at each school supported by a PowerPoint presentation created by central admin staff with the specific learning intentions to support school administration in their delivery of training and implementation of this policy and

related procedures. This PowerPoint presentation and all related documents including the updated policy and related procedures that were introduced to school administrators on August 16 and 17<sup>th</sup> will be sent to school administrator teams early next week.

Please ensure that you include all staff including school admin assistants, CELC and ESW in the morning sessions as their schedules allow. We will be planning further sessions for TOCs and custodians and centrally-assigned staff in the month of October.

Please be sure to encourage all existing staff that have not yet completed their C3P to **have the online training completed by September 26<sup>th</sup>, 2022**. Those staff that have the training completed outside operational hours will receive a ½ day in lieu on the afternoon of September 29, 2022.

If you have any questions please contact your superintendent, executive director or Karen Campbell at [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca).

### **Mandatory Duty to Report make up sessions for school staff**

If you have (a) staff member(s) who wasn't able to make the Mandatory Duty to Report presentation from Family and Children's Services staff at the start of the school year, there have been two make up sessions arranged on Wednesday September 28<sup>th</sup> via zoom. If your school PD does not allow a staff member to attend one of these make up session, don't fret! Further make up sessions are being scheduled. These make up sessions will be help via zoom and hosted by Family and Children's Services staff, Alisha McLean and Jessica Taylor

#### **Wednesday September 28, 2022 at 9-10 am**

Topic: Mandatory Duty to Report - Zoom Presentation from Family and Children's Services

<https://yukonedu.zoom.us/j/63324342461?pwd=ZTM3cFoyaHVSSyszamxWRHA1YXhMdz09>

Meeting ID: 633 2434 2461

#### **Wednesday September 28, 2022 at 1-2pm**

Topic: Mandatory Duty to Report - Zoom Presentation with Family and Children's Services

<https://yukonedu.zoom.us/j/65767941853?pwd=a0lxOFN1YXlzYjhXaGY5OFJ0WDFSQT09>

Meeting ID: 657 6794 1853

Passcode: 44610

### **From the Ground Up school fundraiser**

The start of the school is a great time for growing healthy habits! Several Yukon schools and early learning centres have opted to participate in the annual [From the Ground Up](#) (FTGU) farm-to-table fundraiser, coordinated by the Department of Health and Social Services in partnership with the Department of Education and the Department of Energy, Mines and Resources. FTGU has been supporting Yukon schools for 11 years! Yes, 11 years! FTGU is more than a successful fundraiser for schools and for early learning centres, it connects farms to tables, supports local food and builds community.

From **August 29 to September 26**, members of your school community can order a box of fresh Yukon-grown veggies from a student or caregiver from one of the participating [schools or early learning centres](#). Each 20 lb

box of vegetables is \$40 for 20 lbs. Can't eat that many veggies? Donate a box! We'll take care of delivery for you.

For more information on FTGU, please check out this [video](#) or visit the [website](#).

## Neurolinguistic Approach Training

Again, this year, French Programs is pleased to offer training in the Neurolinguistic Approach (NLA/ANL) for our New Intensive French Teachers and FSL Teachers. The neurolinguistic approach is a pedagogical method used in acquiring/teaching second or foreign languages (abridged as L2/FL) in a school setting, singling out the ability to communicate orally, in reading and in writing.

**Training will take place on September 1, 9, 16 and 23 in Whitehorse**, on the second floor of Alpine Bakery. Training will be offered by Julie Béland, French as a Second Language Pedagogical Consultant with French Programs and with David McFarlane, Second Language Consultant with McFarlingua Language Services Linguistiques in New Brunswick (on Zoom).

If you need more information about this training, please reach out directly to: Julie Béland, 867-335-0225 or by email: [julie.beland@yukon.ca](mailto:julie.beland@yukon.ca)

## TRAX Workshops

Invitations for high school counsellors, office admin staff, and administrators have been sent to schools for **Oct. 4, 5 & 6, 2022** workshops. For more information contact [Anne.Copland@yukon.ca](mailto:Anne.Copland@yukon.ca)

## Yukon Foundation Skills Assessment (YFSA)

Assessment administration will run **Oct. 3 - Nov. 10, 2022**. Please visit the [Foundation Skills Assessment \(FSA\) web page](#) for the updated calendar of important FSA dates.

There will be online YFSA refresher sessions **Monday, Sept. 26 & Tuesday Sept. 27 from 3:30pm – 4:15 pm**. The link to join is [here](#).

Grades 3 – 8 educators interested in an opportunity to gather with colleagues from across the territory in a standards-based collaborative marking session of the YFSA's Nov. 15-16, 2022 are encouraged to contact [Marjorie.MacDonald@Yukon.ca](mailto:Marjorie.MacDonald@Yukon.ca)

## Yukon Department of Education All Administrators' In-Service Professional Learning 2022-23

Dates for your calendar - 2022-23:

*All sessions are planned for in-person participation with a ZOOM option.*

- October 13-14, 2022: Dr. Nikki Yee to join on October 14<sup>th</sup>
- December 1-2, 2022:
- February 9-10, 2023: Dr. Nikki Yee to join on February 10<sup>th</sup>
- May 18-19, 2023: Dr. Nikki Yee to join on May 19<sup>th</sup>

## Nominate someone for an Excellence in Education Award

Do you know someone who has made an outstanding contribution to a classroom, school or school community?

Recognize them with an Excellence in Education Award nomination! **We are accepting nominations until Monday, October 24, 2022.** Download our nomination package to learn more.

To learn more about the Excellence in Education Award, visit [Nominate someone for an Excellence in Education Award](#).





# Administrators' Update

September 28, 2022

## ACTION ITEMS

TRUTH AND RECONCILIATION WEEK 2022 - SEPTEMBER 26TH TO 30TH.

ASPEN ENROLMENT NUMBERS

## INFORMATION ITEMS

FIELD TRIPS AND EXPERIENTIAL LEARNING

SCHOOL PHOTOS

NEW TEACHER ONBOARDING RESOURCE

COMPREHENSIVE SEXUAL HEALTH RESOURCES (CHSR) TO SUPPORT PHYSICAL AND HEALTH EDUCATION CURRICULUM

TEACHER COST SHARE ONE-TO-ONE INTAKE

## UPCOMING EVENTS OR DEADLINES

JHSC TRAINING & UPDATE

SAFER SCHOOLS ACTION PLAN - POLICY AND PROCEDURE IMPLEMENTATION AND SCHOOL STAFF TRAINING

TRAX WORKSHOPS

YUKON FOUNDATION SKILLS ASSESSMENT (YFSA)

YUKON DEPARTMENT OF EDUCATION ALL ADMINISTRATORS' IN-SERVICE PROFESSIONAL LEARNING 2022-23

NOMINATE SOMEONE FOR AN EXCELLENCE IN EDUCATION AWARD

## ACTION ITEMS

### Truth and Reconciliation Week 2022 - September 26th to 30th.

The National Centre for Truth and Reconciliation has put together a program of activities and events ahead of Truth and Reconciliation Week 2022. You can find a rundown of these activities [here](#).

Yukon students enjoyed participating in these Truth and Reconciliation events last year. Please review and plan your participation for 2022.

We are also collecting an overview of school-based activities centering on furthering our Truth and Reconciliation work. Some of you have already responded to this call. Thanks. Please send to [michaela.stinson@yukon.ca](mailto:michaela.stinson@yukon.ca) a listing of activities from your school with a brief summary of each. Pictures are always welcome.

Further resources are attached as Attachment 1.

## Aspen Enrolment Numbers

Aspen enrolment numbers at the end of September are used by Dept. of Education for staffing, and reporting to YAEP.

Students should be scheduled into courses or withdrawn as a "no show".

If a student is not taking courses at your school, but are cross-enrolled to another Yukon school, then they should be transferred to that school, and the Secondary School Association is ended by the receiving school. If the student is cross-enrolled to a BC school, but not taking courses with you, then the student should be withdrawn. The BC school will need to register the student.

For assistance with the process: [aspensupport@yesnet.yk.ca](mailto:aspensupport@yesnet.yk.ca)

## INFORMATION ITEMS

### Field Trips and Experiential Learning

Planning on taking your students off school grounds this fall? If so, please visit the [Experiential Learning website](#) to find out about processes, the forms you will need to fill out, timelines for submission and more. We recommend bookmarking this page for easy reference!

Please ensure this information is shared with all teachers. Attached you will find a poster and timeline that can be printed and posted in your staff room to make this information easily accessible (Attachments 7 & 8)).

All documents for complex field trips can be sent to [offsite@yukon.ca](mailto:offsite@yukon.ca). Please see [Offsite Timelines](#) for submission and other related information.

Please contact [nikki.krocker@yukon.ca](mailto:nikki.krocker@yukon.ca) or (867) 332-0631 with any questions.

### School Photos

Star Flower photography has been contracted to complete school photos for Whitehorse schools only this year.

Community schools are welcome to enter into a convenience contract with local photographers, or may reach out to the following photographers:

A few options are:

- Robert Postma at [info@robertpostmaphotography.com](mailto:info@robertpostmaphotography.com);
- Both Eyes Open at 689-8380; or
- Star Flower Photography at [starflowerphotos@gmail.com](mailto:starflowerphotos@gmail.com) or call Tom: (867) 322-2386

The expenses will be covered by the Technology and Student Information unit as digital copies are used to populate student files in Aspen. Please contact [david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca) for technical requirements and financial coding.



## New Teacher Onboarding Resource

A New Teacher Onboarding Resource has been created. You can access this resource on 'Yukon School's Staff Page' - <https://yesnetykca.sharepoint.com/sites/EducationStaff-CommonDocuments> You need to log into your YESNET to access the page.

Within this document, there is a link to the Health and Safety page of the site so that school staff can sign up for WHMIS through YG Learn - <https://yesnetykca.sharepoint.com/sites/EducationStaff-CommonDocuments/SitePages/Health-and-Safety-Resources.aspx>

## Comprehensive Sexual Health Resources (CHSR) to support Physical and Health Education Curriculum

New CSHR's are complete and available to support classroom learning. We have also updated the resources formerly known as SHARE (now called "Better to Know") to reflect inclusive language standards. There will be PD offered this fall for both elementary and secondary classrooms that will be open to all. French versions will be available soon. If you have any questions, please contact [nikki.krocker@yukon.ca](mailto:nikki.krocker@yukon.ca)

You can find the following resources on the [Physical and Health Education Teams](#) channel in the **Files** tab:

- K-3 Sexual Health Video
- K-12 Comprehensive Sexual Health Resource
- Gr. 4-7 Better to Know (formerly SHARE)

## Teacher Cost Share One-to-One Intake

We will be doing another intake of the Teacher Cost Share One-to-One device program in mid-October. More details will follow. Thank you for your patience.

## UPCOMING EVENTS or DEADLINES

### JHSC Training & Update

The link below will take staff to the Joint Health and Safety Committee training that is available on YGLearn. If you have never used YGLearn before, there are instructions on the right-hand side of the page on how to set up an account.

<https://yesnetykca.sharepoint.com/sites/EducationStaff-CommonDocuments/SitePages/Health-and-Safety-Resources.aspx>

All health and safety committee co-chairs (sites with more than 20 staff) and health and safety representatives (sites with less than 20 staff) are required to take this training within 6 months of taking on the role.

This is also a reminder that your first health and safety meeting minutes, inspections and Terms of Reference are to be emailed to [edu.safety@yukon.ca](mailto:edu.safety@yukon.ca) by September 29, 2022. The minutes, Terms of Reference, committee members and any other health and safety information should be posted at your school in a common area for staff to access.

Please reach out to Deanna White if you have any questions.

## Safer Schools Action Plan - Policy and Procedure Implementation and School Staff Training

A reminder that on **Thursday, September 29, 2022**, all school staff in all three school authorities will participate in a ½ day morning session facilitated by their school administration team to introduce the Student Protection Policy and related procedures. This training will be facilitated by the school administration team at each school supported by a PowerPoint presentation created with the specific learning intentions to support school administration in their delivery of training and implementation of this policy and related procedures. This PowerPoint presentation and all related documents including the updated policy and related procedures that were introduced to school administrators on August 16 and 17<sup>th</sup> will be sent to school administrator teams early next week.

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If you have any questions please contact your superintendent, executive director or Karen Campbell at [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca).

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# Safe and Inclusive Schools

Government of Yukon, Department of Education's Professional  
Development Day

August 17, 2023



# Safe and Inclusive Schools

“When students feel safe and supported, they are truly ready and able to learn” ~Laura Weaver and Mark Wilding

# Safe and Caring Schools

## Safe and Caring Schools Policy

- Department of Education's Umbrella Policy to support healthy, active, safe and caring learning environments in Yukon schools.
- A positive school climate exists when all members of the school community feel safe, included and accepted.
- All students, parents, and teachers and other school staff have the right to be safe, and to feel safe, in their school community.

# Policy Development and Updates to existing Policies

- In order to support educators with implementation of the Safe and Caring Schools Policy in their schools and their classrooms, the Department of Education has recently developed a new policy and updated an existing policy to support healthy, active, safe and caring learning environments in Yukon Schools.
- In the fall of 2022, Department of Education implemented its Student Protection Policy



# Sexual Orientation and Gender Identity Policy (SOGI)

In August of 2023, Department of Education updated its Sexual Orientation and Gender Identity Policy.

This is one of many commitments that Education has made in the LGBTQ2S+ Inclusion Action Plan to support educators in promoting and providing safe and caring learning environments in Yukon Schools.

# Sexual Orientation and Gender Identity Policy (SOGI)

The revised SOGI Policy focuses on:

- using correct pronouns for students, updating terminology for trans-inclusivity, and delineating roles and responsibilities at the departmental and school levels.
- Modern language: The policy has been refined with more inclusive, up-to-date terminology, aligning its definitions with the Women and Gender Equity Directorate.
- New Requirements: The policy now encompasses mandates from the recent amendments to the Education Act. It ensures principals are proactive in championing initiatives promoting equality and non-discrimination throughout the academic year.

# Partnership with ARC Foundation

SOGI 1 2 3 Inclusive Education

Your student is 15 years old and is Canadian-Filipino. She was sexually assaulted 1 year ago by a 17 year old at a party where they were drinking alcohol. Her parent is unaware. Your student does not want her parent to know and does not want to report to RCMP. Your student discloses to the school counsellor.

Mariah, age 11, is having a hard time walking. When she sits down, she acts like it hurts. You ask her about what has happened. She just looks down and says, "nothing." A few days later, she is playing soccer with the other children. It's warm out and she rolls up her pant legs while stretching. You notice dark purple bruises on her inner thighs. She seems to remember the bruises are there and rolls the pant legs back down below her knees.

Max's handy bus pulls up to his stop at the end of the school day. His father is waiting there, swaying forward and backward as if standing still was impossible. Max's father pushes his head inside the bus. With slurred words, he shouts, "Max, get out here NOW! Hurry up." He leans heavily against the bus and mutters under his breath. His sour breath filters through the front of the bus towards the handy bus driver and handy bus EA. They notice that the father seems unable to stand without support.

Leland is 9, and attends school 2-3 days per week, often on T-W or Th. He arrives consistently late, without food or adequate clothing (no sock, shoes only, spring like jacket at -30). Various adults drop him off to school and pick him up. The teacher and school have a difficult time reaching parents and ascertaining their consent about the adults Leland can safely leave school with. Leland's attendance since K is sporadic and there are apparent learning gaps - possibly a result of limited attendance but uncertain to say. Leland is often in need of underwear and clothing changes due to soiled clothing. His parents do not attend school visits or conferences and are difficult to engage. Leland's social circle is limited at school and he could benefit from social skills development and support.

# Safer Schools Student Protection Policy and Procedures

Government of Yukon, Department of Education's Commitment to Kids

Staff Training



# Land acknowledgement



We respectfully acknowledge Yukon educators are completing this important learning on the traditional territories of Yukon's First Nations people. We are grateful to live, work and play within this beautiful land, as we commit to protecting our children and youth from harm.



# Overview of today's training

Today, you will learn about our new stand-alone student protection policy on preventing and responding to harm by adults, along with supporting procedures and report forms. This policy and related procedures are important for all adults engaged in school activities to use and follow. As all adults who interact with students through school activities have a responsibility to safeguard students from harm.

The documents that you will be reviewing today have been developed for implementation this school year and are open to amendments and revisions in order to best safeguard students from harm.

Feedback today and ongoing is welcomed and should be communicated through your school administration team.

# Learning intentions for our morning together are to have you:

- Gain greater confidence in facilitating a safe and caring school environment where all students have the right to be protected from harm
- Understand the ***Student Protection Policy: Preventing and Responding to Harm by Adults – version 1***
- Understand the **Procedures for Preventing and Responding to Harm by Adults – version 1**
- Know how to access and complete the **Preventing and Responding to Harm by Adults Report Form – version 1**
- Know where to access the **Yukon School Post-Incident Communications Guidance – version 1**
- Be confident in fulfilling your role and responsibilities as outlined in the policy and Education Act

# Why do we have a Student Protection Policy?

- As a direct result of the work on Action 6 of the Safer Schools Action Plan, the Department of Education has developed the **Student Protection Policy: preventing and responding to harm by adults – version 1**
- This policy and related procedures are grounded in evidence-based practices in the areas of prevention, detection and obligations to report potential or actual harm by adults they interact with through school-related activities.

# Your Legislated Role and Responsibilities

- As an educator, you are a public servant within the Government of Yukon
- As a public servant you are obligated **to protect students from adult conduct that has caused or may cause harm to their wellbeing.**  
Examples include conduct toward a student that is:
  - Abusive
  - Otherwise considered inappropriate
- All Department of Education staff have a responsibility to work collaboratively with one another and with partner departments and organizations.
- It is expected that every effort is made to take a preventative approach to mitigate any harm when interacting with students and identifying unsafe situations between adults and students.
- Response and reporting are key to supporting safe and caring environments

# Where to find the policy and related procedures

- [Student Protection Policy: Preventing and Responding to Harm by Adults – v1](#)
- [Procedures for Preventing and Responding to Harm by Adults V.1 \(found in the School Procedure Handbook section 9.11\)](#)
- [Preventing and Responding to Harm by Adults Report Form v.1 \(found in the School Procedure Handbook section 9.11\)](#)
- [Yukon School Post-Incident Communications Guidance – v.1 \(found in the School Procedure Handbook section 9.11\)](#)

# Student Protection Policy: Preventing and Responding to Harm by Adults - v.1

## Group Jigsaw Activity:

The purpose of this activity is to facilitate an informed discussion to bring awareness and understanding of the **Student Protection Policy: Preventing and Responding to Harm by Adults – version 1**



# Discussion protocol (total time 45 minutes)

- Turn to the policy document provided.
- Determine your group sizes according the size of your staff and the environment in which you are facilitating this learning
- The person with a birthdate furthest away from today is the spokesperson who with share a final observation with the full staff following the activity.
- Assign, in the following way, sections of the policy to each participant.
  - The sections are:
    - General Information, Purpose of the Policy and Application, Exceptional Circumstances, Legislative References and Policy References (page 1 and the top of page 2 and page 8)
    - Principles and Roles and Responsibilities and Procedures (page 2 and the top of page 3)
    - Policy Statement (page 3, 4 and 5)
    - Monitoring and Accountability and Appendix A: Definitions (page 5, 6 and 7)
- Each participant reads his or her section of the document silently.
- Readers take notes and are asked to prepare key points from this section of the policy ready for presentation to the group
- Each participant takes a turn in presenting key points from the policy to their group – move through these presentations in sequence from the beginning of the policy, General Information to the end.
- When all participants have presented, the chair will invite discussion by the group.
- The spokesperson from each group will present the final statement generated at each table to the full staff
- Questions from the staff will be invited

# Closing notes on the Student Protection Policy

- This policy's focus is creating environments and opportunity for students in our Yukon schools that are healthy, active, safe and caring learning environments.
- This policy also focuses on the role and responsibility each of us holds in observing, reporting and responding to adult behaviour that has the potential to or has caused harm to a student by an adult through interaction in school-related activities.
- As of today's training, this policy is now implemented for all Yukon educators to follow and use.
- This policy directs the work of related procedures for all Yukon educator to follow.
- There is public access to this [policy](#) on yukon.ca

# Thank you for Completing the Canadian Centre for Child Protection (C3P) training

By completing this training you have:

- Built awareness about child sexual abuse and the scope of the problem in Canada;
- Built your capacity and confidence in mitigating risk of child sexual victimization;
- Fostered proactive attitudes toward operationalizing safeguarding policies and procedures;
- Fostered intrinsic and extrinsic motivation to implement safe practices;
- Built your capacity to support and protect children.
- Built your capacity to implement the Student Protection Policy and related procedures by bringing awareness and understanding to the scope of harm that can be caused by adults through conduct that constitutes as abuse and/or unlawful behaviours and behaviours that are otherwise considered inappropriate

# Supporting Procedures, Forms and Guidelines (2 hours 45 minutes)

- Section 9.11 Procedures for Preventing and Responding to Harm by Adults – version 1, found in the School Procedure Handbook
- Preventing and Responding to Harm by Adults Report Form – version 1, found in the School Procedure Handbook
- Yukon School Post-Incident Communications Guidance – version 1, found in the School Procedure Handbook

# Section 9.11 Procedures for Preventing and Responding to Harm by Adults – version 1

063

- The next activity will have you familiarize yourself with **Section 9.11 Procedures for Preventing and Responding to Harm by Adults**, terms and processes used within it. This document will replace the current Section 9.11 procedures in the School Procedure Handbook.
- These procedures act as your 'playbook' in preventing and responding to allegations, suspicions and/or disclosures of harm to students by adults they interact with through school related activities.

# Section 9.11 Procedures for Preventing and Responding to Harm by Adults - v.1

## Group Jigsaw Activity:

- Section 9.11 Procedures for Preventing and Responding to Harm by Adults - v.1
- Preventing & Responding to Harm by Adults Report Form – v.1
- Yukon School Post-Incident Communications Guidance – v.1



Discussion Protocol-  
Section 9.11 Procedures for Preventing  
and Responding to Harm by Adults and  
Preventing and Responding to Harm by  
Adults Reporting Form v.1 -(1 hour)

# Discussion Protocol- continued

- Turn to the procedure documents provided.
- Determine your group sizes according the size of your staff and the environment in which you are facilitating this learning
- The person with the highest number of house pets is the spokesperson who with share a final observation with the full staff following the activity.
- Assign, in the following way, sections of the policy to each participant.
  - The sections are:
    - Opening page and Mandatory Duty to Report
    - Contents and Section A: Prevention (page 2 and 3) and Appendix A
    - Section B: Responding, reporting and documenting (pages 4, 5 and top half of page 6) and Appendix B & C
    - Section B: Responding, reporting and documenting (bottom half page 6, page 7) Appendix B and Report Form
    - Section C: Confidentiality and Communication Report Form and Yukon Schools Post-Incident Communications Guidance
- Each participant reads their assigned section from above silently.
- Readers take notes and are asked to prepare key points from their readings ready for presentation to the group
- Each participant takes a turn in presenting key points from the procedure and other related documents to their group
- When all participants have presented, the chair will invite discussion by the group.
- The spokesperson from each group will present the final statement generated at each table to the full staff
- Questions from the staff will be invited

# Case Scenarios – Working through

- Work through case studies either in a group form or focus on a case study as a full staff.
- Explore the use of these documents through case study reflection focusing on the behaviour that is presented by the adult in the case study.
- Take the case scenario through the procedure, report form and communication guidance document.
- Referring the appendices is very valuable for this exercise
- Record any questions and/or curiosity that your staff presents during this case study work.

# Acknowledgement

- Remember, this is important work, it is also important to support one another.
- There are resources and supports available to you if you find that you are needing to lean in on others as you lean in to keep students safe

# Supports available to Yukon educators

- **Employee and Family Assistance Program**
  - Access counselling 24/7
  - In Yukon: (867) 668-3327
  - Toll Free: 1-855-767-7429
- **Mental Wellness and Substance Use Services, Department of Health and Social Services**
  - In Yukon: (867) 456-3838
  - Toll Free: 1-866-456-3838
- **Canadian Mental Health Association, Yukon Division**
  - In Yukon: (867) 668-6429
- **Family and Children's Services, Department of Health and Social Services**
  - In Yukon: (867) 667-3002
  - Toll Free: 1-800-661-0408 extension:3002
- **Victim Services, Department of Justice**
  - In Yukon: (867) 667-8500
  - Toll Free: 1-800-661-0408 extension:8500
  - Watson Lake: (867) 536-2541
  - Dawson: (867) 993-5831
- **Sexualized Assault Support Team (SART)**
  - Phone: 1-844-967-7275

# THANK YOU

for your ongoing commitment to the safety of students in the  
Yukon



# Safer Schools - Student Protection

Yukon Education's Commitment to Kids

School Administration Summer Meeting August 16 and 17, 2022



# Land Acknowledgement



# Purpose of our work

- To provide a safe and inclusive learning environment for all
- To be knowledgeable of and employ within our roles and responsibilities as educators in Yukon schools to prevent, respond and report student allegations of abuse or harm, inappropriate and unlawful behaviour of adults towards students when we are made aware of these concerns as outlined in legislation, policy and procedure
- To provide support to one another, through this important work to safeguard students from harm

# Safer School Action Plan

- 1) Finalize and implement Yukon Post-Incident Communication Guidance and Procedures
- 6) Update and consolidate policies and procedures under a stand alone Policy on Prevention and Reporting of Serious School Incidents
- 10) Enhance and require training for all school-based staff in the prevention, detection, and obligation to report suspected child abuse/suspicious behaviour
- 13) Implement summer training for principals, vice principals and new staff on reporting serious incidents, prevention, supporting victims and related subject matter

# Safer Schools Action Plan

- 12) Update onboarding practices for all-school based and central administration staff
- 15) Explore ways to make best use of school, student and human resource data bases to collect, archive and maintain up-to-date information on student demographic information including past and current family contact information and personnel assigned to student both classroom based (teacher), EA support and TOC.
- 17) Develop a process for ongoing review and monitoring of policies and procedures and best practices for high risk educational settings

# Draft Policy and Procedures

- Why are they in draft?
- What supports and feedback are looking for from school administrators over the next couple of weeks
- Karen will frame this

# Canadian Centre for Child Protection Training (C3P)

- C3P training for staff (expectations)
- Activity to debrief this training (1hour)
- Activity to review this training (high level, work with definitions, black and white behaviour, grey area etc.
- Table talk about the each module



# Mandatory Duty to Report

- Presentation by Family and Children's Services

# Student Protection Policy: Preventing and Responding to Harm by Adults (Draft)

- Seeking these two days and up to and inclusive of September 1<sup>st</sup>, constructive discussion and conversation about the usability of the policy and related procedures. Constructive concerns, gap areas, clarity.....
- C3P preventive measures from module one. These draft is evidence based grounded in practice that has been created by C3P for child protection
- Jigsaw activity Marilyn to add activity

# Case Scenarios

- Supporting school administrators in their Mandatory Duty to Report
- Roles and Responsibilities
- How to Report

# Learning Intentions and Supports for Day Two

- Grounded in Practice
- Working through the draft procedures and related documents related to Student Protection
- Case Scenarios
- Collective practice – evidence of collective efficacy

# Draft Procedures and related Documents

- Draft 9.11 Procedure for Preventing and Responding to Harm by Adults
- Draft Reporting Form: Preventing and Responding to Harm By Adults Reporting Form
- Draft Yukon Schools Post-Incident Communication Guidelines

# Draft 9.11 Procedure for Preventing and Responding to Harm by Adults

083

- Activity to review the 4 main sections:
  - Legislative Responsibilities
  - Prevention
  - Response and Reporting
  - Communication and Confidentiality

Response and reporting section should include the draft reporting form

Communication and Confidentiality should include the draft Yukon school post incident communication guidelines

# August 18 and 19 School Staff Learning intentions

- Introduction to the why/purpose



Safer Schools – Student Protection – Department of Education's *Commitment to Kids*  
School Administrator Summer Meeting  
August 16 and 17, 2022

CSSC Mercier

1009 Lewes Blvd. Whitehorse

\*\*\*Parking available in Selkirk Elementary or FH Collins Secondary School parking lots on either side of CSSC Mercier\*\*\*

Day One - August 16, 2022 - Grounded in Theory

- 8:00 am Coffee/tea and light continental breakfast
- 8:30 am Opening prayer and acknowledgment of Traditional Territory
- 8:40 am Minister of Education Jeanie McLean: Safer Schools – Student Protection – Department of Education's *Commitment to Kids*
- 8:45 am Deputy Minister Nicole Morgan: Safer Schools – Duty of Care – Safer Schools Action Plan
- 9:00 am Creating the commitment to student protection (Office of the Superintendent, School Board Executive Directors, and Association of Yukon School Administrators (AYSA) President)
- Purpose of the two days
  - Activity: creating commitment to student safety
    - Purpose and debrief of the Canadian Centre for Child Protection (C3P) training
    - C3P training for school staff expectations and school administrator support
- 10:15-10:30 am Refreshment break
- 10:30 am – 12 pm Mandatory duty to report presentation by Family and Children's Services
- 12 - 1 pm Lunch - on site (gluten-free and vegetarian options available)
- 1 – 2:15 pm Introduction of the draft Student Protection Policy
- Purpose of and review of policy
  - Jigsaw activity
- 2:15-2:30 pm Wellness break and check in
- 2:30–3:15 pm Case scenarios
- Supporting school administrator report
  - Roles and responsibilities
  - How to report
- 3:15-3:30 pm Setting the learning intentions
- 3:30-3:45 pm How did we do?



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Day Two - August 17, 2022 - Grounded in Practice. **\*\*Please note the 8 am start\*\***

- |          |   |
|----------|---|
| 7:30am   | Coffee/tea and light continental breakfast  |
| 8:00 am  | Opening and acknowledgement of Traditional Territory  |
| 8:05 am  | Introduction of draft procedures and all other related documents including: <ul style="list-style-type: none"> <li>• Draft 9.11 Procedure for Preventing and Responding to Harm by Adults</li> <li>• Draft Reporting form: Preventing and Responding to Harm by adults Reporting Form</li> <li>• Draft: Yukon School Post-Incident Communications Guidelines</li> </ul> |
| 9:45 am  | Wellness break  |
| 10 am    | Case studies <ul style="list-style-type: none"> <li>• Diving into each section of the procedures and other related documents with case scenarios, collaboration and practice</li> <li>• Supporting one another</li> </ul>   |
| 11:45 am | Lunch – on site (gluten-free and vegetarian options available)  |
| 12:45 pm | Expectations for school principals <ul style="list-style-type: none"> <li>• Support school staff in enhancing their understanding, role and responsibilities to student protection</li> <li>• Opportunity to break into school authorities: FNSB, CSFY, SSSB</li> <li>• Agenda</li> <li>• What happens on September 29 for school staff</li> </ul>                      |
| 2:30 pm  | Wrap up   |



# Today's Agenda

AGENDA	
7:45 am	Doors open to welcome Yukon Education staff to the 2023-24 school year!
8:30	Opening Prayer and Opening Remarks
8:45 to 9:45	Family and Children Services, Department of Health and Social Services – Duty to Report presentation
9:45 to 10:15	Department of Education: Curriculum and Assessment and Student Support Services – Who's on the teams and how can they support your school in 2023-24
10:15 to 10:45	Break – refreshments and snacks provided
10:45 to noon	Safe and Inclusive Education– Updates and clarity in policies and supports
Noon to 1:00 pm	Lunch provided on site
1:00 to 3:00	Safe and Inclusive Educational Practices in 2023-24 Sexual Orientation and Gender Identity Inclusive Education – Scout Gray, ARC Foundation presenting
3:00 to 3:15	Closing Prayer

# Safe and Inclusive Schools

“When students feel safe and supported, they are truly ready and able to learn” ~Laura Weaver and Mark Wilding

## Preventing & Responding to Harm by Adults Report Form v.1

Use this form to report adult behaviour or incidents to students to protect students from a range of inappropriate behaviours, this includes potential and actual abuse or harm in school activities. This form follows the [9.11 Procedures for Preventing and Responding to Harm by Adults](#) under the authority of the [Education Act](#) and [Child & Family Services Act](#).

**Date of report:** \_\_\_\_\_

**Reported by (contact details of the person completing this report):**

Your name:	
Phone Number:	
School you work at:	
Your supervisor:	

**Category of incident behaviour (was it observed or disclosed?):**

OBSERVED	<input type="checkbox"/> Yes	<input type="checkbox"/> No
DISCLOSED	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If disclosed, by whom:		
If incident was disclosed by a 3rd party has the party been advised that staff are collecting the information provided and are required to report it?	<input type="checkbox"/> Yes	<input type="checkbox"/> No Explain:

**Duty to report:**

This section only needs to be completed when the mandatory duty to report exists where concerns of abuse/harm or unlawful behaviour of an adult to a child/student, as per 9.11 Procedures for Preventing and Responding to Harm by Adults V.1.

Department of Education	Name of individual contacted	Date notified
School Administrator		
Superintendent/Executive Director		
A person who has reason to believe that a child is in need of protection must immediately report the information to either:		
Agency	Name of individual contacted	Date notified
RCMP Whitehorse 667-5555 Community (local exchange)-5555		

Emergency - 911		
Family & Children Services Whitehorse - 667-3002 Community (local exchange)-5555		

**Incident details:**

<b>Staff involved:</b>	
<b>Student involved:</b>	
<b>Location:</b>	
<b>Date/Time:</b>	
<b>Witnesses:</b>	
Please describe the behaviour that led to this report, including the situational context, and people involved, in as much detail as possible:	
What steps were taken to disrupt the harm?	

**Notification:**

Upon immediate completion of report, provide it directly to the school administration

\_\_\_\_\_  
School Administration Signature

\_\_\_\_\_  
Date received

**Follow up:**

<b>Name of administrator following up:</b>	<b>Date notified:</b>
<b>Full name of staff member involved</b>	<b>Employee Number:</b>
Employees have the right to representation, if they believe the disclosure or information gained through the follow up needs to be actioned, which may lead to formal discipline.	
Staff member involved follow up and intervention details:	
Corrective action taken to ensure student safety:	

Upon follow-up and completion of report, provide it directly to the Superintendent/Executive Director via [secure file transfer](#). Do not save a copy.



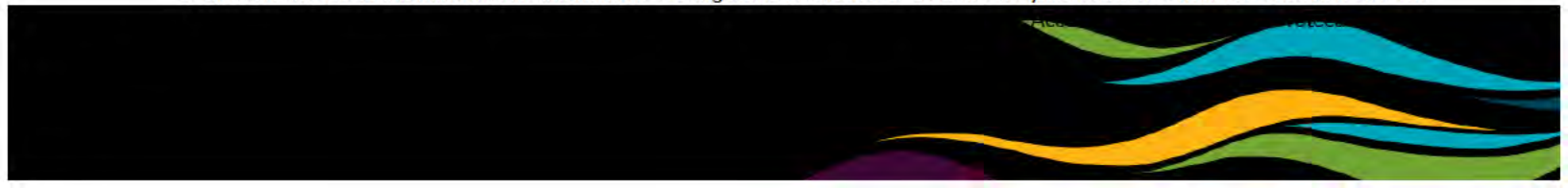
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 Superintendent/Executive Director Signature

Date received

**Internal notification: to be completed by Superintendent/Executive Director**

Title	Name of individual	Date notified
ADM, Schools & Student Services		
Director, Human Resources		
Director, Policy		
Deputy Minister, Education		





**#1**

Pete's dad never has much to say when he comes to school events; he only comes when mom is out of town. He seems very guarded and private. When you ask the students to bring in pictures from home for a project, Pete tells you that his dad got very upset that you are asking for photos and violating the family's privacy. Pete says he is not allowed to work on the project or talk about his family.

**#2**

Mariah, age 11, is having a hard time walking. When she sits down, she acts like it hurts. You ask her about what has happened. She just looks down and says, "Nothing." A few days later, she is playing soccer with the other children. It's warm out and she rolls up her pant legs while stretching. You notice dark purple bruises on her inner thighs. She seems to remember the bruises are there and rolls the pant legs back down below her knees.

**#3**

Max's handy bus pulls up to his stop at the end of the school day. His father is waiting there, swaying forward and backward as if standing still was impossible. Max's father pushes his head inside the bus. With slurred words, he shouts, "Max, get out here NOW! Hurry up." He leans heavily against the bus and mutters under his breath. His sour breath filters through the front of the bus towards the handy bus driver and handy bus EA. They notice that the father seems unable to stand without support.

**#4**

Scenario #1: A high school history teacher and one of his students are always seen together, even during lunch. Sometimes, the student stays late after school and the teacher takes her home. Fellow teachers have noticed their interaction but are not sure how to approach the situation. Others just don't want to get involved.

**#5**

A teacher often tells her students how smart and creative they are. She gives them highfives and fist bumps when they do well on class projects and assignments. She does this for male and female students.

**#6**

Gerald, a second-grade student, is seen crying by his teacher. He tells the teacher another student pushed him down and called him names. The teacher hugs Gerald, explains that he will be fine, and promises to have a talk with the other student.

**#7**

A high school cafeteria staff notices a teacher and student teasing, tickling, and occasionally hugging each other in the lunchroom. This is the first time she has seen the two interact, and she is not sure whether she should report the behavior.

**#8**

Victim is 15 and Canadian-Filipino, sexually assaulted 1 year ago by 17 year old at a party where they were drinking alcohol. Parent is unaware. Victim does not want parent to know and does not want to report to RCMP. The victim discloses to the school counsellor.

**#9**

Victim is 17 and non-Indigenous, sexually assaulted 2 days ago by an 18 year old perpetrator after a party. Is unsure about disclosing to police. Parent is aware of assault and is blaming them for going to the party. Attends WGH for medical care and possibly a Sexualized Assault Examination Kit (SAEK).

**#1**

Pete's dad never has much to say when he comes to school events; he only comes when mom is out of town. He seems very guarded and private. When you ask the students to bring in pictures from home for a project, Pete tells you that his dad got very upset that you are asking for photos and violating the family's privacy. Pete says he is not allowed to work on the project or talk about his family.

**Discussion points:**

- You can and should respect a family's right to privacy.
- If they don't want to share information, that is OK.
- You should always continue to monitor the well-being of all your students.
- Being secretive or unduly protective of a child can be an indicator of abuse/harm.

**Action/required action:**

- continue to be curious,
- watch for other signs and make a report if you suspect maltreatment
- if in doubt, seek advice from FCS

**#2**

Mariah, age 11, is having a hard time walking. When she sits down, she acts like it hurts. You ask her about what has happened. She just looks down and says, "Nothing." A few days later, she is playing soccer with the other children. It's warm out and she rolls up her pant legs while stretching. You notice dark purple bruises on her inner thighs. She seems to remember the bruises are there and rolls the pant legs back down below her knees.

**Discussion points:**

What are your concerns?

What indicators of abuse/harm have you curious?

Is this a child subject to 'duty to report' and 'child in need of protection'?

**Action/required action:**

Report your concerns to Family and Children's Services and RCMP (best practice)

Support Mariah; see TIPS for Education Professionals on Receiving a Disclosure

**#3**

Max's handy bus pulls up to his stop at the end of the school day. His father is waiting there, swaying forward and backward as if standing still was impossible. Max's father pushes his head inside the bus. With slurred words, he shouts, "Max, get out here NOW! Hurry up." He leans heavily against the bus and mutters under his breath. His sour breath filters through the front of the bus towards the handy bus driver and handy bus EA. They notice that the father seems unable to stand without support.

**Discussion points:**

- immediate concerns for the bus driver/EA?
- immediate concerns for Max?

### **Action/required action?**

What might an immediate safety plan look like in this situation?

How will you get help and report your concerns to Family & Children's Services and RCMP, and to your immediate supervisors?

### **#4**

Scenario #1: A high school history teacher and one of his students are always seen together, even during lunch. Sometimes, the student stays late after school and the teacher takes her home. Fellow teachers have noticed their interaction but are not sure how to approach the situation. Others just don't want to get involved.

#### **Info/discussion points:**

- how do you think of this behaviour, reasonable, explainable, inappropriate?
- consider your Commit to Kids training on boundary transgressions, how might you think of this now?
- reporting responsibilities and/or duty to report?

### **#5**

A teacher often tells her students how smart and creative they are. She gives them highfives and fist bumps when they do well on class projects and assignments. She does this for male and female students.

#### **Info/discussion points:**

- Giving students positive reinforcement is appropriate
- this is an example of PBIS

### **#6**

Gerald, a second-grade student, is seen crying by his teacher. He tells the teacher another student pushed him down and called him names. The teacher hugs Gerald, explains that he will be fine, and promises to have a talk with the other student.

#### **Info/discussion points:**

- Acts of comfort are not always sexual in nature.

-To differentiate between those that are and those that are not, you should consider the type of act, the student's age, and the situation prompting the act. In this case, it is reasonable to expect a second-grader to need some level of support after experiencing hurt or disappointment. While there are other ways to provide comfort, hugging is a common form of encouragement, especially for younger children.

-When comforting students of any age, it might be more appropriate to give brief side hugs rather than longer hugs involving more physical contact.

-Also, it's good practice for any adult to ask for a student's permission before initiating a hug.

## **#7**

A high school cafeteria staff notices a teacher and student teasing, tickling, and occasionally hugging each other in the lunchroom. This is the first time she has seen the two interact, and she is not sure whether she should report the behavior.

### **Info/discussion points:**

-Any school employee witnessing potentially inappropriate behavior should report the behavior to an appropriate administrator.

-In this scenario, teasing, tickling, and occasional hugging cross the boundaries of appropriate employee-to-student interaction. They also constitute overly familiar touching, which may be a red flag for sexual grooming or indicate the existence of an inappropriate relationship. -

Employees/volunteers who witness questionable behavior are expected to report it to their supervisor who is then responsible for further assessment and follow up.

## **#8**

Victim is 15 and Canadian-Filipino, sexually assaulted 1 year ago by 17 year old at a party where they were drinking alcohol. Parent is unaware. Victim does not want parent to know and does not want to report to RCMP. The victim discloses to the school counsellor.

### **Info/discussion points:**

-Consent? What do you know about this legal context?

-What is school/DOE role in duty to report?

-How do the serious incident communication guidelines assist you?

-What is your duty to report? Child in need of protection?

-Cultural considerations?

## **#9**

Victim is 17 and non-Indigenous, sexually assaulted 2 days ago by an 18 year old perpetrator after a party. Is unsure about disclosing to police. Parent is aware of assault and is blaming them for going to the party. Attends WGH for medical care and possibly a Sexualized Assault Examination Kit (SAEK).

**Info/discussion points:**

- Consent? What do you know about this legal context?
- What is school/DOE role in duty to report?
- How do the serious incident communication guidelines assist you?
- What is your duty to report? Child in need of protection?

**Scenario #1**

Pete's dad never has much to say when he comes to school events; he only comes when mom is out of town. He seems very guarded and private. When you ask the students to bring in pictures from home for a project, Pete tells you that his dad got very upset that you are asking for photos and violating the family's privacy. Pete says he is not allowed to work on the project or talk about his family.

**Scenario #1 Discussion points:**

- We can respect a family's right to privacy.
- If they don't want to share information, that is OK.
- Being secretive or unduly protective of a child can be an indicator of abuse/harm.

**Scenario #1 Action/required action:**

- continue to be curious, monitor Pete and all your students' wellbeing
- watch for other signs and make a report if you suspect maltreatment
- if in doubt, seek advice from Family and Children's Services or the RCMP



**Scenario #2**

Mariah, age 11, is having a hard time walking. When she sits down, she acts like it hurts. You ask her about what has happened. She just looks down and says, “nothing.” A few days later, she is playing soccer with the other children. It’s warm out and she rolls up her pant legs while stretching. You notice dark purple bruises on her inner thighs. She seems to remember the bruises are there and rolls the pant legs back down below her knees.

**Scenario #2 Discussion points:**

- What are your concerns?
- What indicators of abuse/harm have you curious?
- Is this a child subject to ‘duty to report’ and ‘child in need of protection’?
- Are there physical and behaviour indicators of possible abuse or harm?

**Scenario #2 Action/required action:**

- Report your concerns to Family and Children’s Services or RCMP
- Support Mariah; disclosure is a process. Refer to TIPS for Education Professionals on Receiving a Disclosure (appendix in procedures)

**Scenario #3**

Max's handy bus pulls up to his stop at the end of the school day. His father is waiting there, swaying forward and backward as if standing still was impossible. Max's father pushes his head inside the bus. With slurred words, he shouts, "Max, get out here NOW! Hurry up." He leans heavily against the bus and mutters under his breath. His sour breath filters through the front of the bus towards the handy bus driver and handy bus EA. They notice that the father seems unable to stand without support.

**Scenario #3 Discussion points:**

- Immediate concerns? For the bus driver and EA, for Max?
- What would you say or do in this moment?

**Scenario #3 Action/required action?**

- What might an immediate safety plan look like in this situation?
- How will you get help and report your concerns to Family & Children's Services or RCMP, and to your immediate supervisors?
- Safety planning for future?

#### **Scenario #4**

A high school history teacher and one of her students are always seen together, even during lunch. Sometimes, the student stays late after school and the teacher takes him home. Fellow teachers have noticed their interaction but are not sure how to approach the situation. Others just don't want to get involved, it's not their problem.

#### **Scenario #4 Discussion points:**

- how do you think of this behaviour? Is it reasonable, explainable, appropriate?
- consider your Commit to Kids training on boundary transgressions, what comes to mind?
- reporting responsibilities -by whom, to whom?
- Is there a duty to report?

#### **Scenario #4 Action/required action:**

- Interrupt the interaction (if safe to do so)
- What if anything do you say to your colleague -turn and role play
- Report this behaviour to your school administrator or direct supervisor
- Is this reasonable, explainable and appropriate?
- Patterns of behaviour are important here. Inappropriate boundaries need to be interrupted and corrected. Grooming is a process.

**Scenario #5**

A teacher often tells her students how smart and creative they are. She gives them high-fives and fist bumps when they do well on class projects and assignments. She does this for male and female students.

**Scenario #5 Discussion points:**

- Giving students positive reinforcement is appropriate
- High fives and fist bumps are appropriate physical contact for younger or older students

**Scenario #5 Action/required action:**

- this is an example of PBIS
- Praising all students and celebrating achievement and effort are important aspects of student and classroom response.

**Scenario #6**

Gerald, a second-grade student, is seen crying by his teacher. He tells the teacher another student pushed him down and called him names. The teacher hugs Gerald, explains that he will be fine, and promises to have a talk with the other student.

**Scenario #6 Discussion points:**

- Is this appropriate behaviour?
- Would you do something different?
- When comforting students of any age, it might be more appropriate to give brief side hugs rather than longer hugs involving more physical contact.
- Acts of comfort are not always sexual in nature.

**Scenario #6 Action/required action:**

- To differentiate between those that are and those that are not, you should consider the type of act, the student's age, and the situation prompting the act. In this case, it is reasonable to expect a grade 2 student to need some level of support after experiencing hurt or disappointment. While there are other ways to provide comfort, hugging is a common form of encouragement, especially for younger children.
- Also, it's good practice for any adult to ask for a student's permission before initiating a hug.

**Scenario #7**

A high school cafeteria staff notices a teacher and student teasing, tickling, and occasionally hugging each other in the lunchroom. This is the first time she has seen the two interact, and she is not sure whether she should report the behaviour.

**Scenario #7 Discussion points:**

- What are you concerned with?
- Is there more information needed?
- What action is needed?

**Scenario #7 Action/required action:**

- Any school employee witnessing potentially inappropriate behavior is required to report the behavior to the school administrator and/or direct supervisor.
- In this scenario, teasing, tickling, and occasional hugging crosses the boundaries of appropriate employee-to-student interaction. They also constitute overly familiar touching, which may be a red flag for sexual grooming or indicate the existence of an inappropriate relationship.
- Employees/volunteers who witness questionable behavior are expected to report it to their supervisor who is then responsible for further assessment and follow up.

**Scenario #8**

Your student is 15 years old and is Canadian-Filipino. She was sexually assaulted 1 year ago by a 17 year old at a party where they were drinking alcohol. Her parent is unaware. Your student does not want her parent to know and does not want to report to RCMP. Your student discloses to the school counsellor.

**Scenario #8 Info/discussion points:**

- Consent? What do you know about this legal context?
- What are the limits of confidentiality by school counsellors AND any adult working with children/youth?
- Are the serious incident communication guidelines relevant?
- What is school/DOE role in duty to report?
- What is your duty to report? Child in need of protection?
- Cultural considerations?
- Does this situation represent any grey areas for you? Discuss them.

**Scenario #8 Action/required action:**

- The student is a victim of crime,
- Inform the parent,
- Reporting historical abuse or abuse/harm that is now over may depend.
- If a person learns about sexual abuse that is no longer occurring, or that took place a long time ago, there may not be a specific legal duty to report because there is no child in direct need of protection/intervention.
- Could this be a specific harm or could this behaviour harm others?
- Reporting what you know may still be very important, especially if the abuser/peer has access to children/youth. Keep in mind that sexual offending is generally not limited to one victim or one set of circumstances, and just because a situation with one child has ended does not mean that the person who committed the abuse is safe to be around others. The information you share may be critical to preventing future abuse, or to disrupting/stopping abuse that is in progress.
- If in doubt, consult Family & Children's Services

**Scenario #9**

Your student is 17 and non-Indigenous and was sexually assaulted 2 days ago by an 18 year old peer at an after party. Your student is unsure about disclosing to police and doesn't want you telling anyone. The parents are aware of the assault and are blaming them for going to the party. Your student attended WGH for medical care and possibly a sexualized assault examination kit (SAEK).

**Scenario #9 Info/discussion points:**

- Consent? What do you know about this legal context?
- Do you have concerns? What are they?
- What is school/DOE role in duty to report/child in need of protection?
- How do the serious incident communication guidelines assist you?
- What do you do at this point?

**Scenario #9 Action/required action:**

- What are the concerns that prompt duty to report/child in need of protection?
- negotiating and maintain a supportive relationship is important and reporting may feel as though the relationship will be jeopardized.
- Duty to Report is confidential -you are not required to tell the youth in this case that you are reporting. You may consider the difficult decisions you have which are: limits of confidentiality, duty to report/child may be in need of protection given reported parental responses .
- Engaging the youth in reporting with you may be useful, but not required.



### **Scenario #10**

Susan, 16 years old, has returned to school after the loss of her father, 3 days prior. She's arrived to class and seems despondent. Susan returns to class following the recess break and is in tears. You approach Susan and she becomes more distressed. You put your arm around her shoulders and give her a slight squeeze along with some empathy. Several moments later, Susan recoups and moves back to her seat in the classroom.

Weeks pass and you and your colleague are chatting in between classes. You learn from Mr. Marigold that he has been providing regular comfort and support in the form of hugs and hanging out afterschool in his classroom. Mr. Marigold feels helpful, providing empathy, support and hugs, and consoling to a student in need by being a listening ear.

### **Scenario #10 Discussion points:**

- Any gut reactions? What are they and how do you reconcile your gut reactions?
- What is appropriate, inappropriate?
- What do you think, and what do you do?
- What would you say to your colleague; turn to a partner and role play
- Are there next steps for you, Mr. Marigold, the student?

### **Scenario #10 Action/required action:**

- An occasional hug to comfort a younger or older student is appropriate; asking permission before initiating a hug is good practice.
- To differentiate between hugs that are appropriate and those that are not, you should consider the type of act, the student's age, and the situation prompting the act. In this case, it is reasonable to offer a hug as occurred (with permission) in the first paragraph.
- Negotiating boundaries is the responsibility of the adult professional. While we may acknowledge that the student could benefit from greater support, re-directing the student to a school counsellor, discussing your observations/concerns with her parent are necessary at the point Mr. Marigold assumes this position. Mr. Marigold appears to be meeting his need, to feel helpful and in doing so, transgresses appropriate adult boundaries.
- As we begin to identify a greater need for comfort and support in the school setting, utilizing the school counsellor role, addressing your observations/concerns with the parent and with your student, are appropriate ways to address and enlist additional support while maintaining professional boundaries.
- Employees/volunteers who witness questionable behavior are expected to report it to their supervisor who is then responsible for further assessment and follow up.

Safer Schools – Student Protection – Department of Education's *Commitment to Kids*  
School Administrator Summer Meeting  
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CSSC Mercier

1009 Lewes Blvd. Whitehorse

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Day One - August 16, 2022 - Grounded in Theory

- |                  |  |
|------------------|--|
| 8:00 am          | Coffee/tea and light continental breakfast   |
| 8:30 am          | Opening prayer and acknowledgment of Traditional Territory   |
| 8:40 am          | Minister of Education Jeanie McLean: Safer Schools – Student Protection – Department of Education's <i>Commitment to Kids</i>  |
| 8:45 am          | Deputy Minister Nicole Morgan: Safer Schools – Duty of Care – Safer Schools Action Plan  |
| 9:00 am          | <p>Creating the commitment to student protection (Office of the Superintendent, School Board Executive Directors, and Association of Yukon School Administrators (AYSA) President)</p> <ul style="list-style-type: none"> <li>• Purpose of the two days</li> <li>• Activity: creating commitment to student safety <ul style="list-style-type: none"> <li>◦ Purpose and debrief of the Canadian Centre for Child Protection (C3P) training</li> <li>◦ C3P training for school staff expectations and school administrator support</li> </ul> </li> </ul> |
| 10:15 – 10:30 am | Refreshment break  |
| 10:30 am – 12 pm | Mandatory duty to report presentation by Family and Children's Services  |
| 12 - 1 pm        | Lunch - on site (gluten-free and vegetarian options available)   |
| 1 - 2 pm         | <p>Introduction of the draft Student Protection Policy</p> <ul style="list-style-type: none"> <li>• Purpose of and review of policy</li> <li>• Jigsaw activity</li> </ul>  |
| 2 - 2:50 pm      | <p>Case scenarios</p> <ul style="list-style-type: none"> <li>• Supporting school administrator report</li> <li>• Roles and responsibilities</li> <li>• How to report</li> </ul>  |
| 2:50 - 3 pm      | Wellness break and check in  |
| 3 - 3:45 pm      | Setting the learning intentions  |



# Safer Schools - Student Protection

Department of Education's Commitment to Kids

Staff In-Servicing



# Land Acknowledgement



We respectfully acknowledge that Yukon Educators are completing this important learning on the traditional territories of Yukon's First Nations people. We are grateful to live, work and play within this beautiful land, as we commit to protecting our children and youth from harm

# Overview of important work for Public School Educators

- The investigation resulting from children being harmed while in attendance at a Yukon Public School has produced a set of detailed recommendations that require action as a response to the findings of an independent review undertaken by the Department of Education in the fall of 2021
- These actions call upon us all to be better equipped through our roles and responsibilities as educators to safeguard students from harm to the best of our abilities.
- This independent review produced 7 recommendations aimed at mitigating the risk of future occurrences and developing and/or improving guidance, policies and procedure to support staff in navigating their role in prevention of and response to harm by adults in school settings.
- These 7 recommendations, accepted publicly by our premier, set forth the work to create the **Safer Schools Action Plan** identifying the actions required to address the critical gaps identified in preventing and responding to potential and/or actual harm to students by adults in the school setting. Many of these actions are the responsibility of The Department of Education to address and others that are deliverables across Territorial Government Departments
- Those actions specific to Education are the following:

# Safer Schools Action Plan

- Action 1: Finalize and implement Yukon Post-Incident Communication Guidance and Procedures
- Action 6 :Update and consolidate policies and procedures under a stand-alone Policy on Prevention and Reporting of Serious School Incidents
- Action 10 : Enhance and require training for all school-based staff in the prevention, detection, and obligation to report suspected child abuse/suspicious behaviour
- Action 13 :Implement summer training for Principals, Vice-Principals and new staff on reporting serious incidents, prevention, supporting victims and related subject matter

# Safer Schools Action Plan

- Action 7 : Create a new Inter-Agency Agreement for the investigation of Child Abuse between the RCMP, HSS and Education
- Action 9: Review and update policies internal to the Department of Education to ensure they are aligned with corporate policies and processes
- Action 12: Update Onboarding practices for all school based and central administration staff
- Action 15: Explore ways to make best use of school, student and human resource databases to collect archive and maintain up to date information of student and parent contact information and staff assignments
- Action 17: Develop a process for ongoing review and monitor of policies and procedures and best practices for high risk educational settings

# Why are we gathered as Public School Educators?

- To ensure ***provision of safe and inclusive learning environments*** by enhancing our understanding of our roles and responsibilities to safeguard our students from harm by adults in the school setting
- To **deepen our understanding of our roles** to safeguard students by increasing our knowledge and practice in the areas of **prevention, detection and reporting of suspected child abuse/harm and inappropriate behaviour of adults**
- To clearly ***understand our responsibilities*** as Yukon Public School Educators when made aware of allegations of abuse or harm to students, and/or inappropriate and unlawful adult behaviour towards students as outlined in legislation, policy and procedure
- ***To support one another***, through this important work as we safeguard students from harm



# As Public Educators....

The Yukon Department of Education recognizes that:

- A privileged and trusted relationship exists between students and adults in the school community; and safeguarding this relationship is crucial to the culture of a safe and caring school environment
- All students have the right to be safe and protected from abuse and/harm, or inappropriate behaviour by adults they interact with through virtue of engaging in school-related activities
- Supporting staff to fulfill their responsibility to prevent, respond, and report alleged or suspected abuse/harm, or inappropriate behaviour by adults is necessary to fostering a safe and caring school climate

# Learning Intentions

- Over the course of August and September, educators in all Yukon Public schools will be provided with training opportunities to support their obligation to protect students from potential and actual abuse/harm that can be reasonably foreseen, while engaged in school activities.

This training will include:

- An in-depth Review ***Mandatory Duty to Report*** responsibilities as legislated by the Child and Family Services Act
- Canadian Centre for Child Protection (C3P) online '*Commit to Kids*' training
- And the introduction that in response to Action 6 of the Safer Schools Action Plan that a version 1 policy and related procedure will be implemented for all public educators and introduced to school staff on September 29<sup>th</sup>

# Child and Family Services Act (CFS)

## MANDATORY DUTY TO REPORT

### Thursday August 18, 2022 Zoom Sessions

Topic: Family and Children's Services  
Mandatory Duty to Report Presentation  
Thursday August 18, 2022 9-10am

Time: Aug 18, 2022 09:00 AM Yukon

Join Zoom Meeting

<https://yukonedu.zoom.us/j/62500723232?pwd=ZjVoQW1BRXZkMmUURUIMMzVNTUoxZz09>

Topic: Family and Children's Services Mandatory  
Duty to Report Presentation Thursday August  
18, 2022 1-2pm

Time: Aug 18, 2022 01:00 PM Yukon

Join Zoom Meeting

<https://yukonedu.zoom.us/j/65472808001?pwd=U1pCbG9KaXE4RURiMWNqaFlERXU3dz09>

# Child and Family Services Act (CFSA) MANDATORY DUTY TO REPORT Friday August 19, 2022 Zoom Sessions

Topic: Family and Children's Services Mandatory  
Duty to Report Presentation Friday August 19,  
2022 9-10am

Time: Aug 19, 2022 09:00 AM Yukon

Join Zoom Meeting

<https://yukonedu.zoom.us/j/63573153080?pwd=SUJydi9vVktTTkFXTGdNSlhWNEh1QT09>

Topic: Family and Children's Services Mandatory  
Duty to Report Presentation Friday August 19,  
2022 1:30 pm-2:30 pm

Time: Aug 19, 2022 01:30 PM Yukon

Join Zoom Meeting

<https://yukonedu.zoom.us/j/67886184179?pwd=d05jdkpoUmNuY1pGaTdrTzVUMzBWdz0>

# Canadian Centre for Child Protection –(CP3) Training

- The Canadian Centre for Child Protection is a national charity dedicated to the personal safety of all children. Their goal is to reduce the sexual abuse and exploitation of children, assist in the location of missing children, and prevent child victimization through a number of programs, services, and resources for Canadian families, educators, child-serving organizations, law enforcement, and other parties.

# Canadian Centre for Child Protection –(CP3) Training

## Purpose of Training:

- Child sexual abuse is a pervasive problem in society and touches everyone's lives in one way or another whether it's through
- news stories, friends, family, or personal experiences. Communicate that the organization recognizes the importance of
- education and awareness around the issue of child sexual abuse.
- This training is part of a collaborative process with the Canadian Centre for Child Protection.
- Communicate to staff that this is part of a plan to modernize and augment safeguarding structures for your Yukon schools.

# Canadian Centre for Child Protection –(CP3) Training

In preparation for this training you need to know:

- This training is about child sexual abuse.
- You are receiving the training to inform your work with staff and children and as such, it is important to frame up thinking around how the training is relevant for the work done within the your school.
- It is important for you to contextualize the training using a work lens. You should ask yourselves what the information shared means for you in their work with children and how you can incorporate it into everyday interactions with children to help protect them.

# Canadian Centre for Child Protection –(CP3) Training

The objective of this training is:

- To build awareness about child sexual abuse and the scope of the problem in Canada.
- To build capacity and confidence in mitigating risk of child sexual victimization.
- To foster proactive attitudes toward operationalizing safeguarding policies and procedures.
- To foster intrinsic and extrinsic motivation to implement safe practices.
- To build capacity to support and protect children.

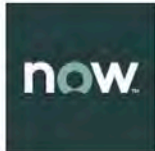


# Canadian Centre for Child Protection – (C3P) Commit to Kids Online Training


- All Yukon Educators are asked to engage in a 2.5 hour online module created by the Canadian Centre for Child Protection
- Training is accessible through the [Yukon School Portal](#) with the educator's rapid identity
- Once logged into this portal, Yukon Educators will find a tile in which they can access the training (see next slide for visual)

🔖 Bookmarks


Looking for something else? [See all Applications](#)




ITSS Support




YESNet Website




G Suite for Education




Digital Resources




School Libraries




Adobe Creative Cloud




EDU-Staff Collaboration...




Office 365




Outlook



CP3 Virtual Training Acad...



L.P. - EDU staff



Add Bookmark



# Canadian Centre for Child Protection – (C3P) Commit to Kids Online Training Expectation of Yukon Educators

- Completion of the online Commit to Kids training by September 26, 2022
- The training is to be completed outside instructional hours
- For those Yukon Educators who have completed their training by September 26, 2022, they will be offered a ½ day in lieu (afternoon) as acknowledgment of completion of this training on their time on September 29th, 2022.
- For those that may not have completed by this time, the afternoon of September 29<sup>th</sup> will be paid time provided to complete the training at their school.

# Canadian Centre for Child Protection – (C3P) Commit to Kids Online Training Expectation of Yukon Educators

- Once Yukon Educators have completed the online training, they are asked to download a copy of the completion certificate and provide this to their school administrator.

# Support for staff training on this important yet sensitive topic

- The *Commit to Kids – Child Sexual Abuse Training* addresses a sensitive topic
- Support to how Yukon Educators engage in this training can be supported in several ways
- Consideration can be made to the following arrangements in supporting staff:
  - Alone, with another person, or in a group with other staff.
  - In multiple sessions with break in between or all at once.

# Policy and Procedures for Student Protection

- As a direct result of the work on Action 6 of the Safer Schools Action Plan, the Department of Education has been developing a policy for Student Protection to be introduced and implemented with all Yukon educators on September 29, 2022.
- This policy has also directed the work of related procedures for all Yukon Educators to follow in order to support their obligation to protect students from potential and actual abuse/harm that can be reasonably foreseen, while engaged in school activities.
- This policy and related procedures are grounded in evidence base practices in the areas of prevention, detection and obligations to report potential or actual harm by adults towards students while engaged in school-related activities.

# Policy and Procedures for Student Protection

- This policy and procedures will serve to further enhance Yukon Educator's understanding roles and responsibilities in safe guarding student through awareness and actions towards prevention and also in their response and reporting when situations of concern have presented themselves.
- As Yukon Educators and public servants within the Yukon Government, it is the responsibility of each and every Yukon Educator to understand this policy and procedure and their role within it in order to protect student from potential and actual abuse/harm that can be reasonable foreseen, while engaged in school activities

**Joint Agreement  
Between**

**Department of Education (DOE)  
Of 1000 Lewes Blvd, Whitehorse, Yukon**

**And**

**Department of Health and Social Services (HSS)  
Of 1 Hospital Rd, Whitehorse, Yukon**

**regarding interdepartmental operations and communication when a child's safety is, or likely to be, at risk.**

**Background**

- A. The Parties have a shared commitment to the safety, health and wellbeing of children in Yukon Schools and Early Childcare Services. The Parties work together on many areas of mutual interest and responsibility that impact on the safety, health and wellbeing of children and youth in Yukon.
- B. This joint agreement sets out roles and responsibilities of the Parties and provides information to and among one another for the appropriate actions to protect children and young people from harm and who are in need of protective intervention in accordance to their responsibilities under s. 168 (n) and 169 (o) of the *Education Act*, R.S.Y. 2002, c. 61 and s.21 of the *Child and Family Services Act*, S.Y. 2008, c. 1 (the "CFSA").
- C. The Parties have developed this joint agreement to formalize operational and communication processes when the safety of child receiving programs or services from DOE is at risk.



**The Parties agree as follows:**

**1. Purpose**

**1.1 The purpose of this joint agreement is to:**

**(a) Assist the Parties to:**

- i. Develop an informed, shared understanding and appreciation of the Parties' roles and responsibilities, including where they may overlap, in the context of broader working relationship.
- ii. Take a consistent and coordinated approach to communicating with one another;
- iii. Respond appropriately to opportunities for collaboration in relation to child safety and wellbeing;
- iv. Promote referrals from DOE to HSS when a child is in need of protective intervention pursuant to s. 22 of the CFSA;
- v. Promote reports from HSS to DOE when DOE staff or volunteers may pose a risk to the safety and wellbeing of children receiving services and programs from DOE; and
- vi. Promote good practice of the Parties' respective workforces.

**2. Definitions and Interpretation**

**Definitions**

**2.1 In this joint agreement, the following definitions will apply except where the context otherwise requires:**

**Child** means a person who is under 19 years of age

**Child Abuse** means when a child is in need of protective intervention pursuant to s. 21 of the Child and Family Services Act.

**Law** means the law in force in the Yukon Territory, including the CFSA; the *Education Act*; *Health Information Privacy and Management Act*, S.Y. 2013, c. 16 ("HIPMA"); and *Access to Information and Protection of Privacy Act*, S.Y. 2018, c. 9 ("ATIPPA").

**Representative** means a person nominated by a Party as its representative

**Yukon Schools** means all schools operating in Yukon, both public and private.

**Youth** means a person who is 16 years of age or over but is under 19 years of age.

**Yukon First Nation** means any of the following:

- (a) Carcross/Tagish First Nation,
- (b) Champagne and Aishihik First Nations,
- (c) Kluane First Nation,
- (d) Kwanlin Dün First Nation,
- (e) Liard First Nation,
- (f) Little Salmon/Carmacks First Nation,
- (g) First Nation of Na-Cho Nyäk Dun,
- (h) Ross River Dena Council,
- (i) Selkirk First Nation,
- (j) Ta'an Kwäch'än Council,
- (k) Teslin Tlingit Council,
- (l) Tr'ondëk Hwëch'in,
- (m) Vuntut Gwitchin First Nation,
- (n) White River First Nation.

## **Interpretation**

2.2 In this joint agreement, unless the context indicates otherwise

- (a) Words importing a gender include any other gender;
- (b) Words in the singular include the plural and words in the plural include the singular;
- (c) Words importing persons include a partnership and a body whether corporate or otherwise;
- (d) Reference to any statute or other legislation includes a reference to that statute or other legislation as amended or replaced from time to time;
- (e) Where any word or phrase is given a defined meaning, any other part of speech or other grammatical form in respect of that word or phrase has a corresponding meaning;
- (f) Where the reference to child in the CFSA as a person who is under the age of 19, and youth as a person who is 16 years of age or over but is under 19 years of

age, these references do not include the parameters “school-aged” as per the *Education Act* in which a student may be enrolled in Yukon schools if they are younger than 21 years of age as at September 1. In cases of harm to students from 19-21 years of age in Yukon schools, the DOE will refer these concerns to the Royal Canadian Mounted Police (“RCMP”).

- 2.3 This joint agreement not intended to replace, supersede or duplicate the legislative responsibilities or policy and service delivery frameworks of each of the Parties and should be read in conjunction with:

(a) *CFSA*;

(b) *Youth Criminal Justice Act*, S.C. 2002, c. 1; and

(c) *Education Act*

- 2.4 This joint agreement is not intended to create legal relations or constitute a legally binding contractual agreement between the Parties. Notwithstanding this, the Parties will comply with all the terms of this joint agreement.

- 2.5 Nothing in this joint agreement is intended to:

(a) Limit or derogate from the independent discretion of the Parties or officers within the Parties in the exercise of any function or power;

(b) Limit or derogate from any legal rights the Parties might otherwise have in relation to the matter dealt with in this joint agreement; or

(c) Require the Parties to do anything inconsistent with their respective legal obligations, policies or procedures.

### **3. Term**

This joint agreement will commence on the date signed by the signatories for each Party.

### **4. Notification of this Joint Agreement**

Each Party will ensure that its relevant staff are informed of the terms of this joint agreement and are trained on their respective roles and responsibilities relating to this joint agreement.

## 5. Guiding Principles

### 5.1 The Guiding Principles are:

- (a) Everyone in the Yukon has a duty to report to the Director of Family and Children Services (“FCS”) or a peace officer when they have a reason to believe that a child is in need of protective intervention.
- (b) The best interests of the child, pursuant to s. 4 of the CFSA, must always be paramount;
- (c) Staff or volunteers working for DOE and HSS have a duty of care to all children they provide programs and services to;
- (d) Effective collaboration on the creation of a working relationship based on principles of trust and respect contributes to ensuring the safety and well-being of children receiving services from DOE.

## 6. Collaboration between the Parties

- 6.1 To the extent permitted by the law, HSS and DOE will work collaboratively, cooperatively and transparently in relation to all information sharing and other communications between the Parties.

## 7. Roles and Responsibilities

### Parties

#### 7.1 DOE

- (a) Under the *Education Act*, DOE is responsible for delivering accessible and quality education to Yukon learners. DOE works closely with our partners in education, including Yukon First Nations, and school communities to develop and improve programs and practices.
- (b) Under the CFSA, the Director of Family and Children’s Services (FCS”) is responsible for delivering programs and services required to meet the Act’s purposes, which are listed in s. 1.02 of the Act.
- (c) Workers delegated by the Director may be involved in activities referred to in this joint agreement.

(d) The Director reports to the Assistant Deputy Minister of Social Services.

## **8. Ways of Working**

### **8.1 Protecting and supporting children at risk**

- (a) The Parties will work together to promote the following practices within their respective workforces and services:
  - i. Referrals or Reports to the service that is best able to support the child and their family.
  - ii. Collaboration and consultation regarding children who may be at risk to ensure that children and families receive appropriate support when they need it and to promote child safety as a shared responsibility.
  - iii. Child-centered approach to all planning that ensures the child's safety is the primary focus and that their rights are protected.

### **8.2 Information Sharing**

- (a) All information sharing between HSS and DOE will be governed by the CFSA, HIPMA, and ATIPPA.
- (b) To the extent permissible by Law, the Parties commit to
  - i. Transparent and timely communication in order to act swiftly when a child is in need of protective intervention pursuant to s. 21 of the CFSA.
  - ii. Share information when children are in need of protective information and when DOE staff or volunteers pose a risk to children receiving services from DOE.

### **8.3 Policies, Procedures and Resources to Safeguard Children and Youth from Harm from Adults**

- (a) Each party is responsible to develop their own policies, procedures, guidelines and/or resources to help training and support their employees, partners, First Nations and stakeholders in current practices to safeguard children from harm.
- (b) Parties will share training as relevant to the audiences they have responsibility to train.
- (c) Each party will be responsible for their mandated training and will coordinate training as required to support the duty of care to all children that they provide programs and services to.

- (d) This training can include but is not limited to:
  - i. Department of Education's Student Protection Policy: Preventing and Responding to Harm by Adults and related procedures
  - ii. Canadian Centre for Child Protection - Online Commit to Kids training and other resources
  - iii. FCS Mandatory Duty to Report training
- (e) The Parties agree to work together to develop consistent and readily available guidance materials for DOE staff to:
  - i. Understand the circumstances in which they must share information with FCS ;
  - ii. Make appropriate referrals to FCS when a child is in need of protective intervention;
  - iii. Understand mandatory reporting and other reporting obligations and understand what type of information to provide to FCS; and
  - iv. Understand the circumstances in which FCS reports back to DOE, a community, or a person the results from an investigation, pursuant s. 28(4) of the CFSA.

## **9. Representatives**

- 9.1 The signatory to this joint agreement, that is the Assistant Deputy Minister of Insured Health and Social Services and the Assistant Deputy Minister of Schools and Student Services will act as the point of contact and will be responsible for all official communications between the Parties regarding this joint agreement.
- 9.2 Each signatory may appoint a representative on their behalf as the point of contact and be responsible for all official communications between the Parties regarding this joint agreement. The signatory will communicate the appointment to the respective signatory in writing.

## **10. Review**

- 10.1 The Parties will meet quarterly to discuss the operation of this joint agreement.

- 10.2 The Parties may meet at any time for any reason review, amend or update this joint agreement.
- 10.3 Based on the review, this joint agreement may be amended, varied, or modified at any time if agreed in writing and signed by all Parties.

## **11. Termination**

- 11.1 This joint agreement may be terminated at any time by either Party with 60 calendar days written notice with reasons to the other party.

## **12. Dispute Resolution**

- 12.1 The Parties are committed to a collaborative process where each will listen to the other's comments, concerns, and complaints to find common ground.
- 12.2 Where a conflict arises between the Parties in either the interpretation or application of this joint agreement, the Parties will make all reasonable efforts to resolve the conflict.
- 12.3 The dispute resolution process begins at the frontline with the appropriate FCS workers and DOE school-based staff who will work collaboratively and make all reasonable attempts to discuss the conflict and develop a mutually acceptable solution.
- 12.4 If the conflict remains unresolved, then the relevant FCS supervisor and the superintendent or executive director of the 3 school authorities will work collaboratively and make all reasonable attempts to discuss the conflict and develop a mutually acceptable solution.
- 12.5 If the conflict continues to remain unresolved, then the Director of FCS and the Executive Director of Inclusive Policy and Practice will work collaboratively and make all reasonable efforts to discuss the conflict and develop a mutually acceptable solution.
- 12.6 If the conflict continues to remain unresolved, then the Assistant Deputy Minister of Schools and Student Services and the Assistant Deputy Minister of Insured Health and Social Services will work collaboratively and make all reasonable efforts to discuss the conflict and develop a mutually acceptable solution.

### 13. Signatories

Department of Education:

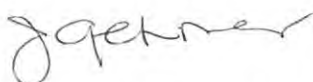


Cassandra Kelly, Assistant Deputy Minister of Schools and Student Services

Date

April 12, 2023

Department of Health and Social Services:



Jennifer Gehmair, Assistant Deputy Minister of Insured Health and Social Services

Date

April 12, 2023.



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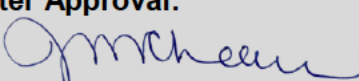
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<b>STUDENT PROTECTION POLICY: PREVENTING AND RESPONDING TO HARM BY ADULTS - v.1</b>	
<b>Minister Approval:</b> 	<b>Effective Date: September 29, 2022</b>

## GENERAL INFORMATION

Under the *Education Act*, the Minister must establish and communicate goals and objectives for the Yukon education system. This policy falls under the Department of Education's *Safe and Caring Schools Policy*, which provides a framework for policies and procedures that support healthy, active, safe and caring learning environments in Yukon schools.

The safety and protection of students is a priority for the Department of Education. All adults have an obligation to protect students from harm that can be reasonably foreseen.

The Department of Education recognizes that:

- A privileged and trusted relationship exists between students and adults in the school community; and safeguarding this relationship is crucial to fostering a safe and caring school culture.
- All students have the right to be safe and protected from harm by adults they interact with through school-related activities.
- All staff have the right to be supported in their responsibility to prevent, respond, and report alleged or suspected harm; and to be protected when reporting in good faith.

The Department of Education is committed to:

- Protecting students from harm and supporting their well-being.
- Providing a multidisciplinary and collaborative approach across the department and Yukon government, to ensure prevention and intervention strategies are undertaken.
- Responding to disclosures and allegations in a professional and timely manner, while using a victim-centered approach.
- Maintaining policies and practices that align with standards for child protection.
- Demonstrating oversight and accountability for our actions.

## PURPOSE OF POLICY

1) To protect students from adult conduct that has caused or may cause harm to their wellbeing. Examples include conduct toward a student, that is:

- Abusive (i.e., physical harm, emotional harm, sexualized abuse, exploitation); or
- Otherwise considered inappropriate (i.e., behaviours in conflict with their professional duties).

2) To provide clarity to Department of Education staff, and school community members on roles and responsibilities in relation to this policy.

## PRINCIPLES

**Creating safe and caring school environments:** implementing actions that contribute to professionalism and schools being safe and welcoming environments.

**Protection and prevention:** protecting students from harm, detecting and preventing harm before it occurs and preventing reoccurrence.

**Victim-centered approach:** upholding the rights of students, supporting students and families if harm occurs. Treating people with dignity and compassion, providing positive social responses that are developmentally appropriate.

**Transparency and timely communication:** providing those affected or potentially affected by harm with the information and supports needed for protection and well-being in a timely manner, as guided by this policy and related procedures.

**Accountability and oversight:** prioritizing student protection throughout the Department of Education through appropriate mandates and processes, including shared understanding of roles, responsibilities, and communication mandates.

**Collaboration:** working collaboratively with departments and agencies to prevent harm to students, and to respond to allegations and disclosures of harm in a timely manner.

## ROLES AND RESPONSIBILITIES

All Department of Education staff have a responsibility to work collaboratively with one another and with partner departments and organizations.

Schools and Student Services Branch are responsible to:

- Ensure the necessary procedures are implemented in relation to this policy, updating them as needed and communicating procedures to all school administrators and authorities.
- Follow the requirements set out in this policy and in related procedures.
- Ensure that clear and comprehensive documentation of all alleged harm will be completed and monitored, and stored, as per Yukon government and the Department of Education record keeping practices.
- Monitor implementation of this policy and related procedures.

School administrators are responsible to:

- Follow the requirements set out in this policy and in related procedures.
- Communicate this policy and related procedures to the school community.

School community are responsible to:

- Follow the requirements set out in this policy and in the related procedures.

## PROCEDURES

Department of Education:

- School Procedure Handbook: 9:11 Procedures for Preventing and Responding to Harm by Adults
- Yukon School Post-Incident Communication Procedures
- Security Clearance Guidelines

## POLICY STATEMENT

### Prevention

Multiple prevention and intervention strategies are required to protect students from harm and support their well-being. In addition to screening and hiring practices, staff training, and student education, it is expected that every effort is made to take a preventative approach when interacting with students, and identifying unsafe situations between adults and students.

#### **Screening and hiring practices:**

Security clearance processes will be applied during screening to hire Department of Education staff. The process will provide guidance for all positions where security clearance and vulnerable sector verification is a condition of employment.

Prior to volunteers or agency in the school staff accessing schools or students attending off-site field trips, security screening will be applied, as per the *Volunteers in Schools Policy* and *Agencies in Schools Policy*, and *Off-site Experiential Learning Policy*.

#### **Orientation and training:**

Annual training will be provided to all new and existing school-based and school branch staff, which will include content addressing but not limited to:

- Recognizing abuse e.g., sexualized, physical, and emotional harm.
- Recognizing other forms of inappropriate behaviours e.g., potential grooming behaviours and those that may require further assessment and follow-up.
- Processes, protocols in the response to abuse and other inappropriate behaviours, protective intervention, mandatory duty to report.

#### **Student education:**

The Superintendent or Executive Director will ensure that a developmentally appropriate curriculum on abuse and harm prevention is delivered to students in all Yukon schools.

### **School environments:**

For the purpose of implementing this policy, further guidelines and/or procedures will be developed as needed to enhance the safety of school environments for students, including off-site environments where school activities take place.

### **Response and Reporting**

Response and reporting are key to supporting safe and caring environments.

Disclosures, allegations or suspicions of harm must be promptly reported and responded to. In keeping with department and Yukon government's responsibility to personal information and privacy, documentation must be handled with discretion and information will be shared only when necessary for the protection of students.

Failure to report may result in further investigation and disciplinary action.

### **Ensuring immediate safety:**

In the case of known or alleged harm to a student, the first priority is to take immediate and reasonable actions to protect the student i.e., from further physical and/or emotional harm.

### **Responding to and reporting allegations of abuse:**

Any person who has reasonable grounds to believe a student has been abused or made the victim of a criminal offense by an adult, must immediately report the belief to the appropriate authorities, including the RCMP or Family and Children's Services and must document the reported allegation. School administrators must be informed that a report has been made.

A school administrator must report to the Executive Director or Superintendent and the appropriate authorities, and must document the allegation.

If the school administrator is the subject of the report, then the Superintendent or Executive Director must be informed that a report has been made, in addition to reporting to the appropriate authorities.

### **Responding to and reporting other forms of inappropriate behaviour:**

Any person who has reason to suspect or believe that an adult has engaged in behaviour that is otherwise considered inappropriate, must immediately document and report the behaviour to the school administrator for further inquiry.

If the school administrator is the subject of the report, then the report must be made to the Superintendent or Executive Director for further inquiry.

### **Responding to historical reports:**

Historical reports of suspected abuse are those for which a significant time-period has passed.

Any person receiving a historical report, regardless of the time since the suspected abuse occurred must follow the section in this policy for 'Responding to and reporting allegations of abuse'.

### **Record keeping:**

Reports of alleged harm will be documented with clear and comprehensive notes related to the incident. Documentation will be reported and completed with the materials provided, monitored and stored, as per Government of Yukon and the Department of Education record keeping practices.

### **Coordination and Communication**

When following this policy for 'Responding to and reporting allegations of abuse' Department procedures for coordination and internal and external communications will be initiated.

The Assistant Deputy Minister of Schools and Student Services is responsible to:

- Ensure communication procedures are followed.
- Ensure a timely response to disclosures that is victim -centered (including developing a Victim Support Plan, when appropriate).
- Confirm actions of collaborating departments or agencies after a report of suspected abuse has been reported by the Department of Education.
- Develop a collaborative and multidisciplinary team to support the physical and emotional health of students and staff as warranted.
- Review and evaluate the branch's response.
- Brief the Deputy Minister.

The Deputy Minister is responsible to:

- Assess the department's response.
- Communicate and coordinate response with deputy ministers across government.

### **MONITORING AND ACCOUNTABILITY**

The Assistant Deputy Minister of Policy and Partnerships will be responsible for oversight of this 'Policy' including recommended amendments.

The Assistant Deputy Minister of Schools and Student Services will be responsible for the oversight of 'School Procedures' including recommended amendments.

The Department of Education commits to ongoing discussions with partners to further revise this policy and related procedures, such as documenting, monitoring and storage of reports.

## Appendix A: Definitions

**‘Abuse’** means harm to students that includes both familial and non-familial, physical harm, sexual harm and emotional harm, as well as other circumstances that could be a violation of the *Criminal Code of Canada* or render a child in need of protective intervention under the *Child and Family Services Act*.

**‘Sexualized Abuse/Harm’** means a student inappropriately exposed or subjected to sexualized contact, activity or behavior, as well as sexualized exploitation. When an adult abuses power, uses coercion or manipulation, implicit or explicit threats to commit acts of a sexualized nature on a student. Any sexualized abuse involving a student that is a violation of the *Criminal Code of Canada* or renders a child or youth in need of protective intervention under the *Child and Family Service Act*.

**‘Department of Education’** includes central administration staff and all school-based staff.

**‘Emotional Harm’** means if a student’s mental or emotional functioning or development is impaired as shown by significant anxiety, depressions, withdrawal, self-destructive behaviour or chronic use of substance. Can include exposure of the student to domestic violence or severe domestic disharmony; inappropriately criticism, threats, humiliation, accusations towards or having inappropriate expectations of the student; exposure of the student to the chronic use of substances by a person who resides in the same home as the student. Emotional harm as defined in the *Yukon Child and Family Services Act*, also applies.

**‘Grooming’** means a technique used by an adult to gain the trust of a student and the adults around the student. This technique is used by individuals with a sexual interest in children with the goal of having the student see the individual as a caring adult that they can trust and whose direction they should follow. The individual may also build rapport with the adults around the student so that the individual’s relationship is welcomed and encouraged. Grooming is often a slow and gradual process of building trust and comfort that later escalates into inappropriate, abusive, or unlawful behaviour.

**‘Harm’** in the context of this policy means to negatively impact the physical or mental health, safety or wellbeing of a student and includes all forms of abuse and/or other forms of inappropriate behaviour. This includes the use of corporal punishment to discipline or control a student, as per section 36 of the *Education Act*.

**‘Inappropriate Behaviour’** means any behaviour towards a student that may be seen by a reasonable observer to be a violation of that student’s reasonable boundaries and/or is in conflict with the duties of the individual towards the student, and any other behaviour Yukon schools or the central administration deems to be inappropriate.

Includes behaviours or boundary transgressions that might not initially indicate reasonable grounds to act under the mandatory duty to report but that requires further assessment and follow-up at the school or central administration level. Examples include, but are not limited to:

- Unauthorized contact with a student e.g., private meetings outside of school hours, private transport or text messaging.
- Engaging in open discussion or comments of an adult nature in the presence of students.
- Using prejudice, oppressive behaviour, or other inappropriate language with students.
- Sharing details of private life with a student(s) for own benefit/need.
- Developing a relationship with a student that could be seen as favouritism (e.g., offering gifts and special treatment).

**'Parent'** means the biological parents, the adoptive parents by custom or otherwise, and/or otherwise the persons legally entitled to custody, or the persons who usually have primary responsibility for the care of a child. This may or may not be the biological parent of the child, and could include grandparents, foster parents, legal guardian etc.

**'Physical Harm'** means any act or omission, which results in or may potentially result in injury to a child/student that exceeds what could be considered reasonable discipline. It includes, but is not restricted to, physical beating, and failure to provide reasonable protection from physical harm.

**'School'** means any school under the jurisdiction of the Minister including a School Board, virtual schools and student residences.

**'School Administration'** means the school principal, vice principal and or other staff acting in the role of principal or vice principal.

**'Collaborative Multidisciplinary Team'** means a collaborative problem-solving team established to support the physical and emotional health of staff and students. Members could include, but are not limited to, a school/department administrator, Counsellor (e.g., psychologist), Consultant, cultural support, and members of collaborating departments.

**'School Community'** means everyone in a community who has contact with a school, including students, families, Department of Education staff, School Councils or Boards, First Nations and other partners in education.

**'Student'** means a person enrolled in a K-12 educational program provided by the Schools and Student Services Branch or by a School Board. For the purpose of this policy 'student' also includes a **'visiting student'** i.e., a non-Yukon resident student visiting any school under the jurisdiction of the Minister.



## **Appendix B: Application, Exceptional Circumstances and Legislated and Policy References**

### **APPLICATION**

This policy applies to all staff of the Department of Education and members of the School Community.

### **EXCEPTIONAL CIRCUMSTANCES**

In situations where the individual circumstances of a case are such that the provisions of this policy cannot be applied or to do so would result in an unfair or an unintended result, the decision may be based on the individual merits and justice of the situation. Such a decision will be considered for that specific case only and will not be precedent setting.

### **LEGISLATIVE REFERENCES**

*Child and Family Services Act*

*Education Act*

*Access to Information and Protection of Privacy Act*

*Public Interest Disclosure of Wrongdoing Act*

*Public Service Act*

*Criminal Code of Canada*

### **POLICY REFERENCES**

Department of Education 'Safe and Caring Schools Policy'

Department of Education 'Volunteers in Schools Policy'

Department of Education 'Agencies in Schools Policy'

Department of Education 'Off-Site Experiential Learning Policy'

Department of Education 'Privacy Management Policy'

United Nations 'Convention of the Rights of the Child'

Government of Yukon 'General Administration Manual'

***DRAFT – not for circulation outside P/VP/TLs******TENTATIVE Schedule – Training on Child Protection– August/September 2022***

NOTE: PD Dates in this schedule based on Whitehorse calendar; Schools with other calendars will adjust accordingly in consultation with superintendent.

SSP = Special Services Pay

C3P – Canadian Centre for Child Protection

EFAP available for those needing support while undertaking this training.

	<b>Administrators</b>	<b>Staff</b>
Prior to August 16 – ½ day SSP	½ Day SSP to complete C3P modules over summer prior to Aug 16.	C3P Modules may be available to complete over summer (to be confirmed).
Tuesday, August 16 – SSP (expectation that, for those schools in session, at least one administrator attends)	Tentatively: <ul style="list-style-type: none"> <li>• Morning: Policies and procedures</li> <li>• Afternoon: discussion/ scenarios/case studies</li> </ul>	
Wednesday, August 17 – SSP (expectation that, for those schools in session, at least one administrator attends)	Tentatively: <ul style="list-style-type: none"> <li>• Morning: Inter-departmental supports and responses to serious incidents.</li> <li>• Afternoon: Training to facilitate PD days (August and September) at schools.</li> </ul>	
Thursday, August 18 or Friday, August 19 (Schools that have other PD days at start of year, this needs to be in one of those days).	½ day out of 2 days at start of year – principal delivers Child Protection Intro, policies, procedures and intro to C3P program (should include all YTA and YEU staff).	½ day out of 2 days at start of year – principal delivers Child Protection Intro, policies, procedures and intro to C3P program (should include all YTA and YEU staff).
Sat/Sun August 27/28	Repeat session for admin who missed Aug 16/17 – SSP will be provided.	
Before September 28		Complete C3P modules online (2.5 hours)
Wednesday, September 28	School Council PD Day	School Council PD Day
Thursday, September 29	Deliver ½ day review of policies & procedures, scenarios/case studies/table-top exercises.	Child Protection scenarios/case studies facilitated by principal and ½ day in lieu for completion of modules (or expectation they are completed that afternoon).

## Support for Department of Education Employees

The Yukon Government recognizes that the sexual abuse prevention program contains sensitive content and that it may be difficult to engage with the subject matter.

The information shared in the program is intended to help build your understanding of child sexual abuse and promote student safeguarding practices and policies. We understand that this topic may resonate with many people on a personal level. To help frame the program for your work with students inside and outside the classroom, we encourage you to view each module through a professional lens. As you move through the modules, consider what the information means in relation to your work and how you can incorporate it into everyday interactions with students to help protect them.

To help you manage the sensitivity of the content, please consider the best way for you to complete the program. For example, you may decide that it's best for you to complete it:

- Alone, or with another person with whom you are comfortable, or with colleagues in a group setting.
- All at once or in multiple sessions with breaks between modules.
- With or without hearing the now-adult survivors and offender talk about their experiences. If these are too upsetting to be helpful for you, you do not need to view them to successfully complete the final Knowledge Validation Test.

*Note: If you choose to take the training with a group, you are still required to take the training's final Knowledge Validation Test in your own personal account in order to receive the certificate.*

For information on how to support yourself and find professional support services if needed, please visit [yukon.ca/en/health-and-wellness](https://yukon.ca/en/health-and-wellness).

### Supports available to Department of Education staff

#### **Employee and Family Assistance Program**

Access counselling 24/7

In Yukon: (867) 668-3327

Toll Free: 1-855-767-7429

#### **Mental Wellness and Substance Use Services, Department of Health and Social Services**

In Yukon: (867) 456-3838

Toll Free: 1-866-456-3838

#### **Canadian Mental Health Association, Yukon Division**

In Yukon: (867) 668-6429

**Family and Children's Services, Department of Health and Social Services**

In Yukon: (867) 667-3002

Toll Free: 1-800-661-0408 extension:3002

**Victim Services, Department of Justice**

In Yukon: (867) 667-8500

Toll Free: 1-800-661-0408 extension:8500

Watson Lake: (867) 536-2541

Dawson: (867) 993-5831

**Sexualized Assault Support Team (SART)**

Phone: 1-844-967-7275

# Yukon School Post-Incident Communications Guidance - v.1

**Purpose:** this guidance is to support school administrators to communicate effectively with families after an incident and provide guidance on internal reporting within the Department of Education. Proactively sharing information with families ensures they remain confident that their children are safe and secure while at school. When sharing information, we must maintain the privacy and dignity of all staff and students involved in the incident.

## School administration will seek to:

- Ensure that families are informed in a timely manner when incidents occur.
- Provide assurance to families and the wider school community that the safety and security of students is a top priority.
- Promote factual understanding of a potentially concerning incident that has occurred at the school or in a setting connected with school-sanctioned activities.
- Support staff in their work.

## Guidance:

Incidents at school can range from minor to critical incidents. The communications response should be proportional to the severity, or perceived severity, of the incident. The guidance in this document is based on 5 categories of incidents: minor, concerning, major, critical and incidents or allegations of abuse/harm. If you are unsure what category your incident falls into, contact your Superintendent or Executive Director for guidance.

## Disclosure of personal information:

Communications to the public and families must not include any personal information (e.g., of students, staff, or other persons). If any member of the public wishes to obtain further information on an incident, they should submit an ATIPP request:

<https://service.yukon.ca/forms/atipp-request>

## Examples of minor incidents include:

- A student accident that causes injury
- Student physical contact that causes injury
- An injury or medical emergency
- Escalated behaviours that result in a Workplace Risk Assessment (WRA) form with a low or medium severity

## Examples of concerning incidents include:

- Escalated behaviours that result in a Workplace Risk Assessment (WRA) form with a high severity
- Escalated behaviours that are witnessed by large groups of students
- Fights between students
- Assaults of students or staff, by students, that are witnessed by other students
- Physical restraint of a student by school staff

## Examples of major incidents include:

- The fire department attends the school (aside from planned drill)
- Uniformed police attend the school and exercise the use of force or make an arrest of a student, staff member, or individual
- Evacuation of the school
- Lockdown or "hold-and-secure"
- Bomb threat
- School closure (or potential for school closure)

Examples of critical incidents include:

- Serious injury, critical illness or death of a student or staff member
- Acts of significant violence at the school

Examples of incidents or allegations of abuse/ harm include:

- Potential and/or actual abuse/harm of a student by a staff member/adult in the school community

## Minor incidents

### Who to communicate with

- Only the family of the students directly involved should be contacted.
- Classroom teacher communicates directly to the family of the students involved. A phone call is recommended as first approach and email if contact is not made. Communications should occur before the end of the school day or shortly thereafter.
- If this is a repeat incident, or if disciplinary/restorative action is required, the school administration will communicate instead of the teacher. In this situation, school administration will ensure their Superintendent/Executive Director is aware of their intended approach.

### What information to include

- ✓ Nature of the incident
- ✓ Time and date
- ✓ How it was addressed
- ✓ Any next steps to be taken

### Reviews/approvals

- ✓ No further approval beyond school to communicate directly with parents/guardians in this case.
- ✓ School administration should keep their Superintendent/Executive Director informed of their intended approach.

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### Example communication:

Phone:

Hi <parent/guardian name>,

This is <name> calling to let you know about a physical altercation between <child> and another student on the playground today. The students were <action of school staff>. <Provide update on situation and any next steps recommended>.

Email:

Dear <parent/guardian name>,

I am writing to let you know about a physical altercation between <child> and another student on the playground today. The students were <action of school staff>. I would like to have a discussion about the incident and work together on some actions and support for <student>. Please let me know a convenient time to talk.

Sincerely,

Teacher

## Concerning incidents

Who to communicate with

### *Administration*

- The Principal must make the Superintendent/Executive Director and Director, Community Relations and Engagement aware of the incident and the intended approach to communicating with students, staff and families.

### *Students and families*

- Follow Minor incidents above
- School administration should consider targeted, wider communications to families of students who witnessed the incident.
- Communication will be sent by the school's administration before the end of the school day.
- Further advice can be sought from Superintendent/Executive Director and Director, Community Relations and Engagement (or designated Communications Analyst).

What information to include

- ✓ Nature of the incident
- ✓ Time and date
- ✓ Steps taken to ensure the safety of students/staff
- ✓ Any next steps
- ✓ Contact name for questions/concerns

Reviews/approvals

- ✓ Any communication sent must be reviewed and approved by a Superintendent/Executive Director.

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### **Example communication:**

Dear Parents/Guardians of Grade #,

I am emailing you to let you know about an incident that occurred at school today. At 10 a.m., a student's behaviour became escalated to the point where they struck and injured a school staff member. Staff followed our school's emergency plan – they safely removed the other students from the classroom and kept students away from the escalated student. Some students may have seen the staff member receiving treatment for their injury.

No students were physically harmed; however, witnessing the incident will impact each student differently and a team of school staff will be working to debrief the incident with the students.

Our school administration will also be reviewing the incident and working with those directly involved to determine next steps.

If you have any questions or concerns, or would like to discuss supports your child may need, please feel free to contact the school principal at [email.address@yukon.ca](mailto:email.address@yukon.ca).

## Major incidents

Who to communicate with

*Administration*

- The Principal must notify the Superintendent/Executive Director and the Director, Community Relations and Engagement as soon as possible.
- The Superintendent/Executive Director must notify the Assistant Deputy Minister, Schools and Student Services, and School Council Members or School Board Trustees.

*Students*

- Staff must discuss the incident with students before the end of the day and refer any students who may need support to the school’s administration.

*Families*

- Communication should be sent to the entire school community ASAP, but no later than 5 hours after the incident has concluded.
- If a long delay is anticipated to develop an approved communication, a short communication acknowledging the incident may be sent to indicate more details will be forthcoming. (Superintendent/Executive Director is made aware of this intended approach)
- If the Principal is unable to notify the school community, the Superintendent/Executive Director should be contacted, debriefed, and responsible for coordinating the communication.

What information to include

- ✓ Nature of the incident
- ✓ Current level of risk or threat to students
- ✓ Steps taken to ensure the safety of students/staff
- ✓ Contact for questions or concerns
- ✓ Information on supports and services for families

Reviews/approvals

- ✓ Any communication sent must be reviewed and approved by a Superintendent/Executive Director.

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**Example communication:**

<u>Preliminary communication</u>	<p>Dear Parents/Guardians of NAME OF SCHOOL:</p> <p>I am emailing about an incident that occurred at the school today. All students and staff are safe and there is no risk of injury or harm. At 1 p.m., we had to evacuate the school. Students were led outside safely. We were able to return to the school within 30 minutes. I will follow up with more details later today after we have more information about the incident.</p> <p>Sincerely, School Principal</p>
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<u>Active incident communication</u>	<p>Dear Parents/Guardians of NAME OF SCHOOL:</p> <p>You are receiving this email because the school is currently in a “hold and secure.” This means that students must remain in their classrooms while regular instruction continues.</p> <p>All students and staff are currently safe and there is a low risk of injury or harm. The RCMP have advised us that they are dealing with a situation at a home near the school. To be cautious, they have requested that the school be placed in this hold and secure.</p> <p>We will follow up when the hold and secure has been lifted. If you have any questions or concerns, please contact me at <a href="mailto:email.address@yukon.ca">email.address@yukon.ca</a> or our Superintendent or Executive Director at <a href="mailto:email.address@yukon.ca">email.address@yukon.ca</a>.</p> <p>Sincerely, School Principal</p>
<u>Follow-up / or main communication</u>	<p>Dear Parents/Guardians of NAME OF SCHOOL:</p> <p>I am emailing to let you know about an incident that occurred at the school today. All students and staff are currently safe and there is no risk of injury or harm.</p> <p>At 1:15 p.m., an individual trespassed on school property and the school was placed in “hold and secure” (where students are required to remain in their classrooms while instruction continues and school outer doors are locked and no one is to exit or enter the school building during the duration of the “hold and secure.”).</p> <p>At 1:30 p.m., the RCMP attended to the situation and arrested the individual without further incident. Staff effectively managed the situation to keep students away from the individual in accordance with our school’s emergency plan.</p> <p>If you have any questions or concerns, please feel free to reach out to me directly at <a href="mailto:email.address@yukon.ca">email.address@yukon.ca</a> or email our Superintendent or Executive Director at <a href="mailto:executive.director@yukon.ca">executive.director@yukon.ca</a>.</p> <p>Sincerely, School Principal</p>



## Critical incidents

Who to communicate with

- Follow Major incident guidance above.
- Refer to Response to Critical Incidents (9.06 in School Procedures Handbook) or Violence Threat Risk Assessment [VTRA] (9.05 in School Procedures Handbook).

What information to include

- ✓ Follow Major incident guidance above.
- ✓ Consider meetings with small or large groups of students/families to fully communicate and debrief the incident.

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### Example communication:

- Follow Major incidents guidance.
- Communications should include supports and services available at the school and through other agencies. This may include helpful resources and materials.

## Incidents or allegations of abuse/harm

Who to communicate with

*RCMP/ Child and Family Services*

- Required reporting under the [Child and Family Services Act](#)
- Provide as much detail as possible (nature of incident/allegations, time and date, observations or suspicions, other students and staff who may be impacted, etc.)

*Department of Education Administration*

- School administrator must inform Superintendent/Executive Director
- Superintendent/Executive Director must inform Assistant Deputy Minister, Schools and Student Services and Director of Human Resources, when appropriate.
- Assistant Deputy Minister, Schools and Student Services must inform Deputy Minister, Senior Advisor, Director of Human Resources, Director of Community Engagement and Relations, and Director of Policy
- Assistant Deputy Minister, Schools and Student Services, and Director of Policy and Partnerships, and Director of Public Community Relations and Engagement (or designate) coordinates briefings and communications with other departments or agencies (e.g., Health and Social Services, Justice, RCMP) for information sharing (including communications advice)

*Human Resources/YAEP*

- Superintendent/Executive Director will inform Human Resources Consultant to assess the need for a workplace investigation, when appropriate
- The Human Resources Consultant will consult with Labour Relations, when applicable.
- If an investigation is required, Yukon Association of Education Professionals will be notified to allow for employee representation.

*Students/families/school staff/school board/school council*

- The Assistant Deputy Minister, Schools and Student Services will coordinate with RCMP, Family and Children's Services, Public Service Commission, Justice and Executive Council Office to consider the approach for communicating with students, families, school board/council and school staff based on:
  - Any ongoing investigation
  - An assessment of the rights, privacy legislation and dignity of staff and students

What information to include

- ✓ Nature of the incident
  - ✓ Time and date
  - ✓ Steps taken to ensure the safety of students/staff;
  - ✓ Any next steps
  - ✓ Supports available to students and families (at school and in community)
  - ✓ Contact name for subsequent questions/concerns or to provide more information
-

## Resources to support families:

Reference “Supports for Yukon students and families”  
and/or

Contact: Community Liaison Coordinator or Executive Director of Inclusive Policy and Practice

## References:

- Student Protection Policy: Preventing and Responding to Harm by Adults
- [Violent Threat Risk Assessment \(VTRA\) Protocol](#)
- Workplace Risk Assessment (WRA) Procedure
- Nonviolent Crisis Intervention (NCI/NVCI) Procedure
- Critical Incidents Response Guidelines



# Administrators' Update

November 1, 2023

## IMPORTANT DATES

**NEW** - ADMINISTRATORS MEETING CHANGES

## ACTION ITEMS

**NEW** - PLEASE SEE ATTACHED MEMO: GET \$40 POSTER TO SHARE WITH STUDENTS GRADES 8-12

**UPCOMING DEADLINE** - STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P) -

MEMOS: GRADUATION ASSESSMENTS OCT 30TH - NOV. 3RD, 2023

ASPEN SUPPORT: GRADUATION ASSESSMENTS – OCTOBER 30-NOVEMBER 3, 2023

SCHOOL MESSENGER- ACCURATE CONTACT INFORMATION

## INFORMATION ITEMS

NOW HIRING SCHOOL WELLNESS SPECIALISTS

PD OPPORTUNITIES – SUICIDE PREVENTION AND INTERVENTION

TEEN VOICES ON TOBACCO AND VAPING: AWARD-WINNING POSTERS

NOVEMBER 5-11 - VETERAN'S WEEK, INDIGENOUS VETERANS DAY AND REMEMBRANCE DAY ACTIVITIES

MOODLE TEACHERS

OURSCHOOL DATA DEEP DIVE SESSION

SCHOOL MESSENGER TRAINING

## Important Dates

### **New** - Administrators Meeting Changes

Date Changes for Administrators Meetings and Leadership for Learning:

New dates for Administrators Meetings are as follows:

- November 30, 2023 at the Yukon Inn
- February 1, 2024 at the Yukon Inn
- May 9, 2024 at the Sternwheeler

All Administrators Meetings will be from 8:30am to 3:30pm.

New dates for Leadership for Learning are as follows:

- December 1, 2024

- February 2, 2024
- April 17, 2024
- May 10, 2024

All Leadership for Learning Meetings will be a half day from 8:30am – 12:00pm at Yukonstruct.

AYSA Spring Conference dates currently remain unchanged: April 18 & 19, 2023 8:30am – 3:30pm at the Sternwheeler.

Exp. 11/22/2023

## **ACTION ITEMS**

**NEW** - Please see attached Memo: Get \$40 Poster to share with students grades 8-12

Exp. 11/16/2023

## **UPCOMING DEADLINE** - Student Protection Policy Training and Commit to Kids Training (C3P) -

Every school-based staff must receive training in the Student Protection Policy: Preventing and Responding to Harm by Adults annually. This is inclusive of all educators, office staff and other professionals who work in your school.

Recently you would have received an email from your Superintendent or Executive Director with a training PowerPoint to deliver to your staff, with a recommended delivery method. In addition, this package has instructions for staff that took the C3P training last year and the requirement of taking a refresher for certification of completion as well as instructions for how new hires are to complete the 8 modules of the Commit to Kids training for certification of completion.

**Please complete the training in the Student Protection Policy and have staff complete the C3P training by November 15, 2023.**

Please communicate with Karen Campbell [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca) and your Superintendent or Executive Director when this training is complete. If there are any new hires in your school after you have completed this training, the training will be scheduled with these new hires through the Department of Education. The Department of Education will also be providing training to TOCs and custodians.

Exp 11/16/23

## **Memos: Graduation Assessments Oct 30th - Nov. 3rd, 2023**

Please find attached the memos regarding the Graduation Assessments for the upcoming administration session (October 30th – November 3rd, 2023)

The graduation assessments are Numeracy Grade 10, Literacy Grade 10, Literacy Grade 12 in English, and French.

If you have any questions, please contact [Emily.Sheppard@yukon.ca](mailto:Emily.Sheppard@yukon.ca).

Exp. 11/06/23

### **Aspen Support: Graduation Assessments – October 30-November 3, 2023**

The November 2023 session of the 2023/24 Graduation Assessments takes place October 30-November 3, 2023. Schools should pre-register students for this session by creating the assessment record in Aspen and then completing a TRAX upload by October 19, 2023. Aspen Support will be hosting support sessions that focus on how to create graduation assessments records in Aspen.

Please contact Anne Copland ([anne.copland@yukon.ca](mailto:anne.copland@yukon.ca)) for more details.

Exp. 11/06/23

### **School Messenger- Accurate Contact Information**

School Messenger is being used extensively for broad communication with school communities. For people to receive relevant information it is important that contact information is accurate. School Messenger contact information is fed from data in the Aspen student information system.

#### **For School Staff**

Please review your Aspen Staff TopTab to ensure that all staff are present (including EAs and custodial staff). Ensure that your filter is set to “All Staff”.

If changes are needed, please submit a ticket to [aspensupport@yesnet.yk.ca](mailto:aspensupport@yesnet.yk.ca) with the staff names to add/remove, and their position. E.g. Add: Joe Smith, EA

Once changes have been made, please review the staff list, and add email addresses (work email addresses only), and cell/home phone numbers.

#### **For Parent/Guardian Contacts**

Ensure parents have a phone number and email address listed in the Parent/Guardian Information

Remind parents to advise the school office if their contact information changes

It may be necessary to send home the student information verification forms or send out an email asking for any updates.

School Messenger SMS/Text Messages

### **Please communicate this with your school community:**

To receive SMS/text messages from School Messenger, two things need to be in place:

1. An accurate cell number needs to be listed in Aspen- this is completed by school Office Admin Staff
2. One needs to have ‘opted in’ to School Messenger when SM sent the initial text. Simply reply to the original message with either the words “opt in” or “subscribe”.



For people that want to opt-in after the fact, send a text message to 978338 in Canada with either the words “opt in” or “subscribe”.

## **INFORMATION ITEMS**

### **Now hiring School Wellness Specialists**

The Department of Education is now recruiting for School Wellness Specialists at [Yukon.ca/jobs](https://yukon.ca/jobs).

This is a new position that will collaborate with students, families, Yukon First Nations, community services, and educators to provide supportive services for school communities.

To learn more about the position visit [Yukon.ca/en/apply-job-school-wellness-specialist](https://yukon.ca/en/apply-job-school-wellness-specialist) or download the attachment.

Please share the job posting widely with your networks. Job posting closes November 10, 2023.

Attached: School Wellness Specialist\_Oct 2023. pdf

Exp: 11/10/23

### **PD Opportunities – Suicide Prevention and Intervention**

Educators play an essential role in promoting positive mental health for students. RISE is currently developing a Comprehensive Mental Health and Wellness Approach for Yukon schools. This approach will include a **focus on promoting positive mental health through prevention**.

**During the 2023-2024 school year, two opportunities will be available to Educators.**

1. Training in Suicide **prevention** is one of the ways Educators will be supported in implementing the Comprehensive Approach. This training is relevant for **ALL educators**, and will be beneficial in both professional and personal capacities. Suicide Prevention matters because Suicide is one of the most significant public health issues facing the world today. It exists across all ages, cultures, and time periods. Most importantly, with the right knowledge and skills, **the vast majority of suicides can be prevented**. Educators will leave the training with greater awareness of suicide, how to reduce stigma, an increased level of comfortableness in talking openly about it, what to do when someone discloses a mental health concern, and with an increased knowledge of resources that are available to help them and others. **This training will be provided via an interactive webinar and will take 60-90 minutes to complete**. Each school has their own link to the training portal. Please see attached.

**Thank you in advance for prioritizing this training for ALL staff as part of your Professional Development days during the 2023-24 school year.**

Funding to complete the ASIST (Applied Suicide Intervention Skills Training) program locally will be offered to School Counsellors (or designate). ASIST is often offered by Yukon University. Counsellors will be reimbursed for completion. If they require travel, those costs will also be covered - counsellors must contact [studentsupportservices@yukon.ca](mailto:studentsupportservices@yukon.ca) to arrange this in advance. TOC will also be covered (Code to 1690: RISE Initiative - ASIST Training). This offer is for the 2023-2024 school year, while we



simultaneously develop a long-term comprehensive suicide and mental health training plan for School Counsellors. Counsellors can contact [Brenda.jenner@yukon.ca](mailto:Brenda.jenner@yukon.ca) if they have any questions.

Both educator training opportunities demonstrates our collective commitment to increasing the knowledge and capacity of educators to promote and support positive mental wellness in schools. It also is a clear demonstration of our priority to student and staff safety and wellbeing. Thank you again for your precious collaboration.

Exp. 11/29/23

Attached: Step-by-step Instructions pdf. & Suicide Webinar – Registration Instruction docx.

## **Teen Voices on Tobacco and Vaping: Award-Winning Posters**

The attached collection of four posters were produced by 4 students in grades 8 to 12 that participated in the "Take a Breath: Teen Voices on Tobacco and Vaping" contest by Interior Health in British Columbia. These posters aim to raise awareness and educate peers on the serious health implications of vaping and smoking.

You are invited to print the attached and display in your school.

### **Poster Contributors:**

- Ruby, 14, from Salmo, highlights the widespread concern of vaping's addictive nature.
- Kailyn, 13, from Kitchener, underscores the significant difference between ceremonial tobacco in Indigenous traditions and regular tobacco consumption.
- Chacha, 15, from Greenwood, and Lukas, 14, from Salmo, offer compelling insights on the perils of vaping.
- Elizabeth, aged 12 from Kelowna, has been accorded an honourable mention for her poignant views on the detriments of smoking and vaping.

Attached: Quitpath Posters pdf.

Exp. 11/02/23

## **November 5-11 - Veteran's Week, Indigenous Veterans Day and Remembrance Day Activities**

Communications Branch would love to share what your school is doing to acknowledge and learn about regarding Veteran's Week, Indigenous Veteran's Day and Remembrance Day.

Please share what you're doing and afterward share photos with [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca). If you'd like to invite them to come take photos, they'd be happy to. Thank you.

Exp. 11/04/23

## **Moodle Teachers**

The WCLN, our Moodle course provider, moved to the StudyForge LTI (the tool that displays course content) system for the 2023 course releases. They are offering a series of training sessions that will focus on the SF LTI system and some of the features that allow teachers to customize their courses.

## WCLN Courses & SF LTI

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# Administrators' Update

November 8, 2023

## IMPORTANT DATES

**NEW/IMPORTANT** - PROFESSIONAL DEVELOPMENT DAY – NOVEMBER 24, 2023

ADMINISTRATORS MEETING CHANGES

## ACTION ITEMS

**NEW** - WHAT WE HEARD REPORT FOR WHITEHORSE SCHOOLS PUBLIC ENGAGEMENT NOW AVAILABLE

PLEASE SEE ATTACHED MEMO: GET \$40 POSTER TO SHARE WITH STUDENTS GRADES 8-12

**UPCOMING DEADLINE** - STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P) -

SCHOOL MESSENGER- ACCURATE CONTACT INFORMATION

## INFORMATION ITEMS

**NEW/IMPORTANT** - NOTE ON FINANCE

**NEW** - ADDITIONAL WAYS IN WHICH GRADUATION CREDITS COULD BE EARNED

NOW HIRING SCHOOL WELLNESS SPECIALISTS

PD OPPORTUNITIES – SUICIDE PREVENTION AND INTERVENTION

MOODLE TEACHERS

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SCHOOL MESSENGER TRAINING

## Important Dates

**NEW/Important** - Professional Development Day – November 24, 2023

Participation required by all Yukon Education Schools that recognize November 24th as a PD Day in their school calendar

Please see attached Schedule of Professional Development Sessions for the November 24, 2023. Some of the sessions to require registration. All Educational Assistants will be Provided professional development through student support services.

Please be sure to share the attached flyer with you Educational Assistant so that they have the information about the morning and afternoon sessions. Please be sure to share this information with your staff by November 10<sup>th</sup>, 2023.

If you have any questions, please contact your superintendent.

## Administrators Meeting Changes

Date Changes for Administrators Meetings and Leadership for Learning:

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Exp. 11/22/2023

## ACTION ITEMS

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The Department of Education has released the What We Heard Report, summarizing insights and ideas collected from the public engagement on Whitehorse school capital planning held earlier this year. This report will guide future decisions on capital planning for Whitehorse schools.

We would like to thank everyone who participated in this public engagement. Your contributions will help guide future decision-making on Whitehorse school capital planning.

To read the report please visit Yukon.ca/engagements: [Whitehorse school facilities capital planning | Government of Yukon](https://www.yukon.ca/engagements/Whitehorse-school-facilities-capital-planning/)

**Please see attached Memo: Get \$40 Poster to share with students grades 8-12**

Exp. 11/16/2023

## **UPCOMING DEADLINE - Student Protection Policy Training and Commit to Kids Training (C3P) -**

Every school-based staff must receive training in the *Student Protection Policy: Preventing and Responding to Harm by Adults* annually. This is inclusive of all educators, office staff and other professionals who work in your school.

Recently you would have received an email from your Superintendent or Executive Director with a training PowerPoint to deliver to your staff, with a recommended delivery method. In addition, this package has instructions for staff that took the C3P training last year and the requirement of taking a refresher for certification of completion as well as instructions for how new hires are to complete the 8 modules of the Commit to Kids training for certification of completion.

**Please complete the training in the Student Protection Policy and have staff complete the C3P training by November 15, 2023.**

Please communicate with Karen Campbell [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca) and your Superintendent or Executive Director when this training is complete. If there are any new hires in your school after you have completed this training, the training will be scheduled with these new hires through the Department of Education. The Department of Education will also be providing training to TOCs and custodians.

Exp 11/16/23

## **School Messenger- Accurate Contact Information**

School Messenger is being used extensively for broad communication with school communities. For people to receive relevant information it is important that contact information is accurate. School Messenger contact information is fed from data in the Aspen student information system.

### **For School Staff**

Please review your Aspen Staff TopTab to ensure that all staff are present (including EAs and custodial staff). Ensure that your filter is set to "All Staff".

If changes are needed, please submit a ticket to [aspensupport@yesnet.yk.ca](mailto:aspensupport@yesnet.yk.ca) with the staff names to add/remove, and their position. E.g. Add: Joe Smith, EA

Once changes have been made, please review the staff list, and add email addresses (work email addresses only), and cell/home phone numbers.

### **For Parent/Guardian Contacts**

Ensure parents have a phone number and email address listed in the Parent/Guardian Information. Remind parents to advise the school office if their contact information changes.

It may be necessary to send home the student information verification forms or send out an email asking for any updates.

School Messenger SMS/Text Messages

**Please communicate this with your school community:**

To receive SMS/text messages from School Messenger, two things need to be in place:

1. An accurate cell number needs to be listed in Aspen- this is completed by school Office Admin Staff
2. One needs to have 'opted in' to School Messenger when SM sent the initial text. Simply reply to the original message with either the words "opt in" or "subscribe".

For people that want to opt-in after the fact, send a text message to 978338 in Canada with either the words "opt in" or "subscribe".

## **INFORMATION ITEMS**

### **NEW/Important - Note on Finance**

Please be advised that as of November 1<sup>st</sup> all uncommitted capital (School Based Equipment & School Initiated Renovation) will be consolidated to fund larger school-based initiatives.

In the past this was done by the schools submitting applications for a committee to allocate. This year the consolidated capital will be covering already approved larger projects.

If you have any further questions, please contact your Superintendent directly.

### **NEW - Additional ways in which graduation credits could be earned**

More details on how students can earn graduation credits through equivalency and challenges of courses.

Also, updates on the TRAX Data Submission of this information in alignment with the BC Graduation Program Handbook of Procedures (2023).

Link: [TRAX Guide Course Equivalency and Challenge \(gov.bc.ca\)](https://gov.bc.ca/trax-guide/course-equivalency-and-challenge)

Exp. 12/01/2023

### **Now hiring School Wellness Specialists**

The Department of Education is now recruiting for School Wellness Specialists at [Yukon.ca/jobs](https://Yukon.ca/jobs).

This is a new position that will collaborate with students, families, Yukon First Nations, community services, and educators to provide supportive services for school communities.

To learn more about the position visit [Yukon.ca/en/apply-job-school-wellness-specialist](https://Yukon.ca/en/apply-job-school-wellness-specialist) or download the attachment.

Please share the job posting widely with your networks. Job posting closes November 10, 2023.

Attached: School Wellness Specialist\_Oct 2023. pdf

Exp: 11/10/23



## PD Opportunities – Suicide Prevention and Intervention

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Exp. 11/29/23

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# Administrators' Update

November 15, 2023

## IMPORTANT DATES

**UPDATED/NEW** - PROFESSIONAL DEVELOPMENT DAY – NOVEMBER 24, 2023

**ADDED NOTE** - ADMINISTRATORS MEETING DATE CHANGES

## ACTION ITEMS

WHAT WE HEARD REPORT FOR WHITEHORSE SCHOOLS PUBLIC ENGAGEMENT NOW AVAILABLE

PLEASE SEE ATTACHED MEMO: GET \$40 POSTER TO SHARE WITH STUDENTS GRADES 8-12

**DEADLINE TODAY-** STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P)

SCHOOL MESSENGER- ACCURATE CONTACT INFORMATION

**NEW** - HEALTH AND SAFETY

## INFORMATION ITEMS

NOTE ON FINANCE

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PD OPPORTUNITIES – SUICIDE PREVENTION AND INTERVENTION

MOODLE TEACHERS

OURSCHOOL DATA DEEP DIVE SESSION

SCHOOL MESSENGER TRAINING

## Important Dates

### **NEW** - Save the dates - Welcome Week 2024-2025!

The Department of Education is excited to bring back Welcome Week for the next school year. We want to give you the heads up now so you and your staff can plan summer holidays accordingly.

By having a Welcome Week we can support new teachers, administrators and all other educators in having as many of the tools they need as they enter the new school year. It helps address the challenges we have during the school year in covering classes when educators are away for training by having the training upfront and it brings educators together in community to start the year off in a good way.

The plan right now is to have **new teacher orientation and administrator meetings on August 20, learning for all educators August 21-22 and School-based day on August 23** for school staffs to have

**time together.** We recognize some of our schools will have an alternate start to the year and we will navigate those differences as they arise.

### **UPDATED/NEW - Professional Development Day – November 24, 2023**

**Participation required by all Yukon Education Schools that recognize November 24th as a PD Day in their school calendar**

Please see attached Schedule of Professional Development Sessions for the November 24, 2023. Some of the sessions require registration. All Educational Assistants will be provided professional development through Student Support Services.

Please be sure to share the attached flyer with your Educational Assistant(s) so that they have the information about the morning and afternoon sessions.

Please note in the schedule and attached flyer that Student Support Services is hosting a day for all Educational Assistants at Elijah Smith Elementary. Unless an Educational Assistant has shared FTE as a teacher, please have all your Educational Assistants attend this professional development.

**REMINDER: Today, November 15th, 2023, is the deadline to register for their choice session. See breakout choice sessions in flyer.**

For EAs who are at rural schools, there is opportunity to attend virtually via Zoom. If virtual participation is not their preference, they can email Leslie Peters at [margaret.peters@yukon.ca](mailto:margaret.peters@yukon.ca) to schedule an alternative day and time to receive this professional development.

If you have any questions, please contact your superintendent.

### **Added Note - Administrators Meeting Date Changes**

Date Changes for Administrators Meetings and Leadership for Learning:

New dates for Administrators Meetings are as follows:

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AYSA Spring Conference dates currently remain unchanged: April 18 & 19, 2023 8:30am – 3:30pm at the Sternwheeler.

If you are an administrator travelling to the Administrators' Meeting on November 30 2023 and/or Leadership for Learning on December 30 2023, from a rural Yukon Education Authority school please contact Felicia Dowd at [Felicia.Dowd@yukon.ca](mailto:Felicia.Dowd@yukon.ca) to advise whether you need accommodations booked or a Travel Claim drafted.

## **ACTION ITEMS**

### **What We Heard report for Whitehorse schools public engagement now available**

The Department of Education has released the What We Heard Report, summarizing insights and ideas collected from the public engagement on Whitehorse school capital planning held earlier this year. This report will guide future decisions on capital planning for Whitehorse schools.

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### **Please see attached Memo: Get \$40 Poster to share with students grades 8-12**

Exp. 11/16/2023

### **DEADLINE TODAY- Student Protection Policy Training and Commit to Kids Training (C3P)**

Every school-based staff must receive training in the Student Protection Policy: Preventing and Responding to Harm by Adults annually. This is inclusive of all educators, office staff and other professionals who work in your school.

Please communicate with Karen Campbell [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca) and your Superintendent or Executive Director when this training is complete and include the following information by November 22, 2023

1. On what date did you provide the Student Protection Policy training to your staff using the PowerPoint provided?
2. Were there any staff absent from this training?
3. Where can your staff access the Student Protection Policy and related procedures?

4. Did you require any TOC time to support staff to take the 8 module C3P training? If so, how much TOC time?

Exp 11/16/23

## School Messenger- Accurate Contact Information

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## NEW - Health and Safety

Please ensure that all the Joint Health and Safety co-chairs/safety representatives have completed the required training or are enrolled in a course. They can either enrol on YGLearn

<https://yglearn.gov.yk.ca/corporate-health-safety-and-wellbeing#/> or with Northern Safety Network

<https://www.yukonsafety.com/courses>

## INFORMATION ITEMS

### Note on Finance

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Exp 11/27/23

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# Administrators' Update

November 22, 2023

## IMPORTANT DATES

SAVE THE DATES - WELCOME WEEK 2024-2025!

PROFESSIONAL DEVELOPMENT DAY – NOVEMBER 24, 2023

ADMINISTRATORS MEETING DATE CHANGES

## ACTION ITEMS

**DEADLINE TODAY-** STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P)

HEALTH AND SAFETY

## INFORMATION ITEMS

**REMINDER**

**NEW** - CHANGE IN MT SIMA APPLICATION PROCESS FOR 2023/24 SCHOOL YEAR.

**NEW** - OPPORTUNITY FOR PARENTS IN WHITEHORSE RE: READY TO LEARN.

**NEW** - BEYOND MALE ALLIES: LAUNCHING NEXT GEN MEN IN THE YUKON

NOTE ON FINANCE

ADDITIONAL WAYS IN WHICH GRADUATION CREDITS COULD BE EARNED

PD OPPORTUNITIES – SUICIDE PREVENTION AND INTERVENTION

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### **Save the dates - Welcome Week 2024-2025!**

The Department of Education is excited to bring back Welcome Week for the next school year. We want to give you the heads up now so you and your staff can plan summer holidays accordingly.

By having a Welcome Week we can support new teachers, administrators and all other educators in having as many of the tools they need as they enter the new school year. It helps address the challenges we have during the school year in covering classes when educators are away for training by having the training upfront and it brings educators together in community to start the year off in a good way.

The plan right now is to have **new teacher orientation and administrator meetings on August 20**, **learning for all educators August 21-22** and **School-based day on August 23** for school staffs to



**have time together.** We recognize some of our schools will have an alternate start to the year and we will navigate those differences as they arise.

## **Professional Development Day – November 24, 2023**

**Participation required by all Yukon Education Schools that recognize November 24th as a PD Day in their school calendar**

Please see attached Schedule of Professional Development Sessions for the November 24, 2023. Some of the sessions require registration. All Educational Assistants will be provided professional development through Student Support Services.

Please be sure to share the attached flyer with your Educational Assistant(s) so that they have the information about the morning and afternoon sessions.

Please note in the schedule and attached flyer that Student Support Services is hosting a day for all Educational Assistants at Elijah Smith Elementary. Unless an Educational Assistant has shared FTE as a teacher, please have all your Educational Assistants attend this professional development.

**REMINDER: Today, November 15th, 2023, is the deadline to register for their choice session. See breakout choice sessions in flyer.**

For EAs who are at rural schools, there is opportunity to attend virtually via Zoom. If virtual participation is not their preference, they can email Leslie Peters at [margaret.peters@yukon.ca](mailto:margaret.peters@yukon.ca) to schedule an alternative day and time to receive this professional development.

If you have any questions, please contact your superintendent.

## **Administrators Meeting Date Changes**

Date Changes for Administrators Meetings and Leadership for Learning:

New dates for Administrators Meetings are as follows:

- November 30, 2023 at the Yukon Inn
- February 1, 2024 at the Yukon Inn
- May 9, 2024 at the Sternwheeler

All Administrators Meetings will be from 8:30am to 3:30pm.

New dates for Leadership for Learning are as follows:

- December 1, 2023
- February 2, 2024
- April 17, 2024
- May 10, 2024

All Leadership for Learning Meetings will be a half day from 8:30am – 12:00pm at Yukonstruct.

AYSA Spring Conference dates currently remain unchanged: April 18 & 19, 2023 8:30am – 3:30pm at the Sternwheeler.

If you are an administrator travelling to the Administrators' Meeting on November 30 2023 and/or Leadership for Learning on December 1, 2023, from a rural Yukon Education Authority school please contact Felicia Dowd at [Felicia.Dowd@yukon.ca](mailto:Felicia.Dowd@yukon.ca) to advise whether you need accommodations booked or a Travel Claim drafted.

## **ACTION ITEMS**

### **DEADLINE TODAY- Student Protection Policy Training and Commit to Kids Training (C3P)**

Every school-based staff must receive training in the Student Protection Policy: Preventing and Responding to Harm by Adults annually. This is inclusive of all educators, office staff and other professionals who work in your school.

Please communicate with Karen Campbell [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca) and your Superintendent or Executive Director when this training is complete and include the following information by November 22, 2023

1. On what date did you provide the Student Protection Policy training to your staff using the PowerPoint provided?
2. Were there any staff absent from this training?
3. Where can your staff access the Student Protection Policy and related procedures?
4. Did you require any TOC time to support staff to take the 8 module C3P training? If so, how much TOC time?

Exp 11/24/23

## **Health and Safety**

Please ensure that all the Joint Health and Safety co-chairs/safety representatives have completed the required training or are enrolled in a course. They can either enrol on YGLearn

<https://yglearn.gov.yk.ca/corporate-health-safety-and-wellbeing#/> or with Northern Safety Network <https://www.yukonsafety.com/courses>

## **INFORMATION ITEMS**

### **Reminder**

A reminder that the Admin Updates are also saved  on Teams.

If administrators do not have access to the link, please let [alexis.miller@yukon.ca](mailto:alexis.miller@yukon.ca) know.

## **NEW - Change in Mt Sima application process for 2023/24 school year.**

Effective immediately, Mt Sima, is no longer considered a Complex field trip. Mt Sima is now considered a stand alone trip that has its own set of guidelines.

### **Changes 2023/24:**

- Mt Sima trips do not need to be submitted to the Superintendent or OSRC for approval.
- Mt Sima trips can now use the Simple field trip form #2 and final approval is granted by Principals (Simple field trip form found here: <http://experientiallearning.yukonschools.ca/forms.html>)
- Mt Sima Schools on Snow – Safety package must be provided to parents (electronic or paper) and reviewed by the class prior to departure
- Please see below for a detailed checklist for teachers who wish to run a Mt Sima trip.

### **Checklist**

Prior to the trip, teachers must complete the following checklist:

- Read the [Lift Area Skiing and Snowboarding Standards](#)
- Read and distribute to parents/legal guardians the Mount Sima Schools on Snow –Safety Package (electronic or paper)
- A consent form (simple trip consent form #2) must be signed by a parent/legal guardian before engaging in lift area skiing and/or snowboarding even if the student holds a seasons pass.
- Refer to the [Transportation of students in government owned or rented vehicles policy](#) as guideline for transporting students to Mount Sima.

While at Mount Sima, the lead teacher must ensure that:

- All students should be tested and grouped appropriately as determined by a certified ski/snowboard instructor;
- Students ski in areas identified as appropriate for them by the qualified ski instructor;
- At least two leaders provide on-site supervision regardless of group size or Grade level of students.  
The following minimum leader/student ratios are recommended:
  - 1:10 (Grades 4-7)
  - 1:20 (Grades 8-12);
- Duties of the leaders/volunteers/chaperones are clearly outlined by the lead teacher;
- No students are allowed to jump the Triple Jump line (expert level jumps), or any jump that is rated L or XL, but teacher supervised access and jumping on the Upper Jump line (intermediate level jumps and features) and Pokeys Park (beginner level jumps and features) is permitted if skill level permits;
- No infinity scarves are worn by students;
- A buddy system must be used to ensure that students do not ski alone;
- Group meeting times, for check in purposes, must be set before prior students begin skiing/snowboarding;
- Leaders should circulate to all areas that students are using for skiing and snowboarding as well as the lodge areas.

Should an injury occur:

- Notify ski patrol
- Designate a leader to accompany the injured individual to hospital if an ambulance is not required. This must not be the staff member in charge of the trip.
- A vehicle for emergency purposes must be accessible.
- Emergency phone must be accessible
- School must be notified, then the school must notify parents
- Be familiar with the [Concussion and awareness and prevention policy](#)

Please contact [rob.mcconnell@yukon.ca](mailto:rob.mcconnell@yukon.ca) for further information.

Exp 12/20/23

### **NEW** - Opportunity for parents in WHITEHORSE re: Ready to Learn.

Ready-to-Learn (R2L) Schools is a universal support initiative for all Yukon students. The initiative is based on the understanding that students can only be ready to learn when they feel calm and safe. Before students can learn, we need to support their basic needs.

A key part of the initiative is educator training in a model called the Neurosequential Model in Education, or NME. This model was developed by brain development and trauma expert Dr. Bruce Perry and is informed by more than 30 years of research.

You are invited to learn more about the initiative on Thursday November 23, from our R2L consultants Jan Ference and Andrew McKenzie. Come join us for an informative evening!

Location: Jack Hulland Elementary School

Time: 6:30pm-7:30pm (presentation followed by questions)

Exp 11/23/23

Attached: P2L\_Parent Info\_Poster\_Nov 2023

### **NEW** - Beyond Male Allies: Launching Next Gen Men in the Yukon

Victoria Faulkner Women's Center would like to invite you to **Beyond Male Allies: Launching Next Gen Men in the Yukon (see poster attached).**

**What:** Launch of the NGM Program in the Yukon

**When:** December 7, 2023, 7-9 PM

**Where:** Yukon Beringia Interpretive Centre

There has been a lot of talk about the need for programming for young men and boys in the Yukon. It has been identified as a top priority for many Yukoners (including in the MMIWG2S+ Strategy and the Territorial Youth Strategy).

Come join us as we launch this program and share our passion for ending gender-based violence. This event is open to all community partners, government departments, educators and leaders who are invested in empowering men and boys to support ending gender-based violence. Jake Sitka, founder of Next Gen Men, will offer a keynote presentation — Beyond Male Allyship — and we will announce this exciting new partnership and program.

#### **More about the program:**

With the support of Women and Gender Equality Canada, Victoria Faulkner Women's Centre is launching a three year project to bring a promising practice to the Yukon. With these funds we will launch a mentor training program to support male allies to become mentors for young men as well as launch young men's discussion groups across the Yukon by adapting the Next Gen Men framework for our context. We will also launch a Yukon Sexual Health Education Hub to support educators to work more effectively with non-profits and organizations that offer sexual health and healthy relationship education so that we can increase the effectiveness of our efforts to educate youth across the territory in healthy relationships and allyship to end violence.

Please do not hesitate to reach out if you have any questions to [consentcrew@vfwomenscenter.com](mailto:consentcrew@vfwomenscenter.com).

Exp 12/07/23

Attached: Beyond Male Allies Launching Next Gen Men in Yukon (poster).png

#### **Note on Finance**

Please be advised that as of November 1<sup>st</sup> all uncommitted capital (School Based Equipment & School Initiated Renovation) will be consolidated to fund larger school-based initiatives.

In the past this was done by the schools submitting applications for a committee to allocate. This year the consolidated capital will be covering already approved larger projects.

If you have any further questions, please contact your Superintendent directly.

Exp 11/27/23

#### **Additional ways in which graduation credits could be earned**

More details on how students can earn graduation credits through equivalency and challenges of courses.

Also, updates on the TRAX Data Submission of this information in alignment with the BC Graduation Program Handbook of Procedures (2023).

Link: [TRAX Guide Course Equivalency and Challenge \(gov.bc.ca\)](https://gov.bc.ca)

Exp. 12/01/2023

## PD Opportunities – Suicide Prevention and Intervention

Educators play an essential role in promoting positive mental health for students. RISE is currently developing a Comprehensive Mental Health and Wellness Approach for Yukon schools. This approach will include a **focus on promoting positive mental health through prevention.**

**During the 2023-2024 school year, two opportunities will be available to Educators.**

1. Training in Suicide **prevention** is one of the ways Educators will be supported in implementing the Comprehensive Approach. This training is relevant for **ALL educators**, and will be beneficial in both professional and personal capacities. Suicide Prevention matters because Suicide is one of the most significant public health issues facing the world today. It exists across all ages, cultures, and time periods. Most importantly, with the right knowledge and skills, **the vast majority of suicides can be prevented.** Educators will leave the training with greater awareness of suicide, how to reduce stigma, an increased level of comfortableness in talking openly about it, what to do when someone discloses a mental health concern, and with an increased knowledge of resources that are available to help them and others. **This training will be provided via an interactive webinar and will take 60-90 minutes to complete.** Each school has their own link to the training portal. Please see attached.

**Thank you in advance for prioritizing this training for ALL staff as part of your Professional Development days during the 2023-24 school year.**

Funding to complete the ASIST (Applied Suicide Intervention Skills Training) program locally will be offered to School Counsellors (or designate). ASIST is often offered by Yukon University. Counsellors will be reimbursed for completion. If they require travel, those costs will also be covered - counsellors must contact [studentsupportservices@yukon.ca](mailto:studentsupportservices@yukon.ca) to arrange this in advance. TOC will also be covered (Code to 1690: RISE Initiative - ASIST Training). This offer is for the 2023-2024 school year, while we simultaneously develop a long-term comprehensive suicide and mental health training plan for School Counsellors. Counsellors can contact [Brenda.jenner@yukon.ca](mailto:Brenda.jenner@yukon.ca) if they have any questions.

Both educator training opportunities demonstrates our collective commitment to increasing the knowledge and capacity of educators to promote and support positive mental wellness in schools. It also is a clear demonstration of our priority to student and staff safety and wellbeing. Thank you again for your precious collaboration.

Exp. 11/29/23

Attached: Step-by-step Instructions pdf. & Suicide Webinar – Registration Instruction docx.



# Administrators' Update



October 11, 2023

Success for each learner

## IMPORTANT DATES

AYSA FALL CONFERENCE IS CANCELLED

## ACTION ITEMS

STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P)

SAFE CONTACTS AND SAFE SPACES

A PICTURE'S WORTH A THOUSAND WORDS

MEMOS: GRADUATION ASSESSMENTS OCT 30TH - NOV. 3RD, 2023

ASPEN SUPPORT: GRADUATION ASSESSMENTS – OCTOBER 30-NOVEMBER 3, 2023

HEALTH AND SOCIAL SERVICES DATA SHARING CONSENT FORMS

WORKPLACE WORK ASSESSMENTS (WRAs)

## INFORMATION ITEMS

POOL ACTIVITY BUSES

NOVEMBER 5-11 - VETERAN'S WEEK, INDIGENOUS VETERANS DAY AND REMEMBRANCE DAY ACTIVITIES

FREE WEBINAR FOR SUPPORTING GRIEVING CHILDREN

LEARN ABOUT YUKON'S SCHOLARSHIP TO PEARSON COLLEGE UWC

CHECK OUT COMMUNICATIONS' NEW PAGE ON YUKONNECT

EDUCATORS UPDATE DISTRIBUTION

UNDERSTAND YOUR RIGHTS AND RESPONSIBILITIES UNDER THE *PUBLIC INTEREST*

DISCLOSURE OF WRONGDOING ACT

2SLGBTQIA+ SURVEY

WANT TO BE A MEMBER OF THE LOCALLY DEVELOPED CURRICULUM COMMITTEE FOR SY23/24?

MOODLE TEACHERS

OURSCHOOL DATA DEEP DIVE SESSION

SCHOOL MESSENGER TRAINING

HEALTH AND SAFETY

## IMPORTANT DATES

### AYSA Fall Conference is Cancelled

The AYSA Fall Conference on October 11 & 12, 2023 has been cancelled.

## ACTION ITEMS

### Student Protection Policy Training and Commit to Kids Training (C3P)

Every school-based staff must receive training in the *Student Protection Policy: Preventing and Responding to Harm by Adults* annually. This is inclusive of all educators, office staff and other professionals who work in your school.

Recently you would have received an email from your Superintendent or Executive Director with a training PowerPoint to deliver to your staff, with a recommended delivery method. In addition, this package has instructions for staff that took the C3P training last year and the requirement of taking a refresher for certification of completion as well as instructions for how new hires are to complete the 8 modules of the Commit to Kids training for certification of completion.

**Please complete the training in the Student Protection Policy and have staff complete the C3P training by November 15, 2023.**

Please communicate with Karen Campbell [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca) and your Superintendent or Executive Director when this training is complete. If there are any new hires in your school after you have completed this training, the training will be scheduled with these new hires through the Department of Education. The Department of Education will also be providing training to TOCs and custodians.

Exp 11/15/23

### Safe Contacts and Safe Spaces

As part of the Sexual Orientation and Gender Identity Policy (SOGI) principals must appoint at least one member of staff as a safe contact for 2SLGBTQIA+ students and visually designate and mark an area within the school as welcoming to 2SLGBTQIA+ students and staff. Currently this information is being collected for the purposes of connecting these safe contacts in an Educator Network hosted by the ARC Foundation to continue to explore, share and celebrate SOGI Inclusive practices in Yukon schools.

If you haven't already, please share the name(s) of the staff member(s) that are safe contacts in your school as well as information regarding your safe spaces (ie. counsellor's office, rainbow room etc.) This information can be sent to Karen Campbell at [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca). **Please have this information submitted by October 16, 2023.**

Exp 10/18/23



## A picture's worth a thousand words

We are looking for photographs for Facebook posts, documents like the Annual Report and other ways we share the great work that happens in our schools.

Throughout the year when you have photos of school projects you'd like to share please email them to [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca), we're also happy to come out to your school to take photos.

At this time, we ask that images do not include students' faces or names.

Exp 10/19/23

## Memos: Graduation Assessments Oct 30th - Nov. 3rd, 2023

Please find attached the memos regarding the Graduation Assessments for the upcoming administration session (October 30th – November 3rd, 2023)

The graduation assessments are Numeracy Grade 10, Literacy Grade 10, Literacy Grade 12 in English, and French.

If you have any questions, please contact [Emily.Sheppard@yukon.ca](mailto:Emily.Sheppard@yukon.ca).

Exp. 11/06/23

## Aspen Support: Graduation Assessments – October 30-November 3, 2023

The November 2023 session of the 2023/24 Graduation Assessments takes place October 30-November 3, 2023. Schools should pre-register students for this session by creating the assessment record in Aspen and then completing a TRAX upload by October 19, 2023. Aspen Support will be hosting support sessions that focus on how to create graduation assessments records in Aspen.

Please contact Anne Copland ([anne.copland@yukon.ca](mailto:anne.copland@yukon.ca)) for more details.

Exp. 11/06/23

## Health and Social Services Data Sharing Consent Forms

**Important-** Please send all returned HSS data sharing consent forms to Department of Education attention David McInnes, Technology and Student Information E-22 **ASAP**. These can be sent in sealed envelope via inter-office mail. Forms are attached.

For any questions, please contact David McInnes, Director of Technology and Student Information at [david.mcinnnes@yukon.ca](mailto:david.mcinnnes@yukon.ca)

## Workplace Work Assessments (WRAs)

Please submit WRAs electronically, and as required, by emailing WRAs to the school

Superintendent/Executive Director and Director of Student Support Services, [Shanna.Epp@yukon.ca](mailto:Shanna.Epp@yukon.ca). We appreciate your help!

WRA procedures and forms can be located in the School Procedures Handbook in Chapter 9, which is housed on the Education Sharepoint site. Should you have any questions about WRAs, please contact [Alison.George@yukon.ca](mailto:Alison.George@yukon.ca) or [Brenda.Jenner@yukon.ca](mailto:Brenda.Jenner@yukon.ca).

Exp. 10/30/23

## **INFORMATION ITEMS**

### **Pool Activity Buses**

Please be advised that as of October 16<sup>th</sup> activity bus 43-121 will be removed from the pool and no longer available for bookings.

We have gone through the booking calendar and are working to accommodate all the prior requests that have been made by transferring to other buses. Unfortunately, it doesn't appear as if we can accommodate all the requests. If you have bookings and do not intend on utilizing the bus, please let us know right away so we can reallocate to another school.

If specific requests could not be accommodated, we recommend contacting Standard bus and utilizing their field trip option. If you require further details on the field trip booking process, please contact [student.transportation@yukon.ca](mailto:student.transportation@yukon.ca).

We apologize for the inconvenience this may have caused.

### **November 5-11 - Veteran's Week, Indigenous Veterans Day and Remembrance Day Activities**

Communications Branch would love to share what your school is doing to acknowledge and learn about regarding Veteran's Week, Indigenous Veteran's Day and Remembrance Day.

Please share what you're doing and afterward share photos with [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca). If you'd like to invite them to come take photos, they'd be happy to. Thank you.

Exp. 11/04/23

### **Free Webinar for Supporting Grieving Children**

Join Hospice Yukon Society on October 16 from 3:30pm – 5:30pm for a [free webinar on supporting children in grief](#).

A chance for teachers, coaches, daycare staff and family members to learn about how children grieve (differently from adults) and practical tips on meeting their needs as they sort out the confusing questions and feelings that come from a loss.

Exp. 10/16/23

### **Learn about Yukon's scholarship to Pearson College UWC**

A webinar for students, parents, and educators

### Join us online to learn more about:

- Government of Yukon's scholarship opportunity for a life-changing two years of high school (Scholarship applications close on November 1, 2023, for the two-year International Baccalaureate Diploma Program).
- [UWC](#)'s global network of 18 international schools located in 4 continents and their programs and other financial aid opportunities.

Date: October 18, 2023

Time: 7 p.m.

Where: Online

RSVP: [register on Eventbrite](#)

Exp 10/17/23

### **Check out Communications' new page on Yukonnect**

Our team has developed a [Yukonnect page](#) on the EDU Department Hub site with all the information and guidance you may need from the Communications team in one convenient place.

You'll find:

- a handy example list of when and how to contact us;
- the services we provide grouped into categories;
- links to forms, templates, posters, relevant resources, policies and guidelines;
- our team values plus contact cards with current team portfolios; and
- links to our social media, including [Facebook](#) – consider liking or following!

Let us know if there is something we may have missed or any other feedback you have by emailing [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca).

Exp 10/25/23

### **Educators Update distribution**

As we work to update our distribution lists we ask that Administrators share the Educators Update to their school staff, the emails are typically sent out on a bi-weekly basis from Tanya Lewis.

Additionally, the information shared in the Educators Update can be found here: <http://iss.yukonschools.ca/>

Thank you in advance for your help,

### **Understand your rights and responsibilities under the *Public Interest Disclosure of Wrongdoing Act***

As a Yukon government employee, it's important that you know and understand your rights and responsibilities under the [Public Interest Disclosure of Wrongdoing Act](#).

The purposes of the Act are to:

- facilitate the disclosure and investigation of significant and serious matters in or relating to public entities that an employee believes may be unlawful, dangerous to the public or injurious to the public interest;
- protect employees who make those disclosures; and
- promote public confidence in the administration of public entities.

The Act applies to all employees of all public entities covered by the Act. This includes all Yukon government departments and corporations.

### **Wrongdoing**

The Act provides a mechanism for YG employees to get advice about making a disclosure of wrongdoing, and to disclose wrongdoing. The Act defines wrongdoing as:

- breaking a Yukon or federal law;
- doing something that creates a substantial and specific danger to people or to the environment – or creating that kind of danger by not doing something;
- gross mismanagement of public funds or assets; or
- knowingly directing or counselling someone to do any of these things

Any disclosure must be made in "good faith", which means that the individual making the disclosure is doing so honestly, in the public interest (i.e. not out of malice), and reasonably believes that they have information that could show that a wrongdoing has been committed or is about to be committed. Knowingly making a false or misleading statement is a violation of the act (s. 48).

This act is intended to deal with significant and serious matters that an employee believes may be unlawful, dangerous to the public or injurious to the public interest. This act is not intended to deal with routine operational matters, individual grievances or workplace conflicts. These issues are more appropriately dealt with by existing workplace policies (e.g., Respectful Workplace Policy) or grievance procedures.

### **Reprisal**

The Act offers reprisal protection to those who have:

- sought advice about making a disclosure of wrongdoing;
- made such a disclosure;
- declined to participate in a wrongdoing; or
- participated in an investigation under the Act.

The Act defines reprisal as a disciplinary measure, demotion, termination of employment (firing), any measure that adversely affects the employee's employment or working conditions, or a threat to do any of these things.

It is illegal to take a reprisal against an employee or to direct that one be taken against an employee, for decisions or actions they may have undertaken in relation to matters and processes covered by the Act.

For more detailed information about PIDWA, please refer to the [Guidelines for Disclosing a Wrongdoing](#).

Exp. 10/09/23

## 2SLGBTQIA+ Survey

The Government of Yukon has launched an online survey to check in with the 2SLGBTQIA+ community on the Yukon government's progress on the five-year LGBTQ2S+ Inclusion Action Plan.

You can help by letting your students and staff know that their opinions matter, and encouraging them to take the survey.

We've attached some promotional materials you can use, and here's a blurb you can include in your school newsletters:

- Your opinion on 2SLGBTQIA+ policy, programs and services matters! The Government of Yukon is running a survey for 2SLGBTQIA+ Yukoners and allies for feedback on its LGBTQ2S+ Inclusion Action Plan. Let the government know how they can best serve our community moving forward. Share your thoughts now until Oct. 13 at [www.engageyukon.ca](http://www.engageyukon.ca)

Exp. 10/15/23

## Want to be a member of the Locally Developed Curriculum Committee for SY23/24?

### What does the Committee do?

The Locally Developed Curriculum (LDC) Working Committee will review submitted curriculum applications for approval to offer in a school based on its localized context and needs. The LDC Working Committee will approve or disapprove the proposed course based on guidelines set out by the BC Ministry of Education, with adaptations made by Yukon Department of Education. Courses not approved will be provided with suggestions for improvement or justifications as to why the course may not be approved.

### Membership

- Memberships will be by invitation or appointment by the Department of Education for a one-year term.
- All work of the LDC Committee is confidential.
- Hotel and travel costs will be covered for members to meet in-person.
- The LDC Committee will meet a minimum of two in-person meeting per school year. The dates will be determined by the Department of Education Curriculum Consultant as course applications are submitted and/or other responsibilities require.
- The LDC Committee may be asked to give feedback via email or in TEAMS (a sharing platform in Microsoft Office).
- In the event a committee member wishes to step down, the Department of Education will be responsible for fulfilling the vacant membership.
- There will be no financial remunerations to members or organizations for participating in the committee.

If you are interested in participating, please contact [emily.sheppard@yukon.ca](mailto:emily.sheppard@yukon.ca) by end of October 27, 2023 at the latest.

Exp. 10/30/23

## Moodle Teachers

The WCLN, our Moodle course provider, moved to the StudyForge LTI (the tool that displays course content) system for the 2023 course releases. They are offering a series of training sessions that will focus on the SF LTI system and some of the features that allow teachers to customize their courses.

### WCLN Courses & SF LTI

**Main Presenter:** Richard Bitgood (SF)

**Presentation: SF (for WCLN) support sessions, as follows:**

- General SF Overview - Friday, October 6 @ noon.
- How to Change Quizzes - Friday, October 13 noon.
- Other SF Q & A - Friday, October 27 @ noon.

Each session will be 30 minutes, with Zoom link sent-out on the day of the session. Recordings will be made.

[Sign Up](#)

## OurSchool Data Deep Dive Session

Thank you, School Administrators for your time and interest in digging deeper into the results of the Spring 2023 OurSchool survey last week with The Learning Bar.

- Please see the slide deck of the presentation (attached)
- Please complete the [Feedback survey](#)
- registration link to webinar- live webinar- Oct 26th

[Elevate School Outcomes: 10 Steps to Building a High-Performing Data Team](#)

- Contact: [support@thelearningbar.com](mailto:support@thelearningbar.com)

## School Messenger Training

School Messenger offers self-paced training that is interactive. The training session is broken into pieces to make it easier for people to complete within a busy schedule. [You can access those trainings by going to this link](#), then clicking on the section called “End User Training”. Each session will run approximately 10-20 minutes. They do not have to be taken in order, but they do flow from one into another in the program. Also, we offer instructor-led open enrollment sessions for which users can register. [You can access the registration page at this link](#), and choose the day you prefer.

## Health and Safety

For any school that has less than 20 staff members, you are not legislatively required to have a full health and safety committee, you are required to have a safety representative. What this means is that inspections are completed monthly but there is no need for monthly meetings. PSC has created a new form to capture all the information from the quarterly reports.

Please fill in the Health and Safety Committee Chart attached and email it monthly to [safety@yukon.ca](mailto:safety@yukon.ca). This will be a running document for the year.

If you have any questions please email or call Deanna White, Health and Safety Management Coordinator for EDU, 667-9079 or [deanna.white@yukon.ca](mailto:deanna.white@yukon.ca)





# Administrators' Update

October 18, 2023

Success for each learner

## ACTION ITEMS

STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P)  
 SAFE CONTACTS AND SAFE SPACES  
 A PICTURE'S WORTH A THOUSAND WORDS  
 MEMOS: GRADUATION ASSESSMENTS OCT 30TH - NOV. 3RD, 2023  
 ASPEN SUPPORT: GRADUATION ASSESSMENTS – OCTOBER 30-NOVEMBER 3, 2023  
 SCHOOL MESSENGER- ACCURATE CONTACT INFORMATION - **NEW**  
 WORKPLACE RISK ASSESSMENTS (WRAs)

## INFORMATION ITEMS

POOL ACTIVITY BUSES  
 NOVEMBER 5-11 - VETERAN'S WEEK, INDIGENOUS VETERANS DAY AND REMEMBRANCE  
 DAY ACTIVITIES  
 LEARN ABOUT YUKON'S SCHOLARSHIP TO PEARSON COLLEGE UWC  
 CHECK OUT COMMUNICATIONS' NEW PAGE ON YUKONNECT  
 EDUCATORS UPDATE DISTRIBUTION  
 WANT TO BE A MEMBER OF THE LOCALLY DEVELOPED CURRICULUM COMMITTEE FOR  
 SY23/24?  
 MOODLE TEACHERS  
 OURSCHOOL DATA DEEP DIVE SESSION  
 SCHOOL MESSENGER TRAINING  
 HEALTH AND SAFETY COMMITTEE

## ACTION ITEMS

### Student Protection Policy Training and Commit to Kids Training (C3P)

Every school-based staff must receive training in the *Student Protection Policy: Preventing and Responding to Harm by Adults* annually. This is inclusive of all educators, office staff and other professionals who work in your school.

Recently you would have received an email from your Superintendent or Executive Director with a training PowerPoint to deliver to your staff, with a recommended delivery method. In addition, this package has instructions for staff that took the C3P training last year and the requirement of taking a



refresher for certification of completion as well as instructions for how new hires are to complete the 8 modules of the Commit to Kids training for certification of completion.

**Please complete the training in the Student Protection Policy and have staff complete the C3P training by November 15, 2023.**

Please communicate with Karen Campbell [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca) and your Superintendent or Executive Director when this training is complete. If there are any new hires in your school after you have completed this training, the training will be scheduled with these new hires through the Department of Education. The Department of Education will also be providing training to TOCs and custodians.

Exp 11/15/23

## **Safe Contacts and Safe Spaces**

As part of the Sexual Orientation and Gender Identity Policy (SOGI) principals must appoint at least one member of staff as a safe contact for 2SLGBTQIA+ students and visually designate and mark an area within the school as welcoming to 2SLGBTQIA+ students and staff. Currently this information is being collected for the purposes of connecting these safe contacts in an Educator Network hosted by the ARC Foundation to continue to explore, share and celebrate SOGI Inclusive practices in Yukon schools.

If you haven't already, please share the name(s) of the staff member(s) that are safe contacts in your school as well as information regarding your safe spaces (ie. counsellor's office, rainbow room etc.) This information can be sent to Karen Campbell at [karen.campbell@yukon.ca](mailto:karen.campbell@yukon.ca). **Please have this information submitted by October 16, 2023.**

Exp 10/18/23

## **A picture's worth a thousand words**

We are looking for photographs for Facebook posts, documents like the Annual Report and other ways we share the great work that happens in our schools.

Throughout the year when you have photos of school projects you'd like to share please email them to [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca), we're also happy to come out to your school to take photos.

At this time, we ask that images do not include students' faces or names.

Exp 10/19/23

## **Memos: Graduation Assessments Oct 30th - Nov. 3rd, 2023**

Please find attached the memos regarding the Graduation Assessments for the upcoming administration session (October 30th – November 3rd, 2023)

The graduation assessments are Numeracy Grade 10, Literacy Grade 10, Literacy Grade 12 in English, and French.

If you have any questions, please contact [Emily.Sheppard@yukon.ca](mailto:Emily.Sheppard@yukon.ca).

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Exp. 11/06/23

## School Messenger- Accurate Contact Information - **NEW**

School Messenger is being used extensively for broad communication with school communities. For people to receive relevant information it is important that contact information is accurate. School Messenger contact information is fed from data in the Aspen student information system.

### For School Staff

Please review your Aspen Staff TopTab to ensure that all staff are present (including EAs and custodial staff). Ensure that your filter is set to "All Staff".

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Once changes have been made, please review the staff list, and add email addresses (work email addresses only), and cell/home phone numbers.

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Ensure parents have a phone number and email address listed in the Parent/Guardian Information

Remind parents to advise the school office if their contact information changes

It may be necessary to send home the student information verification forms or send out an email asking for any updates.

School Messenger SMS/Text Messages

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Please submit WRAs electronically, and as required, by emailing WRAs to the school Superintendent/Executive Director and Director of Student Support Services, [Shanna.Epp@yukon.ca](mailto:Shanna.Epp@yukon.ca). We appreciate your help!

WRA procedures and forms can be located in the School Procedures Handbook in Chapter 9, which is housed on the Education Sharepoint site. Should you have any questions about WRAs, please contact [Alison.George@yukon.ca](mailto:Alison.George@yukon.ca) or [Brenda.Jenner@yukon.ca](mailto:Brenda.Jenner@yukon.ca).

Exp. 10/30/23

## INFORMATION ITEMS

### Pool Activity Buses

Please be advised that as of October 16<sup>th</sup> activity bus 43-121 will be removed from the pool and no longer available for bookings.

We have gone through the booking calendar and are working to accommodate all the prior requests that have been made by transferring to other buses. Unfortunately, it doesn't appear as if we can accommodate all the requests. If you have bookings and do not intend on utilizing the bus, please let us know right away so we can reallocate to another school.

If specific requests could not be accommodated, we recommend contacting Standard bus and utilizing their field trip option. If you require further details on the field trip booking process, please contact [student.transportation@yukon.ca](mailto:student.transportation@yukon.ca).

We apologize for the inconvenience this may have caused.

Exp. 10/19/23

## November 5-11 - Veteran's Week, Indigenous Veterans Day and Remembrance Day Activities

Communications Branch would love to share what your school is doing to acknowledge and learn about regarding Veteran's Week, Indigenous Veteran's Day and Remembrance Day.

Please share what you're doing and afterward share photos with [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca). If you'd like to invite them to come take photos, they'd be happy to. Thank you.

Exp. 11/04/23

## Learn about Yukon's scholarship to Pearson College UWC

A webinar for students, parents, and educators

Join us online to learn more about:

- Government of Yukon's scholarship opportunity for a life-changing two years of high school (Scholarship applications close on November 1, 2023, for the two-year International Baccalaureate Diploma Program).
- [UWC](#)'s global network of 18 international schools located in 4 continents and their programs and other financial aid opportunities.

Date: October 18, 2023

Time: 7 p.m.

Where: Online

RSVP: [register on Eventbrite](#)

Exp 10/17/23

### **Check out Communications' new page on Yukonnect**

Our team has developed a [Yukonnect page](#) on the EDU Department Hub site with all the information and guidance you may need from the Communications team in one convenient place.

You'll find:

- a handy example list of when and how to contact us;
- the services we provide grouped into categories;
- links to forms, templates, posters, relevant resources, policies and guidelines;
- our team values plus contact cards with current team portfolios; and
- links to our social media, including [Facebook](#) – consider liking or following!

Let us know if there is something we may have missed or any other feedback you have by emailing [EDU-Communications@yukon.ca](mailto:EDU-Communications@yukon.ca).

Exp 10/25/23

### **Educators Update distribution**

As we work to update our distribution lists we ask that Administrators share the Educators Update to their school staff, the emails are typically sent out on a bi-weekly basis from Tanya Lewis.

Additionally, the information shared in the Educators Update can be found here: <http://lss.yukonschools.ca/>

Thank you in advance for your help,

### **Want to be a member of the Locally Developed Curriculum Committee for SY23/24?**

#### **What does the Committee do?**

The Locally Developed Curriculum (LDC) Working Committee will review submitted curriculum applications for approval to offer in a school based on its localized context and needs. The LDC Working Committee will

approve or disapprove the proposed course based on guidelines set out by the BC Ministry of Education, with adaptations made by Yukon Department of Education. Courses not approved will be provided with suggestions for improvement or justifications as to why the course may not be approved.

## Membership

- Memberships will be by invitation or appointment by the Department of Education for a one-year term.
- All work of the LDC Committee is confidential.
- Hotel and travel costs will be covered for members to meet in-person.
- The LDC Committee will meet a minimum of two in-person meeting per school year. The dates will be determined by the Department of Education Curriculum Consultant as course applications are submitted and/or other responsibilities require.
- The LDC Committee may be asked to give feedback via email or in TEAMS (a sharing platform in Microsoft Office).
- In the event a committee member wishes to step down, the Department of Education will be responsible for fulfilling the vacant membership.
- There will be no financial remunerations to members or organizations for participating in the committee.

If you are interested in participating, please contact [emily.sheppard@yukon.ca](mailto:emily.sheppard@yukon.ca) by end of October 27, 2023 at the latest.

Exp. 10/30/23

## Moodle Teachers

The WCLN, our Moodle course provider, moved to the StudyForge LTI (the tool that displays course content) system for the 2023 course releases. They are offering a series of training sessions that will focus on the SF LTI system and some of the features that allow teachers to customize their courses.

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## OurSchool Data Deep Dive Session

Thank you, School Administrators for your time and interest in digging deeper into the results of the Spring 2023 OurSchool survey last week with The Learning Bar.

- Please see the slide deck of the presentation (attached)
- Please complete the [Feedback survey](#)
- registration link to webinar- live webinar- Oct 26th

[Elevate School Outcomes: 10 Steps to Building a High-Performing Data Team](#)

- Contact: [support@thelearningbar.com](mailto:support@thelearningbar.com)

## School Messenger Training

School Messenger offers self-paced training that is interactive. The training session is broken into pieces to make it easier for people to complete within a busy schedule. [You can access those trainings by going to this link](#), then clicking on the section called “End User Training”. Each session will run approximately 10-20 minutes. They do not have to be taken in order, but they do flow from one into another in the program. Also, we offer instructor-led open enrollment sessions for which users can register. [You can access the registration page at this link](#), and choose the day you prefer.

## Health and Safety Committee

For any school that have less than 20 staff members, you are not legislatively required to have a full health and safety committee, you are, however, required to have a safety representative. What this means is that inspections are completed monthly but there is no need for monthly meetings. PSC has created a new form to capture all the information from the quarterly reports.

Please fill in the attached Meeting Scorecard word document and email it monthly to [safety@yukon.ca](mailto:safety@yukon.ca). This will be a running document for the year.

If you have any questions please email or call Deanna White, Health and Safety Management Coordinator for EDU, 667-9079 or [deanna.white@yukon.ca](mailto:deanna.white@yukon.ca)

Exp. 10/19/23





# Administrators' Update

October 25, 2023

## ACTION ITEMS

STUDENT PROTECTION POLICY TRAINING AND COMMIT TO KIDS TRAINING (C3P) -

**UPCOMING DEADLINE**

MEMOS: GRADUATION ASSESSMENTS OCT 30TH - NOV. 3RD, 2023

ASPEN SUPPORT: GRADUATION ASSESSMENTS – OCTOBER 30-NOVEMBER 3, 2023

SCHOOL MESSENGER- ACCURATE CONTACT INFORMATION

WORKPLACE RISK ASSESSMENTS (WRAs)

## INFORMATION ITEMS

NOW HIRING SCHOOL WELLNESS SPECIALISTS - **NEW**

PD OPPORTUNITIES – SUICIDE PREVENTION AND INTERVENTION - **NEW**

TEEN VOICES ON TOBACCO AND VAPING: AWARD-WINNING POSTERS - **NEW**

NOVEMBER 5-11 - VETERAN'S WEEK, INDIGENOUS VETERANS DAY AND REMEMBRANCE DAY ACTIVITIES

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Exp. 10/30/23

## **INFORMATION ITEMS**

### **Now hiring School Wellness Specialists - NEW**

The Department of Education is now recruiting for School Wellness Specialists at [Yukon.ca/jobs](https://Yukon.ca/jobs).

This is a new position that will collaborate with students, families, Yukon First Nations, community services, and educators to provide supportive services for school communities.

To learn more about the position visit [Yukon.ca/en/apply-job-school-wellness-specialist](https://Yukon.ca/en/apply-job-school-wellness-specialist) or download the attachment.

Please share the job posting widely with your networks. Job posting closes November 10, 2023.

### **PD Opportunities – Suicide Prevention and Intervention - NEW**

Educators play an essential role in promoting positive mental health for students. RISE is currently developing a Comprehensive Mental Health and Wellness Approach for Yukon schools. This approach will include a **focus on promoting positive mental health through prevention**.

**During the 2023-2034 school year, two opportunities will be available to Educators.**

1. Training in Suicide **prevention** is one of the ways Educators will be supported in implementing the Comprehensive Approach. This training is relevant for **ALL educators**, and will be beneficial in both professional and personal capacities. Suicide Prevention matters because Suicide is one of the most significant public health issues facing the world today. It exists across all ages, cultures, and time periods. Most importantly, with the right knowledge and skills, **the vast majority of suicides can be prevented**. Educators will leave the training with greater awareness of suicide, how to reduce stigma, an increased level of comfortableness in talking openly about it, what to do when someone discloses a mental health concern, and with an increased knowledge of resources that are available to help them and others. **This training will be provided via an interactive webinar and will take 60-90 minutes to complete.** Each school has their own link to the training portal. Please see attached.

**Thank you in advance for prioritizing this training for ALL staff as part of your Professional Development days during the 2023-24 school year.**

Funding to complete the ASIST (Applied Suicide Intervention Skills Training) program locally will be offered to School Counsellors (or designate). ASIST is often offered by Yukon University. Counsellors will be reimbursed for completion. If they require travel, those costs will also be covered - counsellors must contact [studentsupportservices@yukon.ca](mailto:studentsupportservices@yukon.ca) to arrange this in advance. TOC will also be covered (Code to 1690: RISE Initiative - ASIST Training). This offer is for the 2023-2024 school year, while we simultaneously develop a long-term comprehensive suicide and mental health training plan for School Counsellors. Counsellors can contact [Brenda.jenner@yukon.ca](mailto:Brenda.jenner@yukon.ca) if they have any questions.

Both educator training opportunities demonstrates our collective commitment to increasing the knowledge and capacity of educators to promote and support positive mental wellness in schools. It also is a clear demonstration of our priority to student and staff safety and wellbeing. Thank you again for your precious collaboration.

Exp. 11/29/23

Attached: Step-by-step Instructions & Suicide Webinar – Registration Instruction

## **Teen Voices on Tobacco and Vaping: Award-Winning Posters - NEW**

The attached collection of four posters were produced by 4 students in grades 8 to 12 that participated in the "Take a Breath: Teen Voices on Tobacco and Vaping" contest by Interior Health in British Columbia. These posters aim to raise awareness and educate peers on the serious health implications of vaping and smoking.

You are invited to print the attached and display in your school.

### **Poster Contributors:**

- Ruby, 14, from Salmo, highlights the widespread concern of vaping's addictive nature.
- Kailyn, 13, from Kitchener, underscores the significant difference between ceremonial tobacco in Indigenous traditions and regular tobacco consumption.
- Chacha, 15, from Greenwood, and Lukas, 14, from Salmo, offer compelling insights on the perils of vaping.

- Elizabeth, aged 12 from Kelowna, has been accorded an honourable mention for her poignant views on the detriments of smoking and vaping.

Attached: Quitpath Posters pdf

Exp. 11/02/23

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