

Serving on a School Council in Yukon

Working together for students,
families and school communities

Tools, templates and tips for your time on school council

December 2020



ASSOCIATION OF YUKON SCHOOL
COUNCILS, BOARDS & COMMITTEES

“The goal of the Yukon education system is to work in co-operation with parents to develop the whole child... recognizing that meaningful partnerships with greater parental and public participation are encouraged for a high quality Yukon education system.”

(Excerpts from the preamble of the Yukon *Education Act*)

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A note re COVID-19

The COVID-19 pandemic, which is affecting Yukon and jurisdictions around the globe, has meant that priorities, roles and responsibilities have shifted to place an increased emphasis on health and safety and on protecting citizens from COVID-19.

This evolving situation is having a significant effect on all aspects of life, including education and everyone who contributes to it.

In response to the COVID-19 pandemic, the Government of Yukon declared a public health emergency on March 18, 2020, under the *Public Health and Safety Act*. On March 27, 2020, it declared a state of emergency under the *Civil Emergency Measures Act*. The latter declaration allows the government to take rapid action if needed. The state of emergency has been extended, most recently on December 7, 2020.

You can see a list of COVID-19 related orders and declarations at <https://yukon.ca/changes-legislation-covid-19>.

In March, face-to-face classes at Yukon schools were suspended, with a shift toward online learning.

School council elections were originally scheduled to take place in May 2020 but were postponed to October, due to COVID-19. This gave the Yukon Chief Electoral Officer additional time to work with the Government of Yukon and its Chief Medical Officer of Health to ensure appropriate COVID-19 measures and precautions were in place to protect public health during the election period.

The most recent ministerial order (#2020-54) regarding education was made under the *Civil Emergency Measures Act* on August 14, 2020 and can be viewed at https://legislation.yukon.ca/regs/mo2020_054.pdf. The order replaces the Civil Emergency Measures Education Measures (COVID-19) Order, M.O. 2020/15.

School councils continue to function and play an important role during the pandemic period, but with a greater emphasis on health and safety.

Schools in Yukon opened in August 2020, based on operational plans which outline how each school will meet health and safety guidelines set by the Chief Medical Officer of Health. School bus services were also adapted for 2020-2021 to comply with these guidelines.

Your school's operational plan should be posted on the school website. You can navigate to your school's website (and its operational plan) by going to <https://yukon.ca/en/education-and-schools/kindergarten-grade-12/directory>.

Below are a number of other links relating to education in Yukon and COVID-19, which you may find useful.

Overview of school during COVID-19

<https://yukon.ca/sites/yukon.ca/files/edu/edu-school-during-covid-19.pdf>

Includes information on:

- Guidelines for K-12 School Settings
- Guidelines for School Bus Operations
- Blended Learning Handbook
- 2020-21 Yukon Learning Continuity Requirements
- 2020-21 School Calendar
- 2020-21 School Bus Schedules
- General Information on COVID-19

FAQ (English)

<https://yukon.ca/en/faq-students-and-families-covid-19>

FAQ (French)

<https://yukon.ca/fr/faq-students-and-families-covid-19>

If you have any questions, comments or concerns about COVID-19 related matters, please direct them to your school principal.

Introduction

Welcome to your new (or renewed) role as a member of school council. Thank you for stepping forward to serve your community in this way.

Parents and community play a critical role as key partners in the Yukon education system. As a member of your school council, you have the opportunity to provide a strong voice for parents and other community members, to make decisions that matter to our schools, and to contribute to the success of students.

The Yukon *Education Act*, found at http://www.gov.yk.ca/legislation/acts/education_c.pdf, was proclaimed into law in August 1990. It presents an opportunity for parents to be part of a joint partnership in managing education programs and Yukon schools. The Act envisions shared responsibilities amongst the partners: the Department of Education, First Nations, parents, schools and school councils, with no one party having exclusive responsibility for schools and school programs. The Act sets out specific areas that define how that partnership will work. It also assigns specific tasks and responsibilities for school councils, school administrators and others, further emphasizing the importance of shared responsibilities.

School councils take on important responsibilities such as reviewing and developing school-based policies, supporting school growth planning and providing input on the school calendar, school renovations, staffing needs and school programs.

Members are elected to represent the territory's 26 school attendance areas. Councils are comprised of 3 to 7 members.

Serving on school council takes time, effort, energy and commitment, but there are many rewards. You can take satisfaction in knowing you have contributed to the wellbeing of the school community and its students. You will also experience growth in your skills and knowledge. This might include playing a role in ceremonies, events and celebrations, either to speak, make presentations, organize or simply to attend.

This document provides guidance for your work on school council, including basic information about your roles and responsibilities, templates for some of the tasks your council will need to undertake, tips for success and links to other sources of information.

The Association of Yukon School Councils, Boards and Committees (AYSCBC) is pleased to provide this document as part of its work to support members. If you have questions or suggestions, please get in touch using the contact information on our website at <https://www.ayscbc.org/>.

I'm a member of school council now.... what next?

Yukon has a unique model for the role of school councils, which is different from many other areas of Canada. As elected members of school councils, you are given a high level of involvement, responsibility and authority, set out in the [Education Act](#).

The overall goal of a school council is to enhance student learning, through the cooperative efforts of parents, students, educators, Yukon First Nations, government and other members of the community.

The [Education Act](#) includes a list of powers and duties that a school council “shall” carry out, including:

- reviewing and approving the school objectives, priorities and courses of study;
- making recommendations regarding the school’s budget;
- collaborating to develop a dispute resolution process;
- keeping complete and accurate reports on meetings and providing those to the Minister of Education within 30 days;
- keeping complete and accurate financial records for provision to the Minister of Education;
- establishing an attendance policy for the school; and
- taking part in the hiring process for the principal.

The Act also sets out a list of activities that the school council “may” do, including:

- propose and offer locally-developed courses of study and instructional materials (as approved by the Minister);
- provide advice to the Minister on such things as the school year, the school day, school closures, staff requirements, transportation, school renovations and the school’s capital budget and school programs;
- approve field trips;
- request that evaluations be done of the principal, teachers or other staff;
- recommend the dismissal, transfer, discipline or demotion of any staff, with reasons;
- establish committees, rules and policies; and
- approve certain spending.

To read the exact wording of these powers and duties, please see Section 113 of the Act or refer to the table in Appendix 1, entitled *Authority and Responsibility Under the Education Act*.

Annual school growth planning

School growth planning is led by school administration and staff. It is a collaborative process involving school council, school staff, parents, First Nations, Elders and students. The yearly school growth process focusses on:

- the use of principles of inquiry;
- the use of evidence to guide decisions and actions;

- collaboration and respect for the social and cultural diversity of Yukon; and
- nurturing positive relationship with Yukon First Nations.

The school growth process includes:

- annual school growth planning;
- evidence-based conversations at each school throughout the year; and
- school reviews conducted with each school and its community every three years.

All partners are involved in planning, determining appropriate actions to achieve goals, and monitoring progress. In May and June of each year, the school growth plan for the following year is finalized and submitted to the Department of Education.

For more information, go to <https://yukon.ca/en/school-growth-process>.

Recommendations to the Minister

School councils have the opportunity to provide recommendations to the Minister of Education on a wide range of topics. These include:

- teaching and support staff requirements;
- transportation services;
- school renovations;
- the capital budget for the school; and
- school programs.

This may be done through written correspondence, a meeting with the Minister, during a school council conference, or as otherwise determined.

Building community

School council members have a role in building community and communication.

- Communicate with the school, central administration staff of the Department of Education, First Nations, parents, students and the community.
- Encourage parents, students and community members to understand and participate in their roles in supporting student learning.
- Access information and data on student learning from the school and Department of Education central administration staff and review it, together with administration.
- Share information with parents in a meaningful and appropriate way.
- Collaborate with school administration and staff and Department of Education central administration staff to achieve student learning outcomes.

Here are some of the concrete ways you will carry out this work.

- 1) Schedule and attend regular meetings, typically monthly, in addition to one annual general meeting of electors.

- 2) Set realistic goals for what you want to accomplish during your term.
- 3) Serve on external committees and associations that relate to education and your school. These may focus on topics such as health and safety, transportation and busing, building advisory, and school growth planning.
- 4) Form committees and provide detailed mandates for those committees. These committees, however, can only address items that school councils themselves can address, such as fundraising or green initiatives. Councils cannot assign a mandate to a committee that they themselves do not have under the *Education Act*.
- 5) Help organize and participate in events for your school community to celebrate and work together.
- 6) Plan for the future. Even though you may just be starting your term on school council, start thinking about others who may want to join council in the future.

For more detail on your work as a member of a school council, see the More About Your Role section below, beginning on page **15**.

Supports for school councils

The Department of Education supports two non-profit societies established in Yukon to work on behalf of school councils. There is also a staff position within the department to assist school councils.

Association of Yukon School Councils, Boards and Committees (AYSCBC)

The AYSCBC provides services and support to its members which benefit the Yukon community at large. The association's focus is to work collaboratively to increase student success by supporting the work of school councils, boards and committees. The AYSCBC's objectives include:

- planning and preparation of school council conferences;
- undertaking and coordinating project initiatives identified as a priority by its membership and sharing any resulting information;
- attending meetings and participating on education committees;
- distributing and promoting school council training tool;
- ensuring effective communication amongst the association, its members and others (website, newsletters, direct mail);
- providing advice to its members;
- conducting surveys and research;
- maintaining lending library; and
- maintaining affiliations with other school council/board associations in other jurisdictions.

More information can be found on the AYSCBC website at <https://www.ayscbc.org/>.

Catholic Education Association of Yukon (CEAY)

CEAY is a leadership body established by Yukon Catholic school councils. Its primary focus and role are to advocate for Catholic education in the territory and for the concerns and interests of Catholic school councils. It provides a forum for its partners to come together to discuss issues which affect all Yukon Catholic schools.

CEAY recognizes the role of the Catholic Episcopal Corporation of Whitehorse in Catholic schools and supports the Mission Statement and Statement of Values & Beliefs of Yukon Catholic Schools.

More information can be found on the CEAY website at <https://www.ceayukon.ca/>.

School council liaison

The position of school council liaison is established within the Department of Education Schools and Student Services Branch to assist school councils with their work in support of learners. The liaison is responsible for supporting the partnership between the Department of Education and school councils, committees and boards, as well as any association that represents them.

The liaison serves as the main point of contact between school councils, committees and boards and the department. The liaison's duties and responsibilities include:

- to attend and participate in school council regular meetings;
- to provide information and advice to school councils and boards regarding mandates, areas of responsibilities, policies and procedures;
- to work collaboratively with superintendents, school administrators and school councils to resolve problems;
- to provide training to ensure new school council members have the information and tools necessary to perform their functions;
- to facilitate professional development opportunities for school councils;
- to facilitate the development of annual school calendars;
- to liaise with First Nations to facilitate the appointment of guaranteed representatives; and
- to facilitate the provision of annual funding to school councils.

More detail on the role of the school council liaison can be found at <https://yukon.ca/en/school-councils#responsibilities-of-councils> and <https://yukon.ca/en/school-council-liaison>.

Who does the school council work with?

Education in Yukon is a partnership between school councils, school boards and education committees; schools, educators, and school administration; the Yukon government; First Nations; and parents, students and communities. In order for this to work, all parties must understand the various roles and collaborate with one another.

The following sections set out the main responsibilities of the school and its staff, the Department of Education at the Yukon government, and Yukon First Nations.

For a detailed description of these authorities and responsibilities as set out in the [Education Act](#), please see Appendix 1.

The role of the school, school administration and educators

School administration (principals and vice principals) are responsible for staffing and school operations, which includes maintenance and operations of the facilities, safety, fiscal and budgetary procedures, personnel practices, and resource acquisition within a framework of Department of Education and government policy and procedures. To reach decisions, principals and vice principals work in consultation with their staff, school councils, educational boards and committees, parents, students, First Nations in their area, and communities.

The administration and educational staff (which includes teachers and paraprofessionals such as educational assistants) plan and deliver prescribed curriculum and programs that will enable students to meet or exceed acceptable levels of achievement. While operating within Department of Education policies, schools reflect and respond to the culture and priorities of their local communities.

It is the responsibility of school administration and the school council to work together collaboratively and effectively for the betterment of students and families in the school community. When an issue arises at the school council level, generally the next step is to bring it to the attention of school administration and work together on a course of action.

The Yukon Teachers Association (YTA) represents all educational employees in Yukon schools, including principals, teachers and paraprofessionals (educational assistants and remedial tutors). The YTA promotes professionalism among its members as well as promoting and offering members professional development opportunities. More information about the YTA can be found on its website at <https://www.yta.yk.ca/>.

More information about these roles can be found at <https://yukon.ca/en/roles-schools>, along with descriptions of the various roles within the Department of Education.

The role of the Government of Yukon, Department of Education

The Minister of Education, an elected member of the territorial government, has ultimate responsibility for directing the work of the Department of Education, as set out in Part 2 of the *Education Act*.

The Department of Education, including both school-based and centrally-assigned staff, has responsibility for hiring and employing qualified staff and ensuring a fair and just work environment.

The department is also charged with duties such as:

- establishing minimum levels of what students must know at each grade level and upon graduation;
- establishing a uniform territory-wide base curriculum, while allowing for some customization of options;
- providing equitable funding so that expectations for students can be achieved; and
- establishing accountability measures to ensure expectations are achieved.

There are a number of key positions in the central administration of the department, each of which carry out specific roles related to the delivery of education.

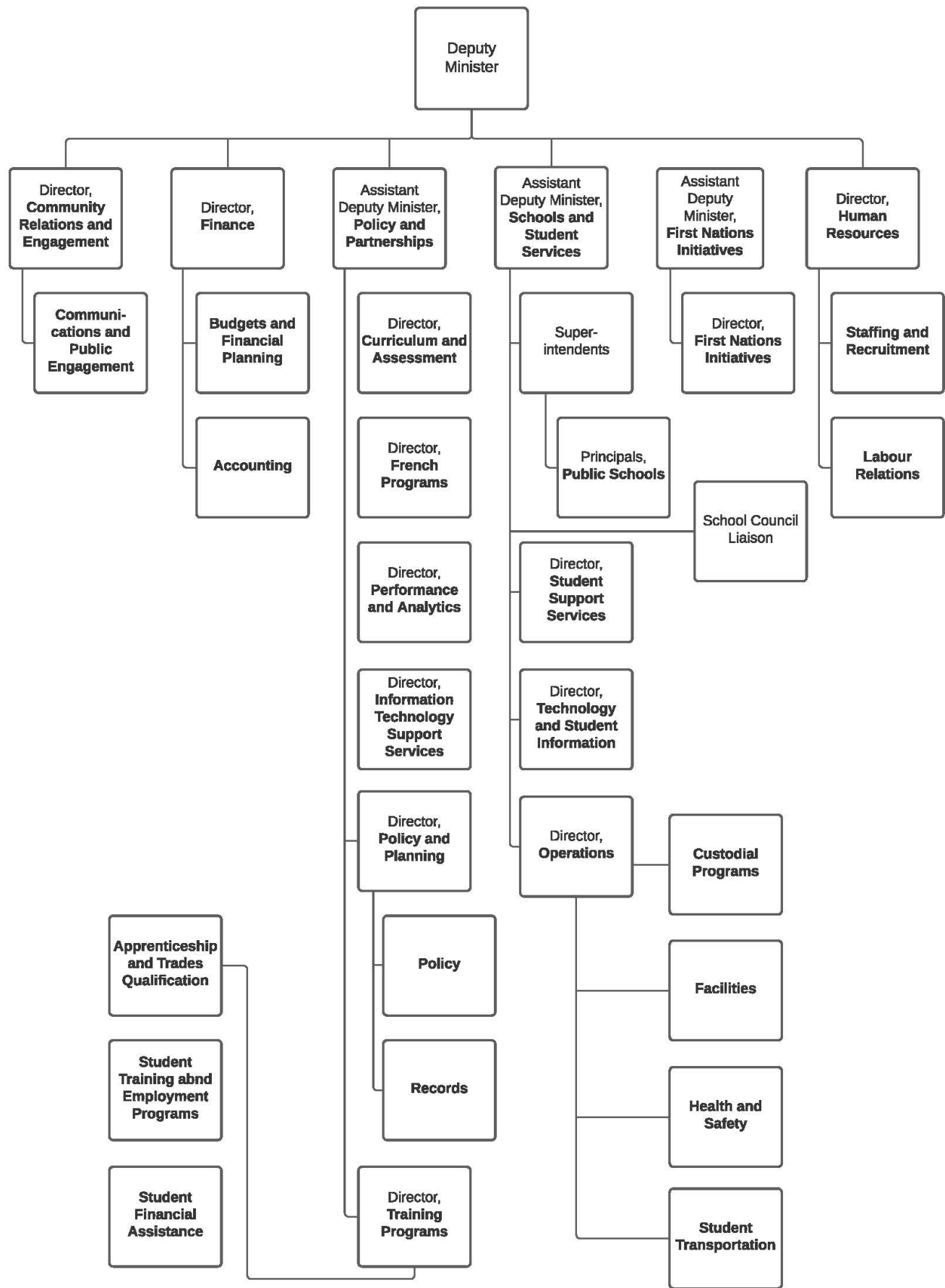
Superintendents are senior department employees with teaching qualifications. They oversee a number of schools and act as directors of education for the schools. Working with school councils, they supervise and evaluate schools, administrators, teachers and other staff. They are likely to attend your school council meetings.

The Department of Education has three **assistant deputy ministers** (sometimes called ADMs) who manage three branches:

- Schools and Student Services;
- Policy and Partnerships; and
- First Nations Initiatives.

The **deputy minister** is appointed by the Premier to be responsible for the administration of the department. The deputy minister (sometimes referred to as the DM) is the link between the department and the Minister of Education.

More information about these roles can be found at <https://yukon.ca/en/roles-schools>, along with descriptions of the various roles within schools.



The role of Yukon First Nations

The role of Yukon First Nations as partners in education is set out in Part 5 of the [Education Act](#).

All fourteen Yukon First Nations play an essential role in education and on school councils.

First Nation ways of knowing, being and doing, specific to each respective Yukon First Nation, are being incorporated into Yukon curriculum and education, for the benefit of all students.

The Yukon government has a mandate to work closely with Yukon First Nations governments and is committed to continuing this work. As discussions and work unfold in the coming years, this will further shape the involvement of Yukon First Nations in educating all students, as referenced in the Umbrella Final Agreement (UFA), the Final Agreements and the Self Government Agreements, which can be referenced at <https://cyfn.ca/agreements/>. Further guidance is provided in the Auditor General of Canada's June 2019 report provided to the Yukon Legislative Assembly found at https://www.oag-bvg.gc.ca/internet/English/yuk_201906_e_43400.html.

Some Yukon First Nations have education agreements of various types with the Department of Education to address the First Nations' education priorities. These agreements may refer to specific schools and communities. You may wish to contact the First Nation(s) in your area to obtain information regarding any education agreements that may be in place.

An education department is in place within most Yukon First Nations, which takes responsibility for education matters for their First Nation. A list of education contacts within Yukon First Nations can be found at <https://www.yfned.ca/partners-links>.

The Tr'ondëk Hwëch'in government has several clauses in its Self Government Agreement, in Section 17.7, which give this First Nation specific roles and responsibilities in education. Some other First Nations are working to obtain similar sections in their agreements.

There are three key bodies that have been established to provide support, guidance and direction to address First Nations priorities in Yukon education. All have been guided by the historic document *Together Today for Our Children Tomorrow*, found at <https://cyfn.ca/agreements/together-today-for-our-children-tomorrow/>, which led to the Yukon land claims negotiation process. As a member of school council, you should be aware of the role and work of these First Nation bodies and how your work on school council may intersect and be influenced by them.

Department of Education First Nations Initiatives Branch

The Department of Education has a mandate to work with Yukon First Nations and to embed Yukon First Nations' ways of knowing, doing, and being at all levels. Department of Education staff have also been specifically mandated to consider and address the Calls to Action of the Truth and Reconciliation Commission of Canada in their work. In 2006, the department established its First Nations Programs and Partnerships Unit, now known as the First Nations Initiatives Branch.

The First Nations Initiatives Branch was established in June 2019, and has responsibilities relating to:

- First Nations education programming in Yukon schools;
- Yukon First Nations language programming in Yukon schools;
- the development of Yukon First Nations curriculum, and resource materials and training relating to that curriculum; and
- developing partnerships with Yukon First Nations (including Yukon First Nation governments, Council of Yukon First Nations, Yukon Native Language Centre, Chiefs Committee on Education, Yukon First Nation Education Directorate, First Nations Education Commission).

Chiefs Committee on Education (CCOE)

The CCOE is a body of Yukon First Nation Chiefs delegated by the Council of Yukon First Nations (CYFN) Leadership to oversee First Nation education matters in Yukon. It does not take the place of any self-governing Yukon First Nation that governs their own education.

The CCOE is also the Board of Directors for the Yukon First Nation Education Directorate (YFNED). It provides strategic direction and political support to the YFNED with the goal of ensuring that Yukon First Nations have a consistent approach to address their concerns.

For more information, go to:

<https://static1.squarespace.com/static/5ddc27b50cfd2a79a6da6595/t/5e1e11f26fe9841850878bf9/1579028979651/CCOE+TOR+Amendment+Nov21.18.pdf>

Yukon First Nation Education Directorate (YFNED)

Respecting the unique needs and perspective of each individual Yukon First Nation, the YFNED functions as a central agency that works to achieve the vision of past and present leaders, including the current CCOE.

The YFNED is dedicated to capacity-building, systems and resources development, second-level educational programs and services enhancement, and learner supports. The YFNED will also advance First Nation decision-making and aspirations for control over education, providing technical support, research and advice for Framework Agreement processes, and advocate for First Nation student success across the system.

The Yukon First Nations Directorate reports directly to the CCOE Board of Directors and undertakes daily work for the CCOE in five key areas, which are:

- accountability;
- support and capacity;
- assessment and research;
- programs and initiatives; and
- framework negotiations support.

For more information, go to <https://www.yfned.ca/>.

First Nations Education Commission (FNEC)

The YFNED is the administrator for the First Nation Education Commission (FNEC), which was re-established in April 2013 by resolution from the Yukon First Nation (YFN) Leadership. It provides technical support, advice and recommendations to its YFN membership with respect to education matters relating to YFN citizens and communities.

In regard to education, FNEC works to:

- advance common and unified strategies and recommendations;
- improve student learning outcomes for YFN students;
- improve the involvement and engagement of YFN students, parents, families and communities;
- implement YFN authority;
- promote collaboration amongst YFNs, governments and institutions;
- identify areas of common interest and concern to YFNs;
- facilitate the development and delivery of culturally-appropriate education systems, programs and services; and
- promote the development of internal capacity within YFNs.

Under the direction of the FNEC, the tripartite MOU known as the YFN Joint Education Action Plan (JEAP) 2014: A Blueprint to Strengthen Our Roots and Close the Education Gap facilitates collaborative work with the Government of Yukon, Government of Canada and 14 Yukon First Nations.

For more information, go to <https://cyfn.ca/services/education/first-nations-education-commission/>.

Guaranteed Representation

As set out in section 68 of the *Education Act*, many Yukon school councils have seats that are designated to provide guaranteed representation to First Nations. This is also referenced at <https://yukon.ca/en/school-councils#how-to-join-a-school-council>.

Filling these seats is a negotiated process between the individual First Nations and the Minister of Education, with consultation with the affected school council.

This does not prevent members of First Nations from running in elections to fill a seat on school council that is not a “guaranteed representation” seat.

If you wish to know more about guaranteed representation on your school council or enquire about filling one of these seats on council, you may contact the First Nation(s) in your area and/or the Government of Yukon school council liaison at 867-667-8226.

More about your role

Setting up your school council

Members of school council are either elected, acclaimed or appointed. All members must be sworn in and take an oath of confidentiality before they are able to vote or fully take part in council deliberations. The swearing in and taking of the oath are coordinated by the school council liaison at the Department of Education.

Your first meeting will be a planning session, at which the council will select its executive, which includes a chair, vice chair and secretary treasurer.

All members of school council have a voice and play a significant role in providing input and making decisions.

The chair

The key role of the chair (or in some cases, co-chairs, if school councils decide to designate two members in the leadership role) is to lead meetings. This includes:

- ensuring the agenda is clear and manageable, and that it is followed;
- creating a positive atmosphere that allows all members of school council to be comfortable and to participate;
- maintaining order;
- keeping the meeting on topic and on schedule;
- ensuring decisions are made clearly; and
- managing any conflicts that may arise.

The chair's job is also to ensure that all members have the information needed to help them in discussion and decision-making. The chair does not make decisions for the council.

The chair is often the point of contact for the school administration, the Department of Education and the public. However, some councils delegate different members to be contacted, depending on the topic.

The chair will often be the person contacted when members of the school community have concerns or suggestions. When other members of school council are approached about an issue or question, they should bring the matter to the attention of the chair for follow-up by council.

Depending on the situation, the chair has several options. The chair may want to refer the individual to the school council's dispute resolution or communications process and ask them to follow that process. See section below on the dispute resolution/communications process on page **18**.

The chair may also:

- ask for a written description of the issue;
- invite those concerned to attend a meeting of school council to make a presentation; and
- refer them to others who can assist.

In the absence of the chair, the roles of the chair fall to the vice chair, if one has been selected.

More information on the chair's role can be found at <https://yukon.ca/en/role-school-council-chair>.

The secretary-treasurer

The secretary-treasurer reports to the chair and provides administrative services to the school council. The role includes a number of duties that are legal requirements, which are set out in regulations.

If desired, it is possible for school councils to split the duties of secretary-treasurer between two individuals on council, so that one person serves as secretary and one serves as treasurer.

Depending on the skill sets of the school council members, some school councils may decide to hire for a two-year term a secretary and/or treasurer from outside of the elected membership, rather than choosing one of the school council members.

When a school council hires a secretary and/or treasurer from outside council, the council establishes a rate of pay. A hired secretary and/or treasurer takes the oath of confidentiality but does not vote or take part in debate. A link to a sample job description for this position can be found at the bottom of this section.

The council may also decide to pay additional honoraria to a secretary and/or treasurer who is a member of council, for the performance of these specific duties. The fees or honoraria paid to the secretary and/or treasurer should be re-visited by school council each term.

The duties of the secretary-treasurer include:

- taking accurate minutes of meetings and distributing them to members;
- notifying school council members and the public of upcoming meetings;
- making sure there is a quorum at all meetings;
- reporting to council regularly on its financial standing;
- filing necessary financial reports and audits; and
- keeping copies of items such as minutes, attendance, the school council's policy statements and correspondence.

The minutes are public documents and must be submitted to the school council liaison at the Department of Education within 30 days of the meeting. The school council may also post the minutes on their school website or post a printed copy at the school.

A number of important financial forms and letters can be found at <https://yukon.ca/en/school-councils#responsibilities-of-councils>, including:

- financial statement templates;
- synoptic journal book-keeping forms;
- income statement;
- oaths to be sworn; and
- donation of honoraria.

If any clarification or assistance is needed regarding these duties, you may contact the AYSCBC.

More information on the secretary-treasurer's role can be found at <https://yukon.ca/en/school-council-role-secretary-treasurer> and <https://yukon.ca/en/school-council-job-description-secretary-treasurer>.

Guidance on taking minutes can be found at <https://yukon.ca/en/school-councils-records-%20meetings>.

A sample agenda can be found in a document on how to run school council meetings at https://yukon.ca/sites/yukon.ca/files/edu/edu-meetings-school-councils_0.pdf.

School council members

All members of the school council (whether elected, acclaimed, appointed or a guaranteed representative) have responsibilities set out in the in the *Education Act*. Their role in representing the interests of students, parents and other community members is an important one.

School council members need to allocate time to do background reading, to prepare for and attend meetings, not only the regular monthly meetings but others that may be necessary from time to time to deal with specific issues.

All members must be open to hearing from others, both on council and within the community. Their role includes bringing forward concerns when requested and carrying out follow-up actions, such as writing letters or making phone calls.

When vacancies occur on school council

Pursuant to Section 108 of the *Education Act*, "the Minister may appoint upon the recommendation of the council a person to fill the vacant office or may cause a by-election to be held". Below are some suggested steps to follow when a vacancy occurs on school council in between elections.

- 1) Notify the school council liaison at the Department of Education.
- 2) Publicly announce or communicate to the school community that a seat on school council is available, perhaps through the school newsletter or local media, and ask people to express their interest, either verbally or in writing. A school council may wish to strike a recruitment committee and/or approach individuals who may want to

- fill the vacancy.
- 3) Interested individuals are then asked to provide their contact information to the school council.
 - 4) By way of a motion, the school council submits their recommendation to the Minister of Education. This recommendation would be sent to the Minister through the school council liaison at the Department of Education.
 - 5) The Minister of Education will provide notification of the successful appointment through an order-in-council.

If there is more than one potential candidate, the school council decides which person to recommend to the Minister. In this case, the individual(s) not recommended to the Minister could be encouraged to run in the next election.

A full team allows your school council to be most effective in doing its work. It means that work can be shared, and that various points of view will be brought to the table.

Dispute resolution or communications policy

The *Education Act* requires each school council, in consultation with the superintendent and school administration, to establish, review and update a dispute resolution policy (sometimes called a communications policy). All school council members should be familiar with this policy. It sets out the steps required when a parent, guardian or community member wishes to raise a concern.

The School Council Dispute Resolution Procedure Policy can be found at <https://yukon.ca/en/school-council-dispute-resolution-procedure-policy>. This policy provides guidelines for school councils for the development of their own dispute resolution procedures. Each school council may tailor it to meet their needs.

The policy includes a flow chart which provides helpful guidance about where parents should direct their concerns and who else they may approach, if not satisfied with the outcome. This type of hierarchy should be included in a school council's dispute resolution/communications policy.

Here are some examples of what some school councils have done in this regard:

- Vanier Catholic Secondary School Council: <https://www.vcss.ca/school-council.html>
- Tantalus School: <http://tcs.yukonschools.ca/tantalus-school-council-dispute-resolution.html>

Financial accountability

School councils receive funds from several sources.

- An annual funding agreement from the Department of Education contributes funds for the council's operational costs, honoraria and professional development.
- Some councils also raise money through fundraising activities in support of events and initiatives to benefit students and their school communities.

- In the past, the Association of Yukon School Councils, Boards and Committees has also provided project funding for various initiatives.

The *Education Act* requires that councils be accountable to the department in terms of how they manage their budgets. Each year, school councils are required to report their expenditures against their budget, through the annual school council financial reporting process. This is a responsibility that school councils must carry out, and it is one of the duties of the treasurer.

In order to receive their Government of Yukon funding in a timely manner, school councils must submit their financial statements to the school council liaison at the Department of Education by July 31st of each year.

Here is a breakdown of the funds provided through the annual funding agreement with the Department of Education.

1. Honoraria

School council members are paid per meeting attended, based on a schedule of 10 meetings per year. Maximum rates per meeting are \$80 for school council members, and \$100 for school council chairs. School councils determine and set payment rates at their first meeting. School council members have the option to receive payment or to leave their honoraria with the school council. See section below, entitled Notes on honoraria for more details.

2. Operational Costs

Annual operational costs for school councils are currently based on a formula of \$2,500 for schools with fewer than 200 students and \$3,000 for schools with more than 200 students. This funding can be used for items such as office expenses, school activities and fees for secretary and/or treasurer services.

3. Professional Development

Professional development funding can be used for school council approved costs associated with training members. The approved motion should be sent to the school council liaison at the Department of Education. Funding spent for professional development will be topped up to the amount allocated to the school council in the next funding agreement. For more information, see section entitled Professional development opportunities on page **22**.

In addition to adhering to the terms of the funding agreement, the school council must also include an overview of any other funds received throughout the year and how they were used. Councils are expected to conduct banking arrangements, pay their accounts and report on an annual basis as to how they used funds, and to use funds in accordance with the Act.

The *Education Act* allows school councils to invest in securities that are guaranteed by Canada or a province, fixed deposits, or bank guarantees, such as a guaranteed income certificate (GIC). For example, a school council could use such investments to set aside funds for a special project.

Notes on honoraria

Reporting of Honoraria

School council honoraria are considered by the Canada Revenue Agency (CRA) to be a taxable benefit. If the total amount received from the Yukon government during the calendar year does not exceed \$500.00, a Statement of Other Income (T4A) will not be issued. School council members are required by the CRA to report all income received as Employment Income (line 101) whether or not a T4A has been issued. Information about honoraria paid to council members for a calendar year (January – December) is required by the school council liaison at the Department of Education by mid-January for T4A reporting purposes.

Donation of Honoraria

Individual school council members can donate their honoraria to their school or to the school council.

If a donation is made to the school, an individual is able to receive a tax receipt from the Government of Yukon. Donations to the school council on the other hand, are not tax-deductible. The school is a tax-free entity, but not the school council, unless a council has obtained charitable status. Please inquire with your school or the school council liaison at the Department of Education as to whether your school council has obtained this designation.

For those members who wish to donate their honoraria to the school, members can, on an individual or group basis, write and sign a letter/memo, with a copy to the school administration, stating that they would like their honoraria donated to the school. The correspondence can specify how the funds are to be used (for example, for field trips). At the end of the calendar year, members will receive a tax receipt along with a T4A.

When a council does not spend all grant funds provided from the Department of Education within any given fiscal year, the council may retain the surplus from year to year but only for purposes which have been approved by the Minister. If funds are held by the council past March 31, the Minister has to approve any spending of the surplus that does not involve paying honoraria to its members. (This would include donating honoraria to their school.)

Further information on honoraria and links to the forms needed to donate honoraria can be found at <https://yukon.ca/en/school-councils#responsibilities-of-councils>.

Involvement in decisions affecting the employment of school staff

Hiring a principal

School councils play an important role in the process of hiring a principal. The process is led by the superintendent and human resources staff at the Department of Education, with the school council playing an active role on the hiring panel.

Councils choose individuals from amongst their members to represent them and provide a school council perspective during the hiring process. These council members must sign conflict of interest and oath of confidentiality forms provided by human resources staff.

Together with department staff, the selected school council members will work to develop and create the position poster, advertising, assessment tools, interview questions and selection procedures. They will also participate as full members of the hiring committee.

It is important to pay special attention to the specific criteria on the position poster, as those who do not meet those criteria cannot be considered for the position.

The human resources staff and superintendent will conduct an initial screening of the applicants and eliminate those who do not meet the requirements. The hiring committee will then meet to review the resumes and cover letters of the remaining candidates and confirm interview times. During the interviews, each candidate will have an opportunity to answer the questions that the group had previously decided upon. The school council representatives participate in the decision about who to interview, take part in the hiring panels, and assist in the final decision regarding who to hire.

Recommendations regarding staff

School councils may recommend that a teacher, principal or other employee in the school be dismissed, transferred, disciplined or demoted. The Department of Education values such recommendations and will consider them seriously in regard to any future action. The department, as the employer, has the legal authority to make the final decision.

Direction for staff evaluations

The *Education Act* notes that school councils may direct the superintendent to complete an evaluation of a teacher, principal or other staff member. The Act does not suggest that council either do the evaluation or be part of it, but rather directs that one be done. The Act does not entitle a school council to see the results of an evaluation, or the evaluation itself, but rather that council members will be provided a copy of a report or summary of the evaluation to review, but not keep.

Overall, the Department of Education, as the employer, has an obligation to maintain the privacy of staff-related issues, including disciplinary measures and performance evaluations.

Suspension of students

The principal may make a decision to suspend a student for up to 10 school days for any breach of responsibilities specified in Section 38 of the *Education Act*.

The principal may also make a recommendation to school council to suspend the student for longer than 10 school days and must do so in writing to the council along with the reasons for that recommendation.

Upon receiving such a recommendation, the school council must hear any representation from the student affected and/or their parents. Council may then re-instate the student, uphold the suspension or extend the suspension.

The student and/or their parents may make representation to the school council (or if there is no school council, to the superintendent) regarding any recommendation for a suspension of more than 10 days.

Any suspensions of students must be done in compliance with any school rules and discipline policy, and in consideration of any special needs of the student.

Professional development opportunities

Funding for professional development of school council members is provided as part of the annual funding agreement to school councils from the Department of Education.

This is done to support school council members' participation in school council conferences and other professional development opportunities. The first priority for use of this funding is to attend and participate in Yukon school council conference(s), generally one or two per year. Surplus funds may be directed to other types of professional development by an approved motion of the school council.

Professional development funding will flow through annual funding agreements and can only be used for costs associated with training which were approved by your school council. These costs may include travel, meals, honoraria, and childcare expenses.

Appropriate cost categories and rates, as well as the number of school council members who will attend, should be determined by a school council motion at a regular meeting. The approved motion should be sent to the Department of Education school council liaison.

Professional development funds should be tracked and recorded separately, as part of the school council's financial reporting obligations.

Holding a productive school council meeting

Effective school council meetings are critical to decision-making and having a positive impact on education in your school. Meetings are typically held once a month, with a minimum of four per year. In addition to members of school council, school administration will attend. Other representatives of the department, the First Nation or the community may also attend or be invited.

At the first meeting of your new school council, it is good practice to determine upcoming meeting dates and times (ideally on a consistent day of the week and time) and to publicize them regularly. It is also very useful at this point to discuss and establish rules and practices for effective meetings that your school council will follow to guide your meetings.

Your presence at all or most meetings of school council is important to ensure the council can

operate effectively, with all voices heard. A majority of school council members must be present to make up “quorum”, which is required for any decisions to be made.

All regular school council meetings are open to the public. Meeting dates and times should be publicized regularly with an invitation for the public to attend to observe. Such invitations could be extended via school website, school newsletters, or as otherwise determined.

There may occasionally be individuals or delegations who wish to attend a meeting to speak to an issue. In these cases, they should be directed to the school council chair to make arrangements.

Council may hold sections of meetings in camera (closed to the public) for a variety of reasons but decisions cannot be made in camera.

An annual general meeting of all electors must be held by each school council in September of each year. This meeting must be advertised to the public at least two weeks in advance.

The school council may also call a special meeting of electors at any time. The council must state the purpose of the special meeting, give at least two weeks’ notice and post at least four notices of the meeting.

Here are a few essential ingredients to a good meeting.

- 1) There is a draft agenda sent out ahead of time.
- 2) Those who need to be there are in attendance. A quorum (a majority of council members) must be in attendance in order to make a decision through a vote.
- 3) All school council members are prepared and participate.
- 4) Meetings start and end on time.
- 5) Sub-committees may be set up by the school council to address specific issues, such as fundraising, lunch programs, etc. Most discussions should take place at this level and sub-committee members should come to council with clear recommendations for action.
- 6) Clear outcomes are achieved by the end of the meeting.
- 7) Participants know what they are to do in terms of follow-up actions.
- 8) Accurate minutes are taken. (These minutes should be circulated to members of school council before or at the next meeting, along with the agenda.)

Rules of order

The rules that your school council uses to hold your meetings are meant to help you be more effective and make progress. They are designed to include members equally in discussion and decision-making.

A common way to do this is to use Robert’s Rules of Order. However, some school councils may choose to use other ways to run their meetings, for example, via consensus. As long as your council uses a method that is fair, reasonable, responsible and consistent, it should help you in reaching your goals.

Below are some simplified rules of order that rely on Robert's Rules of Order and some common-sense tips:

- 1) Adoption of a motion requires a majority in favour. In the case of a tie, the vote of the chair shall determine the outcome.
- 2) A quorum, which means a majority of council members, must be present at a meeting in order for decisions, acts and proceedings to be valid or binding.
- 3) The steps for a motion are:
 - a. A member makes the motion. i.e. "I move that..."
 - b. Another member seconds the motion. i.e. "I second the motion that..."
 - c. The chair states the motion in its entirety. i.e. "It is moved and seconded that..."
 - d. Debate and possibly amendments take place.
 - e. The chair puts the motion to a vote. i.e. "We are now voting on the motion to..."
"Those in favour? Those opposed? Any abstaining?"
 - f. The chair announces the result. i.e. "The motion is carried/defeated."
- 4) Ensure everyone is clear on what the exact wording of the motion is, just before voting, by reading aloud the entire motion, including any amendments.
- 5) The minutes should include the exact wording of the motion, that discussion took place, and the final outcome.
- 6) The person seconding the motion does not have to be in favour of it. Seconding means that you want the motion to be discussed.
- 7) If you make a motion, you cannot speak against it, but you can vote against it after hearing discussion.
- 8) Regarding discussion of motions, your school council can consider rules on how motions are discussed, to ensure that everyone has a chance to speak. It is part of the chair's role to ensure that all members have a voice.
- 9) If a member of school council wishes not to vote on any given motion, they may abstain.

You can find out more about Robert's Rules of Order at <https://robertsrules.com/>.

Evaluating the Effectiveness of Your Meetings

Here is a checklist to assess how your school council is conducting your meetings.

Activity	Yes	No	Comments/Plans
1. Do you have an agenda?			
2. Does the meeting location work? Is it accessible for all?			
3. Do you have a secretary/treasurer for proper record-keeping?			
4. Do your meetings start on time?			
5. Do your meetings end later than they should?			
6. Do you always have quorum? (a majority of members in attendance)			
7. Is adequate background information provided to members when needed?			
8. Is this done in a timely manner that allows members to be prepared for discussion?			
9. Do members come prepared for discussion and informed decision-making?			
10. Do all members have a chance to participate?			
11. Do participants get off topic?			
12. Does the chair summarize and keep the group focused?			
13. Do you come to decisions that are understood by all members?			
14. Are action items and next steps clear?			
15. Does the meeting have a purpose(s) and goal(s)?			
16. Do you usually meet your goal and fulfill the purpose?			
17. Are members able to shift from individual thinking to thinking about the collective good?			
18. When council members leave, are they clear on what is expected of them?			
19. When council members leave, do they appear satisfied with what was accomplished?			

More information on effective meetings can be found at <https://yukon.ca/en/school-councils#resources-for-members-of-a-school-councils>.

Engaging with your school community and why it's so important to your role

A school council is a vehicle to support meaningful parental involvement in decisions that affect the school and its operations. Because you represent your school community, one of your key roles as a member of school council is to support active discussion and to listen, both at meetings of school council and when interacting with others in the community.

Here are some ways to do that.

- Encourage open, honest and respectful discussion that avoids jargon and acronyms which not everyone may understand.
- Be prepared to hear about many opinions, concerns and issues.
- Handle concerns or complaints professionally, impartially, fairly and consistently.
- Acknowledge and thank anyone who brings an issue to your attention.
- Be familiar with policy and procedures that will help you answer specific questions.
- Ask questions to be sure you have heard and understood the issue clearly.
- Listen fully and take time before responding.
- Taking notes can be helpful as long as you are still able to pay attention to the person speaking.
- Keep confidential information confidential.
- If you learn that a member of the community wishes to bring a matter to the attention of school council or speak to school council, you may ask them to contact the chair.
- Welcome any visitors in attendance to your meetings. Ensure that they know that their interest is appreciated.

Oaths for school council members

(Declarations of self interest & confidentiality)

At the start of each term, upon assuming office following an election, by-election, or appointment, all school council members are required to complete oath of office and oath or declaration of non-disclosure (confidentiality) forms. The forms, which can be found at <https://yukon.ca/en/school-councils#responsibilities-of-councils>, must be signed, notarized and sent to the school council liaison at the Department of Education.

School council members are required to sign an oath or declaration of non-disclosure (confidentiality) form as in the course of their duties they will have access to student records and to personnel records of employees of the Department of Education. In signing the declaration, members are bound to keep this information confidential.

As a member of school council, you are there to support and serve interests of all students and families. Everyone has personal interests and, in these cases, members of council are advised to take the same approach that a member of the public would, by speaking with the chair and asking to bring the matter forward.

The *Education Act* prohibits members from acting in self-interest. Section 151 establishes the terms of disqualification from sitting on council. These are:

- being absent from more than three consecutive meetings without authorization;
- ceasing to be an elector in the attendance area for which the person is a member;
- using information gained as a council member to gain pecuniary benefit;
- becoming a judge of a court other than a justice of the peace court or a youth court;
- becoming employed in the school with the exception of a secretary-treasurer for the school council.

Protection from liability

Section 194 of the *Education Act* protects school council members from legal liability, when they:

- are legally exercising their powers; and
- are acting in a way that is not negligent.

Sharing information with your school community

It is essential for school councils to keep their school community informed about their work. It is equally important that school council speaks as one voice, communicating decisions that have been made as a council.

There are several ways to do this. This might include:

- a school council newsletter;
- sending updates through the school or community newsletter or e-newsletter;
- establishing a separate school council e-mail address for distributing information;
- posting updates on a community or school bulletin board;
- the use of social media such as the school or school council Facebook page or Instagram;
- sharing information on the school website; and
- conversations with members of your community.

Some schools have a section on their website allocated for school council news. If this is the case for your school, it is important to populate this section of the school website with up-to-date and relevant news, such as minutes from meetings and announcements of upcoming events.

How do we make decisions?

Members of school council must work together to make decisions. This does not mean that everyone will always agree.

All school council members should be encouraged to participate. It is important to listen to others on your school council, ask questions of others in your school community as needed, and ensure you have all the necessary information before making a decision.

Any situation that presents a conflict of interest, either perceived or real, should be declared. The school council determines what action is appropriate in each case.

Privileged, private or confidential information must be treated confidentially as per the oath or declaration of non-disclosure that all school councilors must take.

The following steps may help in the process of decision-making.

- Define the problem.
- Gather information.
- Take the time you need.
- Consider multiple solutions.
- Understand the consequences of each solution.
- Check proposed decisions to assess if they are in harmony with your goals, values and mission as determined by your school council.
- Ask yourself if this decision is in the best interests of the students and the school community.
- Be open to compromise.
- When you vote, ensure
 - that you are fully informed;
 - that you realize your decision may not please everyone;
 - that you respect views opposed to your own; and
 - that once the decision is made by school council, even if it is not the decision you wanted, you are ready to live by the decision.

Surveys

Your council may decide to conduct a survey about an issue, in consultation with school administration. Here are some things to keep in mind.

- Be clear on what you want to find out about.
- Discuss whether school council should request assistance from the department with this survey.
- Make sure questions are clear, easy to understand, not too general, with no bias embedded in the question.
- Have several different people review the survey wording and make adjustments as needed.
- Treat sensitive information accordingly. The way you handle this information will affect the trust that others place in you.
- Survey students as well as parents.
- It may also be helpful to survey teachers, possibly with a separate but related questionnaire.
- Have a committee go through the survey data and compile the results.
- Be sure to report the findings back to those surveyed, in a newsletter, letter or email, or at a meeting.

Policies and school council members

A policy is a statement setting overall values and guidelines for action in a given area. When clear rules and policy exist, people know where they stand and what is expected of them.

Policies may be developed by the Department of Education or by the school council.

For example, under the *Education Act*, a school council **SHALL** “establish an attendance policy for students who are enrolled in its school,” and **MAY** “establish rules and policies on any matter within its jurisdiction.”

Department of Education policies

The Department of Education has established policies that are approved by the Minister unless delegated to the Deputy Minister of Education and that apply to the entire department, including schools.

All Department of Education policies are available on the Government of Yukon website and a list is provided in this document in Appendix 2. Some examples of such policies are the Tobacco and Vapour Free Schools Policy at <https://yukon.ca/en/tobacco-and-vapour-free-schools-policy>, the Sexual Orientation and Gender Identity Policy at <https://yukon.ca/en/sexual-orientation-and-gender-identity-policy> and the Student Attendance Policy at <https://yukon.ca/en/student-attendance-policy>.

Policy work for the department follows an annual work plan that is approved by the department’s executive management team, although from time to time immediate policy issues come forward that are not on the department work plan.

A policy advisory committee assists the Department of Education in the formation, revision, development and implementation of new or existing policy initiatives. Members may be selected by either the department, or in some cases, nominating agencies or bodies who have an interest in being represented. School council members with an interest in serving on this committee should contact the AYSCBC.

School council policies

In any area where the department has established policy, a school council may adapt the policy to better fit their school environment, so long as the council policy does not detract from the department policy.

An example of implementing a department policy would be Hidden Valley Elementary School Council Dispute Resolution Procedures, found at http://hve.yukonschools.ca/uploads/4/5/5/0/45508033/dispute_resolution.pdf, which adapts the department’s School Council Dispute Resolution Procedure Policy, found at <https://yukon.ca/en/school-council-dispute-resolution-procedure-policy>.

School councils may also develop their own internal school policies to guide their operations. An example of an internal school policy might be a policy in regard to weather or use of mobile devices. An example can be found on the St. Elias Community School website at <http://sec.yukonschools.ca/secs-cell-phone-policy.html>.

Policies should be reviewed regularly to ensure they are relevant, consistent and easy to understand.

Every school council member should ensure they have access to all department policies, as well as those developed by their council for their school. School administration, or the department's policy unit, can assist school council members in obtaining these policies.

Individual school policies should be posted on the school's website.

How to develop school-based policy

Developing policy may seem daunting but it is useful to break the process into stages.

1. Initiation

The need for a new policy can emerge in different ways, such as:

- a specific incident or issue;
- a request from staff, teachers, students, parents, or the community;
- a new departmental policy that requires your school to set out a method of implementation;
- new legislation;
- new programs or services; or
- the elimination of programs or services.

If your school council decides that a new or different policy is needed, policy development begins.

2. Development

During this stage, information is collected through research and community engagement, alternatives are evaluated, and a decision on overall direction is made. A clear objective for the policy should be set, so that school council is clear on what you are trying to achieve.

Research should be done on the issue itself, any existing evidence on community values and interests, department policies on similar or related matters, policies in other jurisdictions and any other background information.

It is also important to hear from and talk with your school's administration, and your community, to collect information and to offer them the opportunities to shape alternatives.

This can be done through surveys (by mail or email), public meetings, stakeholder discussion groups or even one-on-one conversations.

3. Refinement

At this stage, a draft policy is drawn up by school council and evaluated by both council and other stakeholders to ensure it is clear and meets objectives. An assessment should also be done of whether the policy might have any unintended negative (or positive) consequences and whether any negative consequences can be eliminated or reduced. Ultimately, if there are some negative consequences, school council will need to decide if the positive outweighs the negative.

A proposed policy should be reviewed for:

- legal issues (to ensure it is within the school council's mandate and does not impose additional liabilities);
- human resources or labour relations issues (to ensure it does not violate employee rights or the collective agreement);
- communications specialists (to ensure clarity); and
- implementation issues, to ensure that the school council or administration can implement the policy.

It is also helpful at this stage to consider what the new policy will require in the way of support, and to begin planning for these items. This may include new procedures, new equipment or materials, training and a communications plan.

Once the policy has been refined, it is wise to share it with the community that was consulted, to ensure it reflects the values, interests and ideas discussed earlier in the process.

4. Adoption and implementation

The policy is formally adopted at the school council level and forwarded to those affected (staff, students, others) for implementation.

Any necessary supports, such as the ones noted in stage 3, should be undertaken.

5. Evaluation and monitoring

Implementation of a policy is not the end of the road. It is important to monitor and evaluate the effects of the policy, to ensure it achieves the desired outcomes and does not create any unintended problems that cannot be managed.

A formal evaluation should be done to compare the results achieved with those originally intended.

Sample school policy development questions

- ✓ What is the problem or issue?
- ✓ What history or background is important to understand this problem or issue?
- ✓ Who should be included in finding a solution?
- ✓ What alternative solutions are there?
- ✓ What does our community think about the alternative solutions?
What new ideas might they have?
- ✓ Which is the best of the proposed solutions? Why?
- ✓ Does this new proposed policy relate to other policies?
What are its intended and unintended outcomes?
- ✓ Can the same outcome be achieved in another way (such as guidelines, procedures or other means)? If not, why? If yes, how?
- ✓ Is there legislation to provide authority?
- ✓ What, if any, are the budgetary implications?
- ✓ What other supports are necessary to implement the school policy (such as new regulations/ procedures; equipment/materials; training; communications; etc.)?
- ✓ How can any unintended negative consequences be managed?

A checklist – what defines a good school policy?

Does the school policy....	Yes	No
- clearly express its goal?		
- clearly set out areas of concern and the philosophy that should guide action?		
- enable people within the school to clearly understand their responsibilities?		
- build support and understanding outside the school, in the school community, for what the school intends to do and how?		
- both guide action and call for new action by establishing clear expectations for how plans for the future should be designed and how to respond to current incidents?		
- establish responsibility and accountability?		
- provide continuity to ensure that when a governing body changes, the philosophy and goals can be understood and, if circumstances continue to warrant, maintained?		
- enable the school and school council to avoid potential pitfalls, including those brought about by potential disagreement or conflict?		
- allow for effective and consistent evaluation and review?		

Managing your role

The work of school council, when combined with other obligations, can be challenging but also extremely rewarding.

Here are some ideas for sharing the work and managing your responsibilities together as a council.

- Establish realistic goals related to the current school year and realistic timelines for accomplishing them.
- Get others involved.
 - Form committees to deal with some issues and tasks and ensure they report back to school council regularly.
 - Seek out interested volunteers and members of the school community to help on committees, within the school, or with other activities.
- In preparation for the meeting, set time aside for reviewing information (reports, agenda, minutes, etc).
- Be open and accessible to those you represent and stay connected to your school and school community.
- When necessary, it is reasonable to defer a conversation to a mutually-agreeable time in the future.
- Make time for recognizing and celebrating the accomplishments of your school council, your school community, other partners in education, and especially, the students!

Privacy, confidentiality and record-keeping

The *Education Act* requires school councils to keep complete records of meetings and to forward a copy to the Department of Education each month. It is the responsibility of the school council to submit a copy of the minutes to the school council liaison at the department. The meeting minutes are considered a public document which could be requested by any member of the public and may be made available upon request.

Although school councils are not recognized as a public body in the *Access to Information and Protection of Privacy Act*, written correspondence sent by letter, email and/or fax to any public body designated under the Act may be subject to the provisions of the Act. This includes giving members of the public a right of access to that record, subject only to limited and specific exceptions as defined in the Act.

Section 199 of the *Education Act* also gives the Minister the authority to investigate any matter, including the records of a school council. Therefore, the school council is required to keep its meeting minutes and financial records in order at all times.

When a reporter calls

Members of school council may be called or approached by members of the media about issues that arise during their term. It is important for each school council to ensure it has a procedure for dealing with media enquiries and that all its members understand this procedure.

Calls from the media may come in regard to conflicts or problems, as well as exciting or positive developments at the school or in education.

Although media interviews may be intimidating, they are an opportunity to present your school council's perspective to the public on issues of importance to your school and school community.

Below are some suggestions to consider when setting your media procedure.

- Designate one key media spokesperson, often the chair, and a backup person.
- When speaking to media on behalf of your school council, ensure you are commenting about something that council has discussed and agreed to.
- The media spokesperson should advise your administration and other school council members of the upcoming interview. Ensure everyone knows that you will be making comments on the council's behalf and what you plan to say.
- Try to anticipate the questions you may be asked in the interview.
- Ensure you are well-informed and be ready with what you want to and are able to say on behalf of your school council.
- You may want to consult with school administration or your area superintendent, to make them aware of your intended comments to media and discuss a collaborative approach to the questions.
- Remember that even when a reporter approaches you informally, for example, in a casual conversation at the grocery store, the reporter may consider your comments as "on the record" and therefore may report on what you say.
- When a reporter calls, you do not have to do an interview immediately.
- It is reasonable to ask a reporter what they want to talk about, who else they are speaking to in regard to this story, how did the story idea originate, what kinds of questions they have, and what their deadline is. It is also reasonable to set a time in the near future to do the interview, so that you may speak with the rest of school council or any others you wish to consult with, before doing the interview.

There may be times when a school council wants to reach out to the media to request coverage of an activity or issue. In these cases, be sure that all council members are aware and in support, including of the key messages you want to communicate.

Social media

The emergence of social media places a new kind of public profile on anyone who has a social media account, be it on Facebook, Twitter, Instagram, or any new platforms that may emerge.

Social media can be a useful way to communicate and share information with your community but does take time, effort and care to maintain a positive and respectful social media presence. The way you communicate about school council activities on social media should be a decision made by the group as a whole, just as in your media communications.

It is wise to take special care with your presence on social media, especially if you have any kind of representative position, such as a seat on school council.

Any comment you make or share on social media may well be there forever, for all to see. Even if you delete a comment or post, someone may already have taken a screenshot which they may share with others.

As well, any statement you make, even if you stipulate it as personal, may be taken to represent the views of your school council.

Members of the public will view these posts, including media. Be aware that social media posts may attract media interest and interview requests.

A plan for the year

Your school council will be most effective if you have as your focus the interests of the children and families in your school as you look ahead to what happens throughout the year.

A good way to start your term is by making a realistic goal-oriented plan for the coming year, which can be amended as necessary, as time goes on. The entire school council and administration should be part of making and updating this plan.

Planning should take into account working with administration to review reports (enrollment, graduation rates, assessment reports, attendance), initiating special projects, participating on a committee(s) and/or hosting an annual event(s) at your school.

What happens at the end of your two-year term on school council?

School council elections take place every two years in early May. The term for the newly-elected school council, however, does not take effect until the first day of school. The outgoing school council during this time of transition would still retain office until the day before the new school year begins. While school councils generally do not meet over the course of the summer, the outgoing school council would remain in their official capacity until the day before the start of school.

It's important for school councils to think ahead to the next term. This means considering whether you want to continue to serve on council or not. It also means encouraging others from the school community to put their names forward to serve on school council. One way to encourage this is to invite others to attend meetings during your term and learn more about the role of school councils in education.

For more information, go to <https://yukon.ca/en/school-councils#how-to-join-a-school-council> and <https://electionsyukon.ca/en/content/school-elections>.

Acknowledgements

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The information in this document was compiled by the AYSCBC with an advisory working group comprised of the following members:

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- James McCullough, Policy Analyst, Department of Education

Màhsi' choo (Gwich'in)

Màhsi' cho (Hän)

Máhsin cho (Northern Tutchone)

Tsin'jj choh (Upper Tanana)

Sógá sénlá' (Kaska)

Shàw níthän (Southern Tutchone)

Gunałchîsh (Tlingit)

Gùnèłchîsh (Tagish)

Thank you

Merci

Appendix 1 – Authority and responsibility under the *Education Act*

The roles of school councils and other partners in education are set out in the *Education Act*. As well, there are many Regulations that pertain to school councils, school operations and school communities. They can be found at <https://legislation.yukon.ca/edu.html>.

Below is a table summarizing the various responsibilities of some of the key partners in education, as set out in the Act.

AUTHORITY AND RESPONSIBILITY UNDER THE EDUCATION ACT

The word 'shall' means that there is an obligation to make a decision or take an action – the decision must be made or the action must be taken. The word 'may' means that the decision or action is permitted – the decision can but does not have to be made and the action can but does not have to be taken.

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
System-Wide				
Days of School Operation and Length of School Day	A school council may provide advice to the Minister regarding the establishment of the school year and school day.	N/A	The Minister* shall specify the school opening date, the number and days of school operation, the length of the school day, and the number of minutes of classroom instruction in the school day.	ss. 46 (1) ss. 113 (2) (c) (i)
Non-Instructional Days	The school council shall specify fifteen hours for non-instructional purposes for its school in each school year.	N/A	N/A	ss. 46 (6)
Policies	The school council may establish rules and policies on any matter that is within its jurisdiction.	N/A	The Minister may issue any policies and guidelines to give effect to any provision of the Act.	ss. 113 (2) (e) ss. 186 (1) (n)
Distance Education	N/A	N/A	The deputy minister may provide for distance education courses of instruction, on conditions prescribed by guidelines established by the Minister. The Minister may provide an educational program by distance education. Cabinet may prescribe fees for distance education courses by regulation.	ss. 30 (1) s. 47 ss. 185 (e)
Pre-School Educational Programs	N/A	N/A	The Minister may establish and maintain educational programs for children who have not reached school age.	s. 33

Kindergarten Programs	N/A	N/A	N/A	The Minister shall establish a kindergarten program in accordance with the regulations.	s. 32 O.I.C. 1991/068
Home Education	N/A	The department shall determine whether school materials and facilities can be provided to a home education student, and if so shall establish a schedule for their use with the parent and the school administration.	The department shall determine whether school materials and facilities can be provided to a home education student, and if so shall establish a schedule for their use with the parent and the school administration.	The department shall determine whether school materials and facilities can be provided to a home education student, and if so shall establish a schedule for their use with the parent and the school administration.	s. 31 O.I.C. 1991/074 – s. 4
Aboriginal Languages	The Minister shall consult with appropriate school councils before establishing policies and guidelines on the amount of instruction and the timetabling for the instruction of Aboriginal languages.	Aboriginal language teachers shall be under the supervision of the principal of the school where the Aboriginal language teacher is providing instruction.	The Minister shall provide for the development of instructional materials for the teaching of Aboriginal languages and the training of Aboriginal language teachers. The Minister shall employ Aboriginal language teachers to provide Aboriginal language instruction in schools. The Minister shall establish policies and guidelines on the amount of instruction and the timetabling for the instruction of Aboriginal languages in consultation with appropriate local Indian educational authorities and school councils.	The Minister shall provide for the development of instructional materials for the teaching of Aboriginal languages and the training of Aboriginal language teachers. The Minister shall employ Aboriginal language teachers to provide Aboriginal language instruction in schools. The Minister shall establish policies and guidelines on the amount of instruction and the timetabling for the instruction of Aboriginal languages in consultation with appropriate local Indian educational authorities and school councils.	ss. 52 (1), (2), (3), (5)
Number of Members of School Councils	N/A	N/A	N/A	The Minister shall specify the number of members of a school council (no fewer than three and no more than seven).	ss. 67 (1), (2) M.O.1991/02
Guaranteed Representation	N/A	N/A	N/A	The Minister shall negotiate guaranteed representation for Aboriginal people on school councils with each Yukon First Nation.	ss. 68 (1)
School-Based					
School Evaluations	N/A	N/A	N/A	The Minister shall evaluate each school at least once every five years in accordance with guidelines, standards, and procedures established by the Minister. The superintendent is responsible for the general evaluation of the school.	ss. 114 (2) ss. 126 (2) (ss. 124 (4) (b))

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
Investigation	N/A	N/A	The Minister may authorize any person with appropriate qualifications to investigate any school matter or to evaluate teachers, schools, the operation of any school council, educational programs, instructional materials, or school buildings.	s. 199
School Plans, Objectives and Priorities	The school council shall review, modify if necessary, and approve the school objectives, educational priorities, and courses of study by grades prepared by the school administration.	The school administration prepares the school objectives, educational priorities, and courses of study by grades. Every teacher shall have the right to participate in the preparation of the school plan. The principal of the school shall be responsible for the implementation of the school plan.	N/A	ss. 113 (1) (a) ss. 168 (l) ss. 169 (q)
Administration and Operation of the School	N/A	The principal of the school shall direct the management, operation, and administration of the school.	N/A	ss. 169 (f)
Advice From School Administration and Staff	The school council shall consider any advice provided to it by the school administration and staff of the school.	The school administration and staff may provide advice to the school council.	N/A	s. 120

School Rules and Procedures (discipline of students must be administered in accordance with these rules and procedures)	The school council shall review, modify if necessary, and approve the rules and procedures developed by the school administration.	The school administration shall develop rules for the school and procedures for enforcing those rules, in consultation with school employees and after having requested input from students. The principal shall maintain order and discipline in the school. Teachers shall observe the rules of the school and maintain order and discipline among students.	N/A	ss. 39 (1) ss. 169 (d) ss. 168 (d), (g)
Dispute Resolution Procedure	The school council shall, in consultation with the superintendent, school administration and teachers, establish a procedure for resolving disputes between schools, parents and teachers.	School councils must establish a dispute resolution procedure for the school in consultation with the school administration and teachers.	School councils must establish a dispute resolution procedure for the school in consultation with the superintendent.	ss. 113 (1) (d) s. 156 School Council Dispute Resolution Procedure Policy
School Programs	The school council may provide advice to the Minister respecting school programs.	N/A	N/A	ss. 113 (2) (c) (vi)
'Other Educational Program'	The school council shall be informed by the department of the decision to allow a student to attend an 'other educational program' at the school.	N/A	The deputy minister may authorize a student to attend an 'other educational program' at a school.	ss. 14 (1), (3)

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
Locally Developed Courses of Study	<p>The school council may propose and offer locally developed courses of study, with the approval of the Minister.</p> <p>A locally developed course of study may be used in a school's educational program if it has been approved by the school council and the Minister.</p> <p>The school council may appeal the Minister's rejection of a proposal for a locally developed course of study to the Education Appeal Tribunal.</p>	N/A	<p>A locally developed course of study may be used in a school's educational program if it has been approved by the school council and Minister.</p> <p>The Minister shall approve or reject a proposal for development of a locally developed course of study.</p>	<p>ss. 43 (1), (3), (5) ss. 113 (2) (a)</p>
Instructional Materials	<p>The school council may propose and offer locally approved instructional materials, with the approval of the Minister.</p> <p>With prior approval of the Minister, the school council may authorize the use of a textbook, instructional materials, apparatus or equipment for any course of study in addition to those prescribed by the Minister.</p>	<p>Every teacher shall teach the prescribed courses of study. The principal of the school shall ensure that instruction in the school is consistent with the prescribed courses of study.</p>	<p>The Minister shall authorize courses of study for the implementation of the goals and objectives of Department of Education.</p>	<p>ss. 5 (a) s. 44 ss. 168 (b) ss. 169 (s) ss. 113 (2) (a)</p>
Aboriginal Language Instruction	<p>The school council may request the Minister to authorize the provision of all or part of an educational program in an Aboriginal language.</p>	N/A	<p>The Minister may authorize the provision of all or part of an educational program in an Aboriginal language after receiving a request to do so from a school council, local Indian education authority, or Yukon First Nation.</p>	s. 50

Yukon Heritage and Environment	N/A	The principal of the school shall include in the activities of the school cultural heritage traditions and practices of members of the community served by the school if the number of members who possess the cultural heritage so warrant.	The Minister shall include in courses of study prescribed for use in schools studies respecting the cultural, linguistic, and historical heritage of Yukon and its Aboriginal people and the Yukon environment.	s. 51 ss. 169 (t)
Provision of Educational Services by Yukon First Nations	The school council may enter into an agreement with a Yukon First Nation for the provision of educational services by the Yukon First Nation on its behalf.	N/A	The Minister may settle any disputes that arise, and the Minister's decision is final.	s. 51
Allocation of School Budget Resources	The school council shall make recommendations to the superintendent for the allocation of resources within the budget approved for the school.	The principal of the school shall prepare the school's operations and maintenance budget for review and approval by the school council. The principal of the school shall be responsible for the implementation of the operations and maintenance budget.	The Minister shall consider the recommendations of each school council in the preparation of the annual operations and maintenance budget of the school.	ss. 113 (1) (b) ss. 169 (p), (q) s. 183
School Renovations and Capital Budget	The school council may provide advice to the Minister respecting school renovations and the capital budget for the school. The school council may make an agreement with the Government of Yukon for the provision and undertaking of any capital, maintenance, or other project with respect to the school.	The principal of the school shall ensure the proper maintenance and care of school property.	N/A	ss. 113 (2) (c) (v) ss. 117 (1) ss. 169 (k)

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
Discretionary Grants to School Councils	The school council may approve the allocation and expenditure of the discretionary funds within the school council's budget that are allocated to the school.	N/A	The Minister may supply property and make grants and contributions to a school council to use in the exercise of its powers and duties under the Act, subject to terms and conditions stipulated by the Minister. The Minister may provide funding to a school council for any purpose and on any terms and conditions agreed to by the Minister and the school council, subject to any conditions that may be prescribed in the regulations.	ss. 113 (2) (f) s. 115 s. 182 s. 184
Operation Grants	A school council that receives a grant shall use the grant only for the purposes for which the grant was made. When a school council does not expend all of the grant monies provided, it may retain the surplus from year to year but may expend the surplus only for purposes which have been approved by the Minister.	N/A	The Minister may at any time by notice in writing request a school council who has received a grant to furnish such information as the Minister may require to determine whether the grant is being used for the intended purpose and in accordance with any terms and conditions imposed.	O.I.C. 1996/098 – s. 2, s. 3
Teaching and Support Staff Requirements	The school council may provide advice to the Minister respecting teaching and support staff requirements.	N/A	The Minister shall employ teachers, teaching assistants, and other technical support staff.	ss. 113 (c) (iii) s. 170
Selection of Principal	The school council shall participate in the selection procedures for persons to be interviewed for the position of principal, and shall select a person for appointment as principal.	N/A	N/A	ss. 113 (1) (c)
Appointment of Principal	N/A	N/A	The Minister shall appoint a principal for each school.	s. 170

Evaluation of Teacher by Principal	The school council may direct the principal to evaluate a teacher and provide a report to the school council of the evaluation.	When directed to do so by the school council, the principal shall evaluate a teacher and provide a report to the school council of the evaluation.	N/A	ss. 113 (2) (h)
Evaluation of School Staff by Superintendent	The school council may direct the superintendent to evaluate a teacher, principal, or other staff member and provide a report to the school council of the evaluation.	N/A	The superintendent is responsible for the general supervision and evaluation of principals, teachers, and other staff. When directed to do so by the school council, the superintendent shall evaluate a teacher, principal, or other staff member and provide a report to the school council of the evaluation.	ss. 113 (2) (g) ss. 126 (2) (ss. 124 (4) (b))
Recommendation to Dismiss, Transfer, Discipline, or Demote a Teacher, Principal, or other school employee	The school council may recommend to the superintendent the dismissal, transfer, discipline or demotion of a teacher, principal, or other employee of the school, and provide reasons for the recommendation.	N/A	N/A	ss. 113 (2) (i)
Transfer of School Employees	N/A	N/A	A superintendent may transfer an employee from one school to another school.	Education Labour Relations Act – s. 110
Transfer of Principals	A principal may be transferred from one school to another if either the principal or the superintendent requests the transfer and the school council of the receiving school agrees with the transfer.	A principal may be transferred from one school to another if either the principal or the superintendent requests the transfer and the school council of the receiving school agrees with the transfer.	A principal may be transferred from one school to another if either the principal or the superintendent requests the transfer and the school council of the receiving school agrees with the transfer.	Education Labour Relations Act – s. 111
Release on Probation	N/A	N/A	At any time during a principal's or an employee's probationary period, the superintendent may terminate the appointment of the principal or the employment of the employee.	Education Labour Relations Act – s. 105, s. 106

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
Termination of Employment	N/A	N/A	The deputy minister may terminate an employee's contract of employment or a principal's appointment for cause.	Education Labour Relations Act - s. 119
Transportation Services	The school council may provide advice to the Minister respecting transportation services.	N/A	The Commissioner in Executive Council may make regulations governing transportation, including any fees for transportation.	s.47 ss. 113 (c) (iv) ss. 185 (l)
Bus Routes	Where there are fewer than 20 passengers on a bus route, the school council may apply to the assistant deputy minister for a bus route, if supported by a petition from all parents requesting the service. For the purpose of transporting students most efficiently and economically, school councils shall be consulted by and shall cooperate with the Minister in establishing the opening and closing hours of their schools and in the designation of school bus routes.	If a temporary closure of a bus route is known in advance or is expected to last for a predetermined period of time, the school principal shall give notice in writing to the affected parents.	Subject to the approval of the Minister, the assistant deputy minister (ADM) may establish a bus route where there are fewer than 20 passengers on the route if an application is received from the school council. The supervisor of facilities and transportation (SFT) shall, in consultation with the appropriate school councils, designate loading points along bus routes. Where time permits, the SFT shall consult with the appropriate school councils before temporarily canceling service along a bus route if road conditions are unsafe. If a temporary closure of a bus route is known in advance or is expected to last for a predetermined period of time, the SFT shall give notice in writing to the affected school councils. The ADM, in consultation with the affected school council and with the approval of the Minister, may permanently cancel service for all or part of a bus route. Where service on a bus route has been permanently cancelled, the ADM shall provide notice in writing to the affected school councils and school principals.	O.I.C. 1991/069 – s. 3, s. 4, s. 5, s. 6, s. 8, s. 13

<p>Other Persons Riding Contracted Vehicles</p>	<p>The SFT may authorize a student of Yukon College to ride in a contracted vehicle where each school council consents to the college student riding in the vehicle. The ADM may authorize an employee of the Government of Yukon employed in a school to ride in a contracted vehicle where the employee is employed in a school outside Whitehorse or is employed in a school in Whitehorse but lives outside Whitehorse, provided each school council served by the contracted vehicle consents.</p>	<p>N/A</p>	<p>The SFT may authorize a student of Yukon College to ride in a contracted vehicle where each school council served by the vehicle consents to the college student riding in the vehicle. The ADM may authorize an employee of the Government of Yukon employed in a school to ride in a contracted vehicle where the employee is employed in a school outside Whitehorse or is employed in a school in Whitehorse but lives outside Whitehorse, provided each school council served by the contracted vehicle consents.</p>	<p>O.I.C. 1991/069</p>
<p>Student Misbehaviour on Buses</p>	<p>The parents of a student suspended from riding a bus may appeal the decision through the dispute resolution procedure established by the school council for the school.</p>	<p>Where a student has been ordered to disembark a bus, the principal or superintendent contacted by the contractor shall notify the parent and appropriate school council as soon as practicable of the student misbehaviour and of the order to disembark, and shall mail a written report of the incident to the parent and school council within 72 hours of the incident. When a principal suspends a student from riding a bus he/she must, within 24 hours of the incident or on the next school day, give the student's parents written reasons for the suspension and provide a copy to the school council.</p>	<p>Where a student has been ordered to disembark a bus, the principal or superintendent contacted by the contractor shall notify the parent and appropriate school council as soon as practicable of the student misbehaviour and of the order to disembark, and shall mail a written report of the incident to the parent and school council within 72 hours of the incident.</p>	<p>O.I.C. 1991/069</p>

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
Field Trips	The school council may approve curricular and extra-curricular field trips of more than one day's duration.	N/A	N/A	ss. 113 (2) (j)
Extra-curricular Activities	The school council may approve the allocation of school days for extra-curricular activities.	N/A	N/A	ss. 113 (2) (k)
Student Attendance	The school council shall establish an attendance policy for their students.	N/A	The superintendent may excuse a student from attendance at school. The deputy minister may designate 'school attendance counsellors' to assist in the enforcement of compulsory attendance.	ss. 113 (1) (i) ss. 23 (1) s. 26 s. 25
Patriotic Exercises	The school council may offer patriotic exercises to students in the school.	N/A	N/A	ss. 45 (1)
Student-Based				
Special Education Needs	If a disagreement arises about a determination of special education needs, the school council may appeal the matter to the Education Appeal Tribunal.	The school administration must determine (in consultation with the parents and professional staff) whether a student has special education needs, and if so what IEP is appropriate.	N/A	ss. 16 (1) ss. 17 (1)
Home Education	N/A	N/A	The Minister may terminate a home education program and direct the student to attend a school. The Commissioner in Executive Council may make regulations governing home education.	ss. 31 (8), (9) ss. 185 (m)

Suspension of a Student	Following the suspension of a student by the principal, the student and parents may make representations to the school council and the school council must either uphold the suspension, reinstate the student, or place the student on a suspension of greater than ten school days (the student and parents may appeal the school council's decision to the Education Appeal Tribunal).	The principal may dismiss a student for a period not exceeding two school days, and after meeting with the student must decide whether to reinstate or suspend the student. The principal may suspend a student for a period not greater than ten school days and may recommend to the school council that a student be suspended for greater than ten school days, and must provide reasons to the student, parent, and school council.	N/A	s. 40 ss. 41 (1), (2), (3), (4), (5)
Student Records	N/A	The school administration must establish and maintain a student record for each student enrolled in the school, and consider a person's request to rectify the record. Every teacher shall maintain whatever records may be required by the principal, superintendent, or the Act and make those records available for inspection by the superintendent or any person authorized by the superintendent.	The superintendent must provide direction regarding any dispute arising from a person's request to a school administrator to rectify a student record.	ss. 20 (6) ss. 168 (f)
Student Accommodation	N/A	N/A	The Minister shall provide accommodation if a student is required to live away from home to receive an educational program. The Commissioner in Executive Council may make regulations governing accommodation, including any fees for the accommodation.	s. 48 ss. 185 (l)

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
School Council-Based Vacancies	If a vacancy occurs on a school council between general elections, the Minister may appoint (on the recommendation of the school council) a person to fill the vacant office.	N/A	If a vacancy occurs on a school council between general elections, the Minister may appoint (on the recommendation of the school council) a person to fill the vacant office, or may cause a by-election to be held.	ss. 108 (1)
Organizational Meetings	The school council shall hold an organizational meeting annually at a time and place set by the superintendent.	N/A	The superintendent shall set the time and place of the school council's annual organizational meeting.	s. 134
Chair of School Council	The school council shall elect a person from its membership to hold the office of chair, at the pleasure of the school council.	N/A	N/A	s. 135
Meetings	The school council shall hold not less than four meetings during a school year.	The principal of the school shall attend meetings of the school council when requested by the school council to do so.	N/A	ss. 137 (2) ss. 169 (m)
Rules of Procedure	The school council may make rules for its meetings and its internal procedure.	N/A	N/A	s. 138
Regular Meetings	The school council shall by resolution establish its regular meetings, specifying the date, time and place of those regular meetings.	N/A	N/A	ss. 139 (1)

Special Meetings	<p>A special meeting may be called by the chair of the school council or a majority of its members, by giving seven days' notice of the date, time, place, and nature of the business of the meeting to each school council member.</p> <p>The school council may make rules concerning how notice of special meetings is given.</p> <p>By unanimous consent the school council may waive the notice requirements and hold a special meeting at any time.</p>	N/A	N/A	s. 140
Closed Meetings	<p>When a majority of school council members at a meeting are of the opinion that it is in the public interest to hold a meeting or part of a meeting in private for the purpose of considering any matter, the school council may by resolution exclude any person or persons from the meeting.</p>	N/A	N/A	ss. 146 (1)
Exclusion from Meetings	<p>The school council chair may exclude from a meeting any person who the chair determines is guilty of improper conduct at the meeting.</p> <p>The decision of the chair may be overruled by resolution of the school council.</p>	N/A	N/A	s. 147

Decision or Action	School Council	School-Based Staff	Minister/Deputy Minister/ Superintendent	Act and Regulation References
Report of Meetings	The school council shall keep a complete and accurate report of its meetings and provide a copy to the Minister within 30 days of each meeting.	N/A	The school council shall provide a copy of a report of its meetings to the Minister within 30 days of each meeting.	ss. 113 (1) (e)
Annual Meeting of Electors	Each school council must hold an annual meeting of the electors of the education or attendance area in September of each year.	N/A	The superintendent must provide a written or oral report at the meeting. The secretary-treasurer of the school council shall provide a copy of the record of proceedings of the annual meeting to the Minister within 30 days of the meeting.	s. 148
Special Meeting of Electors	A school council may at any time call a special meeting of electors.	N/A	N/A	s. 149
Secretary-Treasurer	The school council shall appoint a secretary-treasurer who shall perform those duties prescribed by the regulations.	N/A	The Commissioner in Executive Council may make regulations respecting the duties and bonding for secretary-treasurers.	ss. 127 (1) ss. 185 (n) O.I.C. 1991/035
Financial Transactions	The school council shall keep a complete and accurate report of its financial transactions in a form prescribed by the Minister.	N/A	N/A	ss. 113 (1) (g) O.I.C. 1991/035
Accounts Payable	The school council shall approve (or cause to be approved) for payment all accounts payable by the school council.	N/A	N/A	ss. 113 (1) (h)

*Note: Under s.9 of the Education Act the Minister may in writing delegate any power, duty, or function conferred on the Minister under the Act to a school council or to any employee of the Yukon Department of Education.

Appendix 2 – Department of Education policies

Administration of Medication to Students Policy

<https://yukon.ca/en/administration-medication-students-policy>

Admission to French First Language Schools Policy

<https://yukon.ca/en/admission-french-first-language-schools-policy-0>

After-School Child Care Operations in Schools Policy

<https://yukon.ca/en/after-school-child-care-operations-schools-policy>

Agencies in the Schools Policy

<https://yukon.ca/en/agencies-schools-policy>

Approval Guidelines and Applications for Projects, Presentations, Resources and Material in Yukon Schools

<https://yukon.ca/en/approval-guidelines-projects-presentations-resources-materials>

Anaphylaxis Policy

<https://yukon.ca/en/anaphylaxis-policy>

Concussion awareness and prevention policy

<https://yukon.ca/en/concussion-awareness-and-prevention-policy>

Corporate Sponsorship and Donation Policy

<https://yukon.ca/en/corporate-sponsorship-and-donation-policy>

Education Appeal Tribunal Procedures and Operations

<https://yukon.ca/en/education-appeal-tribunal-procedures-and-operations>

Educational Use of Copyright-Protected Work

<https://yukon.ca/en/educational-use-copyright-protected-work-policy>

Enrolment of students in Yukon schools policy

<https://yukon.ca/en/enrolment-students-yukon-schools-policy>

Framework for the Provision of French First Language Instruction Programs in the Yukon Education System

<https://yukon.ca/en/framework-provision-french-first-language-instruction-programs-yukon-education-system>

Fund Raising in Schools

<https://yukon.ca/en/funding-raising-schools-policy>

All policies are current to: November 18, 2020

Health & Social Services - Education Agreement

<https://yukon.ca/en/health-and-social-services-education-agreement>

International Student Procedures

<https://yukon.ca/en/international-student-procedures>

Inter-Schools Athletics Policy

<https://yukon.ca/en/inter-school-athletics-policy>

Leave to Accompany Students to Sanctioned Events not Sponsored by the Department of Education

<https://yukon.ca/en/leave-accompany-students-sanctioned-events-not-sponsored-department-education-policy>

Mandatory Use of Helmets During School-Related Activities

<https://yukon.ca/en/mandatory-use-helmets-during-school-related-activities-policy>

Movable Soccer Goal Safety Policy

<https://yukon.ca/en/movable-soccer-goal-safety-school-facilities-policy>

Appendix: Standard safety and performance specifications for soccer goals

<https://yukon.ca/en/standard-safety-and-performance-specification-soccer-goals>

Off-Site Experiential Learning Policy (Field Trip)

<https://yukon.ca/en/site-experiential-learning-policy>

Policy Development Process

<https://yukon.ca/en/policy-development-process>

Privacy Breach Management Policy

<https://yukon.ca/en/privacy-breach-management-policy>

Appendix A - Checklist

<https://yukon.ca/en/yukon-education-privacy-breach-appendix-checklist>

Privacy Management Policy

<https://yukon.ca/en/privacy-management-policy>

Provision of Educational Programs to Yukon Resident Students Policy

<https://yukon.ca/en/provision-educational-programs-yukon-resident-students>

Research in Schools Policy

<https://yukon.ca/en/research-schools-policy>

Safe and Caring Schools Policy

<https://yukon.ca/en/safe-and-caring-schools-policy>

All policies are current to: November 18, 2020

School Closure Policy

<https://yukon.ca/sites/yukon.ca/files/edu-school-closure-policy.pdf>

School Council Dispute Resolution Procedure

<https://yukon.ca/en/school-council-dispute-resolution-procedure-policy>

School Growth Planning Policy

<https://yukon.ca/en/school-growth-planning-policy>

School Locker Use and Locker Searches Policy

<https://yukon.ca/en/yukon-education-school-locker-use-and-locker-searches-policy>

School Nutrition Policy

<https://yukon.ca/en/yukon-education-school-nutrition-policy>

School Sale of Home Prepared Foods to the Public Policy

<https://yukon.ca/en/yukon-education-school-sale-home-prepared-foods-public-policy>

School Trespass Policy

<https://yukon.ca/en/school-trespass-policy>

Sexual Orientation and Gender Identity Policy

<https://yukon.ca/en/sexual-orientation-and-gender-identity-policy>

Staffing Protocol

<https://yukon.ca/en/employment/staffing-protocol>

Student Accommodation and Boarding Allowances Policy

<https://yukon.ca/en/student-accommodation-and-boarding-allowance-policy>

Student Accommodation and Boarding Allowance Procedures

<https://yukon.ca/en/student-accommodation-and-boarding-allowance-procedures>

Student Boarding Allowance Application Form

<https://yukon.ca/en/student-boarding-allowance-application-form>

Student Attendance Policy

<https://yukon.ca/en/student-attendance-policy>

Student Records Policy

<https://yukon.ca/en/student-records-policy>

Information Management Guideline - Managing Student Records

<https://yukon.ca/en/information-management-guideline-managing-student-records>

Student Transportation on School Buses- Ridership Guidelines

<https://yukon.ca/en/student-transportation-school-buses-policy-ridership-guidelines>

All policies are current to: November 18, 2020

Substance Free Schools Policy

<https://yukon.ca/sites/yukon.ca/files/edu-substance-free-schools-policy.pdf>

Tobacco and Vapour Free Schools Policy

<https://yukon.ca/en/tobacco-and-vapour-free-schools-policy>

Transportation of Students in Government Owned or Rented Vehicle Policy and Safe Work Practices

<https://yukon.ca/en/transportation-students-government-owned-or-rented-vehicles-policy>

Travel Directive - use of private vehicle

<https://yukon.ca/en/travel-directive-use-private-vehicle>

Use of Traditional Medicines - Guidelines for Schools

<https://yukon.ca/en/use-traditional-medicines-guidelines-schools>

Valedictorian Policy

<https://yukon.ca/en/valedictorian-policy>

Video Surveillance Policy

<https://yukon.ca/en/video-surveillance-policy-0>

Volunteers in the Schools Policy

<https://yukon.ca/en/volunteers-schools-policy>

Yukon Education Violence Threat Risk Assessment Protocol

<https://yukon.ca/sites/yukon.ca/files/edu-yukon-education-violence-threat-risk-assessment-protocol.pdf.pdf>

All policies are current to: November 18, 2020



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