



DEA/CSFN

Orientation and Training Manual

Revised July 2021

DEA

**District Education
Authority**

**Commission scolaire
francophone du Nunavut**

CSFN

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Introduction

In 2020 Nunavut revised the *Education Act* to accurately reflect the needs of Nunavummiut students, families, and communities. Under Nunavut's amended *Education Act*, District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN) are mandated to fulfill many roles and responsibilities. The Department of Education and the Coalition of Nunavut District Education Authorities (CNDEA) recognize that with these roles and responsibilities comes the need for more training materials to assist the DEAs and CSFN in performing their enhanced duties.

The Department of Education and the CNDEA have partnered to create a DEA/CSFN Orientation and Training Manual to guide DEAs and the CSFN more effectively on the duties and responsibilities that are required of them and more importantly, on how to conduct themselves to comply with these responsibilities. The goal of this manual is to be a comprehensive guide for DEA/CSFN members and office managers. The manual covers procedures and will guide members through all that is mandated of them.

The role of the CNDEA

The Act clearly outlines newly defined responsibilities of the CNDEA to support DEAs in long-term planning. These responsibilities include:

- Training
- Assistance in developing school improvement plans
- Support in developing teacher orientation
- Support in developing Registration and Attendance or Inuuqatigiitsiarniq policies
- Participating in Department of Education senior regional staff hiring panels

It is important to note that while this manual is intended for all DEA/CSFN members, there are some important differences between DEAs and the CSFN. Under section 23 of the Canadian Charter of Rights and Freedoms (1982), a person who is considered a "rights holder" has a right to have his or her children receive instruction in the French language. This means that the CSFN has some additional rights and responsibilities under this section and as outlined in Part 13, French Minority Language Rights, in the Act. As a result, some sections are not applicable to the CSFN, but attempts to note differences have been made. Unless otherwise noted, when DEAs are referenced, this is intended to include the CSFN members as well.

The regulations for the new Act are scheduled for review to incorporate the revisions to the Act. The current regulations will remain in place until reviews and revisions are completed in the near future. As new regulations come into place, the Department of Education and the CNDEA will forward updated materials to be inserted into the manual.

Nunavut's amended *Education Act* highlights

The following items within this manual have changed based on the new Act. The appropriate sections are updated to reflect the changes. DEAs are encouraged to review this information and make the necessary modifications to their procedures to comply with legislation.

- Location Education Program Enhancements process
- Local Community Program (previously School Program) development
- Early Childhood Education process and funding
- School Improvement Plans development
- Language of Instruction selection process
- Inclusive Education oversight
- Inuksiutiliriji certification
- School calendar selection and development process
- DEA responsibilities for criminal record checks, vulnerable record checks, principal and vice-principal panels, Elder appointments, student representatives, and school premises

The Department of Education and CNDEA invite feedback, suggestions or modifications to this new version of this training manual.

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What is a DEA/CSFN member?

A DEA/CSFN member is:

- a community member
- an elected member given the responsibility of providing quality education in a school district
- a member legally charged with the job of governing schools
- a politician in the education system

As a DEA/CSFN member you will be expected to:

- attend all meetings. If you are unable to attend, you must inform the DEA/CSFN secretary prior to the meeting
- bring your own expertise to all DEA/CSFN decisions
- be knowledgeable about education issues in your community
- be prepared to make decisions that are in the best interest of the student population that might not always be popular, and be able to defend your decisions to the community
- follow approved legal and financial guidelines for DEAs and the CSFN
- be ready to understand and, if necessary, question all financial and budget matters
- always keep DEA/CSFN discussions concerning a private matter confidential
- keep your community informed about education issues and initiatives in your community

DEA/CSFN members are elected as a governing body. Their power to make decisions exists only when they are in an official DEA/CSFN meeting in which quorum is reached. Every decision of the DEA/CSFN requires a motion. While an individual member can be in communication with the school and community from time to time, an individual member cannot make decisions on behalf of the whole DEA/CSFN.

All DEA/CSFN members are expected to complete the on-line training program titled **Getting Started**. Developed based on recommendations from DEA/CSFN members and the CNDEA, this resource outlines the roles and responsibilities of the DEA/CSFN and covers important topics to support you in your role. More information and login-in instructions are available in Appendix 1.

Rewards of the job

As a member of the DEA/CSFN, you have the power and duty to shape the education system, and represent the expectations of the community. The DEA/CSFN has the duty to make a number of important policy decisions that will guide the delivery of education in their community.

You may be challenged in your job and may gain many additional professional and personal skills such as:

- teamwork
- leadership
- problem solving
- policy development
- community relations
- public speaking
- financial accountability
- dispute resolution

Overview of duties

According to the amended *Education Act*, a DEA/CSFN shall take responsibility for the following:

- Providing public education in its education district (the education district for the CSFN is the whole of Nunavut)
- Providing French first language instruction to all the children of rights holders under the Canadian Charter of Rights and Freedoms (1982) in Nunavut (this is the responsibility of the CSFN)
- Ensuring that all decisions are made grounded on Inuit societal values and the principles and concepts of Inuit Qaujimajatuqangit and respect for Inuit cultural identity
- Ensuring the delivery of the local community program for kindergarten and for grades 1 to 12
- Ensuring the development of school improvement plans
- Monitoring, evaluating and directing the delivery of the school program
- Providing an early childhood program, when electing to offer programming, that promotes fluency in the Inuit language and knowledge of Inuit culture (and fluency in French language and francophone culture for the CSFN)
- After community consultation, deciding on the languages to be used for instruction (Inuit language, plus either English or French)
- After community consultation, choosing the bilingual education model or models that will be followed in delivering the education program*
- Developing and adopting a registration and attendance policy
- Providing the community with information on attendance at schools in the community
- Developing and adopting an Inuuqatigiitsiarniq policy to provide guidance on respecting others and managing relationships
- Developing programs to promote a welcoming, positive and safe school environment

- Encouraging and enabling students to fulfill their responsibilities
- Encouraging students to take responsibility for their own behaviour
- Encouraging students while on school premises to be respectful of others and of the property of others
- Creating provisions that relate to suspensions and expulsions as part of the Inuuqatigiitsiarniq policy
- Selecting and establishing a yearly calendar for each of its schools
- Reviewing the number of instructional hours lost by unplanned school closings and amending the calendar to make up lost hours if required
- Working with students, parents, Elders, principals, vice-principals, teachers and others with an interest in education, to achieve excellence and quality in education, to support and to contribute to life-long learning
- Preparing a report on the implementation of the Inuit Qaujimajatuqangit duties of the DEA/CSFN and of principals and other members of the education staff in the schools under the jurisdiction of the DEA/CSFN
- Developing a plan with the principal for DEA/CSFN members to visit the schools in its jurisdiction from time to time to observe schools in operation
- Keeping a complete and accurate record of its proceedings and financial transactions and affairs
- Assisting in developing and approving an operations budget
- Considering information received from students, staff, parents, community who have an interest in the school
- Establishing subcommittees for Inuuqatigiitsiarniq, attendance, finance and human resources
- Managing the use of school facilities by outside parties
- Participating in staffing
- Maximizing the public use of the facilities outside of school time
- Informing any governing bodies of the municipality within their district of the use and development of school facilities
- Producing an annual report that is made available to the public and sent to the Minister

*Does not apply to CSFN

Inclusive Education

Principals are accountable to the DEA/CSFN and are responsible for ensuring schools deliver inclusive education and submitting mandatory reporting three times per year. DEAs/CSFN may provide information and submit written requests on behalf of parents to a teacher regarding students who require learning accommodations and supports. DEAs/CSFN may not, however, conduct inclusive education mediation or represent a parent or student before the review board.

Student participation

The DEA/CSFN must, under section 134 of the Act, include a student representative on their board. This student representative is subject to the same rights, rules, regulations, and guidelines of regular DEA/CSFN members. See section 3 (3) of the Administration and Finance Regulations for information on the amount of honouraria to pay student representatives.

DEA/CSFN policies

What is a policy?

A policy is any document designed to set out the plan of action or rules relating to a process, program or service for clarity and for future reference. DEA/CSFN policies provide the long-range view to guide a principal, school staff and students.

In its simplest terms, a policy is defined as the DEA/CSFN formal commitment to the public on a particular issue. It is a proposed course of action, approved by the DEA/CSFN membership, for the purpose of reaching a goal, objective or purpose.

The DEA/CSFN is mandated to write two policies according to the amended *Education Act*: an Inuuqatigiitsiarniq policy, and a Registration and Attendance policy. Other policy topics may be deemed necessary for the successful administration of the DEA/CSFN office and the school. Other possible policy topics include: the use of the school facilities, early childhood education programming, language of instruction models, and locked-door policy.

Why is this required?

DEA/CSFNs are integral decision-making bodies with respect to the delivery of school programming in Nunavut. Given this authority to make decisions, it is often appropriate and recommended for DEAs/CSFN to establish policies on topics that may require decisions on a regular basis.

Additionally, the *Education Act* requires DEAs/CSFN to develop policies on two key areas: Inuuqatigiitsiarniq, and registration and attendance. These two policies will be addressed in great detail in separate sections of this manual.

How is a policy approved?

The process to develop a policy of the DEA/CSFN need not be as involved as that for developing a by-law; however, the DEA/CSFN should still give consideration to the content of a proposed policy and whether or not consultation with the affected parties would be appropriate. More often than not, consultation with the school staff, parents of students and other community members is a requirement. Refer to the Department of Education's Consultation Guide for information on approaches to effective consultation.

Refer to the relevant sections of this manual for more information on content, and the process to follow when developing the Inuuqatigiitsiarniq and registration and attendance policies.

Every policy of the DEA/CSFN must be approved by passing a motion during a meeting of the DEA/CSFN in which quorum is reached. The DEA/CSFN must record the motion number and policy number for their records.

What should a policy include?

Policies include a variety of information depending on the topic. Generally speaking, policies include at least the following:

- a preamble/policy statement setting out the purpose of the policy
- principles governing the policy
- an indication of who the policy applies to
- definitions of terms that may otherwise be misunderstood
- identification of roles and responsibilities
- provisions set out in the policy (who is responsible for doing what)
- a list of required financial resources, if any
- a sunset clause or termination provision
- an indication of the approving authority
- an indication of effective date, policy number and title

See Appendix 2 for a policy template.

DEA/CSFN by-laws

What is a by-law?

A DEA/CSFN by-law is a rule or set of rules, created and approved by the DEA/CSFN, to regulate the operation of the DEA/CSFN. By-laws apply only to the DEA/CSFN that has established them and generally cover basic reoccurring activities of the DEA/CSFN like meeting attendance and decision-making.

Why is this required?

By-laws are required to ensure that a DEA/CSFN's members are clear on the processes that must be followed when making important decisions. Having important rules and processes set-out in by-laws allows for greater clarity and transparency.

Sections 11 and 12 of the DEA Administration Regulations require DEAs/CSFN to establish by-laws on a number of topics including:

- rules of order for meetings;
- decision-making procedures;
- selecting the chair and vice-chairperson;
- order of business;
- attendance of members at meetings;
- process to update or amend by-laws; and
- DEA/CSFN's code of conduct.

DEAs/CSFN may establish by-laws on other matters as well, though they are not required to do so.

How is a by-law approved?

As with all decisions of the DEA/CSFN, a by-law must be approved by way of a vote of the DEA/CSFN membership. All decisions of the DEA/CSFN need to be made at a meeting at which a quorum is reached and a motion may only be passed with the approval of the majority of the members of the quorum.

As set out in section 13 of the DEA Administration Regulations, each by-law of the DEA/CSFN must have three readings before it is voted on and approved. Additionally, the DEA/CSFN is required to consult with the community by giving it at least two weeks to provide comments on the proposed by-law before it is to be read for the third time and voted on. See Appendix 3 for a sample by-law.

All by-laws of the DEA/CSFN must be approved by a motion of the DEA/CSFN after the required three readings, consultation and vote.

What should a by-law include?

The content of each by-law will vary depending on the topic. Each by-law should clearly establish the rules to be followed by the members of the DEA/CSFN. See Appendix 3 for a sample by-law.

DEA/CSFN code of conduct

The code of conduct will set out the principles, values, and expected conduct of members of the DEA/CSFN. This code of conduct must be followed by all members of the DEA/CSFN at all times while carrying out their duties under the amended *Education Act* and applicable regulations.

The DEA/CSFN's code of conduct will help members identify the agreed-upon standards and guidelines that the DEA/CSFN has established for its membership. The code of conduct will help ensure that the DEA/CSFN operates in a manner that is respectful, equitable, and transparent.

Note: A code of conduct should not establish rules on a specific matter (e.g., use of school facilities or accepting resignations of members). A code of conduct is meant to be a general set of expectations that are applied to all matters. Specific rules and expectations should be outlined in the DEA/CSFN's policies or by-laws.

Why is this required?

Section 12 of the DEA Administration Regulations requires the DEA/CSFN to establish a code of conduct for its members by by-law.

What should a code of conduct include?

Some typical components of a code of conduct include the following:

- Purpose: What will this code of conduct help to achieve?
- Definitions: Are there terms within the code that may need defining?
- Principles: What are the principles, Inuit Qaujimaqatuqangit (IQ) and otherwise, that the code of conduct is based on?
- Application: Who does the code of conduct apply to?
- Gifts and benefits: What types of gifts are acceptable and what types are not?
- Treatment of confidential information: How should confidential information be handled?
- Use of DEA/CSFN and school property: What is appropriate use of the school or DEA/CSFN office?
- Improper use of influence
- Conflict of interest
- Organizational relationships: What is expected of members with respect to employees of the DEA/CSFN?
- Conduct at meetings: What is appropriate behaviour and conduct during meetings of the DEA/CSFN?
- Dispute resolution: What is expected of members with respect to resolving disagreements within the DEA/CSFN and school?
- Compliance with code of conduct
- Reprisal and consequences

See Appendix 4 for a sample code of conduct, and see below for an example of a code of conduct adapted for the Kitikmeot region.

The DEA desires that its members follow certain standards of behavior, both during DEA meetings, DEA-related trips, and in the community when discussing DEA business. Therefore the DEA adopts for its members the following code of ethics:

As a member of the DEA:

1. I will work to serve the children of _____(community) and our school(s) to the best of my abilities.
2. I will try to attend all meetings of the District Education Authority.
3. I will work to see that the DEA funds are spent wisely, economically and in the best interest(s) of the school(s) and our children.
4. I will not use the school(s)' or the DEA's resources or programs for my own personal advantage, or for the advantage of my family and friends.
5. I will listen to people in my community, teachers, and other DEA members before making a final decision on an issue.
6. I will recognize that I have no power myself, and that all authority rests with the DEA when it is in session.
7. I will not discuss the confidential business of the DEA in my home, or elsewhere in my community except with other DEA members during a regular meeting.
8. I will accept and support majority decisions of the DEA as long as I remain a member of the DEA.
9. I will try to be positive and helpful in meetings and avoid talking in ways that hurt other members, the local DEA or interfere with the successful completion of the business at hand, while maintaining the right to put forward honest and respectful criticism.
10. I will not talk about DEA or staff members behind their backs in ways that are hurtful or embarrassing.
11. I will report on the proceedings of all the DEA to the community that I represent.

DEA/CSFN communication dos and don'ts

- Do share your knowledge and opinions in DEA/CSFN meetings, and work to help our students succeed.
- Do attend DEA/CSFN meetings, and stay informed about DEA/CSFN business
- Do maintain positive communication with the school and the community
- Do follow proper lines of communication. If a community member has praise or a complaint about a staff member, it should go first to the staff member. If further help is needed, it should then go to the principal, then to the DEA/ CSFN.
- Do remember that the DEA/CSFN speaks with one voice. An individual member does not make decisions for the entire DEA/CSFN.
- Do respect confidentiality.
- Do lobby, as a DEA/CSFN, organizations and public officials (e.g. businesses, elected officials, the hamlet, etc.) to promote education in your community.
- Do share the results of the work of the DEA/CSFN with the community (e.g. reports, policies).
- Do not discuss individuals negatively in a DEA/CSFN meeting. Confidential items must be discussed during in-camera sessions.
- Do not criticize fellow DEA/CSFN members or their opinions.

Best management practices: Office and records management

DEAs and the CSFN monitor, evaluate, and direct the delivery of the local community program in Nunavut. In doing this important work, the DEAs/CSFN are required to produce and retain many different kinds of records pertaining to their meetings, committee business, finances, communications and programming. It is important that members of the DEAs/CSFN understand the importance of these records, and conduct their affairs in accordance with good management practices as outlined in subsection 137 (3) of the amended *Education Act*.

Importance of records

Records are essential:

- for the institutional memory of the organization
- to provide a documentary record of all activities undertaken
- for documenting and guiding the decision-making process
- for evidence of compliance with fiscal regulations and relevant legislation

Why is records management important?

Records are information assets and hold value for the organization. Organizations have a duty to all stakeholders to manage them effectively in order to provide clarity, control costs, and ensure the vitality of the organization. Effective records management ensures that the information needed is retrievable, authentic and accurate. This requires:

- Setting and following organizational policies and best practices
- Identifying who is responsible and accountable for managing records
- Creating, communicating and executing procedures consistently
- Integrating best practices and process flows with other departments throughout the organization

Types of documents that are produced by or received by DEAs/CSFN:

- By-laws, policies, motions, meeting minutes, principal reports
- Budgets, financial statements, invoices, receipts, grant and contributions agreements, contracts
- Communications, emails/letters/memos to and from the DEA/CSFN, newsletters
- DEA/CSFN employee records, Elder certificates, Criminal Record Checks, Vulnerable Sector Checks, Records of Employment
- Members of the DEA, CSFN, and Elders require a Criminal Record Check and Vulnerable Sector Check valid within the last 3 months. DEAs/CSFN must notify the Minister as soon as possible if any criminal activity as prescribed in the regulations occurs after the checks are completed.

DEA/CSFN members must establish a secure and consistent filing system

Because of the importance of the records produced or received by a DEA/CSFN, it is extremely important that these records be kept and maintained in a secure filing system that is managed and used consistently. These records must be made available

to current and future DEA/CSFN members and a good filing system ensures that. Newly-elected DEA/CSFN members should be instructed on the importance of record keeping and the necessity of maintaining records in the established filing system. The destruction or disposal – by DEA/CSFN members or staff – of DEA/CSFN records, as described in the list above, should not be permitted. This includes the deletion of emails.

- Important: DEA/CSFN members and DEA/CSFN staff should use an email account dedicated specifically to DEA/CSFN business. This means that workplace email addresses, in particular, Government of Nunavut and federal government employee email addresses used in the course of a member's regular employment in government, should not be used for DEA/CSFN business. While the use of a personal email address is acceptable, DEA/CSFN members are encouraged to set up DEA/CSFN email accounts. This can be done by contacting dea_support@gov.nu.ca (for DEA members) or the CSFN administrative assistant (CSFN members only).

Basic filing guidelines

- All documents should be kept in one location. Documents should not be spread out among different offices, but should be kept in one central location .
- DEAs/CSFN should ensure that all documents that may contain confidential information are stored in a locked cabinet .

Basic filing tips

- Sort the documents to be filed into numerical/alphabetical order
- Remove any unnecessary post-it notes or action requests (do not remove if the notes contain relevant information).
- Put the most recent document on the top of the file (the oldest document should always be on the bottom of the file folder),
- Do not file exact duplicates of documents already on file.
- For important documents, coloured file folders should not be used, as the colour will run onto the documents in the event that a folder gets wet. If colour coding of folders containing important records is necessary, hanging folders can be purchased in colours following the desired colour coding scheme.

Things to remember:

- File all documents on a daily basis
- Ensure files are up to date
- Reduce the risk of lost or misfiled documents
- DEA documents should only be accessible to the elected members of the DEA and the DEA office manager. In the case of the CSFN, documents should only be accessible to the elected members of the CSFN, the Director General of the CSFN, and the CSFN administrative assistant .

Selecting a chairperson and vice-chairperson

The DEA/CSFN members select the chairperson and vice-chairperson. Note that the CSFN refers to the chairperson as a “president.” The members should take great care in the selection of the chair, as this role is critical to the efficiency of the DEA/CSFN operations.

Some of the duties of the chairperson include:

- calling the meeting in order on time, and as soon as a quorum is present
- making sure the meeting is run according to proper parliamentary procedure
- making sure that all discussion is relevant to the issue
- insisting that all remarks be addressed in the meeting through the Chair
- providing an opportunity and encourage all members to express their views
- being tactful and guiding the meeting without showing favouritism
- acting as the spokesperson/representative to the government
- making decisions, as necessary; however, the chairperson (president for the CSFN) is not the boss and cannot make decisions on behalf of the DEA/CSFN.

Qualities of a good chairperson

A chairperson needs to be:

- informed about DEA/CSFN issues and affairs
- able to get along with all kinds of people
- respected by other members and staff
- able to encourage discussion and stop irrelevant conversation
- able to delegate effectively
- able to explain the system and DEA/CSFN’s decisions to the public
- able to recognize and stand up for the rights of the people who may disagree with the decisions of the DEA/CSFN

Vice-chairperson

When the chairperson is absent, the vice-chairperson has all the powers and duties the regular chairperson does. The Vice-chairperson may also take over the chair position temporarily if the chairperson feels strongly about an issue and wishes to speak to it.

It is a requirement under section 11 of the DEA Administration Regulations that DEAs/CSFN develop a by-law on the method of selecting a chairperson and vice-chairperson. The DEA/CSFN must follow this by-law when selecting the chairperson and vice-chairperson.

DEA/CSFN committees

What does a committee do?

The DEA/CSFN, according to subsection 140 (c) of the amended *Education Act*, shall: establish committees for Inuuqatigiitsiarniq, Attendance, Finance, and Human Resources. The DEA/CSFN may also establish other committees as they see fit. It is important to note that the DEA/CSFN may include as many members on a committee as it sees fit.

The DEA/CSFN may have committees to help with their work. The committees help with some of the work that the regular DEAs/CSFN might not have time to do.

The committees may consist of DEA/CSFN members and/or other members of the community. The committee on its own does not have the authority to make motions but report to the DEA/CSFN as a whole at their meetings.

The committees the DEA/CSFN typically have in place are:

- Finance – to deal with DEA/CSFN financial matters such as unusual invoices. Duties also include monitoring the financial status of the DEA/CSFN, ensuring expenditures are approved by motion, and reviewing monthly bookkeeping reports.
- Hiring/Human Resources – involved in reviewing applications, screening, interviews, and selection of DEA/CSFN staff. This committee may also be part of the hiring process for some school staff positions.
- Cultural Programs – identifying cultural programs to be taught to students and the appropriate people to teach them.
- Fundraising – oversees fundraising efforts the DEA/CSFN might engage in for programming not covered under a contribution agreement.

The role of the DEA/CSFN in the hiring process

DEAs/CSFN play an important role in the staffing of principal and vice-principal positions, and may also participate in the hiring of teachers.

Teacher positions

When a teaching position becomes available at the school (resignation or term ending):

1. The principal will oversee the establishment of a hiring panel to fill the vacant teaching position. In the case of the CSFN, it is the CSFN that oversees the establishment of the hiring panel.
2. The DEA may appoint a member to sit on the hiring panel.
The CSFN may appoint a board member to sit on the panel.
3. The RSO uses job advertisement templates that the principal provides input to.
4. Screening criteria and interview questions are prepared by the RSO.
5. After the closing date for the position has passed, candidates will have submitted their applications which includes their résumé.
6. The RSO/CSFN will send résumés to hiring committees (principal and DEA/CSFN rep(s)), in keeping with NTA and GN priority hiring policies.
7. The hiring committee will screen résumés together. The committee will agree upon a pass mark for screening. Normally, this is 60% for teachers and 70% for vice principals and principals.
8. The hiring panel will conduct the required number of interviews of successful candidates.
9. The highest scoring candidate will be considered for the position.
10. The principal will conduct references on the candidate, after a reference release form is signed by the applicant. For the CSFN, the CSFN's corporate services coordinator will conduct references.
11. Three successful references must be completed if the candidate is a non-GN employee. If the candidate is a current GN employee only two references are required. The DEA will be involved in reviewing the feedback provided by the references. The principal may share with the committee strengths/concerns from references if any. Paperwork submitted to the RSO with signatures of the hiring panel should include signed-off screening sheets, interview questions, and interview notes.

The CSFN will review the feedback provided by the references and may share the information with the committee regarding strengths and concerns from the reference if any. The CSFN will collect all the paperwork with signatures of the hiring panel. It should include signed-off screening sheets, interview questions, and interview notes

For principal and vice-principal positions

When a principal and/or vice-principal position becomes available at the school (resignation or term ending), or when the incumbent principal or vice-principal is not returning:

1. The DEA/CSFN must establish a panel to consider the appointment of a principal or vice-principal and must appoint a member to the panel within two working days of receiving the request.
2. This panel must include a representative from the Department of Education (does not apply to the CSFN).
3. The job advertisement, screening criteria and interview questions with acceptable responses will be done by the Regional School Operations in advance of starting a competition.
4. The panel will screen all of the applicants according to the criteria they have established above.
5. The panel will interview those applicants who met the criteria and shall do so by the priority groups identified below.
6. The Executive Director or representative shall conduct the required references checks on successful candidates.

When an incumbent principal or vice-principal is interested in returning:

1. The Minister may only re-appoint a principal or vice-principal on the recommendation of a DEA panel (does not apply to the CSFN).
2. The DEA must establish a panel to consider the re-appointment of a principal or vice-principal.
3. This panel must include a representative from the Department of Education (does not apply to the CSFN).
4. In order for a principal or vice-principal to be eligible for re-appointment they must have received a satisfactory performance appraisal and school leader assessment(s).
5. The panel will meet to consider whether or not the principal or vice-principal should be re-appointed.
6. In considering whether or not to re-appoint, the panel must follow all of the applicable laws and hiring policies of the Government of Nunavut and their decision must be based on merit.
7. The Minister may reject a recommendation of the panel if they find the panel has not followed all the applicable laws and policies (does not apply to the CSFN).

Note: The duration of principal and vice-principal tenures are up to four years.

The DEA School Leader Assessment Tool is designed to assist you in setting and monitoring performance expectations for principals and vice-principals. Instructions and a copy of the tool are included in Appendix 5.

DEA/CSFN meetings

Subsection (1) of the DEA Administration Regulations states that: (1) A DEA/CSFN shall meet at least once in each month in which there is an instructional day in a school under its jurisdiction.

As a DEA/CSFN member, you are expected to show up prior to a scheduled meeting. In order for a meeting to begin, there must be a quorum. As stated in subsection 7 (1) of the Regulations, the quorum for meetings of a DEA other than the CSFN is four members. A quorum for the CSFN is three members. It is up to individual DEAs/ CSFN to create a by-law to outline the procedure to follow, including the length of time to wait, in the event there is not a quorum at the scheduled meeting time before deciding to cancel the meeting.

DEAs/CSFN cannot hold a meeting without a quorum and no honouraria can be issued for a meeting in which a quorum was not present . No decision of the DEA/CSFN is binding unless it is made at a meeting in which a quorum is present .

Order of business (example)

Standard order of DEA/CSFN business meetings

The DEA/CSFN should conduct their meetings in the following way:

1. Call to order: This is done by the Chairperson (alternately, the Vice-Chair or Acting Chair).
2. Roll call: is required to record DEA/CSFN members who are present.
3. Adoption of agenda: DEA/CSFN members review and approve the agenda. Amendments or additions can be considered by members. Once agreed by members, it is approved and followed by the Chairperson.
4. Conflict of interest: DEA/CSFN members must declare a conflict of interest during a DEA/CSFN meeting if a particular member has the potential to influence a situation that might benefit that member that could possibly corrupt the motivation of a particular decision. For example when a student is related to a DEA/CSFN member that DEA/CSFN member shall excuse themselves from participating for that topic.

5. Confidentiality: It is important not to discuss sensitive personal information concerning school staff, students or employees of the DEA/CSFN during a meeting that is open to the public.
6. Approval of minutes: The Office Manager must send out draft minutes of previous meetings to DEA/CSFN members for their review before starting a new meeting. Upon review, the minutes can be passed by a motion during a meeting. Upon being approved, the minutes should be made available to the public by no later than 45 days after the meeting to which they relate.
7. Delegations: Individual or groups (parent, community member, etc.) may present at or provide information during a DEA/CSFN meeting. An individual or group must request that their name be put on the DEA/CSFN meeting agenda as a delegate prior to the meeting and prior to the agenda package being sent out to DEA/CSFN members. It is best to do this at the beginning of a meeting or after the main DEA/CSFN business.
8. Committees and reports: DEAs/CSFN often get reports regarding issues related to hiring, finance, school administration. Members may ask questions and provide suggestions or direction. The reports should be approved by motion.
9. Correspondence: The DEA/CSFN often get correspondence from parents, school or agencies. The Office Manager or Director General of the CSFN in advance, can draft up a letter to respond for DEA/CSFN consideration.
10. Old/unfinished business: The DEA/CSFN sometimes defers items from previous meeting so that they can have an opportunity to think about it before making a decision.
11. New business: May be brought up by any member by making a motion. Again, DEAs/CSFN may ask questions and provide suggestions or direction. New business must be listed on the agenda.
12. In-camera: The DEA/CSFN should go In-camera when the members want to discuss sensitive or private matters. This also means where the public or press are not allowed to observe or participate. It is important to record any motions once out of in-camera session. During an in-camera meeting there must be a motion made to "go in-camera." The DEA/CSFN secretary would record the time the motion was made, and then excuse themselves from the meeting. During this time, the DEA/CSFN would engage in discussion. When finished, there would be a motion to end the "in-camera meeting." The DEA/CSFN secretary would then return to the room (as would members of the public and press) and record the time the motion was made. Motions could be made as a result of the in-camera meeting discussion.

13. Motion: Written motions must be done in a clear and concise way for documentation and must be organized in order for it to be referred to in the future if necessary. In order to pass a motion, there must be a “seconded” by a DEA/CSFN member. If there is no seconder, the motion is not put before the group for debate and/or decision. Once a motion is seconded, the members can then issue a decision or direction by voting on the matter at hand. Decisions of the DEA/CSFN must be voted-on and the results of said vote recorded in a motion. A decision of the DEA/CSFN is not final or binding until it is approved by a motion.
14. Voting: Most motions require a majority vote, while some need a two-thirds or three-quarters of the votes to be adopted. This depends on your DEA/ CSFN by-laws. The most common voting is a show of hands but a secret ballot can also be used. It is important to note “all in favour, against, or abstain” for recording.
15. Amend motions: Sometimes motions have to be changed by adding or changing words to an original motion. It may also refer to changes to minutes, when corrections need to be made. Motions can also be rescinded from another meeting. Also, it is important to note that motions have to be recorded word for word.
16. Adjournment: Once the meeting is done, the last motion is to adjourn (finish) the meeting.

For more information on conducting meetings, see Appendix 6.

Handling complaints or questions

What should you do when you receive a complaint or a question surrounding teachers, principals, or other staff, or the DEA/CSFN?

DO NOT take the complaint personally or get angry.

DO NOT take the easy way out by agreeing with the complaint and blaming staff .

DO NOT attempt to answer the questions if you are not sure of the facts .

DO NOT promise that something will be possible if you are not absolutely sure what your policies allow .

Suggestions

DEAs/CSFN should develop a policy related to how to handle unsolicited comments from parents, staff, and community members. Asking if the person has contacted the individual who the complaint is about first, is recommended. If the person is hesitant, asking if such a meeting could be set up by a DEA/CSFN member for complainant is an option.

Listen carefully to the question or concern and be sure you understand it. The DEA/CSFN can paraphrase what the person said back to them and ask if this is what they are saying, i.e., "What I'm hearing you say is...". Sometimes you have to help the person complaining to explain what the real issue is.

Depending on the matter, the DEA/CSFN can refer the person to the DEA chairperson/ CSFN president who may know the best course of action to be taken.

If the complaint concerns a decision made by the DEA/CSFN or school staff, refer to the Dispute Resolution Regulations for the correct process to follow to resolve the matter.

Public pressure, influence and lobbying

DEA/CSFN members have allowed their name to stand for public office and having been successful at the polls, now have the duty to make important decisions over the delivery of education in the community.

It is possible that people may try to influence the opinion of the DEA/CSFN or win its support on various issues related to education. Requests, complaints or attempts to influence individual member's opinion or voting should be brought to the attention of the DEA/CSFN as a whole.

It is possible that DEA/CSFN members may receive pressure from family members for one reason or another. If this situation arises, the DEA/CSFN member should declare a conflict of interest and ask that the family member discuss the matter with the chair/president of the DEA/CSFN.

It is very important for each member to recall that only the entire DEA/CSFN has authority to make decisions during a meeting of the DEA/CSFN. Outside the DEA/CSFN meeting, each member is an ordinary citizen and has no authority to make decisions that affect the schools or the DEA/CSFN.

Public relations

If the DEA/CSFN wants to inform the community about any items of business through the media (radio, TV, newspaper), the DEA/CSFN should choose a spokesperson or submit a press release. Unless otherwise decided, the chairperson or president is the spokesperson for the DEA/CSFN when it comes to public interviews with the media. If in doubt about talking publicly, call the chairperson or president. The Nunavut *Official Languages Act* requires that all communications be sent out in all of the languages of the community.

All DEA/CSFN members should attempt to keep on good terms with the media, and if interviewed, remember to report the decisions of the DEA/CSFN and not your personal feelings. Keep personal opinions for your election speeches. DEAs/CSFN are able to communicate with the media where there are restrictions for school staff. Check with the principal before involving school staff in any media requests.

Selecting and developing the school calendar

What is the role of the DEA/CSFN?

Subsection 84 (1) of the amended *Education Act* requires each DEA and the CSFN to select and establish a school calendar by March 31st for the upcoming school year. The Minister of Education, as stated in subsection 83.1 (1) of the Act, develops three basic calendars for each region. DEAs/CSFN must select one basic school calendar from the three options available in their region.

What is the role of the principal and school staff?

The school staff is to be consulted with during the selection and development of the calendar and the principal is responsible to ensure that school staff follows the calendar established by the DEA/CSFN.

In general, the school staff and principal will assist the DEA/CSFN with the selection and development of the calendar including any of the required consultations. Subsection 9 (2) of the School Calendar Regulations requires the principal to assist the DEA/CSFN by consulting with the students and school staff on calendar options.

What does the basic school calendar include?

Subsection 83.1 (1) of the Act sets out the ministerial requirement of providing each region with three optional calendars to select from for their schools. These calendars include start and end dates and the professional development days required during the year. The basic school calendar is selected by March 31st preceding each school year and developed into the final school calendar for the upcoming year.

What must the final school calendar include?

Subsection 84 (2) of the Act sets out the general required content of the calendar while sections 2 through 6 of the Regulations provide greater detail on this required content.

Refer to Part 10 of the *Act* and the Regulations when developing your school calendar.

How is the basic school calendar selected and how does the DEA/CSFN develop and approve the final school calendar?

The calendar is approved by the DEA/CSFN, which means that it must be considered at a meeting of the DEA/CSFN in which a quorum is present. The DEA/CSFN must pass a motion approving the calendar only after it has been developed in accordance with the Act and section 9 of the Regulations. Both the Act and the Regulations call for consultation with the school staff and community when developing the calendar. This consultation must be conducted before the DEA/CSFN considers and approves the final school calendar.

Below you will find a step-by-step breakdown on calendar development.

Planning

1. Establish a calendar committee that consists of DEA/CSFN members, school staff, and possible parent representatives. If there is more than one school in your community a coordinated approach is to be used.
2. Keeping in mind the 195 day school year for staff, consult with DEA/CSFN members, school staff, and parents to determine the most beneficial time for your community to begin and end the school year. Consideration should also be given to:
 - traditional activities such as boating, fishing, and camping in your community
 - departmental exams
 - scheduling of Christmas and other breaks
 - sport activities such as regional territorial sporting tournaments, Super Soccer, community festivals, or other regularly scheduled events
3. Select one basic school calendar that is most suitable for your community based on the three options provided by the Department for your region.

Constructing your calendar

4. The selected calendar shows 195 days for staff, beginning at the selected start date of your basic school calendar. Using the Excel template, select days off by placing "H" (for Holiday – both staff and students are off) in the appropriate morning (AM) and afternoon (PM) slots. Also include the extra days that principals are required to be on-duty. All teacher days should be applied to the regular work week.

The calendar will colour these squares for you and will give you a running total of teacher and student days left.

5. Think about how you will use the freed-up unscheduled instructional time. Determine the length of the school day and how many days you will free up for professional purposes.

Maximum length of school day	Hours	Minutes
Kindergarten	5.5 hours	330 minutes
Grades 1-6	5.5 hours	330 minutes
Grades 7-12	5.75 hours	345 minutes

Although the maximum school hours according to the Regulations are 6 hours for elementary and 6.5 hours for secondary, the above hours have been accepted as a result of an agreement between the Nunavut Teachers' Association and the Department of Education.

Minimum instructional time frames for the school year are referenced in the 45 Unscheduled Instructional Hours document and within the School Calendar spreadsheet. **It is advised that school calendars be constructed with more than the minimum number of instructional hours required, using the average number of instructional hours lost per year due to weather and other unforeseen events, as a guide for creating a buffer . This buffer should help ensure that minimum instructional hours are met .**

There are 13 non-sessional days you must set aside for the following:

Professional development (P)	5 days
Administration (O)	2 days
Orientation (O)	2 days
In-service (O)	4 days

Note that the four in-service days may be driven by the Department of Education through Regional School Operations and CSFN or designated for site-based initiatives approved by Regional School Operations and CSFN.

In addition to the 13 non-sessional days, you may have other days that you can designate for other professional purposes, including the unscheduled instructional hours.

Type in the total daily minutes of instruction in the appropriate space on the second page of the calendar file. As you select the non-instructional days, the yearly hours of instruction are automatically calculated.

Block out the rest of the year that shows the student sessional days, beginning at the desired student starting date. Using the Excel template select the non-sessional days by placing “P” (for Professional Development – students are off but staff have professional development) or “O” (for Other – students are off but staff have either in-service, parent-teacher interviews, orientation, or administrative duties) in the appropriate AM and PM slots.

The calendar will colour these squares and tally the student sessional days.

Recheck the calendar for mathematical errors and ensure that it conforms to the requirements as outlined in the letter.

Ensure there are at least three working days for teachers in the pay cycle at the beginning and end of each year. This is to ensure the pay cycle is not interrupted.

Have the master copy and justification chart signed by the DEA Chairperson/CSFN President and school principal. **The calendar submission must be supported by a DEA/ CSFN motion and emailed to the RSO (Assistant Deputy Minister for the CSFN) and copied to dea_support@gov.nu.ca.**

Registration and Attendance policy

What is a Registration and Attendance policy?

It is a requirement under section 37 of the amended *Education Act* that each DEA and the CSFN develops a Registration and Attendance policy, and oversees implementation of the policy in their school(s). This requirement is outlined as a provision of the Local Community Program and identified as a responsibility of the DEA/CSFN.

The policy is a method of establishing agreements about the way the DEA/CSFN will manage registration and attendance in its schools. This policy focuses on ways the DEA/CSFN will encourage parents, students and education staff to work collaboratively to ensure all required students are registered and regularly attending school. Working together to promote registration and attendance, we must first establish a common vision of what the desired behaviour(s) are. Then we develop actions, programs and procedures to promote regular and punctual attendance. And finally, we recognize and affirm that these actions, programs and procedures will be reviewed and elaborated upon as schools' registration and attendance needs and strengths change.

The successful implementation requires commitment and active involvement of everyone: the Minister of Education, principal(s), education staff, the DEA/CSFN, parents, students and community.

The policy should outline school-wide strategies that reflect our common values and common vision. These strategies should aim to be proactive, positive and preventative and be in line with the values of Inuit Qaujimajatuqangit.

Lastly, but importantly, the policy tries to promote and encourage registration and regular, punctual attendance of all required students.

What is the purpose of the Registration and Attendance policy?

This section is a policy guide and was designed to help DEAs/CSFN during the development of their Registration and Attendance policy. This section includes a questions and answers section to help provide the necessary clarification on questions that the DEA/CSFN may have.

This section also includes a policy template, however; this policy template may not include all of the portions of the policy that the DEA/CSFN may wish to include, or may contain portions or specific details that the DEA/CSFN may not wish to include. The DEA/CSFN should refer to section 2 of the Registration and Attendance Regulations to confirm the required content of the policy.

Additionally, the DEA/CSFN should refer to sections 3 through 10 of the Regulations for details on the process that must be followed when developing the DEA/CSFN Registration and Attendance policy. Community involvement and consultation is a vital component of the process for development of the policy and the Regulations provide specific details about the level of consultation required at each step of the process. For more information on approaches to consultation activities refer to the Department of Education's Guide to Consultation.

In Appendix 7, you will find a sample Registration and Attendance policy for reference when developing the DEA/CSFN Attendance policy.

The template does not include all of the components that you may wish to include in your policy; for example, your school or community may choose to develop programs and initiatives that have worked well in the past to promote attendances which are not included in this template.

The list of rights and responsibilities found in this template are recommended to DEAs/CSFN, especially those that reinforce the rights and responsibilities defined by the Act. You may identify additional ones to be included, or rephrase them to ensure relevance and meaning in your school and community.

The policy must be approved by a motion dated and emailed to the RSO (Assistant Deputy Minister for the CSFN) and copied to dea_support@gov.nu.ca.

Questions and answers

Registration in Nunavut schools

1. *Who is entitled or allowed to attend school in Nunavut?* (section 2 of Act)

Any person that is at least 5 years old and up to 21 years old on December 31 of that school year (for example, December 31, 2021 for the 2021-2022 school year) is entitled or allowed to be registered to attend school. *Note:* sections 156 through 162 of the Act sets out the eligibility requirements that must be met in order to register a child in a school under the jurisdiction of the CSFN.

They must also be a Canadian citizen or someone lawfully living in Canada, or a child of a citizen or someone lawfully living in Canada.

The only children or youth who are not required to be registered and attend school are those that are in custody at correctional centres, or that have been suspended or expelled, or that cannot be in school due to medical or special reasons. These children and youth are still entitled to receive education or learning activities outside of the school.

Scenario 1

My children are 4 years old now, and 5 on November 1, 2021, can they attend kindergarten for the 2021-2022 year?

Answer 1

Yes. Your children may be registered and attend kindergarten but are not required by law to be registered as a student.

Scenario 2

I dropped out last year, and I am turning 20 on September 15, 2021. I want to come back to school, can I register?

Answer 2

Yes. You are not required to attend school but you are entitled (allowed) to attend school until you finish grade 12, or until you turn 21 years old.

2. Who is required by law to attend school in Nunavut? (section 30 of Act)

It is the responsibility of every parent in Nunavut to register each of their children as students in a school if they are at least 6 years old up to and including 17 years old on December 31 of that school year (for example, December 31, 2021 for the 2022-2023 school year).

Scenario 1

My child turns 17 on December 1, 2021 and has not completed Grade 12. They say they don't want to go to school anymore. Do they have to go to school?

Answer 1

Yes. A student must attend school until they turn 18 years old or have finished their Grade 12. Your child is required to be in school for the 2021-2022 school year.

3. Who makes decisions about registration of a student in a school, if they are 21 years of age and over or if they are visiting from another community? (section 32 of Act)

There may be situations where a student who is not required by law to attend school wants to register and attend school in your community. This may be because they are over 21 years old or because they are visiting for a short period of time from another community where they live. In these cases, the DEA/CSFN will make the decision whether or not to allow a student to register in a school, according to terms and conditions that they may choose.

Scenario 1

My child is 4 years old now, and turns 5 on January 14, 2022, can she attend kindergarten for the 2021-2022 school year?

Answer 1

The DEA/CSFN will make a decision about the registration of your child.

Scenario 2

I am going to be 21 years old in February; can I attend school?

Answer 2

This is the DEA/CSFN's decision as outlined in section 32 of the Act.

4. Where should a person be registered as a student to attend school?

Every potential student must be registered with the education district in which they reside. If a potential student does not reside in an education district, then they must register with the education district nearest to their place of residence.

*5. What if a family moves to a different community?
(subsection 30 (7) of the Act)*

If a family moves their residence from one community to another during the school year, it is the responsibility of the parent to register their child in the new district that they will be living in. They must register their child within 7 days of arriving to live in that community.

As stated above, if the child is temporarily visiting a community but has not moved to that community permanently with their parent, then it is up to the DEA/CSFN whether that child will be allowed to register in the school.

If the student is an adult, they can register themselves in the school.

6. What if a family plans to go on vacation during the school year, is that considered an excused absence from school?

It may not be in the best interest of a student to miss school for the purposes of a family trip or vacation. Missing school can cause a student to fall behind his or her peers in the class, or miss the opportunity to complete particular parts of the program altogether. Therefore, it is recommended that family trips or vacations be planned during school breaks or holidays determined by the DEA/CSFN school calendar. If a student will be absent from school for a trip or vacation, it is recommended that the principal and the student's teacher(s) be notified in advance. This advanced notice may allow staff to plan and assist the student in completing their work.

7. If a parent expects that their child will be late for school, what should they do?

If a parent or student expects that they will be late, it is best to call the school to notify them when the student is expected to arrive, and provide an explanation for being late. By doing so, the teacher will know where the student is, and can welcome or support the student when they arrive. If the teacher or a school staff member has to take time out of the class to call a parent or student at home and find out if they are coming to school, it distracts the staff from providing quality instruction to the students who are attending school.

8. How will a parent know if their child is missing or absent from school (they may be absent without permission from the parent)?

Each school may establish their procedures for notifying parents of their child's attendance record. There should be a procedure for calling the parent if a student is not present in school and has not provided a reason or advance notice. In addition, the school should have a procedure for providing reports, possibly monthly or at report card time, to the parent to review the attendance record of their children. A requirement to inform the parent when a child is absent will be included in the Registration and Attendance policy regulations.

9. What if a student misses school for a long period of time (more than 1 term or 3-4 months), and it will be hard for them to come back to school?

To support any student that is away for a long period of time, such as a whole term of school (for example if they missed school from September to December), the principal of the school is required to work with the school team to create a "re-entry plan." This means that the principal and school team will work together to take actions that will help the student to re-integrate into the school. They will provide extra help and supports to meet that student's strengths and needs of any type, to ensure that student can continue being successful in school.

10. What if a student needs to leave school so that they can work and help earn money for their family? (subsection 34 (5) of the Act)

If a student is younger than 18 years old, they are required to be in school. However, if it is in the best interest of the student to work, then they may be allowed to do so if they have a learning plan. The learning plan is developed by the principal through discussion or consultation with the employer, the student, and student's parent (or just the student if that student is an adult). The learning plan determines what hours the student is allowed to work. This learning plan must be approved by the DEA/CSFN.

If a student who is younger than 18 is working during school hours without a learning plan, an employer may be fined up to \$10,000.

Student learning plans are designed for students receiving pay for their work, not for students who are working as part of a Career & Technology Studies work experience placement for education credits. The learning plan is an agreement about when the student may be at work instead of at school, and how the student will continue their learning given that they will be missing some school. This plan is intended for students who will be absent from school to work for an extended period of time, not just a few days (i.e., to be employed to unload sealift).

Attendance in Nunavut schools

1. What does it mean when a person is registered to attend school?

When a person is registered to attend school as a student, they have a duty to attend regularly and arrive at school on time. That means they should be in school every day for the hours that the school is open, unless they have an excuse to be away that is approved by the principal.

Even if a student would like to choose to “drop out” or stop attending school part way through the year, if they are under 18 years old, they are required by law to attend school regularly and on time.

2. Are parents responsible for making sure their children go to school? (subsection 34 (8) of the Act)

Yes. It is required that parents encourage their children to attend school regularly (every day) and arrive at school on time. Parents should help and support their children to attend school.

3. What does the principal have to do to keep students in school? (subsection 34 (9) of the Act)

It is required that the principal and the members of the school team encourage students to come to school regularly (every day) and arrive at school on time.

The principal and school team needs to work with organizations in the community to help encourage and promote attendance at school.

4. What does the DEA/CSFN, or the government have to do to keep students in school? (section 36 of the Act)

It is required that the Minister of Education, who represents the Department of Education, works with all the DEAs and the CSFN in Nunavut to promote student attendance at school. This means the government should create programs in cooperation with the DEAs/CSFN to encourage students to attend school every day and arrive on time. The duties and responsibilities of DEAs/CSFN, pertaining to registration and attendance can be found in section 37 of the Act.

5. *When is a student allowed to miss school?*

There is a list of situations in section 34 (3) of the Act that are acceptable reasons for missing school. In these cases, the absence from school should be reported to the principal, who can then consider the student “excused” from attending school.

The reasons a student shall be allowed to miss school are:

- for health or other unavoidable reasons reported to the principal
- while participating in spiritual or religious observance or event
- when suspended (serving at home) or expelled
- while participating in a home schooling program
- when excused by the principal because of a death or illness in the family or to participate in a significant event
- in grades 10, 11, or 12, with the approval of the principal, while participating in traditional activities on the land or other learning experiences away from the community for up to a school year. (with parental permission)
- while participating in traditional activities on the land or other learning experiences away from the community for less than a school term (usually 3–4 months, with parental permission)
- while living at an outpost camp
- for reasons outlined in the section on inclusive education (section 45 of the Act)
- when working, if a learning plan has been developed by the principal and approved by the DEA/CSFN subject to the regulations (see question 10).

Language of Instruction (LOI) (does not apply to CSFN)

What is the purpose?

The amended *Education Act* is based upon the idea that the community needs to be involved in important decision-making processes related to integral components of school programming and that a bilingual education can help the promotion and use of the Inuit language.

Given these beliefs, the Act requires all District Education Authorities (DEA) to choose the languages of instruction in their community and the bilingual education model to be used for the purpose of delivering a bilingual education. The Minister is required to approve at least one LOI model for each DEA, which the DEA has the capacity to deliver.

What is the DEA's role?

Section 23 of the Act sets out that every student in Nunavut shall be given a bilingual education and the languages of instruction must be an Inuit language (Inuktitut or Inuinnaqtun) and either English or French.

As per section 24 of the Act, it is the responsibility of the DEA to choose the languages of instruction and the bilingual education model for the delivery of instruction in both languages. The Act requires these decisions of the DEA to be made in accordance with the Language of Instruction (LOI) Regulations. The Act further requires that the DEA must review their choice of LOI model. Details regarding the frequency of the review is defined in the Regulations.

In section 24 (4) of the Act, it stipulates that the DEA must consult with the community before finalizing a decision on the languages of instruction and the bilingual education model(s). The Regulations provide details about what options and consultation measures are required to be met.

Furthermore, the regulations provide details about the role of language committee in reviewing decisions and choosing models. These details about the language committee describe the membership of the committee as well as their duties, including making recommendations to the DEA. The Regulations also define the models of instruction. DEAs should familiarize themselves with the Regulations so as to ensure that none of the required steps are missed.

All decisions of the DEA concerning bilingual education must be supported by a motion, passed at a meeting of the DEA at which a quorum is present.

Appendix 8 provides a plain language summary of the LOI Regulations requirements with respect to selecting the languages of instruction and model.

Inuuqatigiitsiarniq policy

What is it?

There is a requirement under subsection 58 (1) of the amended *Education Act* stating that each DEA and the CSFN develops an Inuuqatigiitsiarniq policy and oversees implementation of it in their school(s).

The policy is a method of establishing agreements about the way that students and staff will live and work together in schools. This policy focuses on ways we will strive to build relationships through the reinforcement of positive behaviour. Working together to create a positive school environment, we must first establish a common vision of what the desired behaviour(s) are. Then we develop a specific plan to teach students what it looks like, feels like, and sounds like to practice those behaviours in schools, thereby creating and maintaining a positive school environment. And finally, we recognize and affirm that these behaviours are being developed, reviewed and elaborated upon throughout the students' schooling experience.

Who should be involved?

The successful implementation requires commitment and active involvement of everyone: Department of Education, principal(s), education staff, the DEA/CSFN, parents, students and community.

The policy should outline school-wide strategies that reflect our common values and common vision. These strategies should aim to be proactive, positive and preventative and be in line with the values of Inuit Qaujimajatuqangit. Lastly, but importantly, the policy tries to teach social skills and student responsibility for their own behaviour, both inside and outside the school.

How should it be developed?

Like the Registration and Attendance policy, the Inuuqatigiitsiarniq policy must be developed in accordance with the Inuuqatigiitsiarniq policy and discipline regulations. Refer to these regulations for specific details on the process to follow when developing this policy. **Completed copies should be emailed to the RSO (Assistant Deputy Minister for the CSFN) and copied to dea_support@gov.nu.ca.**

For more information, see Appendix 9 for the complete Inuuqatigiitsiarniq Policy Template.

Early Learning and Child Care (ELCC)

This section describes the responsibilities the DEA/CSFN has under the amended *Education Act* concerning ELCC and the supports in place to assist DEAs/CSFN in meeting these requirements.

ELCC programming promotes fluency in an Inuit language and knowledge of Inuit culture.¹ According to section 17 of the Act, DEAs/CSFN are responsible for conducting an election to determine whether to offer or not offer an early childhood program for the following five school years. DEAs/CSFN that elect to offer ELCC programs must provide the programming for a five year period and begin the program in the school year immediately following the school year in which the decision was made to offer the program.

DEA/CSFN may comply with section 17 of the Act by providing the entire early childhood program itself; or by providing support in the form of staff or other resources to a third party² as stated in section 6 of the Early Childhood Program Regulations. This means that DEAs/CSFN must either provide the program themselves, or support an existing program in the community by providing funding, staffing or resources.

ELCC programming is designated for children who have not turned 6 by December 31 of the school year and who are not yet in grade 1 are eligible. Children in kindergarten are eligible to attend these programs, but only when they are not required to be in school as stated in section 4 of the Regulations.

Each DEA/CSFN is eligible to receive financial assistance to either run its own program or to provide support to existing programs run by the DEA/CSFN. There is an application and guidelines for this funding upon request. All applications should be submitted to the Early Childhood Resource Coordinators any time between April 1 and September 30. See Appendix 10 for the application template.

To assist DEAs/CSFN in meeting the requirement under section 17 of the Act, the Department of Education has several supports. At any time, the DEA/CSFN is encouraged to reach out for support and guidance with any proposals, program delivery and reporting requirements.

In Appendix 11 there is a list of examples of programs and resources to guide the DEA/CSFN.

The DEA/CSFN shall submit an annual report to the Minister on what it has done to comply with this section as required in subsection 8 (1) of the Regulations.

1 For programs falling under the Commission scolaire francophone du Nunavut (CSFN), this reference is modified with regard to refer to promotion of French language and francophone culture.
2 A third-party program is a program that is run by an organization/group other than the DEA/CSFN.

Reports must be submitted to the Early Childhood Language Program Coordinators by April 30. If the DEA/CSFN has received financial assistance the submission of the funding report fulfills the stipulations for the annual report. See Appendix 10 for the report and funding report templates.

All DEAs and CSFN are required by the Act to provide a program that supports Inuit language and culture at the early childhood level.³ If you feel that your DEA may have difficulty in meeting this requirement, contact the Early Learning and Child Care division as soon as possible so that they can assist you in meeting this requirement. See Appendix 12 for answers to frequently-asked questions and contact information.

The Ministry may provide ELCC programs in schools through third party agreements if the DEA/CSFN has elected to not offer or failed to hold an election regarding the decision to offer ELCC programming. All third-party funding of ELCC programming is the responsibility of the Minister.

³ For programs falling under the Commission scolaire francophone du Nunavut (CSFN), this reference is modified with regard to refer to promotion of French language and francophone culture.

DEA/CSFN elections

Subject to section 131 of the amended *Education Act*, the *Local Authorities Elections Act* applies to all matters respecting the election of the members of a DEA/CSFN.

Election of members

The elected members of a DEA/CSFN (seven for DEAs, five for CSFN) shall be elected for four-year terms.

Duration of term of office

The term of office of a member of a DEA/CSFN commences at 12 noon on the following day the member was elected or when the member is sworn in, whichever happens later; and ends at 12 noon on the day after the next election is held.

Returning officer

Each DEA/CSFN shall appoint a returning officer for its election and provide or arrange for a place to serve as the office of the returning officer no later than 40 days before election day.

Election day

The election day will either be the same as the municipality or fixed by the DEA/CSFN.

Nominations

Notice calling for nomination of candidates must be given no later than two weeks before the time for nominating candidates expires. The time for nominating candidates expires at 3 p.m. on the day five weeks before election day.

Filling a vacancy/by-elections

When filling a vacancy, the DEA/CSFN shall fill it at the next general election or before then by holding a by-election. The DEA/CSFN may choose to simply appoint a member as a by-election is costly and time consuming; the local authority shall fix the election day. The person filling the vacant position shall fill it for the *remainder of the term* the previous member had left to run. When an individual is elected in a by-election, or is appointed to fill a vacancy, they *do not* receive a new four-year term.

Election petition

A voter or the local authority itself may question the validity of an election or the right of a person to sit as a member of a local authority in an election petition. The petition must be filed to the Nunavut Court of Justice no later than two months after Election Day.

Eligibility of candidates

All individuals interested in seeking a seat on the DEA/CSFN should refer to sections 18 and 19 of the *Local Authorities Elections Act*.

Sample discussion questions to help guide DEA/CSFN work:

- What kind of community do you want the young children to have in twenty years? How can the school help prepare them for that future?
- What information do we want/need as a DEA/CSFN, about the work in our school(s)?
- How will we share our decisions and direction with the public?
- Are our policies still appropriate? Which need reviewing?
- Are our subcommittees appropriate? Do we need to organize our work differently, to better help the success of our students?

Appendix 1: Getting Started on-line training



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Building *Nunavut* Together
Nunavut iluqatigiingniq
Bâtir le *Nunavut* ensemble

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Department of Education
Ilinniagtulliqliyikkut
Ministère de l'Éducation

RE: Online Training – Roles and Responsibilities of the DEA/CSFN

On behalf of the Department of Education I am pleased to introduce our latest online training resource - *Roles and Responsibilities of the DEA/CSFN*.

This online training resource is the result of recommendations we received from DEA/CSFN members and the Coalition of Nunavut DEAs.

We hope you will find this new resource helpful. A quick overview of the resource, including how to get started, is below.

Who can benefit?

- ▲ DEA Members and
- ▲ DEA Office Managers

What topics are covered?

- Policy
- Human Resources
- Planning
- Communication
- Finance

Why choose online training?

- Online training supports social distancing and other COVID-19 restrictions.
- Online training allows participants to choose *when* they want to access the training, with access available any time of day that works for their schedule.
- Online training allows participants to choose *where* (home or office) they want to learn, based on what works best for them.
- Online training participants can work through lessons at their own pace.
- Online training supports group training, if participants prefer to learn with one or more people, working together through lessons and sharing their knowledge and expertise with one another.

How do you get started?

1. You will need an email address, computer, and internet.
2. Review the attached *Getting Started* guide.
3. Follow the guide's instructions to Login and Create New Account.

If you have questions about the resource?

- For unit and lesson assistance, contact your DEA Development Officer or dea_support@gov.nu.ca
- For computer and login assistance, contact Neil Burgess at nburgess@nvisiongroup.ca.

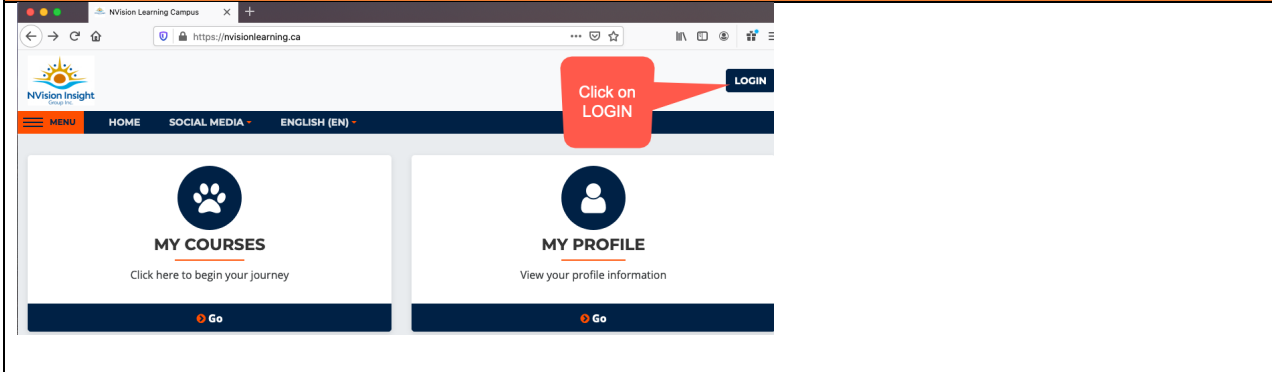
We hope your members and staff will find this training resource helpful.

✉ Box 1000, Stn. 910 Iqaluit, NU
X0A 0H0 Canada

☎ 867-975-5600
☎ 867-975-5610

Getting Started On-line login instructions

1. Open your Web browser and enter the address: <http://nvisionlearning.ca/>
Click on **LOGIN**



2. **Log in or Create new account**

If you have never taken a course before on the NVision Learning Campus, then Create a new account

I have an account
Log in

Forgot your password?
Forgotten your username or password?

An e-mail with instructions will be sent to your e-mail account.

NVision Learning Campus

Remember username

Forgotten your username or password?

Cookies must be enabled in your browser [?](#)

Some courses may allow guest access

Are you new to the NVision Learning Campus?

Hello! For full access to courses you will need to take a minute to create a new account for yourself on the NVision Learning Campus. Each of the individual courses may also have a one-time "enrollment key", which you won't need until later.

1. Click on **Create new account** below.
2. An email will be immediately sent to your email address.
3. Read your email, and click on the web link it contains.
4. Your account will be confirmed and you will be logged in.
5. Now, select the course you want to participate in.
6. If you are prompted for an "enrollment key" - use the one that your teacher has given you. This will "enroll" you in the course.
7. You may also need to be enrolled by an administrator if you are taking this course through an organization.
8. You can now access the full course. From now on you will only need to enter your personal username and password to log in and access any course in which you are enrolled.

I do not have an account
Create new account

3. If you are creating a new account, enter the information as directed. Your username should be in the format **firstname.lastname**. For example, our pretend person is Jane Moodler, so her username is **jane.moodler**

Write down your password and keep it in a safe place.

NVision Learning Campus

New account ▼ Collapse all

▼ Choose your username and password

Username

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as *

Password

▼ More details

Email address

Email (again)

First name

Surname

City/town

Country

There are required fields in this form marked *.

Callout boxes:

- Write a password on paper using the rules above and enter the password here. Or, create a password in Word and then copy/paste here to ensure there are no
- Use your work e-mail address. If the address changes, you can change it yourself under Profile.
- When all the fields have been completed, **Create my new account**

- A confirmation message will be sent to the e-mail address provided. If you have any difficulties, e-mail Neil Burgess, the site administrator: nburgess@nvisiongroup.ca

Home ► Confirm your account

An email should have been sent to your address at **jane2@gmail.com**

It contains easy instructions to complete your registration.

If you continue to have difficulty, contact the site administrator.

Callout box: Continue, then check your e-mail account. Accept registration as directed.

4. To choose your course, Click on the course title or logo.

The screenshot shows the Moodle interface for course selection. At the top, there is a navigation bar with 'MENU', 'HOME', 'SOCIAL MEDIA', 'ENGLISH (EN)', and 'MY COURSES'. Below this is a search bar and a 'Turn editing on' button. The main content area displays a list of courses under the heading 'DEA/CSFN Professional Development'. Three course entries are visible, each with a title in English, French, and Amharic. The first entry is 'Role and Responsibilities of the DEA/CSFN', the second is 'Rôles et responsabilités de la DEA/CSFN', and the third is 'Rôles et responsabilités de ASD/CSFN'. Each entry includes a description, delivery date, and a logo. Red boxes highlight the course titles in all three languages for each entry.

5. Enter the Enrolment key NuDEA# then choose Enrol me.

The screenshot shows the Moodle enrolment options page. At the top, there is a heading 'Enrolment options'. Below this is a section for the course 'Role and Responsibilities of the DEA/CSFN'. The course description and delivery date are shown. Below the course description, there is a section for 'R&R English' with an 'Enrolment key' input field and an 'Enrol me' button. A red callout box points to the 'Enrol me' button with the text 'Enter the Enrolment key sent to you.'

6. To start learning, click on WEEK ONE.

The screenshot shows a course page for 'Role and Responsibilities of the DEA/CSFN' under 'WEEK ONE'. A sidebar on the left lists 'WEEK ONE', 'WEEK TWO', and 'WEEK THREE'. The main content area includes a 'Discussion Forum', download links for a 'Department of Education DEA Orientation and Training Manual - Nov 2015' and a 'Download Course Manual Roles and Responsibilities of the DEA/CSFN (Inuktitut and English)', and a list of lesson units. Callout boxes provide instructions: '1. Click on WEEK ONE to view this page.' points to the sidebar; '2. Click on lesson name to start lesson.' points to 'Unit 1: Start HERE'; '3. When the lesson has been completed, a check mark will appear here.' points to the checkmark column next to the units.

7. Anytime you want to return to the main course page, click on the course name in the list of links at the top of the page.

The screenshot shows the top navigation bar with links for 'MENU', 'HOME', 'SOCIAL MEDIA', 'ENGLISH (EN)', and 'MY COURSES'. Below this, a breadcrumb trail reads 'Home / My courses / Role and Responsibilities of the DEA/CSFN / WEEK ONE'. A red rectangular box highlights the text 'Role and Responsibilities of the DEA/CSFN' in the breadcrumb trail.

8. Work through each lesson. You can stop and re-start at anytime. Your progress is saved.

The screenshot shows a lesson page for 'Unit 2: What IS a "District Education Authority"and the Commission scolaire francophone du Nunavut?'. On the left is a 'LESSON MENU' with items like 'Objectives', 'Introduction', and 'What is a "District Education Authority?"'. The main content area includes an 'Export as PDF' link, the unit title, and two paragraphs of text explaining DEAs. At the bottom, there are 'BACK' and 'NEXT' buttons and a progress indicator showing 'You have completed 10% of the lesson' with a 10% progress bar.

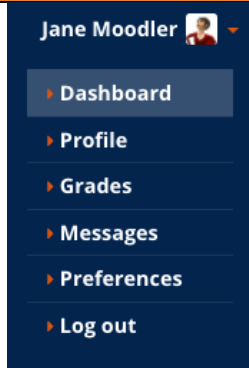
9. Once a lesson has been completed, you may review it as many times as you wish. A choice box will be presented. Click **Yes** to continue from the last page, or **No** to start from the beginning.

Unit 2: What IS a "District Education Authority" and the Commission scolaire francophone du Nunavut?

You have seen more than one page of this lesson already.
Do you want to start at the last page you saw?

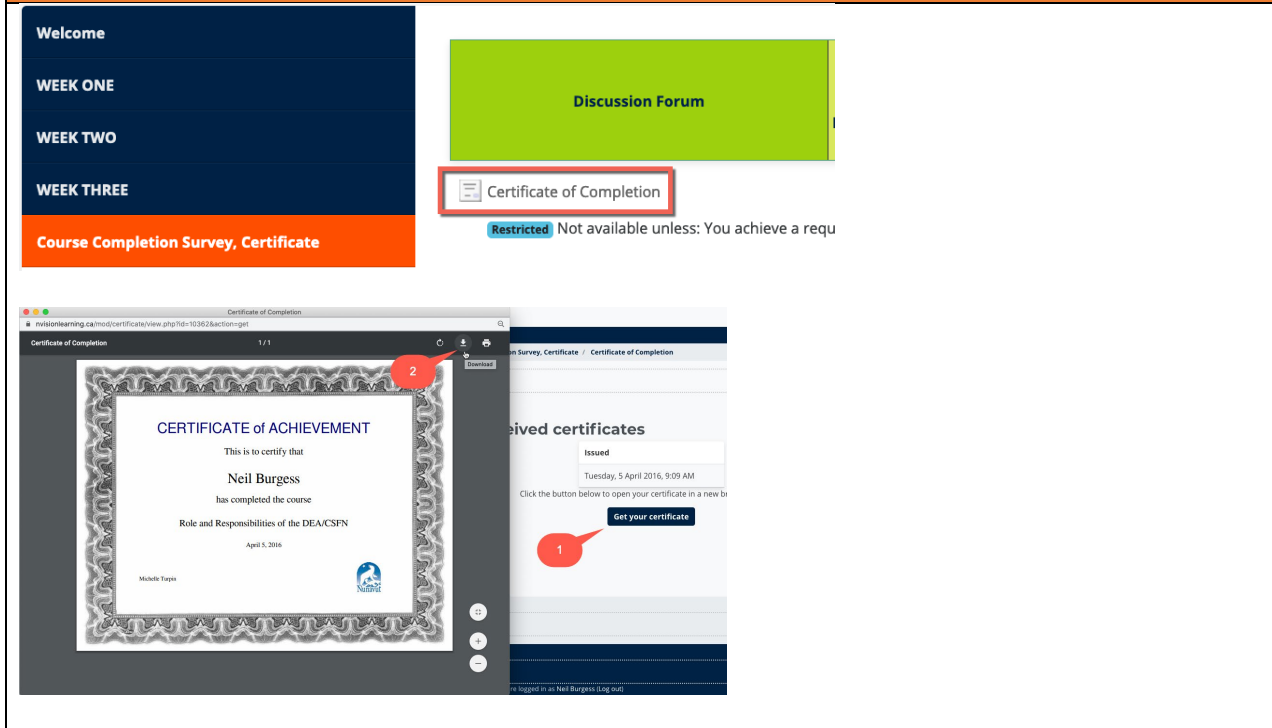
Yes **No**

10. The little orange arrow next to your name has a number of sub-menus. Explore each. For example, add a picture of yourself or change your e-mail address under **Profile**.
When finished, choose **Log out**.



11. If you used the enrolment key to enter the course, the next time you return to **nvisionlearning.ca** and login, there will be no need to use the enrolment key. Click on the course name and continue.

- 12. WRAP UP** - when you have finished all the modules...
- To get your course certificate, click on Certificate of Completion.
1. Click on **Get your Certificate**
 2. Depending on your browser settings, the certificate will either open as a popup that you can download, or it will appear in your Downloads folder.



13. Need Help? Get Support

For Unit and lesson support, please contact your DEA Development Officer.

Appendix 2: Policy template

Preamble/policy statement

Principles

This policy is based on the following principles:

-

Application

This policy applies to...

Definitions

Do not define terms that will be used for their traditional (dictionary) meaning. Only define terms that would otherwise be misunderstood.

Roles and responsibilities

1. DEA chairperson/CSFN president
The chairperson
a. is
2. DEA vice-chairperson/CSFN vice-president
The vice-chairperson
a. is

Provisions

1. Eligibility
a. The
2. Review
a. Each
3. Amount of subsidy (if applicable)
The DEA/CSFN XX shall provide _____
4. Method of payment (if applicable)
5. Administration (if applicable)
6. Surplus and deficit (if applicable)
a. The

Financial resources

Financial resources required under this policy are conditional on approval by _____

Sunset clause

This policy shall be in effect from the date of the signature until _____

Include an indication of authorization or approval.

The _____ policy is approved by the XX DEA/CSFN.

Include signatures of chairperson and vice-chairperson/president and vice-president

Appendix 3: Sample by-law for the development of DEA/CSFN by-laws

1. A member of the DEA/CSFN may propose that a by-law be developed during a meeting of the DEA/CSFN.
2. If the member's proposal is seconded by another member of the DEA/CSFN, then the proposal may be considered by the entire membership of the DEA/CSFN and brought to a vote or in accordance with the DEA/CSFN's by-law on decision-making.
3. An existing by-law of the DEA/CSFN may only be amended by reading the proposed by-law three times, each of which must take place during a meeting of the DEA/CSFN in which a quorum is present.
4. Each reading of a by-law must be approved by the majority of the members constituting a quorum.
5. The DEA/CSFN shall ensure that it provides the community with the opportunity to consider the content of the proposed by-law after the second reading and before the third reading. The DEA/CSFN shall give the community two weeks to provide it with written comments on the by-law.
6. Upon the completion of the two-week consultation period and consideration of the comments received during this consultation, the DEA/CSFN shall read the proposed by-law for a third time and vote to approve it. A majority vote is required for the by-law to be approved.
7. The records of the DEA/CSFN shall include a vote count and motion number for the approved by-law.

Note: No decision of the DEA/CSFN is binding unless it is approved by a motion made at a meeting in which a quorum is present.

Appendix 4: Code of conduct template

Purpose

- (e.g.) This code of conduct will ensure that the membership of the DEA/CSFN operates in manner that is equitable, open and transparent.

Definitions

- Any terms used in the code which may not be understood should be defined here.

Principles

- What are the principles, IQ and otherwise, that the code of conduct is based on?

Application

- Indicate who this code of conduct applies to (e.g., this code applies to all members of the _____ DEA/CSFN).

Use of property

- Explain what is expected of members with respect to using the school or property of the DEA/CSFN.
- What is the procedure to follow when making decisions related to school and DEA/CSFN property use? i.e., for (a) bus (b) skidoo (c) sleds (d) gymnasium, etc.

Conflict of interest

- What constitutes a conflict of interest for a member of the DEA/CSFN?
- What is expected of members if they find themselves in a conflict of interest?

Use of influence

- (e.g.) It is unacceptable for a member of the DEA/CSFN to use his or her position on the DEA/CSFN for personal gain.
- List examples of misuse of influence if appropriate to do so.

Organization relationships

Outside activity

Gifts and other benefits

- Is it ever appropriate for a member of the DEA/CSFN to accept a gift?
If yes, list them.
- Often organizations decide that it is not appropriate for members to receive gifts and their code of conduct forbids it.

Dispute resolution

- What is the DEA/CSFN's role with respect to resolving disputes and disagreements?

Conduct at meetings

- Outline the expected behaviour of DEA/CSFN members during meetings.

Compliance and reprisals

- What happens if a member does not follow the code of conduct?
- Outline the expectations with respect to following the code.
- Outline what constitutes non-compliance and consequences for non-compliance.

After leaving office

- What is expected of members after their term has ended?

Procedures

- All members receive a copy of the Code of Conduct when elected or appointed to the DEA/CSFN.

Appendix 5: DEA School Leader Assessment Tool

October 15, 2020

TO: District Education Authority

RE: DEA School Leader Assessment Tool

Greetings,

The Department developed a *DEA School Leader Assessment Tool* to assist you in setting and monitoring performance expectations for Principals and Vice-principals.

THE PERFORMANCE REVIEW CYCLE

The overall performance of the principal and vice-principal is reviewed in each year of a **new appointment** and in the **final year** of each reappointment. Department of Education staff conducts this review in consideration of the assessment by the DEA.

THE DEA SCHOOL LEADER ASSESSMENT TOOL

The *DEA School Leader Assessment Tool* aligns with the roles and responsibilities of a school leader that are identified in the *Education Act*. The leadership assessment areas are:

- a. Safeguarding safety in schools
- b. Promoting Inuit Societal Values (ISV) and principles of Inuit Qaujimajatuqangit
- c. Providing support and advice to DEAs
- d. Supporting leadership for school improvement

In the tool, each area of school leadership is classified further under elements of effective leadership practice. For example, a school leader who promotes Inuit Societal Values and Inuit Qaujimajatuqangit in their professional practice is one who fosters partnership with local community and stakeholders. Also, a principal who supports leadership for school improvement is one who regularly uses data as a basis for targeted quality feedback.

THE ROLE OF SCHOOL LEADERS

To establish a school leaders' competence in each identified leadership area, principals and vice-principals will have to **submit evidence** that demonstrates their performance in each identified category. Although this tool provides examples of evidence, school leaders may add additional items that are not listed.

The school leader may gather their evidence within the course of the school year to be compiled in a **portfolio** or any other medium of their choice.

The submission date will be determined by the DEA in coordination with the Regional School Operations.

The DEA will notify the school leader one month before the portfolio is due.

THE ROLE OF DEAs

Based on the evidence that are presented to the DEA, each area will be assessed accordingly: is marked based on predetermined (and agreed upon) objectives.

Meets Expectations: Activities that were developed based on clear plans that are consistent with predetermined goals, implements those plans, and can show evidence of those plans.

Did Not Meet Expectations: Activities that were implemented without a clear plan that were not consistent with predetermined goals, or did not implement desired plans, or did not show evidence of those desired plans.

A comments and signature block on the last page of the assessment tool is provided. In this area, the DEA may identify the school leader's strengths and areas in which a higher proficiency is desired. This area may also be used to indicate the DEAs recommendation to either renew, or not renew the school leader.

To support school leaders DEAs are encouraged to refer to this tool throughout the school year to support the school leader's progress. Thus, keeping an open and productive dialogue between the school leader and DEA.

NEXT STEPS

- 1) Introduce this assessment tool to your school leaders
- 2) Check-in with your school leaders throughout the year and discuss their progress
- 3) Send your feedback and questions to your DEA Development Officer so that your comments may be integrated in finalizing the assessment tool.

SUPPORT

For further clarification on how to use this DEA School Leader Assessment Tool, please contact your DEA Development Officer, or contact dea_support@gov.nu.ca.

District Education Authority School Leader Assessment Tool

District Education Authorities (DEA) are authorized to assess the School Leader as per subsection 117 (2) of the amended *Education Act*.

The Government of Nunavut provides a mandatory School Leaders Assessment Tool and sample working template for DEAs to use for their assessment process. The School Leadership Assessment Tool is a GN-approved form that must be used to document and support the District Education Authority School Leader assessment. This document is provided below and is a sample working template.

The four school leadership assessment areas are:

1. School Safety
2. Inuit Societal Values (ISV); Principles and Concepts of Inuit Qaujimajatuqangit (IQ)
3. Support and Advice to the DEA
4. Leadership for School Improvement

In the following pages, each school leadership assessment area is presented in a chart that reflects the following leadership areas.

Step 1: Elements of Effective Practice

Examples of effective practice to achieve the intended outcome for each area.

Step 2: Evidence

This provides DEAs with guidance about the types of practices and behaviours to assess the performance of the school leader in each area. The outcome will be measured through a collection of evidence that the school leader will present in a portfolio that is based on effective practices.

Step 3: School Leader Proficiency

Based on the evidence presented in each assessment area, the DEA hiring panel will assess the school leader based on the following:

- **Meets Expectations** - The school leader presented examples as evidence and provided accurate information to support the goals and expectations of the assessment area.
- **Did Not Meet Expectations** – The school leader did not present examples as evidence to support the goals and expectations of the assessment area.

Dimension 1: School Safety

<p><u>Step 1</u></p> <p>Review the school safety best practice below</p>	<p><u>Step 2</u></p> <p>Place a check mark (v) beside each document the School Leader presented to the DEA</p>	<p><u>Step 3</u></p> <p>School Leader met the school safety criteria (check one)</p>
<p>The School Leader followed policies and guidelines outlined in the <i>Safety in Schools Manual</i> to ensure the safety and security of students, staff, and school facility</p>	<p>— Emergency Prevention and Preparedness Plan</p> <p>— Crisis Response Plan</p> <p>— Fire Marshall inspection report</p> <p>— Fire Drill Logbook</p> <p>— Fire Drill Sheet</p> <p>— School Closure Logbook</p> <p>— Daily Inspection Logbook</p> <p>— Other (specify):</p>	<p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Did Not Meet Expectations</p> <p>Comments:</p>

Dimension 2: Inuit Societal Values (ISV); Principles and Concepts of Inuit Qaujimajatuqangit (IQ)

<p><u>Step 1</u></p> <p>Review the ISV and IQ best practice below</p>	<p><u>Step 2</u></p> <p>Place a check mark (✓) beside the evidence the School Leader presented to the DEA</p>	<p><u>Step 3</u></p> <p>School Leader met the ISV and IQ expectations (check one)</p>
<p>The School Leader developed partnerships with local community and external stakeholders</p>	<p>___ Retailer delivery receipts</p> <p>___ Donation logs</p> <p>___ Partnership letters with municipality, churches, and other local organizations for use of school facilities</p> <p>___ Emergency Response Plan</p>	<p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Did Not Meet Expectations</p> <p>Comments:</p>
<p>The School Leader consulted with the DEA regarding the school’s learning environment</p>	<p>___ Attendance</p> <p>___ Calendar</p> <p>___ Educational priorities</p> <p>___ Language promotion</p> <p>___ Culture promotion</p>	<p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Did Not Meet Expectations</p> <p>Comments:</p>

Dimension 3: Support and Advice to DEA

<p><u>Step 1</u></p> <p>Review the <i>Support and Advice</i> best practice below</p>	<p><u>Step 2</u></p> <p>Place a check mark (v) beside the evidence the School Leader presented to the DEA</p>	<p><u>Step 3</u></p> <p>School Leader met the support and advice expectations (check one)</p>
<p>The School Leader puts strategies in place to encourage all families to engage at their school</p>	<p>___ II Contribution Agreement funding utilization for cultural activities and on-the-land trips</p> <p>___ Open house events</p> <p>___ Welcome Barbeque</p> <p>___ Community meet-and-greets with staff</p> <p>___ Christmas concert</p> <p>___ Student-led conferences</p> <p>___ Parent-teacher meetings</p> <p>___ Literacy Week</p> <p>___ Activities with Elders</p> <p>___ Activities with the Mayor</p> <p>___ RCMP DARE program</p> <p>___ Activities with wildlife officers</p> <p>___ Social media presence</p> <p>___ Other (specify):</p>	<p><input type="checkbox"/> Meets Expectations</p> <p><input type="checkbox"/> Did Not Meet Expectations</p> <p>Comments:</p>

Dimension 4: Leadership for School Improvement

<u>Step 1</u> Review the <i>leadership for school improvement</i> best practice below	<u>Step 2</u> Place a check mark (v) beside the evidence the School Leader presented to the DEA	<u>Step 3</u> School Leader met the leadership for school improvement expectations (check one)
The School Leader used data during the last year to support the development of attendance and behaviour initiatives	___ Attendance report ___ Enrolment report ___ Graduation rate ___ Inuuqatigiitsiarniq policy ___ Implementation of registration policy ___ Implementation of attendance policy	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Did Not Meet Expectations Comments:
The School Leader consulted with the DEA on relevant school plans during the last year	___ Education program plan ___ Inuuqatigiitsiarniq policy ___ Registration policy ___ Attendance policy	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Did Not Meet Expectations Comments:
The School Leader regularly used data as a basis for quality feedback	___Principal's Monthly DEA Report	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Did Not Meet Expectations Comments:
The School Leader allocated staff to be responsible and accountable for the outcomes of the school and literacy teams	___ Learning coaches are assigned as literacy leads ___ Student Support Teachers are assigned as Education Plan Development leads ___ Teachers assigned as grade-subject leads ___ Teachers are assigned as school-specific leads	<input type="checkbox"/> Meets Expectations <input type="checkbox"/> Did Not Meet Expectations Comments:

District Education Authority Comments:

DEA's Signature:	Date:

Superintendent's Comments:

Superintendent's Signature:	Date:

School Leader's Comments:

School Leader's Signature:	Date:

Appendix 6: Conducting a meeting

Being prepared is possibly the most important thing you can do.

1. Know what to expect: review the agenda and previous minutes prior to attending the meeting.
2. Bring the right materials: computer, motion pages, pens for signatures.
3. Arrive early and ensure that everything is ready to go before the scheduled start time.
4. Sit in an appropriate place so you have room to work and can hear the discussion.
5. Review your expectations of the meeting before it begins.
6. Set up in advance, by preparing as much as you can. Try to cut down on how much you have to write during the meeting.
7. While you cannot usually prepare extensively from this point, these other tips may help:
 - Have motion sheets also set up in advance to record the motion, mover, seconded, and result. Assign the appropriate motion number if applicable.
 - Regular reports such as financial reports can easily be done on a regular form that can then become part of the minutes.
 - Set up your notebook/pad according to the agenda before the meeting; make sure you have plenty of space and organize your notes so that all discussion on one subject is together.
 - Set up each page so that you can edit it easily, and that you can easily emphasize important points

Duties of the secretary/office manager

1. To help the chairperson; prepares and circulates the agenda
2. Is prepared for the meeting
3. Makes accurate notes during the meeting
4. Ensures notes are accurate by reviewing with chairperson and asking questions (clarifying) as needed
5. Writes up the notes in the approved format (if it exists)
6. Translates, arranges for translation if required
7. Copies minutes and distributes them to every member who is supposed to receive them prior to the next meeting
8. Meets with chairperson to review tasks assigned during meeting and prepares a task list to be circulated with the minutes

Important things to remember

1. Be brief (keep it short and simple). Unless you are required to take verbatim (word for word) minutes don't. Good minutes usually summarize the discussion clearly and as briefly as possible.
2. Record important facts and decisions taken.
3. Record all motions in exact wording, with name of mover and seconded. You will need to record the vote, and may need to record the type of vote, and or how individuals voted.
4. Encourage committees and presenters to present written reports. They become part of the minutes and may be filed, reproduced with minutes, or circulated with later agendas as appropriate.

Minutes

Reasons for keeping minutes and written records of meetings include:

1. Meeting legal requirements
2. Identifying action items, the person responsible for completing them, and ensuring follow up is done
3. Having a history and being able to track things back when necessary
4. Avoiding confusion. A written record helps to clarify that official decisions of the DEA/CSFN are approved by all

Styles of minutes

- Verbatim (word for word)
- Summary

Rules of order

The set of rules and traditions that have been developed to govern meetings exist because they work. The purpose of a meeting is to conduct the business of a group in a fair and orderly manner, as quickly as possible. Rules of order allow people to have the chance to tell their opinions, vote, understand what is going on, etc. They give structure to the meeting and authority to the chair so the meeting can take place in a fair and orderly manner, as quickly as possible.

Seconded

All motions require a seconder, a second member who is willing to support the proposal on the table. This helps to make sure that there is more than one person interested in the issue.

Voting

This is one of the most important parts of democratic meetings. Most motions require a majority vote, while some need a $\frac{2}{3}$ or $\frac{3}{4}$ of a vote to be adopted (e.g. by-law changes or motions concerning the rights of the group or its members).

Several methods are common; occasionally they may be stated in the By-laws. The most common:

1. Voice (members say "I agree" or "don't agree" as a group)
2. Division (members vote by a show of hands or standing up, you can see, not just hear, how the votes are going)
3. Roll call (individuals answer their names with a vote)
4. Ballot (secret)
5. General consent (when there seems to be agreement the chair may say "If there is no objection..." If someone objects, then it is put a vote).

Individual DEAs/CSFN may have by-laws on acceptable voting methods.

Delegations

Individuals or groups who wish to make presentation at the meeting, but who are not usually members. They may want to give information or ask for something. It is advised that the Chair/President find out what they would like to talk about before the meeting in the event that they need to go in-camera. (If a child is being referenced, etc.) Many societies include a place on the agenda for delegations. It is often early in the meeting, before the main business or close to the end of the meeting.

Amend

Change by adding words or removing words or changing words in the original motion. It may also refer to changes to minutes, when corrections need to be made.

By-laws

The document that generally defines what the organization is and how it works. They include all the rules that the society considers extra important. They also include things like the purpose or object, list of duties, requirements for meetings, committees, rules of order and how to make changes or amendments.

Adjournment

Ending the meeting is usually done by motion to close the meeting.

After the DEA/CSFN meeting

1. Review your notes after the meeting as soon as possible. If you review it quickly, you can sort out problems while they are fresh in your mind. If you have not already done so you can now enter the information into your computer.
2. When you review, edit. Correct words you cannot read. Check abbreviations. Make sure you can read everything and the pages are numbered. This is especially important if there will be a delay before you actually finish writing them.
3. Look at the points you have made note of and summarize the overall discussion.
4. Use the order on the agenda as adopted by the meeting to organize the minutes. This might be a bit different than the agenda prepared for the meeting, make sure you note any changes. The finished minutes will be in the same order, with the same headings as the agenda. The DEA/CSFN may have requirements for presentations so be sure you are familiar with them.
5. Always use the same style and format when typing minutes.
6. Use computer for your draft; once you store this, changes are easy. If you are familiar with computers, you will find lots of ways to save time by using various features of your word processing program. Examples include outline, macros and various editing and layout features.
7. Make motions and resolutions stand out, use bold or CAPITALS, for example.
8. Make sure you include all the important information. For motions, be sure you record the result(s). Reports can be summarized, attached, or attached in their original, complete form if important. Refer to them in the minutes.
9. Issue minutes to DEA/CSFN members and others who require them promptly (the DEA Development Officer [DEADO] as the RSO will require them), while things are still fresh in everyone's mind. **When emailing meeting minutes to the Department of Education, ensure you copy dea_support@gov.nu.ca.**
10. Consider translation. If it is required, do it or arrange for it to be done.
11. Proofread minutes, both for accuracy of the typing and for accuracy of the reporting. This is not a good time to leave out a key sentence. Are there any attachments? Make sure that they are included.
12. If appropriate, establish an action list with the chair, noting who is to do what, and by when.

Appendix 7: Sample Registration and Attendance policy template

Purpose (what is to be achieved by the policy?)

Sample wording

The purpose of this Registration and Attendance policy is to “Promote the registration of children in the education district who are required to be registered and to promote attendance by students who are registered” as stated in subsection 37 (3) of the amended *Education Act*.

This policy has been developed to reflect the principles of Inuit Qaujimajatuqangit, particularly the principles of Tunnganarniq (fostering good spirit by being open, welcoming and inclusive) and Pijitsirniq (serving and providing for family or community or both).

This policy was also developed in accordance with the Inuit Qaujimajatuqangit principle of *Aajiiqatigiimmiq* (decision making through discussion and consensus) as members of the DEA/CSFN, the principal(s), Education staff, Elders, parents and other community members, and representatives of relevant community agencies (i.e., RCMP) were included in its development.

Guiding principles

List any principle that may have been considered when developing the policy. Which IQ principles are relevant to this policy?

Rights and responsibilities

List the expected rights and responsibilities of students, principal(s), DEA/CSFN members, education staff, parents and visitors with respect to registration and attendance.

Example: Students and DEA/CSFN

Role	Rights	Responsibilities
Students	<ul style="list-style-type: none"> to attend school and have access to the education program access to the best possible education to be treated in a fair and consistent manner to receive assistance developing a plan that will improve attendance, and access to counseling in cases of severe/chronic attendance issues 	<ul style="list-style-type: none"> to help maintain a welcoming, positive and safe school environment to learn about Inuit Qaujimagatuqangit to contribute to and support healthy relationships and community values in the school to cooperate with other students, staff, and guests in the school to participate in the education program and make his or her best effort to learn to take responsibility for their own behaviour and to be involved in resolving problems when they occur to model respectful behaviour and healthy relationships for younger students
DEA/CSFN	<ul style="list-style-type: none"> to be informed of student attendance by the principal to create and define the Registration and Attendance policy 	<ul style="list-style-type: none"> to lead by example to develop a Registration and Attendance policy in accordance to Inuit Qaujimagatuqangit to encourage students to take responsibility for their own attendance to develop pro-active programs along with the principal(s) which: <ol style="list-style-type: none"> promote attendance programs that are supportive to all students; encourage and assist students to fulfill their responsibilities and to meet the requirements that apply to them; encourage students to take responsibility for their own behaviour encourage students to attend school regularly and punctually to amend the policy so that amendments comply with any new regulations to follow the correct chain of command when dealing with issues to keep issues confidential to email a copy of the Registration and Attendance policy or amended policy to the RSO (Director General for the CSFN) and copy dea_support@gov.nu.ca.

Registration provisions (with guiding questions)

1. What are the procedures for registering students?

- Who is allowed to register students?
- Any parent/legal guardian of a student aged 6 to 18
- A student, aged 18 or older

Where do you register a student?

Sample wording: Student registration takes place at the school at which the student will be attending. It is advisable to call the school prior to going to ensure someone who can register your child will be there.

What do you need to register a student?

The following information and documentation is required to register a student:

- How do parents currently register students?
- Is the process working?
- What could be improved?
- What is working well?
- When do parents register students?
- Where do parents register students?
- What do parents need to bring with them?
- Who is allowed to register students?

2. Procedures for notifying parents registration process

- Who currently notifies parents of the registration process?
- When are parents notified?
- How are parents notified?
- Is the notification system working?
- What is working well?
- What could be improved?

3. Procedures to deal with parents who have not registered their children as required

- Does your community have problems with unregistered students?
- How does your community currently deal with unregistered students?
- How can parents be encouraged to register their children?
- How can your community ensure that IQ principles are being adhered to when dealing with parents?

4. Criteria for allowing younger/older students to register
 - Does your community currently have criteria for allowing younger/older students to register?
 - What would be important to consider in these cases (i.e., maturity of younger child, age of older student, home situation, background, etc.)
 - Does your community receive many of these kinds of requests?
5. Criteria for allowing students from outside the education district to register
 - Does your community currently have criteria for allowing these students to register?
 - What would be important to consider in these cases (i.e., how long will he/ she be in your community, does the student move between homes, etc.)
 - Does your community receive many of these kinds of requests?

Attendance provisions (with guiding questions)

6. Long-term goals, values and principles (in addition to the IQ principles) of the community with regards to attendance
 - What are the community's long-term goals with regards to attendance?
 - What are the community's values and principles with regards to attendance?
7. Strengths and needs of the community with regard to attendance
 - What are the strengths of the community with regard to attendance?
 - What are the needs of the community with regard to attendance?
8. School-wide objectives and actions to achieve the purpose of this policy
 - What are the school-wide objectives on attendance?
 - What can the school do to improve attendance?
9. Procedures for the notification of parents and students of the obligation to attend school under the Act and the regulations made under the Act
 - What are the current procedures for notifying parents? Students? Of their obligations?
 - What's working well?
 - What needs to be improved?
 - If there are no current procedures, what might work for your community?

10. Procedures used to encourage parents to meet their responsibilities under section 55 of the Act
 - What are the current procedures for encouraging parents of their obligations?
 - What's working well?
 - What needs to be improved?
 - If there are no current procedures, what might work for your community?
11. Criteria for identifying chronic or severe attendance (including punctuality) problems, either on part of individual students, categories of student attendance issues or school-wide issues
 - How does your community currently identify chronic or severe attendance problems for:
 - Individual students?
 - Categories of students?
 - School-wide?
 - What are the criteria for the above (# of days absent? # of days late?)
 - How does your community use this information?
 - If not currently doing this, how could this be done?
12. Include procedures for addressing chronic or severe attendance (including punctuality) issues as required, including procedures for notifying a parent of action to be taken to enforce attendance

Different procedures may be developed under this policy for different grade levels within the district.

Things to consider

- How does your community currently address chronic/severe attendance issues at these levels?
 - K–3
 - 4–6
 - 7–9
 - 10–12
- How are parents notified?
- How is attendance enforced?
- What is working well?
- What is challenging?
- What needs improvement?
- What supports would your community need?

13. Procedures for sharing reports on attendance with the community
 - Do you currently share attendance reports with the community?
 - How would the community benefit from the sharing of attendance reports?
 - How can reports best be shared with your community?
 - How can your community ensure confidentiality of individuals?
14. Role of principals and school team
 - What role do principals and the school team have in the development of this policy and implementation?
15. Review schedule

In accordance with paragraph 2 (1) (N) of the Registration and Attendance Regulations, the Registration and Attendance Policy must be reviewed every 3 years. DEAs/CSFN should establish and include a schedule for review of the policy within their policy to ensure that this requirement is met.

Coming into force/sunset clause

16. This policy is in effect until such a time that it is revoked or replaced in accordance with the Registration and Attendance Regulations.
17. The DEA/CSFN of _____'s Registration and Attendance policy is approved and brought into force on July 1, 20XX.

DEA chairperson/CSFN president

DEA vice-chairperson/CSFN vice-president

Appendix 8: Summary of model selection process in the Language of Instruction Regulations

The Language of Instruction (LOI) Regulations are currently under review to ensure the regulations reflect the changes in the amended *Education Act*. Revised Regulations are expected to be completed in July 2022. The current Regulations remain in effect until the revisions are completed and new regulations are issued.

Not applicable to CSFN

1. DEA establishes a language committee before the end of a school year before a model must be reviewed or chosen.
 - See section 7 of the Regulations for information on the membership of the language committee.
2. The DEA develops a review plan before the end of the school year before a model must be reviewed or chosen.
 - The review plan must include the content listed in subsection 8 (2) of the Regulations.
 - The DEA must consult the language committee when developing the review plan.
3. Implementation of the Review Plan must begin within one month of the start of classes during the review year.
4. The Language Committee will submit a progress report to the DEA on the implementation of the review plan by November 30.
5. The principal of all schools as part of a review will provide the Language Committee with the information listed in section 11 of the Regulations.
6. The Language Committee will consult the community towards the beginning of the review process. Section 12 of the Regulations provides greater detail about the nature of this consultation.
7. The Language Committee shall consider the information that it has received from principals and during consultations.
8. Once the above considerations are complete, the Language Committee shall submit a report to the DEA outlining the information that it has considered and a recommendation about which model should be selected.
 - The DEA shall ensure that the Language Committee's report is made available to the public.

9. Once the DEA has considered the report from the Language Committee it will make a preliminary decision on the language of instruction model.
 - The community must be consulted with on the preliminary decision of the DEA and the DEA must provide the community with a summary of how the decision will meet the language needs of the community.
10. The DEA shall direct the principal of the relevant schools to prepare an implementation plan for the DEA's decision.
 - Subsections 18 (2-3) of the Regulations provides greater details about the implementation plan of the principal.
11. The DEA shall consider the implementation plan prepared by the principal and the consultations with the community and make a decision on the selected model choice before the end of the review year.

Note that no decision of the DEA is binding unless it is supported by a motion made during a meeting of the DEA at which a quorum was present.

Appendix 9: Inuuqatigiitsiarniq policy template

Introduction to the Inuuqatigiitsiarniq policy template

It is a requirement under the amended *Education Act* that each district education authority (DEA) and the Commission scolaire francophone du Nunavut (CSFN) develop an Inuuqatigiitsiarniq policy and oversee implementation of it in their school(s).

The policy is a method of establishing agreements about the way students and school staff will live and work together in schools. This policy focuses on ways students and school staff will strive to build relationships through the reinforcement of positive behaviour. Working together to create a positive school environment, we must first establish a common vision of what the desired behaviour(s) are. Then we develop

a specific plan to teach students what it looks like, feels like, and sounds like to practice those behaviours in schools – thereby creating and maintaining a positive school environment. And finally we recognize and affirm that these behaviours are being developed, reviewed and elaborated upon throughout the students' schooling experience.

The successful implementation requires commitment and active involvement of everyone: principal(s), Education staff, the DEA/CSFN, parents, students and community.

The policy should outline school-wide strategies that reflect our common values and common vision. These strategies should aim to be proactive, positive, and preventative and be in line with the values of Inuit Qaujimajatuqangit. The policy teaches social skills and student responsibility for their own behaviour, both inside and outside the school.

Using the Inuuqatigiitsiarniq policy template

This template may be adapted by each DEA and the CSFN. Each DEA/CSFN should refer to section 58 of the Act to confirm the required content of the policy.

For example, schools or communities may choose to emphasize a different set of key words in order to define and reinforce the practice of Inuuqatigiitsiarniq. In addition, your school or community may wish to use a different list of behaviours that are considered misconduct under the policy, and are grounds for disciplinary measures such as in-school suspension.

The list of rights and responsibilities in this template are recommended to DEAs/CSFN, especially those that reinforce the rights and responsibilities defined by the Act. The DEA/CSFN may identify additional ones to be included, or rephrase them to ensure relevance and meaning in your school and community. All text in the template in bold type cannot be altered as it represents text defined by the Act.

This template does not include details on actions or procedures that should be taken or followed in advance of suspension or expulsion of a student. These procedures can be defined and be a point of discussion in your community in developing this policy and determining reasonable preventative procedures that support students.

Your policy must be signed by your DEA/ CSFN, dated, and emailed to the RSO (Director General for the CSFN) and copied to dea_support@gov.nu.ca.

Inuuqatigiitsiarniq Policy Template

PURPOSE

The purpose of an Inuuqatigiitsiarniq policy is to create and maintain a welcoming, positive, safe, caring, and healthy school environment that is supportive of the students and their education. The policy provides guidance to educational stakeholders, particularly to District Education Authorities (DEAs) and the Commission scolaire francophone du Nunavut (CSFN), in the development and maintenance of *Inuuqatigiitsiarniq* schools.

Inuuqatigiitsiarniq means respecting others, relationships and caring for other people. In the education context, *Inuuqatigiitsiarniq* schools means respect for all fosters welcoming, positive, safe, caring, and healthy schools and communities.

Specifically, purposes of the policy are to:

1. Teach and encourage students to develop and practice the ability to control emotions and behaviour with strategies for self-regulation and stress management;
2. Develop and teach programs that support our students to **be respectful of others and the property of others**, responsible, and patient;
3. Help each and every student to be *Ilagiitiarniq* (loving and caring) and patient and become an *Inummarik* (an able person who can act with wisdom);
4. Strengthen mental and physical health and wellbeing, and build resilience in students;
5. Strengthen the student, educator, parent/guardian, and community approach to learning through consistent practices and messaging.

Members of the DEA/CSFN, the school leader(s), education staff, Elders, parents/guardians, and other community members, and representatives of relevant community agencies (i.e., RCMP) were included in the development of this policy.

GUIDING PRINCIPLES

Our welcoming, positive, safe, caring, and healthy school environment is built on the following principles:

1. **Inuit Qaujimajatuqangit (IQ) principles** are an integral part of our school's identity. Everyone is guided by the principles and concepts of IQ. The students at our school have a sense of pride in who they are and in their culture.

***Inuuqatigiitsiarniq*: respecting others, relationships and caring for people.**

***Tunnganarniq*: fostering good spirit by being open, welcoming, and inclusive.**

***Pijitsirniq*: serving and providing for family and/or community.**

***Aajiqatigiinni*: decision making through discussion and consensus.**

***Pilimmaksarniq/Pijariuqsarniq*: development of skills through practice, effort, and action.**

***Piliriqatigiinni/Ikajuqtigiinni*: working together for a common cause.**

***Qanuqtuurniq*: being innovative and resourceful.**

***Avatittinnik Kamatsiarniq*: respect and care for the land, animals, and the environment.**

Special emphasis is placed on ***Inuuqatigiitsiarniq*, *Tunnganarniq*, *Piliriqatigiinni* and *Aajiqatigiimmiq*.**

2. Everyone has a role and responsibilities in building a welcoming, positive, safe, caring, and healthy school environment. Success depends on the active involvement of all stakeholders who are committed to a shared vision, common goals, and the belief that application and practice leads to success.
3. Building a welcoming, positive, safe, caring, and healthy environment requires the development of respectful, caring, and positive relationships throughout the school community – among students, among teachers and school staff, and between students and teachers and school staff.
4. Self-regulation and stress management strategies and skills must be taught, practiced, encouraged, and embedded in all aspects of school life.

KEYWORDS

Our key words used to describe and reinforce what *Inuuqatigiitsiarniq* looks like, feels like, and sounds like in our school are:

1. SAFE – We have the right to be safe at school and the responsibility to help maintain a safe environment for others.
2. RESPECT – We have the right to be respected and the responsibility to respect others, ourselves, and the environment.
3. LEARN – We have the right to learn and the responsibility to respect the rights of others to learn.
4. PATIENT – We have the right to be treated with patience and the responsibility to be patient with others and ourselves.

RIGHTS AND RESPONSIBILITIES

All stakeholders of a school community have rights and responsibilities to develop and maintain a welcoming, positive, safe, caring, and healthy environment.

STUDENTS

Rights

- Treated with respect;
- Attend school;
- Welcoming, positive, safe, caring, healthy, and clean learning environment;
- Best possible education;
- Adjustments and/or supports to meet his or her learning needs;
- Treated in a fair and consistent manner;
- Receive support developing an assistance plan that will strengthen self-regulation skills, improve stress management skills, improve learning, and provide access to counseling in cases of out-of-school suspension and expulsion.

Responsibilities

- Help maintain a welcoming, positive, safe, caring, and healthy school environment;
- Be culturally sensitive, trauma-informed, and learn about IQ;
- Contribute to and support healthy relationships and community values in the school;
- Cooperate with other students, staff, and visitors in the school;
- Respect the rights, needs, and property of others;
- Keep the school and grounds clean, safe, and healthy environments;
- Participate fully in the education program in all learning environments;
- Regularly communicate with school staff;
- Develop skills to manage emotions and behaviour with support and strategies for self-regulation and stress management;
- Support and encourage younger students to develop and use self-regulation strategies as they participate in play, interact with others, and navigate their own responses and emotions;
- Follow all new procedures and protocols implemented due to a pandemic.

SCHOOL LEADER(S)

Rights

- Treated with respect;
- Able to deliver the educational program in a welcoming, positive, safe, caring, and healthy environment;
- Communicate with students, parents/guardians, and staff;
- **Make rules for the school in accordance with the principles and concepts of IQ, in consultation with staff, DEA/CSFN, parents/guardians, Elders, and community members and subject to the approval of the DEA/CSFN;**
- **Suspend a student from school** with or without the recommendation of the DEA/CSFN;
- **Fix the length of suspension to a maximum of five school days;**
- **Determine conditions that would allow the student to return to school before the end of the suspension;**
- **Oversee (with the School Team) the development and implementation of student assistance plans;**
- **Recommend a suspension to the DEA/CSFN;**
- **May, in particular cases, vary the consequences as set out in this policy.**

Responsibilities

- Emphasize and prioritize a welcoming, positive, safe, caring, and healthy school environment by formally setting this goal in the school plan;
- Lead by example;
- **Inform the student's parents about their DEA's/CSFN's Inuuqatigiitsiarniq policy;**
- Meet the requirements of the Chief Public Health Officer based on the impact of the pandemic on the community;
- Be culturally sensitive and trauma-informed;
- Understand and model the IQ principles;
- Understand, implement, and follow adjustments and updates to the school health and safety plans and guidelines;

- **Assist the DEA/CSFN in the development of, and amendments to, the Inuuqatigiitsiarniq policy in accordance with IQ principles and regulations;**
- **Implement the Inuuqatigiitsiarniq policy within the school in accordance with the principles and concepts of IQ;**
- **Ensure that students** and education staff **understand the Inuuqatigiitsiarniq policy** and health and safety plans and guidelines **and encourage** cooperation and adherence;
- Create and foster a supportive school environment to help students and education staff understand and adhere to changes and expectations.
- Develop with the DEA/CSFN and School Team pro-active programs that:
 - a. Promote a welcoming, positive, safe, caring, and healthy environment that is supportive to all students;
 - b. Encourage and assist students to fulfill their responsibilities and to meet the requirements that apply to them;
 - c. Encourage and support students to manage emotions and behaviour with support and strategies for self-regulation and stress management;
 - d. Encourage students to be respectful of others and the property of others;
 - e. Integrate movement into daily learning;
 - f. Support delivery of classes outside when safe to do so;
 - g. Prioritize on-the-land activities and physical education classes.
- Ensure that staff are actively teaching, encouraging, and supporting the self-regulation process and to model when and how to practice managing emotions and behaviours;
- Encourage staff to deliver classes outside, when safe to do so, with priority given to on-the-land activities and physical education classes;
- Regularly communicate with students, parents/guardians, and the DEA/CFSN;
- **Provide the DEA/CSFN with reports of students who are still developing skills** to make healthy choices in response to emotions and behaviours, including nonadherence to health and safety requirements;
- Inform parents/guardians of nonadherence to health and safety requirements when they arise, and the need for strategies and support for skill development in self-regulation and stress management;
- **Give written notice of a suspension without delay to the suspended student and parent;**
- **Provide copies of all notices of suspension or expulsion to the Minister and the DEA/CSFN;**
- Inform the Regional School Operations (RSO) office or CSFN of any suspensions of students;
- **Make (with the School Team) student assistance, learning, or re-entry plans for students who are suspended or expelled;**
- Provide access to counseling in cases of out-of-school suspension and expulsion;
- Use the correct chain of command when dealing with issues;
- Keep issues confidential.

DEA/CSFN MEMBERS

Rights

- Treated with respect;
- Enter a welcoming, positive, safe, caring, and healthy environment;
- **Develop and implement the Inuuqatigiitsiarniq policy;**
- **Suspend a student from school with or without the recommendation of the school leader;**

- **Suspend in addition to a suspension already imposed by the school leader for the same matter;**
- **Fix the length of the suspension;**
- **Expel a student.**

Responsibilities

- Lead by example;
- Meet the requirements of the Chief Public Health Officer based on the impact of the pandemic on the community;
- Be culturally sensitive and trauma-informed;
- Understand IQ and the Inuuqatigiitsiarniq Policy;
- **Develop an Inuuqatigiitsiarniq policy in accordance with IQ principles and regulations, health and safety plans, and guidelines;**
- Encourage students to manage emotions and behaviour with support and strategies for self-regulation and stress management;
- **Develop with the school leader(s) pro-active programs that:**
 - a. **Promote a welcoming, positive, safe, caring, and healthy school; environment that is supportive of the students and their education;**
 - b. **Encourage and assist students to fulfil their responsibility and to meet the requirements that apply to them;**
 - c. Encourage students to manage emotions and behaviour with support and strategies for self-regulation and stress management;
 - d. **Encourage students while engaging in all school activities to be respectful of others and the property of others;**
 - e. Integrate movement into daily learning;
 - f. Support delivery of classes outside when safe to do so;
 - g. Prioritize on-the-land activities and physical education classes.
- Model the respectful and responsible behaviour they wish students to learn;
- Model the health and safety guidelines students are to adhere to;
- Support delivery of classes outside when safe to do so;
- **Amend the Inuuqatigiitsiarniq policy so that amendments conform with any change to regulations, and health and safety plans, and guidelines;**
- **Consult with the school leader and a parent/guardian of the student or the student, if the student is an adult;**
- **Suspend a student, in accordance with the *Education Act*, for up to 20 days;**
- Follow the correct chain of command when dealing with issues;
- Keep issues confidential;
- **Provide a copy of the Inuuqatigiitsiarniq policy or amended policy to the Minister.**

EDUCATION STAFF

Rights

- Treated with respect;
- Deliver the best possible education program in a welcoming, positive, safe, caring, and healthy environment;
- Communicate with student, parents/guardians, and staff.

Responsibilities

- Lead by example;
- Meet the requirements of the Chief Public Health Officer based on the impact of the pandemic on the community;
- Be culturally sensitive and trauma-informed;
- Understand IQ and the Inuuqatigiitsiarniq Policy;
- Help implement the Inuuqatigiitsiarniq Policy within the school in accordance with the principles and concepts of IQ;
- Support and promote a welcoming, positive, safe, caring, and healthy school environment;
- Understand, implement, and follow adjustments and updates to the school health and safety plans and guidelines;
- **Ensure that students understand the Inuuqatigiitsiarniq policy and health and safety plans and guidelines and encourage adherence;**
- Cooperatively develop and actively teach community agreements, and ways of being in the various parts of the school and at various times i.e., school assemblies;
- Actively teach, encourage, and support students to manage emotions and behaviour with support and strategies for self-regulation and stress management;
- Deliver classes outside, when safe to do so, with priority given to on-the-land activities and physical education classes;
- Regularly communicate with students;
- Deliver classes outside, when safe to do so, with priority given to on-the-land activities and physical education classes;
- Inform parents/guardians of behaviour problems when they arise;
- Assist in solution seeking and corrective processes;
- Use the solution seeking and corrective procedures when dealing with issues;
- **Make (with the school leader(s)) student assistance, learning, or re-entry plans for students who are suspended or expelled;**
- **Participate in (with the School Team) the development and implementation of student assistance plans;**
- Keep issues confidential.

PARENTS OR GUARDIANS

Rights

- Treated with respect;
- Listened to;
- Informed of their child's good and poor behaviour.

Responsibilities

- Lead by example;
- Be involved in any decision that affects the student's education, health, and/or safety in the school;
- Support and encourage their child to learn;
- Support and contribute to a welcoming, positive, safe, caring, and healthy school environment;
- Be culturally sensitive and trauma-informed;
- Understand IQ and the Inuuqatigiitsiarniq Policy;
- Encourage their child to support the Inuuqatigiitsiarniq policy;

- Encourage their child to learn about IQ;
- Encourage and support their child to manage emotions and behaviour with support and strategies for self-regulation and stress management;
- Support delivery of classes outside when safe to do so;
- Use the correct chain of command when dealing with issues;
- Support and encourage regular communication between school staff and their child.

VISITORS

Rights

- Treated with respect;
- Enter a welcoming, positive, safe, caring, and healthy environment;
- Given knowledge of IQ.

Responsibilities

- Abide by specific instructions provided by the CPHO and/or school leader(s) regarding visits entering the school;
- Report to the office when entering the school;
- Lead by example;
- Be culturally sensitive and trauma-informed;
- Understand IQ and the Inuuqatigiitsiarniq Policy.

POSITIVE BEHAVIOUR SUPPORT

IQ is the foundation of behaviour support and management in our school.

We believe:

- Positive, proactive practices lead to the development, maintenance, and/or restoration of respectful relationships. These practices will be consistently taught, learned, used, practiced, and rewarded.
- Piliiriqatigiinni: working together for a common cause and Inuuqatigiitsiarniq: respecting others, relationships and caring for people must be actively taught, modelled, learned, and practiced through school-based programs.
- If the IQ principles are actively taught and learned, along with Department of Education recommended educational approaches that foster inclusion and appreciation, then most of the students in our schools will know, or learn, how to behave well and in a safe and respectful manner.

Adjustment Support

- If a student is experiencing some anxiety adjusting back to school during a pandemic, then the school leader(s), education staff, and parents/guardians should provide extra adjustment time appropriate to circumstances to settle in.
- If teachers, school leader(s), or parents notice any more serious signs of mental health problems, such as unusual mood changes or students really wanting to avoid school, parents can reach out to counsellors or health practitioners for support and assistance.

Adjustment Difficulty

- If a student is having some difficulty following safe and healthy school protocols, procedures and/or processes, and particularly related to a pandemic, then the school leader(s) and education staff will work with and support the student to learn and follow safe and healthy school protocols, procedures, and/or processes.
- If a student is having some difficulty self-regulating, managing stress and/or adhering to pandemic health and safety plans and guidelines, then the school leader(s) will implement some strategies and supports within the school (secondary prevention supports). These may include small group interventions such as stress management skills.
- If a student is experiencing significant difficulty self-regulating, managing stress and/or adhering to pandemic health and safety plans and guidelines, such that his or her learning and/or health and safety, or the learning and/or health and safety of others is impacted, then the school leader(s) and School Team, along with the student's parents, will determine and implement appropriate in-school support from the School Team, Ilinniarvimmi Inuusiliriji (II), and/or agencies outside the school (tertiary preventive supports).

SUSPENSION AND EXPULSION

Despite our best efforts to maintain a welcoming, positive, safe, caring, and healthy environment through proactive school-wide and classroom-based self-regulation and stress management supports, there will be instances when suspensions or expulsions will be required.

The use of suspension or expulsion as a response for a student's inability to self-regulate or interference with others' ability to self-regulate follows the *Education Act* Part 7, sections 62 to 73:

- a. **Corporal punishment is not permitted;**
- b. **A student may be suspended or expelled despite any order of a court requiring the student to attend school; and**
- c. **A suspension shall be served in the school unless the school leader(s) decides that it is not practical or safe for the suspension to be served in the school, due to concerns regarding health and safety of the student and others, and availability of space and supervision based on health and safety plans and guidelines;**
- d. **A decision to suspend or expel may be appealed in accordance with the regulations.**

When making decisions about the application, terms, and conditions of a suspension or expulsion, the DEA/CSFN will also likely take into account the age of a student, particularly with regard to adult students, the potential for those students to impact younger students and others, and health and safety plans and guidelines.

1. Suspension – reasons

Both the school leader and the DEA/CSFN may suspend a student for:

- a. **Conduct that, in the opinion of the school leader or the DEA/CSFN**
 - i. **Is injurious to the physical or mental health and well-being of other students or school staff, or**
 - ii. **Creates a situation that constitutes a seriously harmful influence on other students or school staff; or**
 - iii. **Conduct that under the Inuuqatigiitsiarniq policy is grounds for suspension by the school leader or the DEA/CSFN.**

Behaviour falling within these categories are:

- Continued nonadherence to pandemic health and safety plans and guidelines;
- Continued intentional interference with another students' or others' ability to adhere to pandemic health and safety plans and guidelines;
- Intentionally spitting on a student or others while on school grounds or participating in a school program, including on the land and bus programs;
- Continued ignoring of tobacco policy on school property;
- The use of, or possession of, illegal drugs;
- Physical assault of another person;
- Verbal assault of another person;
- Possession of a weapon on school property;
- Arson or attempted arson;
- Setting off of fire alarms and/or bomb threats;
- Destruction or defacing of school property;
- Inappropriate use of the internet;
- Continued nonadherence to school rules regarding electronic devices such as, MP3 players, hand-held video games, or cell phones.

Some of these behaviors would be grounds for immediate notification to the parents/guardians, and, potentially, the RCMP.

Continued nonadherence to pandemic health and safety plans and guidelines, even after information, support and encouragement, and strategies for self-regulation are provided, and the student is repeatedly putting others at risk of health and safety, would be grounds for dismissal from the school. The school leader(s) would immediately notify the parents/guardians and DEA/CSFN.

2. Suspension – duration and conditions

A suspension given by the school leader may not exceed five days. The school leader(s) may define conditions that would allow the student to return to school before the expiry of the suspension if the conditions are satisfied. Written notice of the suspensions, without delay, should be given to the student and a parent/guardian.

The DEA/CSFN may suspend a student with or without the recommendation of a school leader(s).

Before the suspension is given, the DEA/CSFN shall consult with the school leader(s), the parent(s)/guardian(s) of the student, or with an adult student. The DEA/CSFN may define conditions that would allow the student to return to school before the expiration of the suspension if the conditions are satisfied.

The length of the suspension may not exceed 20 days. If suspension by the DEA/CSFN is on top of a suspension given by the school leader(s), it may not exceed 20 days.

Written notice, whether from the school leader(s) or the DEA/CSFN, will:

- a. State the reasons for the suspension, (and any conditions that would allow the student to return to school before expiry of the suspension);**
- b. Set out the rights and manner of appeal and other rights under the regulation, with the respect to resolving any disagreement; and**
- c. Set out such other things as may be required by the regulations.**

The DEA expects **the school leader(s) to notify the RSO office immediately upon suspension of a student.**

School leaders who work in a school under the CSFN **shall notify the CSFN immediately upon issuing a suspension to a student.**

3. In-school suspensions

To every extent possible, safe, and practical, a suspension will be served within the school. In order to decide if a suspension will be served in-school, the school leader(s) will consider the circumstances or the reason for the suspension, the health and safety of all involved, as well as the availability of appropriate space and supervision of the student. Physical distancing requirements depend on the pandemic situation or stage a community is in. Adjusting the percentage of students in school will help support limited contact between students, if needed.

Students serving in-school suspensions may be asked to reflect on their self-regulation and stress management skills, enter into a contract as a commitment to learning, practicing, and developing their ability to self-regulate and manage stress, and meet the Inuuqatigiitsiarniq policy and pandemic health and safety plans and guidelines. Support will also be provided to complete schoolwork.

4. Expulsion – reasons

The DEA/CSFN may expel a student from school for:

- a. **Conduct that, in the opinion of DEA/CSFN,**
 - i. **Is injurious to the physical or mental health and well-being of other students or school staff; or**
 - ii. **Creates a situation that constitutes a seriously harmful influence on other students or school staff; or**
 - iii. **Is grounds for expulsion under the Inuuqatigiitsiarniq policy.**

5. Expulsion – notice

The DEA/CSFN shall consult with the school leader, parents/guardians, and/or adult student before an expulsion may occur. Written notice of the expulsion will occur without delay. The notice will:

- a. **Give reasons for the expulsion;**
- b. **Set out the rights and manner of appeal and other rights under the regulations, with the respect to resolving any disagreement; and**
- c. **Set out such other things as may be required by the regulations.**

The DEA/CSFN expects the **school leader(s) to notify the RSO office immediately upon expulsion of a student.**

The CSFN expects the **school leader(s) to notify the Director General immediately upon expulsion of a student.**

6. Individualized effective behaviour support

A student who is suspended (in-school or out-of-school) or expelled is entitled to an **assistance plan**. This plan, developed in consultation with the School Team, sets out actions or strategies to help the student strengthen self-regulations skills and ability, reduce stress, and meet the Inuuqatigiitsiarniq policy. It provides assigned learning activities to prevent the student from falling behind in his or her studies for the duration of the suspension or expulsion, or any other academic consequences. It also provides access to counseling.

Appendix 10: Application for funding for Inuit language and culture⁴ in early learning and child care (ELCC)

There are two options to select from for use of the funding:

Option 1: DEA/CSFN chose to deliver a DEA/CSFN-sponsored ELCC program (licensed or unlicensed)

1. Consult
 - a. DEAs/CSFN should consult with community members who are knowledgeable about early childhood and Inuit language and culture⁵ to determine what type of program is most suitable to the community.
 - b. Consult with your Regional Early Childhood Officer for additional information regarding requirements for ELCC programs.
2. Complete the application within the appropriate strategies.
3. Review the application at a DEA/CSFN meeting.
4. Recommend the application be submitted or make any suggested changes.
5. Submit completed application to the address below from April 1 to September 30.

Note: An ELCC program must be licensed if parents do NOT remain with their child(ren) during the program. If licensing is required, start this process immediately. Contact the Regional Early Childhood Officer for your region.

Option 2: DEA/CSFN voted against using the ELCC Funding

1. Department of Education, on behalf of the Minister, will accept funding applications to third party ELCC programs.
2. DEA/CSFN may change their decision to use the funding at the next election date.

⁴ For programs falling under the Commission scolaire francophone du Nunavut (CSFN), this reference is modified. Refer to promotion of French language and francophone culture.

Option B: Steps to delivering a DEA/CSFN-sponsored ELCC program (licensed or unlicensed)

1. Consult
 - a. DEAs/CSFN should consult with community members who are knowledgeable about early childhood and Inuit language and culture⁵ to determine what type of program is most suitable to the community.
 - b. Consult with your Regional Early Childhood Officer for additional information regarding requirements for ELCC programs.
2. Complete the application within the appropriate strategies.
3. Review the application at a DEA/CSFN meeting.
4. Recommend the application be submitted or make any suggested changes.
5. Submit completed application to the address below from April 1 to September 30.

Note: An ELCC program must be licensed if parents do NOT remain with their child(ren) during the program. If licensing is required, start this process immediately. Contact the Regional Early Childhood Officer for your region.

Send your report to:

Early Childhood Language Program
 Coordinator, Department of Education,
 PO Box 204, Pangnirtung, NU X0A 0R0
 ☐ (867) 473-2600 • ☐ (867) 473-2695

Note: Applications may be submitted from April 1 until September 30. Late applications will only be considered if funding is still available and there is sufficient time to complete the proposed activities.

Note: If your DEA/CSFN received funding in the previous year, you must submit your report(s) in order to be approved.

⁵ For programs falling under the Commission scolaire francophone du Nunavut (CSFN), this reference is modified with regard to promotion of French language and francophone culture.

Tell us about your project:

- What is it about (describe all activities planned)?
- What are the goals?
- Why is it important?

Who is involved?

- Who will participate what will their role be?
- What groups/organizations are involved?
- What are their roles for this project?

What facilities, resources and materials will be needed?

- Where will the project be delivered and number of events planned?
- What resource or materials (including country food) will be used or developed (list all)?

How are you going to know if the project is a success?

Other Comments

Wages							Approved Budget (for office use only)
Name of Elder/Cultural Expert	Activity (responsibility)	Hourly Wage	# of Hours per day	# of Days per week	# of weeks	Total	
Mandatory Employment Related Costs (MERCs) – Maximum of 12%							
Materials (list types of supplies/materials being purchased or developed)							
Country Food Purchases (will only accept country food)							
Rental costs if applicable (for hosting cultural family events)							
Other (please specify)							
Total Requested							
Total Approved (for office use only)							

Appendix 11: ELCC examples of programs and resources for Inuit language and culture

Examples of types of activities:

- Enhancing vocabulary and terminology through naming and identifying
- Teaching/demonstrating about life on the land:
 - Gain knowledge about animals
 - Survival skills
 - Hunting
 - Skin preparation and sewing
 - Knowledge about the land
 - Transportation
 - Traditional games and celebrations
- Storytelling and oral traditions
- Seasonal activities
- Sewing activities
- Arts and crafts especially traditional ones
- Traditional foods and healthy living habits
- Throat singing and traditional songs
- Drum dancing
- Invite local well-known community figures to visit your program
- Activities for children 0-6 years old using the exceptional cultural experts in your community

Examples of approved funded items:

- Honorarium for Elders or cultural experts – 25/h plus MERCs
- Country food
- Culturally relevant and language-based resource and materials
- Creation of traditional toys or teaching materials/props
- Record activities led by Elders and/or cultural experts to create instructional videos or CDs
- Facility rentals to host events

Appendix 12: ELCC frequently asked questions (FAQs)

Funding frequently-asked questions (2012-2013 and onwards)

1. How can the funds be spent?

Guidelines are provided and if there are any questions regarding ideas how to use the funding, what will be accepted, the Early Childhood Resource Coordinators are available to assist. They can be contacted via email at eclpc@gov.nu.ca

2. How is funding allocated for each DEA/CSFN?

Each community has a base amount allocated. Communities with larger population of children in the 0-6 year age are eligible to receive additional funding to the base amount if required. Funding allocation is reviewed on an ongoing basis.

3. What are the deadlines associated with the funding?

Applications can be submitted to the Early Childhood Resource Coordinators any time between April 1 and September 30.

Reports must be submitted to the Early Childhood Resource Coordinators by April 30.

4. How does the application process work?

This process is application based, meaning the DEAs and CSFN must apply for the funding. The DEA/CSFN completes the application for a program it wishes to run.

Once the application is received, it is reviewed by a committee within the ELCC division. The DEA/CSFN will then be contacted and notified of whether the application has been approved or if changes need to be made. After this process is complete, a contribution agreement will be prepared in order to transfer the funding for the program.

Applications will not be approved until the DEA/CSFN submits a report for the previous year if a program was offered. Applications received after September 30 will only be considered if funding is still available and there is sufficient time to complete the proposed activities

⁶ For programs falling under the Commission scolaire francophone du Nunavut (CSFN), this reference is modified with regard to refer to promotion of French language and francophone culture.

⁷ As above.

⁸ A third-party program is a program that is run by an organization/group other than the DEA/CSFN.

5. What are the financial responsibilities of the DEA/CSFN when the DEA/CSFN sponsors its own programs?

- The DEA/CSFN is required to keep in a file:
 - a. a copy of the early childhood Inuit language and culture⁹ funding application
 - b. a copy of the early childhood Inuit language and culture¹⁰ funding report
 - c. any correspondences related to the funding (letters, copy of the contribution agreement, etc.)
 - d. all original receipts, invoices, purchase orders or other proof of payment for resources developed, materials purchased, etc.
 - e. a copy of all paycheques/paystubs or other proof of payment for Elders/ cultural experts
 - f. an itemized account of how funding was spent
- Sign off and submit the early childhood Inuit language and culture¹¹ funding report
- Fulfilling financial obligations associated with a GN contribution agreement (audits, etc.)

6. What are the reporting requirements?

Every DEA/CSFN is required to submit a report on the implementation of early childhood Inuit language and culture programs, whether or not funding was received by the DEA/ CSFN. Report forms are available to meet this requirement. A report for the previous year must be submitted to the Early Childhood Language Program Coordinator by April 30. A report must be completed and submitted before a DEA/CSFN may apply for funds for the following fiscal year.

7. What are the reporting requirements if the DEA/CSFN sponsored their own early childhood education program (licensed or unlicensed)?

1. DEA/CSFN completes report form by April 15
2. DEA/CSFN reviews the completed report at a DEA/CSFN meeting.
3. DEA/CSFN recommends the completed report to be submitted and/or makes changes
4. Once recommended, both the DEA chair/CSFN President and a second DEA/ CSFN member with signing authority sign the report(s)
5. DEA/CSFN sends completed report by April 30

⁹ For programs falling under the Commission scolaire francophone du Nunavut (CSFN), this reference is modified with regard to promotion of French language and francophone culture.

¹⁰ As above.

¹¹ As above.

Appendix 13: Financial procedures

Preamble

DEAs and the CSFN are established as corporations under the amended *Education Act*.¹² The *Financial Administration Act* designates DEAs and the CSFN as “Schedule A” Public Agencies.¹³ As such, DEAs/CSFN operate at arms-length from the Government of Nunavut but are required by law to follow all applicable acts and regulations of the Government of Nunavut including following regulations such as the Financial Administration Manual.

In carrying out the financial management of its accounts, DEAs/CSFN have responsibilities to the Ministers of Education and Finance, the Financial Management Board, and the Legislative Assembly.

This guide is intended to provide a brief overview of specific financial topics relevant to all DEAs/CSFN.

The Regional School Operations are available to DEAs to provide guidance, assistance, and information in navigating these responsibilities and for questions on accounting or bookkeeping practices not covered in this guide. For the CSFN, the Department of Education (Finance division) is available to provide guidance.

Mail handling

Mail handling is an important task and organization is essential.

Step 1

- Sort mail into piles:
 - Personal mail
 - Mail addressed to DEA/CSFN
 - Mail addressed to school
 - Advertising/promotional/junk mail

Step 2

- Open mail addressed to DEA/CSFN
- Keep envelopes to ensure you have a return address

Step 3

- Separate DEA/CSFN mail into various categories:
 - Requests for information from public
 - Invoices/payments from vendors
 - Mail from government agencies
 - Miscellaneous

¹² *Education Act* s.128(2)

¹³ *Financial Administration Act (FAA)* Schedule A s.1

Step 4

- Enter mail items into a logbook to track mail received

Step 5

- Distribute mail to various individuals (bookkeepers, DEA chair/CSFN president, principal, etc.)
- Some mail may need to be photocopied or scanned and sent to all DEA/CSFN members or placed on the agenda for the next DEA/CSFN meeting

The mail logbook should look something like this:

Date	Sender	Item	Amount
March 15, 201x	The Best Store Ever	Invoice	\$1,444
March 15, 201x	John Doe	Request for information	
March 21, 201x	The Bank	Feb. Bank Statement	

Filing

DEAs/CSFN should have the following financial folders set up (in addition to others):

- Contribution agreements folder or binder (filed by year)
- Personnel files (one per DEA/CSFN employee)
- Leave and attendance files (one per DEA/CSFN employee, per year)
- Payroll file for timesheets and honouraria (one per employee or member, per year)
- Vendor files (one per vendor, per year)
- Outstanding PO folder
- Outstanding invoice/payables folder
- Outstanding goods folder
- Monthly budget report folder
- Annual financial statements folder or binder (past 3-5 years)

Bookkeeping

DEAs and the CSFN are encouraged to contract external bookkeeping services if they are unable to find an office manager with sound bookkeeping skills. The RSO/Director General of the CSFN can assist members with their choice of this service.

Remember the bookkeepers rely heavily on the information received from the schools and DEAs/CSFN – if they are not receiving timely and accurate information, it is difficult for them to produce timely and accurate reports.

When considering switching bookkeepers or contracting bookkeeping services with an organization (municipal or bookkeeping firms), the following questions should be answered:

1. Does the DEA/CSFN have a contractual obligation with the current bookkeeper that requires notice of termination?
2. Has the DEA/CSFN attempted to resolve the issues with the current bookkeeping organization? Switching everything can be a much more difficult than fixing what is already in place.
3. Does the organization perform this service for other entities?
4. Does the organization have the proper insurance and legal status to perform an external business function like bookkeeping?
5. If a municipal organization, does it require a motion to accept the DEA/ CSFN contract?
6. Does the organization have information on the number and types of activities, total revenues, and number of locally-raised funds accounts the DEA/CSFN deals with?
7. Does the DEA anticipate the need for RSO support for communicating with the organization? If so, will this relationship work easily between the DEA, RSO, and the organization?
8. Does the organization understand Public Sector Accounting Standards and how they relate to DEAs/CSFN?
9. Can you be assured the organization can provide timely and reliable financial reports on a monthly basis?
10. Does the organization have adequate staff to take on the additional responsibilities?
11. Does the organization have an internal structure that is clearly identifiable to the DEA/CSFN? Who does the DEA/CSFN work with on a day-to-day basis? Who does the DEA/CSFN work with when issues arise?
12. What internal controls does the organization have in place to ensure the DEA/CSFN's information, transactions, and records will be kept confidential and not combined or confused with the records of their own organization or others?
13. What is the financial situation of the organization itself? Do they have a history of good financial management? Are they currently running a deficit or surplus (annual and accumulated)? If they are not keeping an efficient and well-managed set of financial records for themselves, it would not be appropriate for them to take on external bookkeeping functions for others.

Insurance

Assets¹⁴

School assets are covered under the GN's insurance policy.

DEAs must provide a list of all assets to the RSO as of March 31 each year. The list must be provided by the deadline given by the RSO who must meet the reporting deadlines of the Department of Finance. The CSFN must submit its controllable asset count report to the Department of Education (Assistant Deputy Minister).

Any assets that cost \$500 or more as well as any assets that are considered 'attractive' assets that could be stolen, such as cameras or iPads, should be included on the inventory list. Do not forget to add assets such as high-value carvings or prints.

The list must be compared each year to ensure nothing is missing and be sure to add inventory tags to each item as it is purchased throughout the year. This list can be sent periodically to the RSO (or, in the case of the CSFN, the assistant deputy minister) to ensure there is an accurate listing of assets off-site from the school in case of fire or theft.

If a DEA/CSFN owns property, it should maintain and insure property for a reasonable amount.¹⁵

Note: personal effects are not insured through the GN and staff should be advised to keep this in mind when leaving belongings in the schools or DEA/CSFN office.

Liability¹⁶

DEA/CSFN members and employees are covered under the GN's liability insurance policy. DEA/CSFN members who act in good faith in carrying out duties are not liable for any loss or damage caused by anything done or not done.

Purchasing¹⁷

Authority

DEAs/CSFN must approve all expenditures, in advance, by motion.

DEAs/CSFN may also elect to give purchasing authority to a Principal, Vice-Principal or Director General (CSFN only), to assist with the day-to-day operations of the schools. This purchasing authority must be documented and approved by motion and should contain the following:

- Name and title
- Types of expenses
- Maximum amount of each transaction
- Exclusions
- Signature

¹⁴ Financial Administration Manual (FAM) 605-1

¹⁵ *Education Act* s.143

¹⁶ *Education Act* s.135 34

¹⁷ FAM 808 to 808-5

This authority may be made as part of the budget approval process. Those items covered under the budget may be approved by the principal, vice-principal or director general (CSFN only), and only those items not included in the budget would require DEA/CSFN approval prior to spending. This must be recorded by motion.

The monetary limit is per signature, not a daily limit. Items should not be split into multiple purchase orders (POs) or invoices to avoid transactions above the limit.

The limit may vary depending on the size of the DEA/CSFN budget, the volume of transactions, and the comfort level of both the DEA/CSFN board and the principal/vice- principal/director general.

Expenditures made outside of the assigned limits and not included in the approved budget must be approved separately by DEA/CSFN motion.

Sample form

District Education Authority – Purchasing Authority

Surname, given name	Location	Position PRINCIPAL
Description of area of authority	Authority to approve and spend DEA funds including operating, programming, and funds raised locally.	

Authority	Limit
Materials, supplies and equipment	\$5,000.00
Utilities and lease payments	\$5,000.00
DEA employee timesheets and casual wages	\$5,000.00
Hospitality (food, beverages, gifts)	\$500.00

Exclusions:

Capital equipment such as automobiles, skidoos, all-terrain vehicles.
 Staff social events (except when work is performed outside normal location) and gifts to staff.

I certify that I have understood the responsibilities hereof and will exercise the signing authority of this position with due regard for these responsibilities.	Date	Signature of incumbent
---	------	------------------------

Approved by DEA motion (attached)	
Date	
Motion number	

Tenders

Guidelines on government procurement and purchasing can be obtained from the RSO (or the ADM for CSFN).

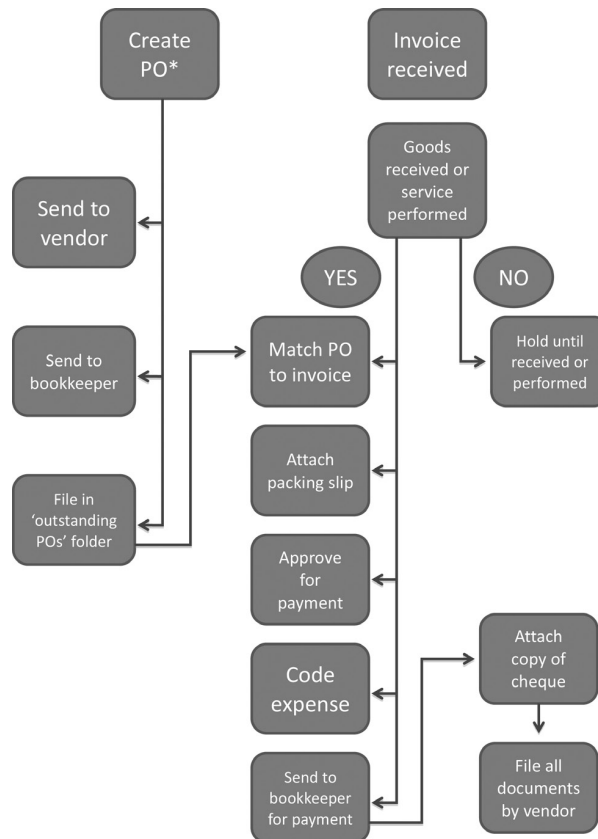
Under \$1,000	Purchase without tender
\$1,000 – \$5,000	Contact three vendors, orally or in writing and document quotes with actual invoices
Over \$5,000	Contact RSO (or ADM for CSFN)

Processes

As government agencies, spending public funds, it is important to maintain transparency and fairness when conducting purchasing activities for the DEA/CSFN.

Purchase orders should be created with a sequential numbering system to ensure duplicate PO numbers are not used and should be created for all purchases, even if the vendor does not require one.

Local purchases under \$1,000 do not require a PO.



Purchases made using personal credit cards should be discouraged. If used, the following rules should be made clear to staff:

Approval	<ul style="list-style-type: none"> • Prior approval by DEA/CSFN motion or principal (if authorized) or Director General (CSFN) • Written approval (may use PO)
Process	<ul style="list-style-type: none"> • Follow purchasing practices • Goods shipped directly to school (not a home address) • Goods belong to school and not individual teacher
Documents required for reimbursement	<ul style="list-style-type: none"> • Invoice • Packing slip • Written approval • Proof of payment

Payment¹⁸

Payments to suppliers are to be made as follows:

20 days*	<ul style="list-style-type: none"> • Northern vendors
30 days*	<ul style="list-style-type: none"> • Southern vendors
Immediately	<ul style="list-style-type: none"> • Employees • GN (including PPD and Qulliq Energy Corporation) • Receiver General (Government of Canada) • Translators/interpreters • Fees for licenses and permits • Telephone, photocopier leases • Canada Post, postage meters

*Payment is not made until 20 or 30 days AFTER receipt of invoice AND goods have been received or service has been performed.

These payment terms are only to be waived with written approval by the Comptroller General.

GST rebate¹⁹

DEAs/CSFN claim a 100% GST rebate as Public Service Bodies. Detailed information can be obtained at www.cra.gc.ca.

¹⁸ FAM 803-3
¹⁹ FAM 604 Schedule A

Staffing

Office managers

In most cases, the DEA is responsible for hiring its own office manager. The Director General is responsible for hiring the office manager for the CSFN.

Job description and duties

See sample job description in Appendix B.

Sample monthly checklist

Duties	July	Aug.	Sept.	Oct.	Nov.	Dec.
Correspondence logged and filed						
Invoices coded and sent to bookkeeper						
Paid invoices filed						
Financial reports from bookkeeper received and filed						
DEA/CSFN meeting minutes completed - 1 meeting						
DEA/CSFN meeting minutes completed - 2nd meeting						
DEA/CSFN meeting minutes completed - special meeting						
Timesheets sent to bookkeeper and filed - 1 pay						
Timesheets sent to bookkeeper and filed - 2nd pay						
Receiver General payment sent						

Advertisements

DEAs and the CSFN should post a vacancy for Office Manager in public places within the community for 2-3 weeks. The advertisement should include the following:

- Brief description of the position responsibilities and work location
- Desired skills (usually a minimum of grade 10 with some office and finance experience)
- Language requirements (both oral and written)
- Where to send applications
- Deadline
- Requirement to submit a clean Criminal Record Check and Vulnerable Sector Check

Interviews and reference checks

Candidates that meet the job requirements should be granted an interview. An interview panel should consist of the DEA Chair/CSFN President and 1-2 DEA/CSFN members and/or the Principal.

Eight to ten questions should be asked and rated. Questions should cover a wide range of topics such as filing procedures, time management, teamwork, taking minutes, multi-tasking, attendance, etc.

The candidate with the highest score should be asked for three references, including the most recent supervisor.

Offer of employment (see sample job offer, Appendix A)

Office Managers must be given an employment contract. The contract should include the following:

- Employee name and address
- Term of employment (indeterminate or term)
- Term end date (if applicable)
- Hours per week
- Hourly or annual rate
- Northern allowance (if applicable)
- Start date
- Supervisor
- Leave credits earned per month (if applicable)
- Holiday pay (mandatory for all statutory holidays)
- Probationary period (normally 6 months)
- Termination clause (such as either party can terminate with two week notice)
- Signed by DEA Chair, one member, and the new employee. In the case of a GN employee, regular HR protocols will be followed.

Elders and other staff

DEAs and the CSFN are responsible for hiring and paying Elders and other non-unionized employees.

DEAs/CSFN are no longer responsible²⁰ for hiring or paying the following substitutes:

- Teachers
- Language Specialists
- Secretaries
- Janitors
- Student Support Assistants
- Ilinniarvimmi Inuusiliriji/School Community Counsellors

DEA/CSFN employees, other than the Office Manager, would normally be on an 'as and when needed' contract. The DEA/CSFN (or Principal) is responsible for setting the work hours and determining when the employee is required to work.

If a DEA/CSFN hires a full-time employee a job description, advertisement, interviews, reference checks, and an employment contract should be adapted from the procedures for hiring an Office Manager.

DEA/CSFN employees should receive vacation pay, normally 4-6%, in lieu of leave credits.

All DEA/CSFN employees are required to have a clean Criminal Record and Vulnerable Sector Check before entering the school as an employee.

If a prospective employee has a criminal record, a DEA should contact dea_support@gov.nu.ca or the Deputy Minister in the case of the CSFN.

Criminal records must be confirmed and a risk assessment performed. Only the Deputy Minister has the authority to allow anyone with a criminal record to work in a school.

Elders should be advised to confirm their employment will not negatively affect other benefits they are receiving. Some federal, territorial, or pensionable benefits may be affected by extra income.

A personnel file must be created for all employees and should contain the following:

- Application or résumé
- Contract
- Payroll information
- Criminal Record Check and Vulnerable Sector Check (placed in a sealed envelope)

²⁰ Education Act s.183 (2)(a)

Leave and attendance

Each DEA/CSFN should determine what its permanent employees will earn for sick, special, and annual leave. DEAs and the CSFN may elect to create their own policy, or simply give a standard vacation pay allowance.

Payroll

Timesheets

Timesheets are submitted on the date agreed upon between the DEA/CSFN and their bookkeeper.

Timesheets are to be reviewed to ensure they are properly filled out, coded to the appropriate budget, signed by the supervisor (usually the Principal or DEA Chair/ President of the CSFN), and approved for payment.

Timesheets are to be filed in individual employee files.

DEAs/CSFN are not, under any circumstances, to pay substitutes in unionized GN positions.

Workers' Safety and Compensation Commission (WSCC)

DEA/CSFN are required to register with WSCC, file annual payroll reports, and to report on-the-job injuries to WSCC according to their regulations for their employees.

DEAs/CSFN are only responsible for filing and reporting of DEA/CSFN employees.

Failure to report within the prescribed timelines may result in penalties and will be the responsibility of the DEA/CSFN.

You can contact the Nunavut branch of the WSCC at 1-877-404-4407 or www.wsc.nu.ca for more detailed information.

Honouraria²¹

DEA/CSFN members are eligible for honouraria for any of the following services:

- Actual attendance at meetings, hearings, or events
- Time spent on official business, such as representing the DEA/CSFN at public functions*
- Travel time related to DEA/CSFN business, other meetings, or events

*Each DEA/CSFN is to have a by-law on honouraria, which must include a description of what constitutes official business.

Honouraria cannot be claimed if the member is receiving honouraria from another source or pay from their employer.

Honouraria advances may be approved by DEA/CSFN motion but should not be a regular occurrence. Bookkeepers must be advised that the payment is an advance and the DEA/CSFN motion must be attached to the request.

Maximum honouraria rates

	Daily rate	Half day rate	Hourly rate
Chair	\$300	\$150	NA*
Member	\$200	\$100	NA*
Meeting participant	\$200	\$100	\$35
Ceremonial or cultural participant	\$150	\$75	\$25

*NA = not applicable

Daily rate = more than 3.75 hours

Half day rate = less than 3.75 hours

DEAs/CSFN may choose an honouraria rate below the maximum amount but *cannot exceed* the amounts listed above.

Individual DEA/CSFN members may elect to decline honouraria.

Honouraria are taxable income.

Attendance must be documented and included as backup for payment of honouraria. Attendance is normally documented in the meeting minutes or a meeting attendance register.

Duty travel²²

Occasionally a DEA/CSFN member or employee may be required to travel for work purposes.

Duty travel must be approved in advance, by DEA/CSFN motion. The approval should contain the following information:

- Event to be attended
- Dates and places of event
- Estimated breakdown of costs:
 - airfare
 - accommodations
 - meals
 - registration or course fees
 - any additional expected costs

All travel is to be booked at the most economical rate available at the time of booking.

DEAs/CSFN are permitted to use the GN's duty travel rates with various airlines. Contact dea_support@gov.nu.ca (DEAs) or ADM (CSFN) for the online codes.

Meal expenses are to be reimbursed at rates set out in FAM 820-1. These rates change every April 1 and October 1.

When meals are provided at conferences or on courses, no meal allowance is to be claimed.

Reimbursements for alcohol are not permitted under any circumstances.

An "incidental" allowance is given each day to cover tips, personal phone calls, and other minor personal expenses.

Private accommodations are permitted and an allowance can be given to the traveler or directly to the host. If the DEA/CSFN is reimbursing the host directly, a T4A is to be issued at the end of the calendar year.

Childcare expenses (that exceed those normally incurred) that are a direct result of the traveler's absence will be reimbursed at the approved rate. Receipts are required.

Taxis may be reimbursed, provided the purpose is of a non-personal nature. Receipts are required for expenses over \$8.

Travelers may be given an advance of per diem rates up to 80% of the anticipated expense. However, weather or other delays may reduce the amount of per diem earned. If a traveler is paid more than what is actually earned, he or she must repay the DEA/ CSFN for the overpayment.²³

Travelers must submit boarding passes with the travel claim to support the actual dates travelled.

The traveler is personally responsible for cancelling any unused reservations and paying any penalty for neglecting to cancel on time. This may be waived if circumstances prevent the traveler from cancelling the reservation and a satisfactory explanation is provided.

Revenue

Contribution agreements

Each DEA and the CSFN receives regular contribution agreements from the Department of Education to cover operational and other costs.²⁴ The amounts are calculated each year based on the enrollment figures of the previous school year.

The contribution agreements contain legal and financial terms and conditions that must be met by the DEA/CSFN.²⁵ It is important to understand:

- the reporting requirements and deadlines
- the payment schedules
- any restrictions

Generally, grants and contributions can be withheld or requested to be returned if agreements are not followed.²⁶

²³ FAM 817-3

²⁴ *Education Act* s.184

²⁵ FAM 801

^{43 26} FAM

817-4

The **Operations and Maintenance** contribution agreement is intended to cover:

- DEA/CSFN administration costs such as honouraria, office manager salaries (not in the case of the CSFN), and office expenses.
- School administration and wages such as materials, supplies, equipment, educational materials and school programs.
- Local and cultural programs

The DEA/CSFN will receive a breakdown of how much is given for each of the three purposes above, but DEAs/CSFN may reallocate those funds through the budgeting process.²⁷

There are other contributions for specific purposes that may be received from the department such as:

- Inuuqatigiitsiarniq/attendance (see Appendix C for more details)
- Inuksiutiliriji/Elders (see Appendix D for more details)
- Inuinnaqtun support
- Bussing

Each contribution agreement must be accounted for separately.

Third-party grants and contributions

The DEA/CSFN may enter into agreements with parties other than the Government of Nunavut with the exception of ELCC providers. All third-party funding for ELCC programming is paid directly by the Government of Nunavut. It is important to read those agreements thoroughly and to understand what terms and conditions the DEA/CSFN is agreeing to before signing the agreement.

DEAs/CSFN should be sure to advise the contributor that audited financial statements are only available after the June 30 year end (the DEA/CSFN fiscal year end). Only unaudited statements are available as of March 31.

Contributions and grants received by schools (including extra-curricular programs) should be directly with the DEA/CSFN and not by an individual school or teacher as the DEA/CSFN is responsible to ensure the terms and conditions are met.

All funds are to be included in the DEA/CSFN accounts. DEAs/CSFN are responsible for overspending on third party grants and contributions accepted in the DEA/CSFN or School name.

All contribution agreements and grants should be sent to the bookkeeper.

Each contribution should be set up with its own coding structure and expenses related to these contributions must be identified for the bookkeeper to know where to code these expenses.

To comply with accounting regulations, specific details regarding the time period and the funding amounts must be clear if the agreement is for more than one school year.

If a DEA/CSFN would like financial or legal assistance before signing any contribution agreement, contact dea_support@gov.nu.ca or the Assistant Deputy Minister (for the CSFN).

²⁷ Education Act s.185

Locally-raised funds (LRF)

DEAs/CSFN are required to include all locally-raised funds in the accounts and are responsible for maintaining internal controls over the funds.²⁸

Locally-raised funds are those fundraising efforts by the DEA/CSFN and school staff for the benefit of students, the community, and recognized charitable causes. Examples of LRF include rental of space, donations, funds raised for student council or graduations, the Terry Fox Foundation, book sales, school trips, school teams, and extra-curricular activities sponsored by the school.

DEAs/CSFN may give out charitable donation receipts (under specific conditions). Contact dea_support@gov.nu.ca (DEASs) or ADM (CSFN) if you would like to issue a donation receipt to a donor.

Exception: School groups who form a society with Legal Registries are responsible for their own accounts. These societies are a separate legal entity, and are no longer school groups, even if they are run by teachers or are given permission to use the schools. They are responsible for their own bookkeeping and insurance and are not covered under the DEA/CSFN policies, procedures, or liability insurance.

The Principal shall approve all school fundraising activities.

The DEA/CSFN shall approve all DEA/CSFN fundraising activities.

Every time a new type of locally-raised fund is set up, the person managing the account is responsible to provide the Principal and DEA/CSFN with documentation indicating the name of the account, the purpose of the account, and the account number.

Locally-raised funds can be kept in a bank account (separate from the regular operating bank account) or with a local vendor in the community (Northern or Co-op).

DEAs/CSFN should ensure proper internal controls are in place for each account.

A detailed spreadsheet or logbook should be kept to record all revenue and expenses.

Revenues	<ul style="list-style-type: none"> Recorded at gross amount Cash always counted by two people Deposited quickly – avoid keeping cash at school or home
Expenses	<ul style="list-style-type: none"> Recorded at gross amount Receipt required for all purchases Use receipt book for purchases from individuals (such as for country food)
Accounts	<ul style="list-style-type: none"> Restrict access for deposits, withdrawals, or purchases Reconcile monthly to ensure no unauthorized use has occurred Send account statements, receipts, and deposit slips to bookkeeper on monthly or quarterly basis

It is strongly recommended the DEA/CSFN keep locally-raised funds in separate bank accounts from operational funding, use the funds only for the intended purpose, and charge an administration fee only for third-party agreements and not to student's fundraising efforts.

Where fundraising is carried out for a purpose that no longer exists, such as a cancelled school trip, the DEA/CSFN should choose a purpose for the funds that directly benefits students, ideally one that relates closely with the original intent.

Budgeting – Operations and Maintenance (O&M)²⁹

The DEA/CSFN receives an Operations and Maintenance (O&M) budget from the GN to run the daily operations of the school. The amount is determined using a formula based on the number of students enrolled in the school. The formula is broken down into three sections:

- DEA/CSFN administration
- School administration (by school)
- Cultural funding (by school)

The DEA/CSFN may move funds between these categories, and between schools, as necessary to ensure the effect running of the DEA/CSFN office and schools.³⁰

Funds from other contribution agreements with the GN may NOT be used for anything other than the specific purpose of the contribution, including for DEA/CSFN administration costs.³¹

DEAs/CSFN are required to create and approve (by motion) a budget each fiscal year and provide it to the RSO (DEAs) or the ADM (CSFN), the bookkeeper (as well as any revisions), and dea_support@gov.nu.ca.

The budget is used to allocate funding to meet anticipated expenses and identify priorities for spending financial resources. A budget is an estimate of the amounts of money required to address the priorities of the DEA/CSFN, schools, and community.

DEAs/CSFN should work closely with the Director General (CSFN only), Principal and Office Manager to determine budget requirements. The people who have the most direct contact with the daily operations can provide invaluable suggestions and advice to aid the DEA/CSFN's decision making.

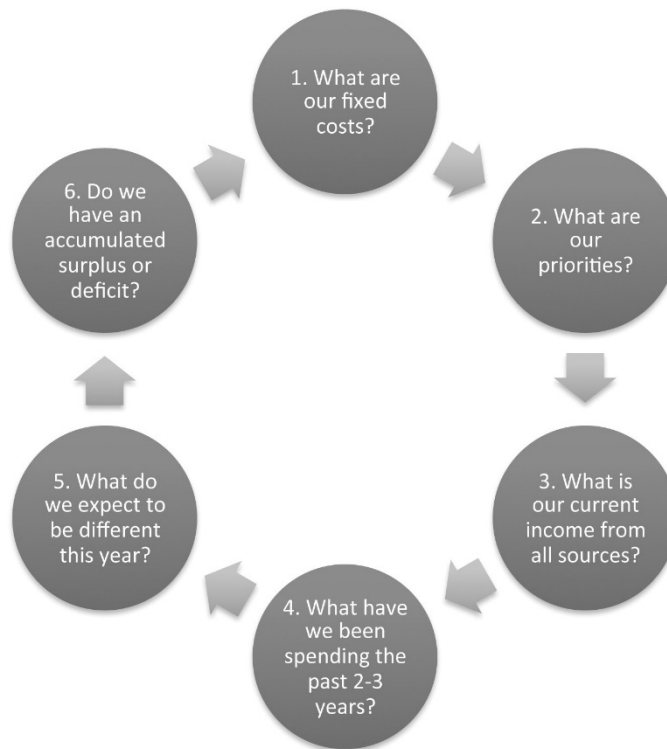
Some expenses, such as telephones and copier leases are easy to budget for and others, such as honouraria or literacy resources, are more difficult to determine the appropriate amount required from year to year.

²⁹ *Education Act* s.183; *FAA* s.92

³⁰ *Education Act* s.185(1)

³¹ *Education Act* s.185(2)

There are several factors to consider when preparing a budget. Some of the questions that should be answered are as follows:



There are several factors to consider when preparing a budget. Some of the questions that should be answered are as follows:

a. What are our fixed costs?

Fixed costs are those expenses that have to be incurred because of legal or contractual obligations or because they are required to run the DEA/CSFN or school programming.

Examples are equipment leases, office manager salary (not in the case of the CSFN), or bookkeeping fees.

2. What are our priorities?

The DEA/CSFN has limited resources and must determine where the greatest needs are and what is most important to the DEA/CSFN, the schools, and the community. Choices need to be made about what programs and purchases will be supported and what cannot be done this year.

For example, let's say both the workshop and the computer lab need new upgrades but you may only be able to afford to do one. Determine which one is most important: are there safety concerns, knowledgeable staff to operate and maintain new equipment, or perhaps stay-in-school initiatives that can be supported with the new equipment?

3 . What is our current income from all sources?

DEAs/CSFN often have third-party funding that allows for 5-15% administration fees or will pay for programs and purchases under these agreements to allow more of the DEA/CSFN O&M funding to be used for other things.

For example, a large third-party agreement with the Government of Canada may allow for \$10,000 of administrative costs to be covered under the contribution. If so, \$10,000 of the costs to run the DEA/CSFN office may not need to be budgeted under your O&M contribution agreement.

4 . What have we been spending the past 2-3 years?

Look through prior financial statements and purchases to ensure you have budgeted for those items that re-occur each year and have budgeted an amount that is consistent with prior spending. Or discuss ways the expense can be lowered to meet the budget.

For instance, if your phone bill has been budgeted at \$8,000 per year but the DEA/CSFN has actually spent \$11,000 per year, the budget should be increased to allow for the extra costs. Or discuss ways the schools and DEA/CSFN can minimize the costs, such as only allowing long distance phone calls to be made through the Principal's or Office Manager's phone lines.

5 . What do we expect to be different this year?

Do you expect purchasing or programs to be the same as last year or do you expect there to be changes?

For instance, your janitorial supplies may have been high last year because they were not ordered on sealift.

6. Do we have an accumulated surplus or deficit?

Can the DEA/CSFN afford to spend extra money this year on a particular initiative and pay for it through the accumulated surplus? Or is the DEA/CSFN in an accumulated deficit position and need to cut back on regular programming or purchases within the O&M funding to be in a better financial situation?

If the DEA/CSFN is considering spending part of an accumulated surplus or is in an accumulated deficit, consult with your RSO (DEAs) or ADM (CSFN) for advice. An action plan can be developed to assist the DEA/CSFN and may be more than one year in duration.

The budget will be included in the DEA/CSFN's audited financial statements in accordance with Public Sector Accounting Standards.

Throughout the year, the DEA/CSFN should compare its actual expenses with the budget to determine if adjustments are needed based on unexpected costs.

Monthly financial reports

DEAs/CSFN should receive a report from the bookkeeper each month that identifies the budget (original or amended), lists how much has been recorded in the bookkeeping accounts so far, and how much of that is left.

The bookkeeper may have a generic report they provide, but will be similar to this:

	Budget	Expenses to date	Funds remaining
DEA/CSFN administration:			
• Honouraria	\$20,000	\$14,000	\$6,000
• Office supplies	\$2,000	\$900	\$1,100
• Translations	\$1,500	\$485	\$1,015
Total	\$23,500	\$15,385	\$8,115

DEAs/CSFN should analyze this information to see if any spending adjustments are required. Keep in mind:

- The amount on the report is only as up to date as the bookkeeping records. Invoices and purchase orders that have not been entered into the system will not be reflected in the report.
- The amount of time remaining in the school year and the activities coming up should be considered. A report showing a telephone budget of \$12,000 with \$8,000 used and \$4,000 remaining to the end of the year can be a cause for concern if the report is dated on October 31 (eight months left in the year).
If that report was dated April 30, the expenses were budgeted very well (two months left in the year).
- Budgets can be amended. If unexpected costs or overspending has occurred, the DEA/CSFN should amend the budget (by motion) and identify what expenses will be cut to compensate for this. If cost savings have been identified, determine your priorities and allocate the funding to ensure surplus funds are used before year-end.³²

DEAs/CSFN are not required, nor is it recommended, to disclose monthly budget or spending reports to the public.

³² FAA s.94

Cash management

Banking

DEAs/CSFN are encouraged to maintain more than one bank account where appropriate, such as for locally-raised funds, or a large third-party agreement such as Head Start.³³

DEAs/CSFN may have local accounts with vendors in the community but must ensure all revenue from funding agreements is deposited into the appropriate bank account.

A list of all local accounts must be maintained and disclosed to the bookkeepers and the auditors. These accounts should be identified as to the purpose, the authorized users, and reconciled on a monthly basis.

Signing authority for bank accounts should be limited to the DEA Chairperson/CSFN President and 2-3 DEA/CSFN members.

In order to maintain a separation of duties, the Office Manager, Secretary, Principal, bookkeepers or finance officers should not have signing authority.

Before signing a cheque, members should ensure the following:

- Cheque and stub are attached.
- Backup is attached (timesheet, invoice, purchase order, etc.)
- Amount of cheque matches backup.
- NEVER** sign a blank cheque .

Cheques

Unused manual cheques should be securely locked away at all times.

Manual cheques should not be used without prior knowledge of the bookkeeper to ensure the DEA/CSFN accounts reflect the most current and correct information.

DEAs/CSFN using manual cheques must ensure to advise their bookkeeper of the cheque numbers used for each transaction.

A cheques register should be presented at each DEA/CSFN meeting to ensure members are aware of payments being processed on a regular basis.

Borrowing³⁴

DEAs/CSFN are not permitted to borrow money. This includes bank loans, overdrafts, and credit cards.

It is recommended DEAs/CSFN contact their banking provider to discuss options such as prepaid credit cards or debit/credit cards rather than having employees make purchases on personal credit cards.

³³ Education Act s.187; FAA s.85

³⁴ FAA s.80

Investments³⁵

DEAs/CSFN are permitted, in accordance with FAA Regulations, to invest in approved instruments. A full listing can be found in section 81 of the Act.

Purchases of investments cannot be coded to a contribution agreement or expensed during the year.

Petty cash

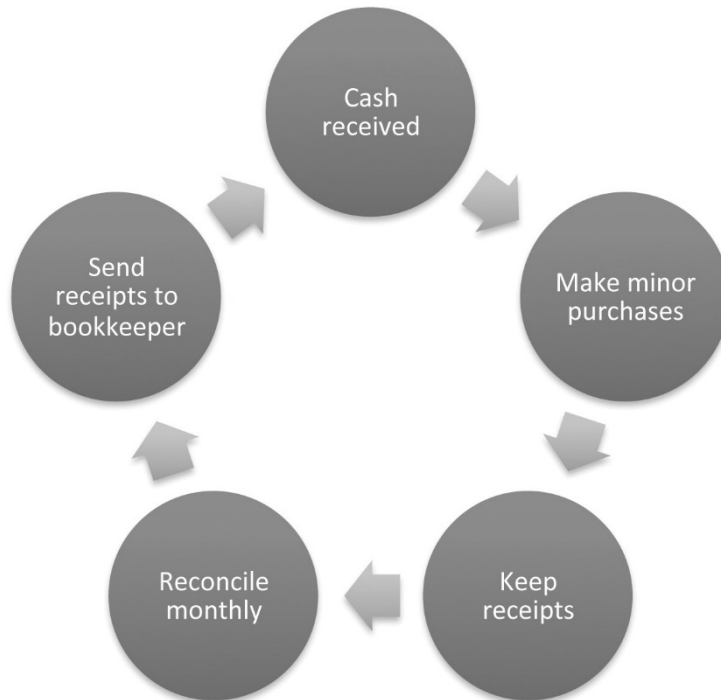
Some schools may elect to have a small petty cash fund on hand for minor and immediate purchases (such as stamps).

The amount of the fund should be established bearing in mind the following:

- Size of school
- Security measures available (locked doors, file cabinets, etc.)
- Practical maximum value of expected transactions
- Frequency of replenishment

A custodian must be named to be responsible for the petty cash and no one else should have access to the fund.

Many DEAs/CSFN, particularly those using manual cheques, may not wish to take on the extra risk and work involved with maintaining a petty cash fund. However, it is an available option if it makes sense for the DEA/CSFN.



35 FAA s.81

Cash on hand plus receipts on hand must **always** equal to the total amount of the petty cash fund. Audits should be conducted periodically, without notice, to ensure compliance.



NO advances for personal use are permitted.

Audited financial statements³⁶

After the June 30 year-end, an auditor contracted and paid for by the Department of Education will contact each DEA/CSFN to schedule the annual audit.

The auditor is a resource for accounting questions, providing recommendations, and providing timely and useful information about the state of the DEAs/CSFN finances.

DEAs/CSFN are required to:

- Provide auditors with access to all documents including a list of all accounts held with local vendors (Northern or Co-op)
- Respond to requests for additional information on a timely basis
- Review and approve the drafted statements and return to auditor
- Present and approve the finalized statements
- Approve the management letter
- Approve the adjusting journal entries to update the bookkeeping records
- Sign the audit results letter and return to auditor

Once the financial statements have been finalized and approved, the DEA/CSFN is required to provide them to any member of the public that requests them.

³⁶ Education Act s.188; FAA s.98-100

Appendix A: Sample job offer



_____ District Education Authority
 PO Box _____
 _____, NU X0 _____
 Tel. (867) _____ - _____ Fax (867) _____ - _____

Job Offer – Personal and Confidential

Date

Employee name Address 1 Address 2 Postal code

Dear employee name,

We are pleased to offer you employment as an indeterminate/term full-time Office Manager for the enter town DEA/CSFN in enter town, Nunavut at an hourly rate of \$0.00 plus a Northern Allowance of \$0.00 per hour. Your start date is enter date.

You will be an employee of the enter town District Education Authority/Commission scolaire francophone du Nunavut in enter town, Nunavut. You will report directly to the enter town DEA/CSFN Chairperson.

1. You will be paid for a period of 7.5 hours per day or 37.5 hours per week.
2. You will earn XX days Annual Leave, XX days sick leave and X days special leave on an annual basis. A leave form must accompany your time sheet to be paid for this leave.
3. You are required to work during regular school hours.
4. You will be paid for statutory holidays.
5. In the event of school closure due to weather conditions, you will be paid for the storm day as a normal working day.
6. You will be paid on a biweekly basis upon submission of time sheets in accordance with the pay schedule of the enter town District Education Authority/Commission scolaire francophone du Nunavut.
7. This is a non-union position.
8. You are not eligible for vacation travel assistance, vacation pay, or accommodation allowance.

As this position is located within a school, your offer of employment is contingent upon an acceptable Criminal Record Check and a Vulnerable Sector Check. While employed with the DEA/CSFN it is your responsibility to inform the employer of any criminal charges that arise after initial hire.

The Employer, recognizing the health hazards associated with tobacco smoke for smokers and non-smokers alike, does not permit the smoking of tobacco in any form by its employees in the workplace.

Either party may terminate this contract by submitting two (2) weeks written notice.

This contract of employment constitutes all of our agreements and understandings regarding your employment. There are no other written agreements regarding your employment and no one else is authorized to make any other agreements.

If you choose to accept this offer of employment, return a signed dated copy of this contract to the Chair of the enter town District Education Authority/Commission scolaire francophone du Nunavut in enter town, Nunavut. Keep the second copy for your records.

Congratulations! We hope you will find your work both rewarding and challenging.

Chairperson, DEA/CSFN

Member, DEA/CSFN

Date (yyyy/mm/dd)

Date (yyyy/mm/dd)

Acceptance of offer

I accept the offer on the terms and conditions outlined. I acknowledge that the falsification or omission of required information could result in my being ineligible for employment or in termination, regardless of other considerations.

Applicant, Employee Name

Social Insurance Number

Date (yyyy/mm/dd)

cc: DEA/CSFN
Bookkeeper
DEA/CSFN
Chairperson

Appendix B: Sample Office Manager job description

1. IDENTIFICATION

Office Manager, _____ District Education Authority/CSFN

2. PURPOSE

Main reason why the position exists, within what context and what the overall end result is.

The position of Office Manager was established to provide support to the administrative and financial operations of the DEA/CSFN and to provide executive secretarial services to the DEA/CSFN. The DEA/CSFN receives contributions from the Government of Nunavut to administer school programs for the community as well as contributions from outside organizations for the delivery of school-oriented programs.

The Office Manager reports to the DEA Chairperson/CSFN President and works closely with the principal(s) and other school staff to ensure the effective administrative and financial operations of the DEA/CSFN and school.

3. SCOPE

Describe in what way the position contributes to and impacts on the organization.

The position is critical to the effective operation of DEA/CSFN and the schools within the district.

4 . RESPONSIBILITIES

Describe major responsibilities and target accomplishments expected of the position . For a management position, indicate the subordinate position(s) through which objectives are accomplished.

The Office Manager is responsible for providing executive secretarial services for the DEA/CSFN by:

- Arranging for DEA/CSFN meetings as requested and notifying members and the public of the details;
- Maintain regular office hours. Attend regular nightly meetings for the DEA/CSFN, on average twice a month and additional meetings if requested.
- Working with the DEA Chairperson/CSFN President to draft the agenda. Distributes the agenda and applicable materials to members well in advance of the meeting;
- Researching issues at the direction of the DEA/CSFN and presenting reports and materials at meetings;
- Preparing and presenting financial reports to brief members on the financial status of DEA/CSFN operations;
- Recording and distributing the minutes of meetings, arranging translation of minutes;
- Recording the decisions of the DEA/CSFN, takes follow up action to carry out their direction or notifies the responsible party of the action to be taken;
- Informing the DEA/CSFN of progress towards the implementation of their decisions.

The Office Manager is responsible for providing administrative support to DEA/CSFN operations by:

- Managing the DEA/CSFN office, receiving telephone calls and communicating information to the public;
- Maintaining a filing system and keeping records in an acceptable fashion;
- Providing, or arranging for interpreting services for the DEA/CSFN;
- Purchasing supplies for the DEA/CSFN office;
- Carrying out the directions of the DEA/CSFN in all areas;
- Liaison between school administration, Regional School Operations/Commission scolaire francophone du Nunavut, other DEAs and with other Government of Nunavut departments.
- Draft correspondence for the DEA/CSFN;
- Arrangements for the Annual General meeting from the direction of the DEA/CSFN.

The Office Manager is responsible for managing the accounting system for the DEA/ CSFN by:

- Preparing the annual budget for the DEA/CSFN approval and submission to the RSOs for DEAs only;
- Managing various contribution and funding agreements;
- Preparing regular financial reports for submission to Education Nunavut in accordance with the requirements of all applicable contribution agreements;
- Working closely with the DEA/CSFN bookkeeper, ensure all financial documents have appropriate signatures, are coded properly, and are dealt with on a timely basis;
- Ensuring prompt payment to suppliers within expected terms and financial controls;
- Processing casual time sheets and issuing casual salary cheques to employees of the DEA/CSFN; and
- Ensuring controls are in place for cash handling and local account management.

5 . KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.

- Grade 12 level of ability in mathematics;
- Ability to read and write effectively in both English and Inuktitut/Inuinnaqtun;
- Two (2) years of experience in effective organizational skills, ability to work effectively in a cross-cultural environment and a good working knowledge of computers including Word and Excel are desirable;
- Two to five years of bookkeeping and/or office administration is preferred;
- Nunavut Arctic College Office Administration course would be an asset.

6 . WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent . Express frequency, duration and intensity of occurrence of physical demands, environmental conditions, demands on one's senses and mental demands.

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue.

There are no exceptional physical demands in this position.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that disrupt regular work schedules and travel requirements.

The incumbent is not exposed to adverse environmental conditions.

Sensory Demands

Indicate the nature of demands on the jobholder’s senses to make judgements through touch, smell, sight and hearing, and judge speed and accuracy.

The incumbent may work in a high-traffic area with frequent interruptions and noise from school activities.

Mental Demands

Indicate conditions that may lead to mental or emotional fatigue.

Required to attend training sessions from time to time to maintain the required skills.
Training away from home for periods of time.

Arrangement of holidays to work around the set school calendar with approval from the DEA Chairperson or the CSFN Director General.

7 . CERTIFICATION

<p>_____</p> <p>Employee signature</p> <p>_____</p> <p>Printed name</p> <p>_____</p> <p>Date</p> <p>I certify that I have read and understand the responsibilities assigned to this position.</p>	<p>_____</p> <p>DEA Chairperson/CSFN President</p> <p>_____</p> <p>DEA Chairperson/CSFN President signature</p> <p>_____</p> <p>Date</p> <p>I certify that this job description is an accurate description of the responsibilities assigned to the position.</p>
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Appendix C: Inuuqatigiitsiarniq contribution

Purpose of contribution

Funding is provided by the Department of Education to the DEA to assist with the development and implementation of the Inuuqatigiitsiarniq policy as stated in sections 58 through 66 of the amended *Education Act* and the Registration and Attendance policy as stated in sections 36 and 37 of the Act. This funding has been provided to help with the responsibilities of District Education Authorities (DEAs)/Commission scolaire francophone du Nunavut (CSFN) and schools, defined within the sections of the Act.

Key points regarding use of contribution

1. Under section 59 of the Act, programs are to be developed to support the Inuuqatigiitsiarniq policy. The purpose of these programs is to:
 - a. promote a welcoming, positive and safe school environment that is supportive of students and their education;
 - b. encourages and assists students to fulfill their responsibilities and meet the requirements that apply to them;
 - c. encourage students to take responsibility for their own behaviour;
 - d. encourage students to be respectful of others and the property of others.

Funding may be allocated to assist in the development and implementation of these programs. For example, you may choose to:

- a. purchase program resources desired by the school team to support implementation;
- b. schedule school staff in-service sessions on positive school programs (such as Tribes, Restitution, Peacekeepers or EBs);
- c. develop resources and provide additional supports for students who require additional behavioural, emotional or social support;
- d. implement cultural support programs with the assistance of Elders.

It is important to work closely with the principal(s) to determine what will work best for your school(s).

2. Section 64 of the Act states that a suspension shall be served in the school (unless it is not practical for the suspension to be served in the school). To assist with in school suspensions, funding can be allocated to provide:
 - a. Additional supervision;
 - b. Elder or cultural interventions; and
 - c. Purchasing or developing appropriate resources or supports for suspended students.

3. Under section 66 of the Act, assistance plans for students who are suspended or expelled are required. The purpose of these plans is to:
 - a. set out strategies/actions to help the student change his/her behaviour that led to the suspension/expulsion;
 - b. provide learning activities to prevent the student from falling behind in his/ her studies.

Funding could be set aside to help the school implement the strategies and actions for students that are suspended or expelled, such as counseling (see section 67 of the Act) and appropriate learning activities.

Attendance/Registration

1. Under sections 36 and 37 of the Act, it states that programs are to be provided to promote and support attendance. Funding may be allocated to:
 - a. Developing programs that encourage students to stay in school, for example:
 - i. Extra-curricular activities;
 - ii. Enhancing student engagement in the classroom;
 - iii. Cultural/land programming.
 - b. Programs/materials that encourage parents to ensure their children attend, for example:
 - i. Radio shows;
 - ii. Newsletters;
 - iii. Pamphlets on importance of attending school;
 - iv. Open houses, family nights (showcasing student work, etc.).
 - c. Providing counseling to students who do not attend and to their families.
 - i. Involving Elders and other community members in the implementation of attendance programs.

It is important to work closely with the principal(s) to determine what will work best for your school(s).

Appendix D: Inuksiutiliriji contribution agreement

Purpose of contribution

Funding is provided by the Department of Education to DEAs/CSFN to assist with the employment of Inuksiutiliriji as defined in section 102 of the amended *Education Act* and section 25 Transition Regulations 2010-11 and further defined in the Inuksiutiliriji handbook. The funds are to be used exclusively for this project unless written authorization is obtained from the Deputy Minister, as outlined in the Contribution agreement.

Review the requirements under section 25 of the Regulations.

Key points regarding use of contribution

- Elders with this title and certification will be considered part of school education staff;
- Elders will participate in instruction of local community programs, in cooperation with the support of the School Team and classroom teachers;
- Elders will not replace teachers or instruct/supervise students without assistance;
- Elders will not be permanent employees; they will be casual employees, likely focused on short-term projects or programs.

Examples of contribution uses

Funding can be used for employing Elders for the following:

- Small group instruction on curriculum topics;
- Providing assistance, such as counseling to students;
- Small group instruction for Inuit language;
- Small group instruction on the follow topics:
 - Survival skills (iglu building, navigation, weather prediction)
 - Child development
 - Hunting (caribou, seals, whales)
 - Skin preparation and sewing
 - Traditional and medicinal uses of plants
 - Transitional games and celebrations
 - Storytelling and oral traditions
 - Rites of passage
 - Vocabulary and terminology such as naming of the environment
 - Seasons, different activities, roles
 - Art: carving, painting, print-making
 - Traditional food and meat preparation
 - Tool making

- Skidoo repair
- Kayak building
- Throat singing and traditional songs
- Drum dancing
- Communication and interpersonal skills
- Traditional governance in communities
- Fishing, weir building

The above are examples. Areas identified by your community may be added to this list.

Rate of pay

Elders as Inuksiutiliriji rate of pay

The Department of Education recommends use of a standard rate of pay for Elders working as certified Inuksiutiliriji under the *Education Act*. This rate of payment is intended for employment of Elders as master teachers.

Payment type	Type of work	Payment rate
Hourly rate	<ul style="list-style-type: none"> • In-school programs and projects; • Part-time programs and projects; • Short land activities (less than 7 hours) 	\$30/hour maximum
Daily rate	Land trips or camps, including overnight excursions that are longer than 7 hours and include additional supervision responsibilities	\$250/day maximum

This rate of payment is intended for employment of Elders as master teachers. It should not apply to other functions that a particular Elder may serve in your school. If an Elder is working as a school community counselor, student support assistance, janitor, DEA consultant, cultural event performer (i.e., qulliq lighting), then they should be paid at the usual appropriate rate – not the certified rate.

