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BRIEFING NOTE

To:	Board of Education	**Prepared By:**	Dave Eberwein Superintendent of Schools
Subject:	Administrative Procedures Update	**Date:**	Sept 18, 2026

BACKGROUND

Policy 14 – Role of Superintendent specifies that the Superintendent is to manage and keep current, all district Administrative Procedures (APs). Specifically, sections 4.2, 4.3 and 4.4 state:

Policy 14.4

4.2 Develops and keeps current an Administrative Procedures Manual that is consistent with Board policy and provincial policies, regulations and procedures.

4.3 Appropriately involves individuals and groups in the Administrative Procedures development process.

4.4 Ensures system adherence to Policies and Administrative Procedures.

Policy 6 – Policy Making and Review indicates that the Superintendent must inform the Board of any new administrative procedure or any substantive change to an existing one, as an information item on a board meeting agenda.

ADMINISTRATIVE PROCEDURE UPDATES

AP165 – EMERGENCY PREPAREDNESS **UPDATED**

The attached Administrative Procedure, including AP 165A – Critical Incident Response Management and AP 165E – Violence Threat Risk Assessment, have been revised to address minor grammatical issues and to align terminology and processes. Overall concepts were maintained.

AP183 – GLOBAL POSITIONING SYSTEMS (GPS) EQUIPMENT IN DISTRICT OWNED VEHICLES **NEW**

- This AP outlines the security, the viewing, and use of GPS information in District owned vehicles.
- The District is committed to ensuring the safety of all employees, the protection of its property and the efficiency of its operations.
- GPS units may be installed in all District owned vehicles and will be used to record vehicle functions and locations.
- The District also recognizes its legal obligations to adopt responsible practices regarding the collection, use and disclosure of personal information about its employees and is committed to ensuring that the use of GPS is in full compliance with the *Freedom of Information and Protection of Privacy Act* (“*FIPPA*”).

Respectfully submitted,

Dave Eberwein
Superintendent of Schools

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Administrative Procedure 165 – Emergency Preparedness

Background

Emergencies affecting school facilities, school buses and/or District transport that may prohibit the intended use for an unspecified period of time, may include;

- Earthquake
- Fire
- Threats to schools (i.e., bomb threat)
- Violent physical incident or threat

The District recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session, necessitating the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving District transport. To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared if such an emergency occurs.

In developing and carrying out emergency plans, concern for human life and safety must prevail over concern for property. The emphasis must always lie on prevention and forethought; not merely on procedures for coping with emergencies that do occur.

Definition

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation.

Procedures

1. The Superintendent directs that emergency plans and procedures be developed, implemented and maintained for all school facilities, the District office and school buses, and that:

   1.1 All employees shall be informed about the emergency plans and procedures to be followed at their work site.

   1.2 Students and employees shall practice the emergency procedures implemented at their school or work site.

   1.3 Parents shall be advised of the emergency procedures developed at the school(s) where their child(ren) are attending

   1.4 If materials and supplies beyond those normally provided by the District are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each Principal to obtain and maintain such supplies in good order.

2. Emergency

   2.1 In the event of an emergency, employees are expected to remain at their worksite to ensure the safety and security of students under their care and/or the school's care until otherwise directed by the Principal (or person in charge):

      2.1.1 Those employees who have a child(ren) in other schools are to have arrangements in place for the care of their child(ren) by others until they can be released from their duties.

   2.2 All emergencies impacting on the normal operation of a school facility, or a school bus transporting students are to be immediately reported to the Superintendent

      2.2.1 Indication of the nature and location of the emergency and people involved, including type and severity of possible injuries and if assistance of District staff is required.

3. The Superintendent will:

   3.1 Provide appropriate direction regarding the specific emergency, from a command centre located at the District Office, as required

   3.2 Liaise with local government agencies according to the type of emergency, including the police, local fire departments, hospital officials, social services and if the severity of the emergency warrants, the City or Town Emergency Program Coordinator.

   3.3 Appoint a media liaison (*radio, TV & print*), to ensure prompt and accurate information is released when appropriate, rather than District employees making isolated comments or opinions that might cause unnecessary anxiety.

4. Planning

   4.1 The Principal shall be responsible for the administration and maintenance of the Emergency Preparedness Plan at ~~his/her~~ their school.

   4.2 The Secretary Treasurer shall be responsible for the administration and maintenance of a school bus emergency preparedness plan.

   4.3 An emergency preparedness plan is to be developed and maintained for each facility and as part of the plan, the following must be considered for each type of occurrence:

      4.3.1 Method of evacuation, primary and secondary routes of egress.

      4.3.2 Number of physically challenged people requiring assistance to evacuate the facility/school bus including wheelchair bound students, employee(s) and visitors.

      4.3.3 First aid treatment, including qualified first aid attendants and supplies.

      4.3.4 Personal care, including appropriate supervision, psychological counselling as required, arrangements to provide nourishment, alternate washroom facilities.

      4.3.5 Time of day.

      4.3.6 Potential for inclement weather conditions.

4.4 Potential facility site, interior and exterior hazards, including:

4.4.1 Natural gas and propane service lines and shut off valves.
4.4.2 Storage of chemicals and flammable materials.
4.4.3 Power lines to building facilities.
4.4.4 Water mains, septic systems to building.
4.4.5 Location and height of interior storage, including size and materials stored.
4.4.6 Location of combustible artwork displays and teaching materials that are attached to classroom and school hall walls; (must not exceed 20% of the area of the wall).

5. Method of accounting for whereabouts of students, staff and visitors.
6. Inventory of neighborhood hazards, resources and temporary shelter sites.
7. Release of employees from their work responsibilities after an emergency occurs to attend to personal affairs.
8. Emergency communication in the event of a power failure, including the use of a “power fail” telephone connection in the school office.
9. Procedures for getting school emergency supply kit(s) to evacuation area, if required.
10. Practice emergency drills are to be conducted on a regular basis for students and employees to implement their evacuation from the facility/bus without difficulty.
11. Principals/Supervisors are to ensure each employee under their direction, i.e. teachers, educational assistants, clerical staff, custodians, maintenance employees, transportation employees are aware of the emergency preparedness plans for each identified emergency that could affect their work and work site.
12. Emergency preparedness plans are to be submitted to the Manager, Health and Safety annually.
13. At the commencement of each school year, Principals of each school shall communicate with parents, outlining the school's emergency preparedness plan and procedures for parents to take in the event of an emergency at their child's school, including the need to identify other adults authorized to have temporary custody of their child in the event contact cannot be made with the parent.
14. Parents of new students enrolling in a school during the school year shall be provided with the school's emergency preparedness plan as part of the enrollment material.
15. Parents are to be encouraged to respond to emergencies, assisting, and providing resources to reduce the impact of the emergency.
16. An emergency evacuation drawing shall be posted at the entrance/exit of each District building and room, displaying the primary evacuation route to the outside assembly area.

17. The school emergency preparedness plan is to be easily identifiable and located in the school office for access by all school employees, as well as any other location(s) deemed necessary, identifying and outlining each school staff's particular responsibility(s) in an emergency.

Reference:	Sections 17, 20, 22, 65, 85 School Act School Regulation 265/89 School Earthquake Safety Guidebook
Approved:	November 2020
Revised:	September 2026

Administrative Procedure 165A – Critical Incident Response Management

Background

The District recognizes its responsibility to ensure a compassionate and timely response to critical incidents of a traumatic nature that affect the normal coping mechanisms of a school. A critical incident usually involves, but is not limited to, a serious accident or tragedy such as death or serious injury of a student, staff or community member. Critical incidents can have a significant impact on staff and students and can disrupt the ability of a school to function in a routine manner. Critical Incident Response Management (CIRM) Teams, at the school and District level, provide a service that a school can utilize to support the school community, during and after a critical incident. in the time of a crisis.

The District supports the establishment of Critical Incident Response Management Team at each school as well as a District Critical Incident Response Management Team. The school-based team works in conjunction with the District based team to respond to any crisis which adversely affects the school or the functioning of a number of people in the school. The overarching goal of the response is to restore safety, structure, and connection within the school community as quickly as possible while minimizing emotional harm and supporting recovery.

Procedures

1. Critical Incident Response Management Teams have a vital role to play in the event of any crisis which adversely affects the normal functioning and well being of a number of people in the school community.

2. The primary purpose of a Critical Incident Response Management Team is to provide immediate support to school students and staff directly after a critical incident, during the "critical period" following the incident and to access community resources as necessary.

3. School environments have a role in fostering resiliency amongst students and staff. This includes measures to address the psychological well-being of the school community. School environments become stronger when crisis situations are effectively and compassionately managed.

4. The District believes that having an effective critical incident response plan in place, as outlined in the District Critical Incident Response Team Manual, for district employees only, will ensure that the effects of the incident on staff and students will be limited and that the school will be able to return to normalcy in a timely fashion.

5. By September 30 of each school year:

   5.1 Principals are to ensure that their school-based Critical Incident Response Management Team is in place. The school-based team is to include, but not be limited to:

   - Principal
   - Vice Principal
   - School Secretary/Administrative Assistant
   - School Counsellor
   - Youth and Family Counsellor
   - Integration Support Teacher
   - Behaviour Support Teacher
   - Any staff members with specialized mental health or counselling skills

6. Principals are required to ensure that a process for emergency staff contact (e.g. phone fan out, e-mail, etc.) is in place and understood by staff. This process is to be activated in the event of a critical incident.

7. Principals are to ensure that all members of the school-based Critical Incident Response Team are familiar with the contents of the District resource, "School Emergency Critical Incident Response Information." The team will meet annually to review the manual and its associated procedures.

8. The ~~Director~~ Assistant Superintendent – Diversity and Inclusion is responsible for ensuring that Principals and Vice Principals are trained in critical incident response so that they can effectively lead their school-based team as necessary.

9. The ~~Director~~ Assistant Superintendent – Diversity and Inclusion will organize, supervise, and dispatch the District Critical Incident Response Management Team. The District Critical Incident Response Management Team will meet once in the fall and then on an as needed basis throughout the school year.

10. The District Critical Incident Response Management Team shall include, but not be limited to:
    - The ~~Director~~ Assistant Superintendent – Diversity and Inclusion
    - School-based administrators
    - District Principal and/or Vice-Principal, Learning Services
    - Teacher counsellors
    - District Instructional Support Teacher Leader, Learning Services
    - District Principal, Indigenous Education
    - District Student Advocate(s)

11. All members of the District Critical Incident Response Management Team will be trained in critical incident response. Regular in-service will be provided to members of the team to update skills and competencies, when necessary.
12. The District Critical Incident Response Team Manual will be used to guide the District Critical Incident Response Team practices. The manual and procedures will be modified as needed.

Reference:	Sections 17, 20, 22, 65, 85 School Act School Regulation 265/89
Approved:	November 2020
Revised:	September 2026

Administrative Procedure 165E – Violence Threat Risk Assessment

Background

The District is committed to creating and maintaining a climate and culture in schools where students, staff, parents, and others feel safe. The District has established a protocol for responding to student threats/high risk behaviours.

Definitions

High Risk Behaviours: High Risk Behaviours indicate that the person of concern is at high or imminent risk to harm self or others. They may be, but are not limited to, possession of weapons, bomb threats, fire setting, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet through social media, or made by gesture. They may be direct, indirect, conditional, or veiled.

Immediate Risk Situations: Immediate Risk Situations are those that present immediate threat or risk and require immediate police intervention, such as when a student is making a specific and plausible threat and is in possession or has the means of a weapon.

Procedures

1. Reporting

    1.1 Any person in a school having knowledge of high-risk behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour will immediately report the information to the Principal.
    1.2 The Principal will activate the ~~Violence Threat Assessment~~ Behavioural & Digital Threat Assessment (BDTA) Protocol.
    1.3 No action will be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
    1.4 In cases where a report is made maliciously, the person will be dealt with according to District administrative procedures and the law, where applicable.

2. Fair Notice

    2.1 Prior to any ~~Violence Threat Assessment~~ (BDTA) Protocol being implemented, all students, staff, and parents will be provided with information about the protocol and procedures so that fair notice is given that threat making or threatening behaviour will not be tolerated, and a threat assessment will be conducted
    2.2 The Principal will take the lead to ensure that students, staff, and parents are aware of the BDTA Protocol and that a consistent message is given regarding the use of the protocol.

3. Duty to Respond

3.1 Principals will respond to all high risk/threat related behaviours. All high-risk behaviours will be taken seriously and assessed accordingly.

4. Immediate Risk Procedures

4.1 These are matters for immediate police intervention.
4.2 The Principal will contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lockdown or hold and secure).
4.3 The Principal will notify the Superintendent following initial police contact.

5. High Risk Behaviours

5.1 Upon receiving a report of high-risk behaviour, the Principal will activate the ~~Violence Threat Assessment~~ (BDTA) Protocol.
5.2 The Principal will notify the parents of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made. Parents may become an integral part of the initial risk assessment process.
5.3 The ~~Stage One Violence Threat Risk Assessment~~ BDTA Protocol acts as a toolkit that will guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school if a suspension has occurred.
5.4 When information suggests that a student who has made a threat poses a medium to high risk, the ~~Director of Instruction~~ Assistant Superintendent – Diversity and Inclusion will be contacted to activate the Step Two ~~Violence Threat Assessment~~ Comprehensive Multidisciplinary of the BDTA.

6. Duty to Victims and Others

6.1 The Principal will ensure that appropriate support is provided to those against whom threats have been made.
6.2 The Principal will notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high-risk behaviour.

7. Students Requiring Special Consideration

7.1 When supporting students under twelve years of age, students with Ministry designations or other vulnerable students, accountability/maturation issues and cognitive abilities will be taken into consideration.
7.2 Since these students can still pose a risk, or worrisome behaviour, ~~Planning or the~~ Step One of the ~~Violence Threat Assessment~~ (BDTA) Protocol will still be activated.
7.3 The Principal and the ~~Director of Instruction~~ Assistant Superintendent – Diversity and Inclusion will determine police involvement.

8. Threat Assessment Incident Report

8.1 Following the implementation of the BDTA Protocol, data, assessment and intervention planning documents are to be sent to the ~~Director of Instruction~~ Assistant Superintendent – Diversity and Inclusion.

8.2 If the level of risk is low to medium, school interventions are enacted and the Step One screening document of BDTA is sent to the ~~Director of Instruction~~ Assistant Superintendent – Diversity and Inclusion and the Intervention and Support Plan are placed in the student's file.

8.3 If the level of risk is medium to high, the Principal will contact the ~~Director of Instruction~~ Assistant Superintendent – Diversity and Inclusion to activate the Step Two Comprehensive Multidisciplinary BDTA process.

8.4 The final Step Two Violence Threat Risk Assessment Report is written in collaboration with the Principal, community partner (social worker, police, mental health professional etc.) ~~Director of Instruction~~ Assistant Superintendent – Diversity and Inclusion and copies are maintained in a separate confidential file.

Reference:	Sections 17, 20, 22, 65, 85 School Act School Regulation 265/89 Community Threat Assessment Protocol
Approved:	November 2020
Revised:	September 2026

Administrative Procedure 183 – Global Positioning Systems (GPS) Equipment in District Owned Vehicles

Background

The District is committed to ensuring the safety of employees, the protection of its property and the efficiency of its operations. In order to achieve these and related objectives, the District authorizes the use of global positioning system (GPS) equipment in District-owned vehicles.

The District recognizes its legal obligations to adopt responsible practices regarding the collection, use and disclosure of personal information about its employees and is committed to ensuring that the use of GPS is in full compliance with the *Freedom of Information and Protection of Privacy Act* ("*FIPPA*").

Procedures

1. Use
   1.1 GPS units may be installed in all District owned vehicles.
   1.2 GPS units may be used to record vehicle functions and locations.

2. Security
   2.1 Only a designated employee or agent of the District will install, repair or remove GPS units.
   2.2 Tampering with any GPS unit to render the unit non-functional and/or inaccurate is strictly prohibited.

3. Viewing of GPS Information
   3.1 GPS information will only be viewed by District staff with a direct involvement with the recorded GPS information, or employees or agents responsible for the technical operations of the system (for technical purposes only).

4. Use of GPS Information
   4.1 Trip information will facilitate services; troubleshoot problems; detect and protect against error, fraud, criminal activity; and, provide evidence and protection for accident claims.
   4.2 In the event of an accident or incident, location data will facilitate emergency response and/or services, if required. This will also provide data in support of vehicle loss and/or damage.
   4.3 Information on vehicle location and departure/return times will facilitate re-allocation of vehicles where they are operationally needed.
   4.4 Exception reports on vehicle use will provide information on engine idling duration, speeding and acceleration patterns.
   4.5 The GPS system is not punitive, nor will it be used to constantly monitor individual employees. However, GPS information can be used to investigate unsafe and
   4.6 Where an incident raises a prospect of a legal claim against the District, the GPS information specific to that claim shall be sent to the District's insurers.

Reference: Section 20, 22, 65, 74.01, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89