



DEA and DEC Member Handbook

2016-2017



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Government of
Northwest Territories

WELCOME

FROM THE MINISTER OF EDUCATION, CULTURE AND EMPLOYMENT

On behalf of the Government of the Northwest Territories (GNWT), Department of Education, Culture and Employment (ECE), I am pleased to offer you this professional development resource for District Education Authority (DEA) and Divisional Education Council (DEC) members. As elected members, the public has entrusted you with the responsibility to provide effective leadership and direction in the education of the children and youth of the Northwest Territories.

Education is evolving to meet the needs of 21st century students who live in an ever-changing world. Globally, people are rethinking the process of education which has the potential to fundamentally change the school landscape. The Northwest Territories is also renewing education. The goals and commitments for the future of education in the NWT are outlined in the *Education Renewal and Innovation Framework: Directions for Change*. This document is intended to guide education in our territory for the next 10 years and beyond.

In the North, we recognize the many challenges to education in today's world. Also, we recognize the need to educate students and staff on the history and legacy of residential schools. *The Truth and Reconciliation Commission of Canada: Calls to Action* report underscores the need for a revitalization of the relationship between Aboriginal peoples and Canadian society. This is a very rewarding time to be involved in education in the Northwest Territories.

As we begin this journey, know that you are a valuable member of the entire education team. Take the opportunity to embrace new ways of learning, thinking and doing business. Whether you are a newly elected member, or have many years of experience, this resource will help guide you as you serve the public, parents, students and educators to ensure a high quality learning environment. Your efforts will contribute significantly toward a successful academic and life-enriching journey for our children, our greatest resources. We do this work for them.

I thank you for your commitment to the education of the students of the Northwest Territories and I trust that you will find the experience rewarding.



Mahsi,

A handwritten signature in black ink, appearing to read "Alfred Moses". The signature is fluid and cursive.

Honourable Alfred Moses,
Minister of Education, Culture and Employment

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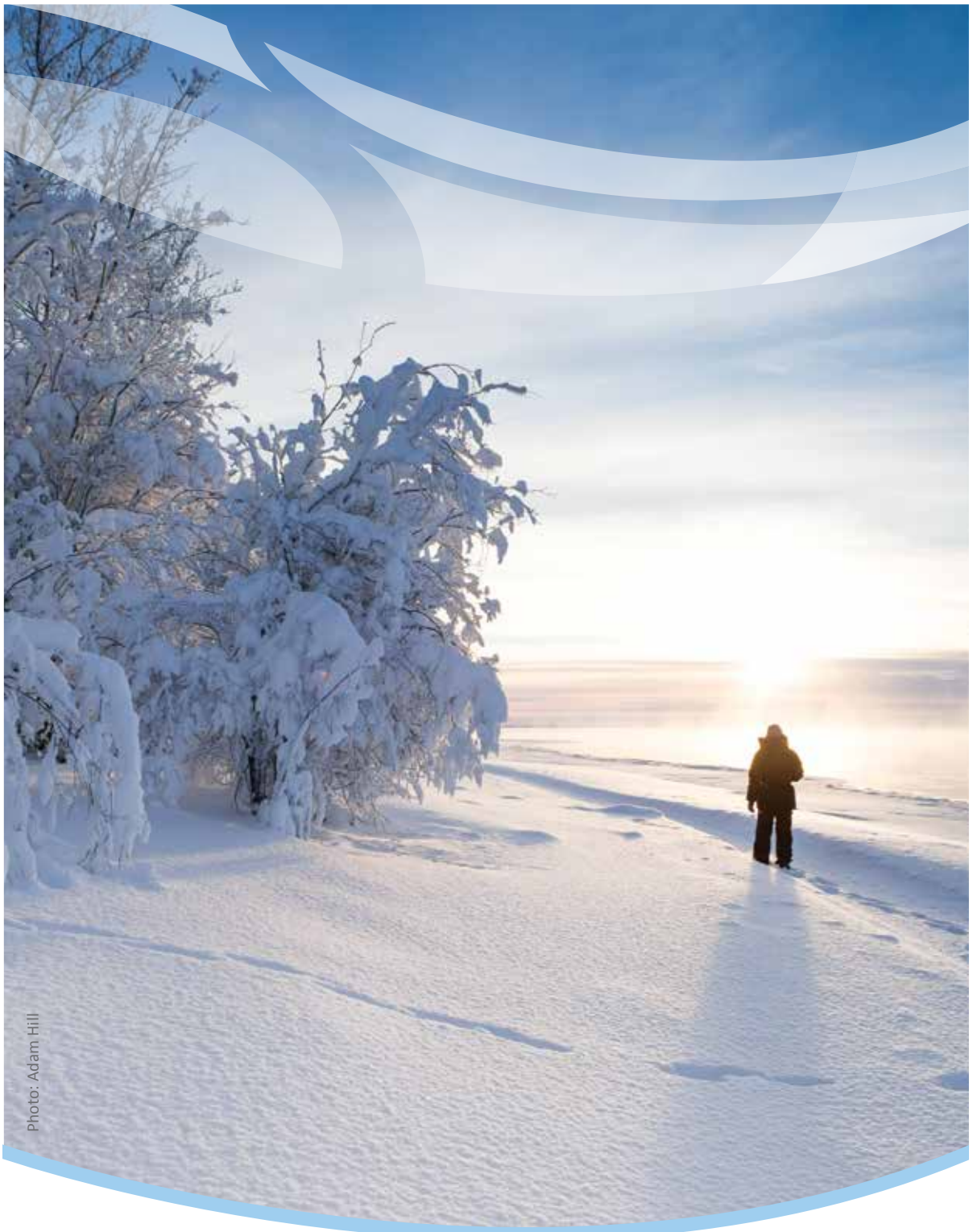


Photo: Adam Hill

Legislative Authority

In the Northwest Territories (NWT), the *Education Act* gives District Education Authorities (DEAs) and Divisional Education Councils (DECs) the **legislative authority** (legal power) to provide leadership and guidance to the educational community.

NWT DEAs and DECs provide each NWT community with the authority to meet the educational and cultural needs of students in the NWT in the JK-12 education system.

WHAT IS A DISTRICT EDUCATION AUTHORITY?

The District Education Authorities (DEAs) are composed of elected and/or appointed individuals who represent their community's interests in the planning and delivery of educational programming in their school(s).

WHAT IS A DIVISIONAL EDUCATION COUNCIL?

Each Divisional Education Council (DEC) is composed of one DEA member from each community within the region. There may be additional members representing regional organizations who also sit on the DEC. The DEC is jointly responsible for the governance and direction of schools in their region.

DECs have been established for the:

- Beaufort Delta
- Sahtu
- Dehcho
- South Slave
- Commission scolaire francophone des Territoires du Nord-Ouest

The Tłı̨chǫ Community Services Agency (TCSA) operates with the authority of a DEC and each Tłı̨chǫ community has representation on the TCSA. However, each Tłı̨chǫ community does not have a DEA.

In Yellowknife, the Yellowknife Education District No.1 (YK1) and the Yellowknife Public Denomination District (Yellowknife Catholic Schools (YCS)) operate with the authority of a DEA. These are the only two education bodies with the ability to raise operating funds through taxation. The Dettah and Ndilǫ DEAs are the most recently established education bodies and they contract their superintendency through YK1.

WHAT IS AN EDUCATION BODY?

DEAs, DECs, and the TCSA are considered Education Bodies and are referred to as such in the *Education Act*.

WHAT IS A SCHOOL BOARD?

School boards, as a legal entity, do not exist in the NWT. However, the term “school board” is sometimes used to describe a DEA/DEC and office staff.

WHERE DO DEAs AND DECs GET THEIR AUTHORITY?

DEAs and DECs get their authority from the *Education Act* of the Northwest Territories, passed by the Legislative Assembly in 1995, which came into effect on July 1, 1996. The *Act* provides communities with more independence to develop educational programming in the JK-12 system so that the culture and language of each community can be reflected in its school(s).

The *Education Act* can be found on the Department of Justice website:
<https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/e/>

Duties of the DEAs and DECs can be found in Sections 117 and 118 of the *Education Act*, but may be referenced in other sections. These duties are explained in the “*What are the Roles and Responsibilities of a DEA/DEC Member?*” section.

There are regulations specific to each DEA and DEC. DEAs and DECs must also follow all GNWT regulations which pertain to the *Education Act*.

See Appendix B for a list of these regulations. They can be found on the Department of Justice website:
<https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/e/education/>

Each member of a DEA/DEC shall make sure that the DEA/DEC acts within federal, territorial and municipal laws, including:

- ***Education Act and Regulations***
<https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/e/>
- ***Access to Information and Protection of Privacy Act (ATIPP)***
<https://www.justice.gov.nt.ca/en/access-to-information-held-by-public-bodies/>

- **Financial Administration Act (FAA)**
<https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/f/financial-administration/>
- **Public Service Act**
<https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/p/public-service/>
- **Canadian Charter of Rights and Freedoms (federal)**
<http://laws-lois.justice.gc.ca/eng/const/page-15.html>
- **Criminal Code of Canada**
<http://laws-lois.justice.gc.ca/eng/acts/c-46/>
- **Safety Act**
<https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/s/safety/>
- **Occupational Health and Safety Regulations**
<https://www.justice.gov.nt.ca/en/files/legislation/safety/safety.r8.pdf>
- **Child and Family Services Act**
<https://www.justice.gov.nt.ca/en/files/legislation/child-family-services/child-family-services.a.pdf>
- **Elections and Plebiscites Act**
<https://www.justice.gov.nt.ca/en/files/legislation/elections-and-plebiscites/elections-and-plebiscites.a.pdf>
- **Human Rights Act**
<https://www.justice.gov.nt.ca/en/files/legislation/human-rights/human-rights.a.pdf>
- **Safe Schools Regulations and Territorial School Code of Conduct**
<https://www.justice.gov.nt.ca/en/files/legislation/education/education.r55.pdf>

DEAs and DECs should also be aware of:

- **GNWT's Human Resources Manual**
<http://www.hr.gov.nt.ca/resources/human-resource-manual>
- **GNWT's Financial Administration Manual (FAM)**
<http://www.fin.gov.nt.ca/FAM>
- **Northwest Territories Teachers' Association (NWTTA) Collective Agreements**
http://nwtta.nt.ca/en/Collective_Agreements_27/Three_NWT_Employers_-_Three_Collective_Agreements_363.html
- **UNW Collective Agreement**
<http://www.hr.gov.nt.ca/unw-collective-agreement>

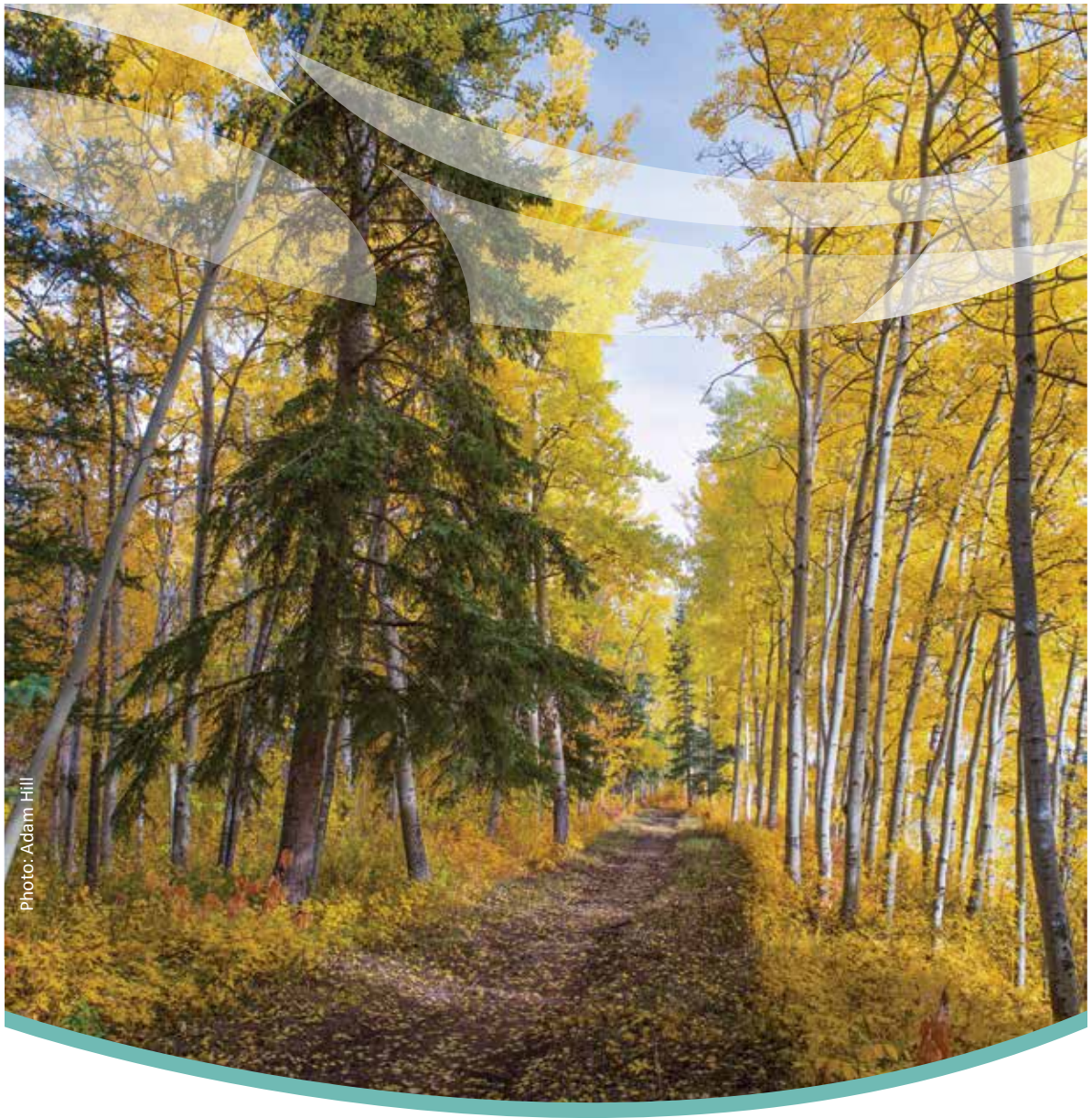


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What are the Roles and Responsibilities of a DEA/DEC Member?

KEY RESPONSIBILITIES OF THE DEAs

- Establish goals, objectives and local policy for the DEA
- Make budgetary decisions
- Advise the Superintendent in the hiring of education and school staff
- Operate within federal, territorial and municipal laws
- If a DEC is established in the region, choose a DEA representative who will sit on the DEC
- Act as liaison between the school and community

KEY RESPONSIBILITIES OF THE DECs (AND YELLOWKNIFE DEAs)

- Hire the Superintendent as their only employee
- Establish goals, objectives and local policy for the DEC
- Make budgetary decisions
- Operate within federal, territorial and municipal laws
- Only the Chairperson communicates with the Minister of ECE

See *Figure 1* for a list of the roles and responsibilities of DEAs/DECs as listed in Sections 117-118 of the *Education Act*.

FIGURE 1

RESPONSIBILITIES OF DEAs AND DECs AS LISTED IN THE *EDUCATION ACT*

The following is a summary of the responsibilities of DEAs and DECAs as listed in the *Education Act* of the Northwest Territories. A complete list can be found in the *Education Act* (117, 118).

DEAs AND DECAs MUST:

- Follow their DEA or DEC regulations
- Provide access to education for all students
- Ensure that all children between the ages of six and 16 are registered in school
- Listen and respond to any comments and recommendations made by the students, parents and school staff
- Invite each Principal to have a student representative from each school attend and participate in the public meetings of the DEA
- Provide support services as per the direction of the Minister
- Enter into partnerships with other government departments and community agencies to provide support services to students
- Provide students with learning materials
- Provide library, audio-visual and other resource materials
- Attempt to settle all education program and individual education plan disputes between students, parents and/or education staff
- Develop and deliver culture-based school programs that meet curriculum requirements, based on the advice of education staff, parents and community Elders
- Hire the Superintendent as their only employee (DECs/Yellowknife DEAs)
- Advise the Superintendent in the hiring of education staff and school staff as per the *Education Act* and Regulations and the *Public Service Act*
- Develop the local policies and procedures to support the operation and management of schools
- Hold an annual public meeting with parents and community members to discuss the next school year's goals and plans

- Monitor, evaluate and direct the delivery of high quality school programs that meet education standards
- Provide support to home schooling students
- Establish the school calendar
- Prepare and submit, to the Minister, the reports and evaluations requested by the Department of Education, Culture and Employment (ECE), and required by the *Education Act* and Regulations
- Follow the directions of the Minister
- Provide equipment and facilities for physical education and recreation
- Form community partnerships that provide for the maximum possible use of education facilities for community use outside of school programming
- Keep all education facilities in good condition
- Have a corporate seal
- Employ and bond a financial officer, or officers, as necessary
- Receive the moneys that are provided, either by grant or contribution, by the Minister for the use of the DEA for the delivery of the education program
- Make **expenditures** (money going out) to meet the requirements of the education program and the *Act*, and supervise and be accountable for all expenditures
- Keep a full and accurate record of **proceedings** (meeting minutes) and financial transactions
- Maintain insurance, as directed by the Minister
- Prepare, for the Minister's approval, an annual estimate of **revenue** (money coming in) and expenditures for the operation and maintenance of the education program for the next school year
- Prepare, for the Minister's approval, an annual estimate of revenue and expenditures for all **capital items** (e.g. buildings, equipment, computers, etc.) for the education program for the next school year
- Prepare, for the Minister's approval, an operational plan for the education program
- Where in the Territories the right of parents under section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive instruction in French applies, in accordance with the regulations made under the *Act*, (i) establish comités de parents francophones, (ii) establish conseils scolaires francophones, and (iii) delegate to the conseils scolaires francophones the powers and duties that are necessary for the delivery of French language instruction and the management of French language instruction in the education district

DEAs AND DECS MAY:

- Develop resources and materials to support the delivery of culture-based and local school programs
- Advise the Minister of any Elders who may receive honorary teaching certificates
- Oversee the use of distance learning programs
- Charge fees for optional materials and programs
- Provide transportation to students and decide if fees should be charged
- Offer home boarding options for students who need to attend school in another community and decide if fees should be charged
- Establish committees of the DEA/DEC
- Establish advisory committees, such as parents' advisory committees, whose members are not members of the DEA
- Offer interpreter and translator services as needed
- Pay each member an honorarium and expenses based at the rate set by local by-law, not to exceed the amount set in FAM (Financial Administration Manual)
- Acquire, own, sell or lease personal property
- Develop and deliver early childhood development, adult education, cultural, religious or other programs to enhance learning and charge fees for the programs
- Hire and employ teachers, or persons who are not teachers, for the instruction of local programs
- Establish and charge students tuition fees as stated in the *Education Act*
- Maintain a record of all information and/or decisions made about a student
- Allow students who do not live in the education district or whose parent does not live in the Territories to register with a school in another district
- Pay fees for students registered in the districts
- Charge fees for students coming from other districts
- Enter into agreements with the public college to support the development and delivery of a teacher education program
- Enter into agreements regarding Aboriginal schools

- Employ school staff outside the public service, other than teachers, whom the DEA considers necessary for the effective operation of the education program or for individual education plans
- Enter into agreements with other education bodies for the transfer of teachers
- Provide for the payment of a pension to a person employed outside the public service on that person's retirement on account of age or disability
- Allow an employee to take a leave of absence for educational purposes
- Arrange and pay for the bonding of one or more financial officers
- Join and pay the fees of educational associations
- Enter into service contracts to support school programs or individual education plans



Photo: Tessa Macintosh

Governance

GOVERNANCE AND ADMINISTRATION – HOW ARE THEY DIFFERENT?

There is an important difference between *governance* and *administration* and how these roles are carried out by DEA and DEC members or the Superintendent and Principals.

GOVERNANCE – DEA/DEC MEMBERS

Governance means:

- Setting the mission, vision, goals and objectives
- Developing and reviewing policies and procedures
- Providing guidance and direction to Administration
- Developing strategic plans
- Monitoring and evaluating the implementation of plans and procedures
- Allocating funds and resources
- Training members (Professional Development)
- Ensuring effective risk management policies are in place
- Making sure federal, territorial and municipal laws are followed
- Hires, supervises and evaluates the Superintendent

DECs hold their Superintendent accountable for the results achieved by the organization through his/her annual performance review.

DEA/DEC members should also assess their own performance regularly.

It **is** the role of DEA members to oversee the general direction and programming in schools.

It **is not** the role DEA members to be involved in the daily operations of the school.

ADMINISTRATION – SUPERINTENDENTS AND PRINCIPALS

Administration means:

- Carrying out, or implementing, the mission, vision, values and objectives at the board and school level
- Partnering and collaborating with community organizations
- Implementing the policies and procedures set by the DEA/DEC
- Managing the daily operations of the school/district/division
- Leading the staffing committee that is responsible for hiring teachers and school staff
- Carrying out, or implementing strategic plans at the board and school level
- Managing the daily operations of the school/district/division
- Managing finances, personnel and school programs
- Organizing staff in-servicing and training
- Carrying out, or implementing risk management policies at the board and school level
- Creating a safe and caring learning and working environment
- Completing teacher/principal evaluations

The Principal and Superintendent are responsible for the day-to-day operations of the school.

TRANSPARENCY AND CONFIDENTIALITY

Transparency is the open disclosure and availability of information, rules, plans, processes and actions. This means that the decision making process of a DEA/DEC must be clear to the public. This includes open sharing of financial and operational plans and decisions.

Information should be:

- Written in plain language
- Timely
- Up-to-date
- Accurate

Confidentiality

There is a time and a place for information to be made public. The Chairperson, or **designate** (substitute appointed by the Chairperson), is the spokesperson for the DEA/DEC and it is his/her role to make public announcements. All members must agree to respect the confidentiality of information before it is made public.

As a DEA/DEC member, there are requirements under law and policy where confidentiality must be kept. This is to protect the privacy of individuals and their personal information or circumstance.

A meeting that goes into a private session, which is not open to the public, to talk about sensitive or confidential issues is called an “in-camera” meeting. (The term “in-camera” is a legal term, which means in a chamber or in private.) (*Education Act* 111 (4) and (5))

“In-camera” meetings allow for open discussion, but these discussions must remain within the confidence of the DEA/DEC and not discussed in public. Personnel, legal and financial issues must be discussed “in-camera”. If a motion is needed, it must be made in a public meeting, not “in-camera”.

Breaches in confidentiality are a serious matter and can result in civil legal action against the DEA/DEC or an individual member.

SPEAKING WITH “ONE VOICE”

Speaking with “one voice” means that you must:

- Listen carefully
- Respect others
- Find common interests and goals
- Make decisions based on respect for others and the best interests of everyone

You may disagree with the decision of the DEA/DEC, but it is important for you to support and respect the majority. In the end, a DEA/DEC meeting that speaks with one voice has tested everyone’s openness to the ideas of others and has demonstrated respect for people and for common interests.

SUGGESTED CODE OF CONDUCT FOR DEA/DEC MEMBERS

AS A MEMBER:

- I accept the trust that has been given to me by my community and **I will work to serve** the students, schools and communities of the district/division to the best of my abilities.
 - I will make every effort to **be prepared** for, attend and actively participate in all scheduled meetings of the DEA and/or the DEC.
 - I accept the **responsibility** to see that funds designated for education are spent wisely, economically and in the best interest of the schools and the children.
 - I **acknowledge** that resources belonging to the GNWT, schools, the DEA or the DEC are for official use only.
 - I will **disclose any conflict of interest** (any situation in which you or a member of your immediate family will gain financially from a decision made by the DEA/DEC).
 - I will **respectfully listen** to the views and ideas of other DEA/DEC members, parents, school staff and community members, and I will strive to fairly represent the needs of the community.
 - I understand that, as a member of the DEA/DEC, I have a voice and I have the right to share my views during meetings. I will respect that, **publicly, the DEA/DEC speaks with one voice.**
 - I will accept and support majority decisions of the DEA/DEC. I will **not publicly disagree** with the outcome of a decision made by the DEA or DEC.
 - I will **only discuss the confidential business of the DEA or DEC inside of meetings.**
 - I will be positive and helpful in meetings and I will **not make negative remarks about other members** or interfere with the successful completion of business. I do have the right and responsibility to put forward honest and respectful criticism.
 - I will **show respect for all other members**, both in meetings of the DEA/DEC and in the community.
 - As an elected member of the community, **I accept the trust placed in me by the community and I conduct myself in an ethical and professional manner.**
- This Code of Conduct, with a signature line, can be found as Appendix A to this Handbook for optional use by DEAs/DECs.*

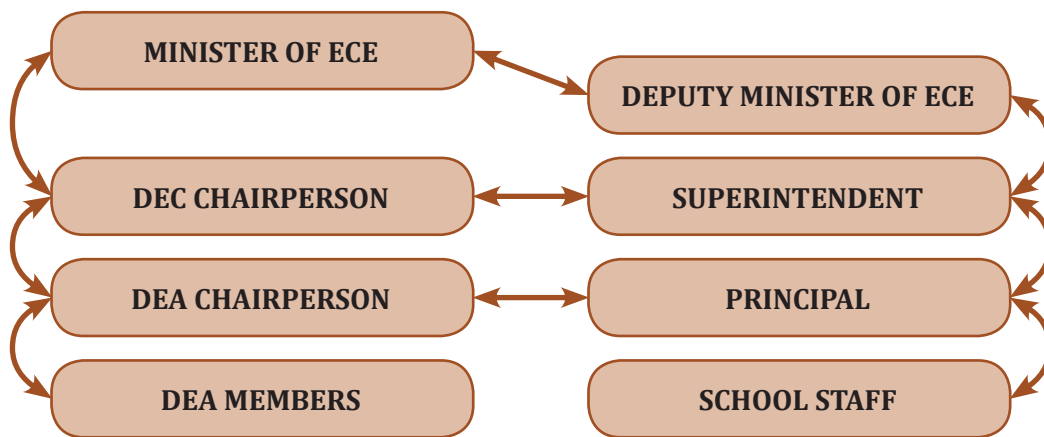
LINES OF COMMUNICATION

Open and respectful communication between all members is very important. There are **protocols** (rules) which must be used when communicating beyond the DEA/DEC (*Figure 2*).

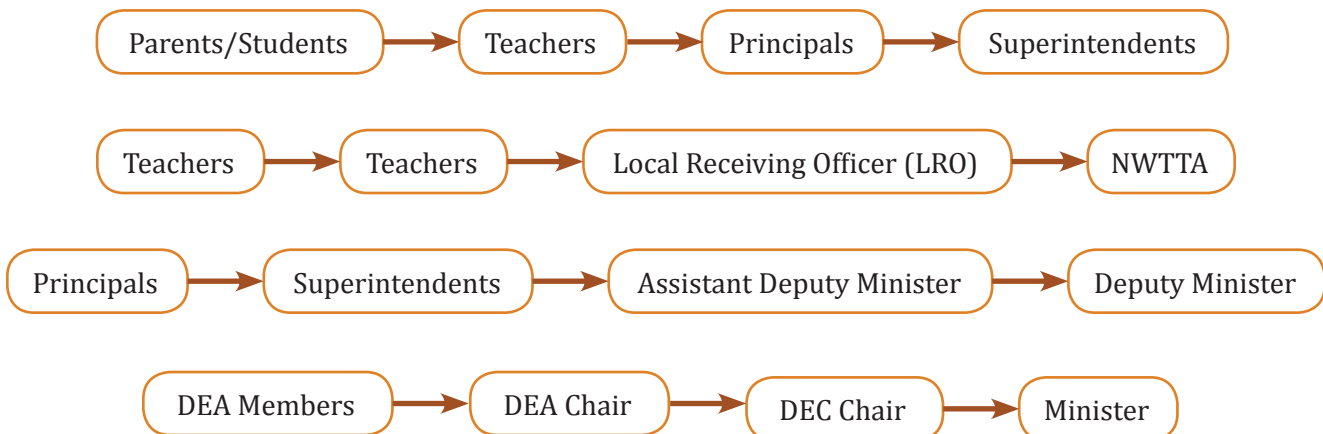
FIGURE 2 - COMMUNICATIONS PROTOCOL

Communication Protocol for Elected Members

Communication Protocol for Employees



Unfortunately, at times there are concerns or conflicts between individuals. As a first step, problems or concerns need to be discussed between the individuals involved. If a solution can not be found, follow the lines of communication outlined below.



THE CHAIRPERSON

The Chairperson's Role

The Chairperson:

- Leads the DEA/DEC in the district/division goal setting process
- Understands the DEA/DEC's roles and responsibilities
- Ensures that the DEA/DEC members are carrying out their roles and responsibilities
- Approves the agenda for meetings
- Presides over the meetings
- Develops an effective and positive working relationship with the administration (Principals/Superintendent)
- Unless another member is designated, the DEA Chairperson is the main communication link between the DEA and the:
 - ◆ School Principal
 - ◆ Community
 - ◆ DEC
- The DEC Chairperson is the main communication link between the DEC and the:
 - ◆ Superintendent
 - ◆ Minister of ECE

Choosing a Chairperson

How a Chairperson is chosen may vary. A Chairperson may be chosen by:

- Election
- Regular rotation of the position amongst membership
- Appointment of the longest serving member

Choosing a Chairperson is about selecting the person that possesses the qualities, experience and skills required for the position rather than about popularity or friendships.

HIRING AND EVALUATING EDUCATION STAFF

The DEC is responsible for hiring, supervising and evaluating the Superintendent.

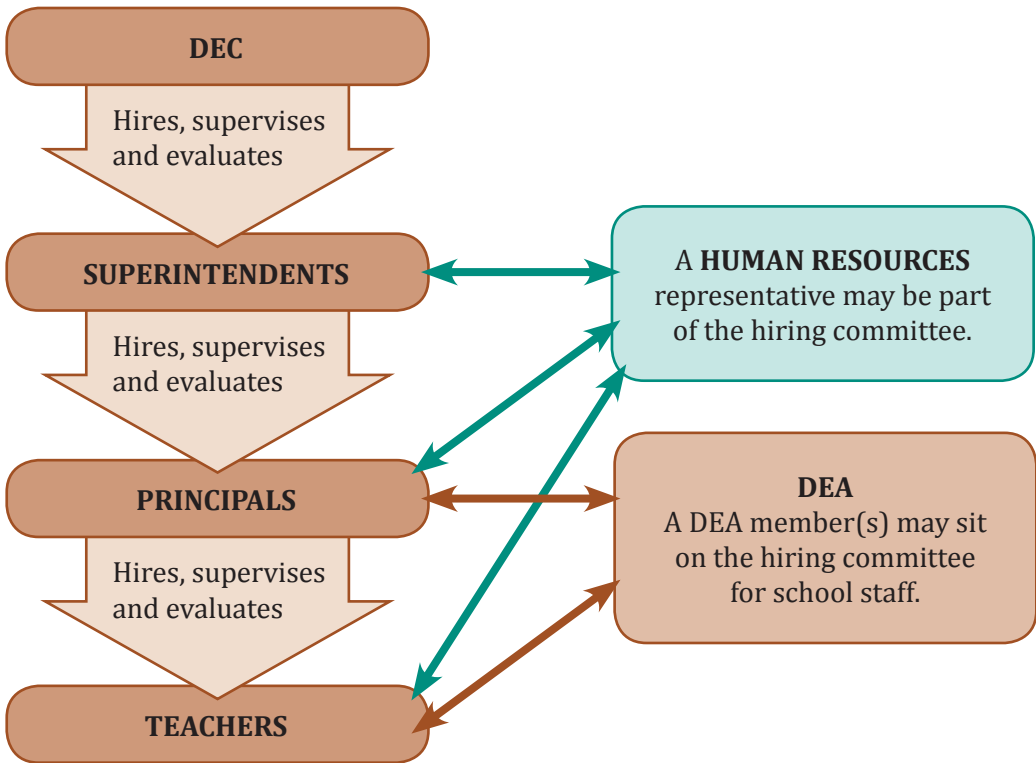
The DEA does not supervise or evaluate school staff.

Hiring practices vary between regions. Many establish a hiring committee, which may include:

See Figure 3.

- Superintendent
- Principal/Vice-Principal
- DEA/DEC member
- Human Resources representative

FIGURE 3 - STAFF SUPERVISION AND HIRING LADDER



MEDIA RELEASES

DEAs/DECs are responsible for their own media relations, including issuing their own news releases and media advisories to the press.

The Chairperson, or designate, is the spokesperson for the DEA/DEC and it is his/her role to make public announcements and to issue any media releases. **The expectations of transparency and confidentiality must be followed.**

The DEA/DEC Chairperson may choose to directly advise the Deputy Minister of ECE in advance of media releases. In cases of media releases regarding activities, events or initiatives, ECE may be able to offer support if they are informed in advance.

MINISTERIAL DIRECTIVES

The Minister of ECE issues JK-12 Education Directives to clarify the *Education Act* and Regulations. These Directives are:

- Directive on **Principal Growth and Evaluation** in the Northwest Territories (2012)
- **Cultural Orientation for Teachers** (2010)
- Educating All Our Children: Departmental Directive on **Student Assessment, Evaluation and Reporting** (2010)
 - ♦ Release of Alberta Achievement Test Results (2006)
 - ♦ Addendum to Directive on Release of Alberta Achievement Test Results (2005)
 - ♦ Directive on Standardized Testing – Alberta Achievement Testing (2004)
- Northwest Territories **School Improvement and Reporting** Directive and Framework (2010)
- Ministerial Directive – **Enrolment of Students in French First Language Education Programs** (2008)
- Ministerial Directive on **Inclusive Schooling** (2016)
- **Criminal Records Checks Upon Recertification** (2006)
- Ministerial Directive - **Start and End Times for Teachers** (2004)
- Departmental Directive on **Aboriginal Language and Culture-based Education** (2004)
- Direction on Evaluation and **Promotion of Professional Growth for Teachers in NWT Schools** (2004)
- Directive regarding **School Fees for Treaty Right Holders** (2003)
 - ♦ Clarification of Directive regarding **School Fees for Treaty Right Holders** (2004)

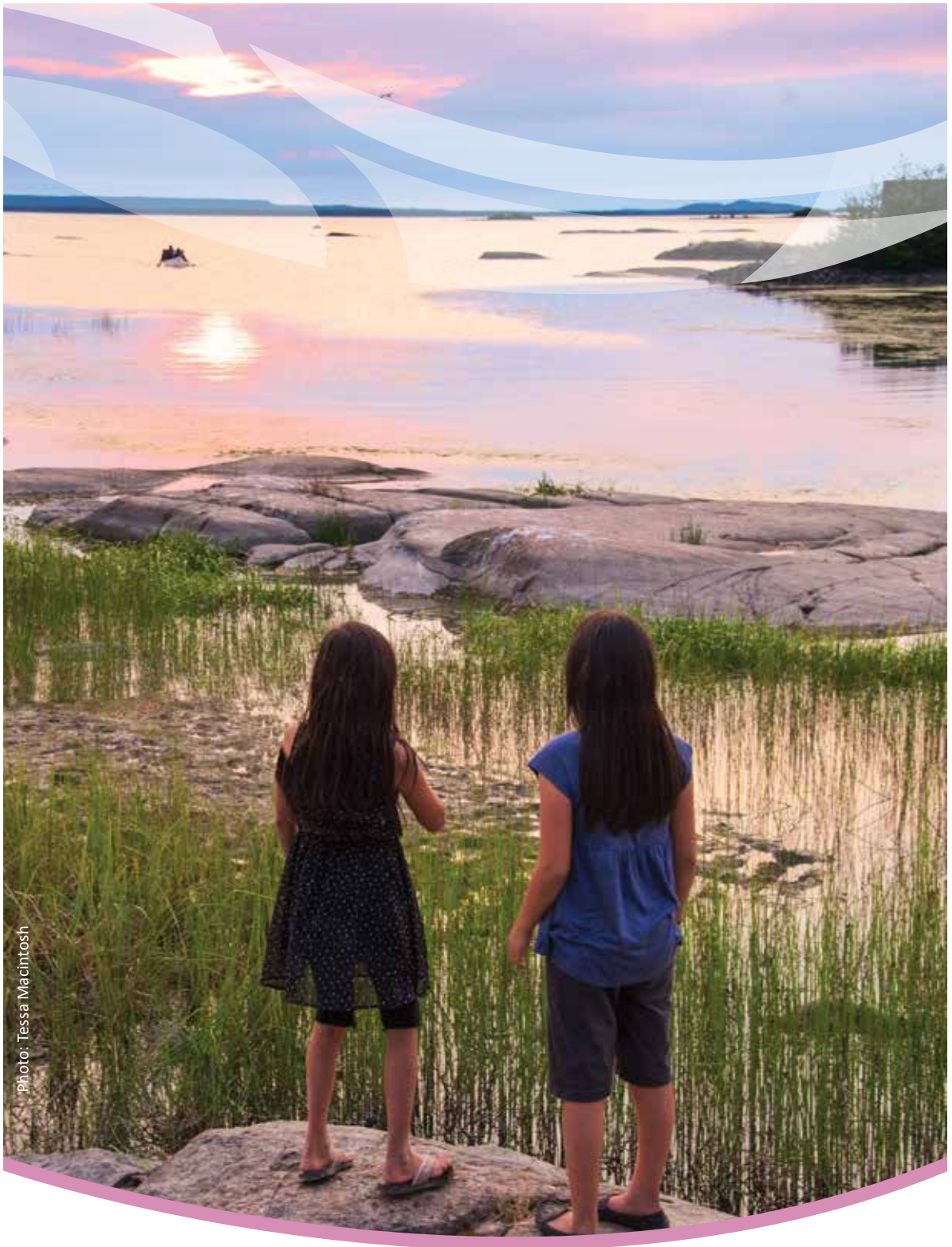


Photo: Tessa Macintosh

Meetings

ATTENDANCE AT MEETINGS

As a DEA/DEC member, it is important that you make every effort to be prepared for, attend and actively participate in all scheduled meetings. Your contribution to the organization is very important.

It should be noted that DEA/DEC members may join a meeting by teleconference if factors such as work or climate prevents their attendance in person.

TRAVEL FOR DEA/DEC MEETINGS AND OTHER BUSINESS

The opportunity to travel on DEA/DEC business is a privilege. You are on duty travel and are there to represent the interests of the people who elected you.

As a DEA/DEC member, it is your responsibility to attend the meeting(s) or other business for which you have travelled outside of your community. If you do not attend, you will be required to pay back the cost of the travel, accommodation, the per diem and the honorarium.

DUTIES OF THE CHAIRPERSON

- At all meetings, the Chairperson keeps order and makes sure the meetings are run efficiently.
- Depending on local practices, sometimes the Chairperson only votes to break a tie. In other cases, the Chairperson always votes.
- If the Chairperson wants to speak on a motion, they ask the Vice-Chairperson to take over the Chair.
- The Chairperson speaks just before the last speaker, who makes the motion to call the vote.
- Ensure that all members have an opportunity to contribute to the discussion. The voice of each member must be heard.
- For more tips on running fair meetings, visit Robert's Rules of Order at www.robertsrules.org.

HOW TO RUN A MEETING

Some of the following points are **suggested** guidelines to help run more effective and efficient meetings. Others come from the *Education Act* and **must** be followed.

1. The Chairperson calls the meeting to order if there is **quorum**. (Quorum is more than half of the DEA/DEC members.) (*Education Act* 110. (1))
2. If there is no quorum when the meeting begins, members who are present may hold the meeting sitting as a committee. Any decisions made by the committee must be brought back to the next meeting of the whole DEA/DEC to be voted on. (*Education Act* 110. (2))
3. If the Chairperson is away, the Vice-Chairperson chairs the meeting.
4. Members ask the Chairperson for permission to speak by raising their hands.
5. Discussion should be focused on one topic at a time.
6. Members may not interrupt each other. The Chairperson may interrupt a member who is speaking without permission. However, another member may ask for more information on the issue being discussed. (This is called asking for a **point of privilege for clarification**.)
7. Every member elected to the DEA has an equal voice.
8. All meetings are public. (*Education Act* 111. (2))
9. Everyone is welcome at the meetings and will only be asked to leave if they act disrespectfully. (*Education Act* 111. (3))
10. Meetings, or parts of meetings, may be closed to the public only if sensitive issues, such as personnel, legal, financial/budgetary, are being discussed. (These meetings are called **in-camera** meetings.) A motion must be supported by two-thirds of the members at the meeting to close it to the public. (*Education Act* 111. (4))
11. DEA/DEC decisions must be made by voting on motions at public meetings. Only decisions made in this way are **legally binding** (must be followed). (*Education Act* 111. (5))
12. A decision made by the DEA/DEC cannot be reversed unless:
 - a. A motion is made to reverse the decision at a later meeting; and
 - b. A majority of the total number of members vote in favour of the reversal.

THE AGENDA

1. The Secretary/Treasurer prepares the agenda, with input from DEA/DEC members and school administrators. The Chairperson approves the agenda.
2. Copies of the agenda will be provided to everyone attending.
3. The agenda and any background information and reports should be given to the members at least two days before the meeting.
4. Anyone may put items of business on the agenda by writing to or contacting the school administrators or Secretary/Treasurer.
5. Items may be added to the agenda after a meeting begins only if a motion is made and approved by a majority (more than half of the members present).

See Appendix D for a sample template of an agenda.

DECLARING A CONFLICT OF INTEREST

You may find an item on the agenda for a DEA/DEC meeting that is a **conflict of interest** for you. (Usually, 'conflict of interest' means that a DEA/DEC member, or member of their household or immediate family, will gain financially from a certain decision made by the DEA or the DEC). The public needs to know that the individuals who represent them on a DEA or DEC do so without trying to gain (profit) personally.

It is up to each individual member to declare any conflict of interest at the beginning of a meeting. When a conflict of interest is declared, the member must remove themselves from the room while the discussion on that item is taking place and the member shall not vote on that item. The member does not have to miss the whole meeting, only the time when that item is being discussed and voted on.

Sections 121-125 of the *Education Act* provide specific direction when it comes to conflict of interest.

MAKING A MOTION

1. A motion is a recommendation for action. Motions are made by DEA/DEC members. Discussion on a topic can only begin after a motion is made.
2. Begin a motion by saying, "I move that..."
3. Every motion, except to adjourn a meeting, must be **seconded** (supported by another member) and then clearly repeated by the Chairperson or read aloud by the minute taker before it is discussed. Every motion should be recorded in writing.
4. A majority vote is needed for a motion to pass.
5. Any member who makes a motion may take it back. It may be taken back (**withdrawn**) before the discussion starts, if the person who seconded the motion agrees. After the discussion has begun, the motion may be taken back only if the majority of the members agree.
6. **Amendments** (changes) may be moved on any motion. Amendments can adjust a motion, but not change its original purpose. Amendments must be made before the original motion is passed. Amendments must be seconded and then voted on.
7. A motion that is **postponed** (changed to another specific date) will be added to the agenda for a future meeting.
8. A **tabled motion** is one that will be discussed at another time. A tabled motion must be seconded and a majority vote is needed to table the motion.

In most DEA/DEC meetings, four motions are used:

- To introduce (motion)
- To change a motion (amend)
- To adopt (accept/agree without discussion)
- To adjourn (end the meeting)

Tips for Making Good Motions

- Consider preparing your motions before the meeting. This helps you to have the right wording and be better able to answer any questions that might be asked by the members.
- Ask the Principal and/or Superintendent to help write the motion. Make sure that what is being suggested is clear.
- Explain each motion before it is voted on. Ask the Chairperson or minute taker to repeat the motion to make sure it will be recorded as it has been said. If you don't understand a motion someone else makes, ask questions before the vote. There are no wrong questions when it comes to clarifying a motion.
- Review minutes carefully before they are approved to make sure that motions have not been changed. Meeting minutes are the official record of the decisions of the DEA/DEC. Motions must be accurately recorded in the minutes.

VOTING

1. Members vote on every motion. Members can **abstain** from voting (not take a side) if there is a **conflict of interest**. A conflict of interest may happen if a DEA/DEC member has a personal or financial interest in a matter that is being voted on.
2. It is the responsibility of the individual member to declare a conflict of interest when a motion is being discussed if they think they have a financial interest in the issue. (*Education Act 122 – 125*)
3. If a member declares a conflict of interest they step away (this means leaving the room) and do not participate in the discussion or vote on that particular issue.
4. Before the vote is called, any member can ask that the votes for and against be recorded in the minutes.
5. A member must be at the meeting when the vote is called if they want to vote on a motion. There are no **proxy** votes (voting for someone else).

IN-CAMERA MEETINGS

- A meeting that goes into a private session, which is not open to the public, to talk about sensitive or confidential issues is called an “in-camera” meeting. (*Education Act 111. (4) and (5)*)
- A motion must be made to go “in-camera” and it must be approved by a two-thirds majority of the members.
- No decisions can be made at “in-camera” meetings.
- Only DEA/DEC members can take part in an in-camera meeting. However, members can request that the Principal or a parent attend an in-camera meeting.
- No minutes are kept of an in-camera meeting. The only motion made at an in-camera meeting is to come out of the in-camera session and back into a public session.
- All members must respect the confidentiality of what was discussed in the in-camera meeting.
- The minutes of the regular meeting should only show that a motion was made to move in-camera at a certain time and a motion to come out of the in-camera meeting and the time the regular meeting started again.
- If something needs to be done as a result of the in-camera meeting, the motion and voting is done as part of the public meeting.

RECORDING THE MEETING

What is the Purpose of Meeting Minutes?

Minutes of DEA/DEC meetings are more than a historical record of who said what. They are evidence that the DEA/DEC did what it is supposed to do according to the laws of the Northwest Territories. DEA/DEC minutes must be accurate and complete.

Minutes are recorded by the recording secretary (Secretary/Treasurer or designate).

The DEA/DEC can conduct its business or take official action only by majority vote at a legal meeting. The minutes of the meeting will show through the motions what action will be taken. The DEA/DEC speaks through the minutes. For example, the minutes will tell the Administrator how much the budget will be.

What Should Meeting Minutes Include?

Unless the *Education Act* or the DEA/DEC policy asks for more, meeting minutes should include at least:

1. The date, time and place of the meeting
2. The full legal name of the DEA/DEC
3. A list showing which members were present and which were away from the meeting. (A note that identifies any members who arrive late or leave early, including a record of time, should also be included.)
4. A statement showing that a meeting was called to order, by whom, the time, and whether the meeting was a regular or special meeting. (If it is a special meeting, a copy of the official notice and agenda should be part of the minutes.)
5. A statement showing that the minutes of the last regular meeting were approved and seconded, and by whom.
6. A list of presentations from anyone who wants to speak at the meeting.
7. A copy of any written reports presented at the meeting. Each document should be dated.
8. A record of what action will be taken in response to reports made by committees and members.
9. A record of the presentation and follow-up on the Administrator's reports.
10. A record of motions and actions on unfinished business.
11. A record of motions of new business.
12. A record of any votes taken.
13. A record of any motion to close the meeting to the public (go in-camera) and the times at which the meeting was closed and then re-opened.
14. A record of the motion to adjourn.

The Role of the Recording Secretary

The recording secretary:

1. Takes DEA/DEC minutes
2. Records every motion that is made as well as the name of the person making and seconding the motion
3. Does not go "in camera" with the DEA/DEC
4. Distributes a draft of the minutes for review as soon as possible after the meeting to the Chairperson, Principal and Superintendent
5. Does not speak at the meetings, unless invited to do so by the Chair
6. Corrects any errors or omissions
7. Ensures passed minutes are signed by the Chair
8. Files **official minutes** (legal record of decisions) at the DEA and DEC offices

See Appendix E for a sample template for recording minutes.

WHAT DO COMMITTEES DO?

A DEA/DEC may formally establish a committee(s) to research a specific topic or to deal with a certain aspect of their work.

Committees often do most of the work of the DEA/DEC. For example, the Financial Committee will work with the administration in developing the annual budget and the Policy and Procedures Committee will research and develop policy. Recommendations from committees are presented to the DEA/DEC for approval at the next meeting.

Some examples of committees are:

- Human Resources
- Finance
- Policy and Procedures
- Health and Safety

The role of the committee is to give advice to the full DEA/DEC. Committee members review issues, research topics, report back and make recommendations to the DEA/DEC.

The committee must seek approval from the DEA/DEC prior to acting.

Committee members become knowledgeable resource persons.

A committee may designate a spokesperson during DEA/DEC meetings. However, **the official public spokesperson** of any committee is the Chairperson of the DEA and not a committee member.

See Appendix F for a Committee Terms of Reference template.

How does a Committee Work?

- At the first meeting of the committee a Chairperson is elected.
- The committee needs to determine its decision making process.
- A Principal, Superintendent or DEA/DEC Chairperson may attend any committee meeting as an **ex-officio member**. (Ex-officio means that Principals or Superintendents, because of their leadership role in the school, may sit on all committees and, depending on the by-laws, may or may not be allowed to vote.)
- Administrators and staff members may be invited to attend a committee meeting to provide background and/or other relevant information.
- Committee meetings are not usually held in public. No motions can be made and passed in a committee meeting.
- After every committee meeting, the committee reports (also known as committee minutes) are given to the DEA/DEC.
- At DEA/DEC meetings, if the committee's report (minutes) is providing information with no action recommended by the committee, the members should listen to the report, ask questions for clarification and then move to the next item of business.
- If the committee makes a recommendation to the DEA/DEC, it must be in the form of a motion.

Role of the Committee Chairperson

The Committee Chairperson has the following duties:

- Helps the committee do its work
- Calls meetings
- Sets the agenda
- Reminds members of the meeting goals and their roles and responsibilities as committee members
- Manages discussion
- Makes sure that committee recommendations are recorded in minutes

THE ADMINISTRATOR'S RESPONSIBILITIES IN A MEETING (PRINCIPALS AND SUPERINTENDENTS)

The role of the administrator should be clearly explained in the DEA/DEC's policies and procedures.

Before the DEA/DEC meeting, administrators:

1. Meet with the Chairperson to review the agenda, discuss issues and provide a list of people who have asked to speak at the meeting.
2. Review the minutes of the last meeting to make sure all the work has been done before the agenda is sent to the members.
3. Share the agenda with members and decide who will present at the DEA/DEC meeting.

During the meeting, administrators:

- Do not take charge of the meeting
- ONLY speak to issues or questions when asked by the Chairperson
- Provide further information and answer questions asked by the members
- Ask other staff members to speak if necessary
- Note any motions that need follow-up
- Remain neutral

In legal cases related to an issue that a DEA/DEC has discussed or made a decision on, the courts may look at the minutes if they have to decide on a dispute.

In order to retain the neutrality of the administrator, his/her reports and recommendations to the DEA/DEC should not be recorded in the minutes, except as an action taken.

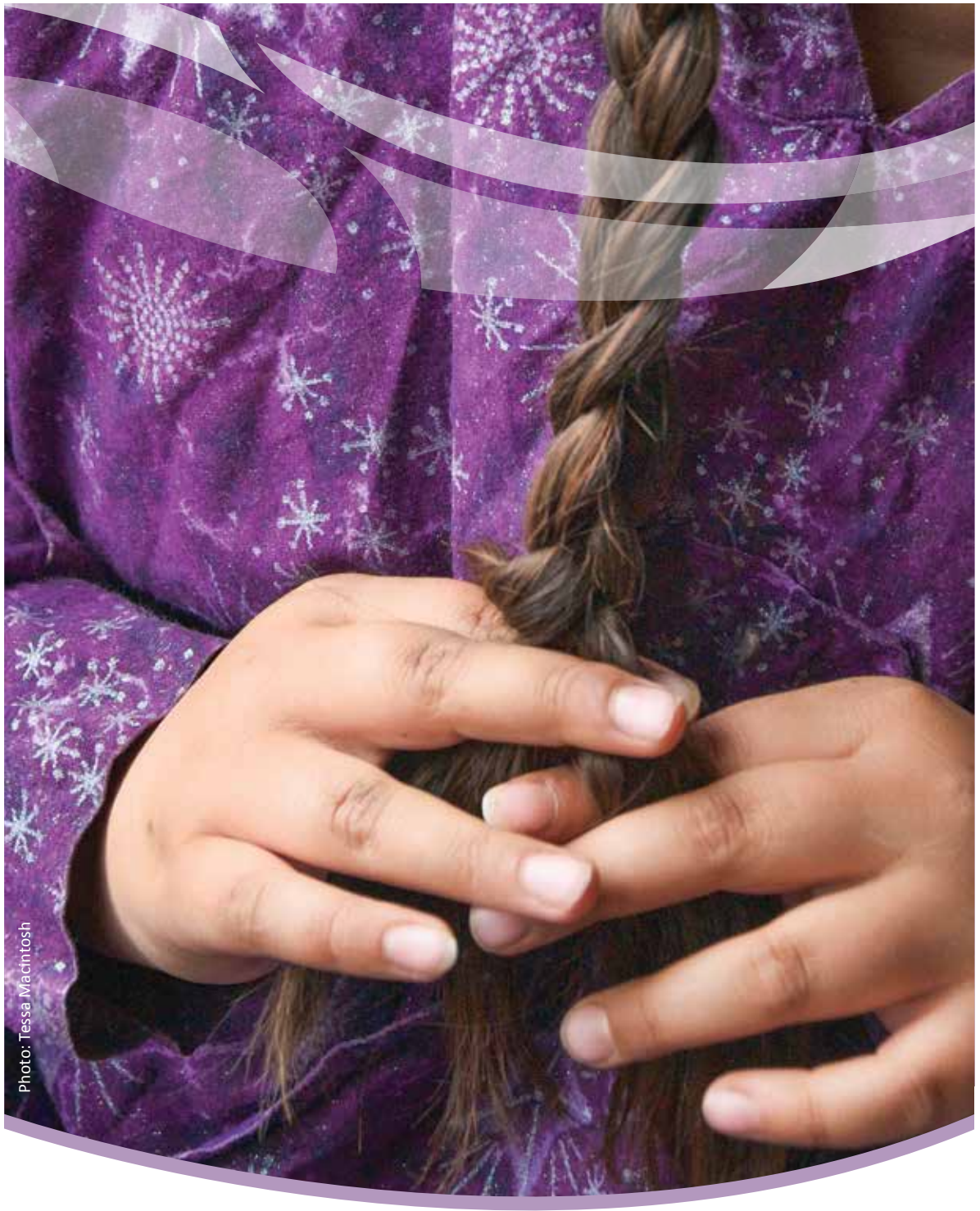


Photo: Tessa Macintosh

Conflict Resolution

CONFLICT RESOLUTION

Effective Teams Focus on the Positive

It is important that DEA/DEC members work together as a team to accomplish their goals. In any working group, people either contribute positively to accomplishing the group's task or their actions take away from the group's task. There is often no in-between.

Positive behaviours get the job done, but negative behaviours can cause frustration, anger, withdrawal and a loss of group purpose.

It is important to schedule team building activities with members of the DEAs/DECs, especially after new members are elected or appointed.

Members come to the DEA with their own history of relationships with everyone else in the DEA. Some of those will be positive and friendly, while some relationships will be more challenging. It is very important for you to do your best as a team member and leave conflicts from the community behind. When you are in a DEA meeting, try to support everyone working together respectfully and remember that you are all here for the students.

Healthy relationships between members are built by focusing on shared goals and values. As DEA and DEC members, the common value that is shared is a passion for education and for supporting the children and youth of the community.

When a conflict arises, ask yourself:

- Is continuing our conflict going to benefit the children and youth?
- Will it help the children and youth if I win this conflict?
- What kind of damage could be done to another person or to me because of this conflict?

Conflict happens to everybody. Conflict can be both constructive and destructive, depending on how it is handled. Three of the most common causes of conflict are:

- Misunderstandings
- Disagreements
- Different ways of doing, talking or thinking about things

Some things that may worsen conflict:

- Mistrust
- Misunderstanding of others' words and actions
- Stress
- Unclear roles and responsibilities
- Lack of problem solving skills
- Poor interpersonal and communication skills
- Cultural differences

Sometimes a conflict between DEA/DEC members may become an issue at meetings. It is important for members involved in the conflict to remember:

- To keep issues discussed at a meeting confidential
- To speak with one voice
- Not to criticize the DEA/DEC members in the community

In the case of a conflict during a meeting, the Chairperson may decide to call a break and speak privately with the members who are having the conflict.

Your conflict with another DEA member should be settled confidentially with the help of a neutral person as a mediator. This conflict should not be allowed to negatively affect the work of the DEA.

Sometimes conflicts occur between parents and teachers. These conflicts may be resolved using some of the Sample Positive Group Behaviours listed in the chart below.

See Appendix C for a sample letter from DEAs to Parents/Guardians encouraging healthy relationships among members of the school community.

SAMPLE POSITIVE GROUP BEHAVIOURS

Paraphrasing/Repeating key messages	Clarifying what someone means by asking if they agree with what you think their message is
Effective questioning	Asking questions related to team goals
Encouraging	Welcoming different opinions
Gate keeping	Openly taking interest in what others say, and fairly communicating by taking turns
Listening	Paying close attention to what others talk about
Harmonizing	Bringing people together
Yielding	Giving up an unpopular viewpoint and admitting mistakes
Accepting	Respecting and valuing differences
Supporting	Encouraging team members to feel good about their successes

SAMPLE NEGATIVE GROUP BEHAVIOURS

Condescending	Putting down team member's ideas
Bullying	Attacking others, using intimidation, sarcasm or making fun of others
Blocking	Arguing and stopping the expression of ideas
Avoiding	Not paying attention to facts
Withdrawing	Being indifferent
Abuse of humour	Excessive playing around, telling jokes/mimicking other group members
Dominating	Excessive talking, interrupting others, criticizing and blaming
Distracting	Bringing up shocking topics that take away from group work
Self-seeking	Putting personal needs ahead of team needs

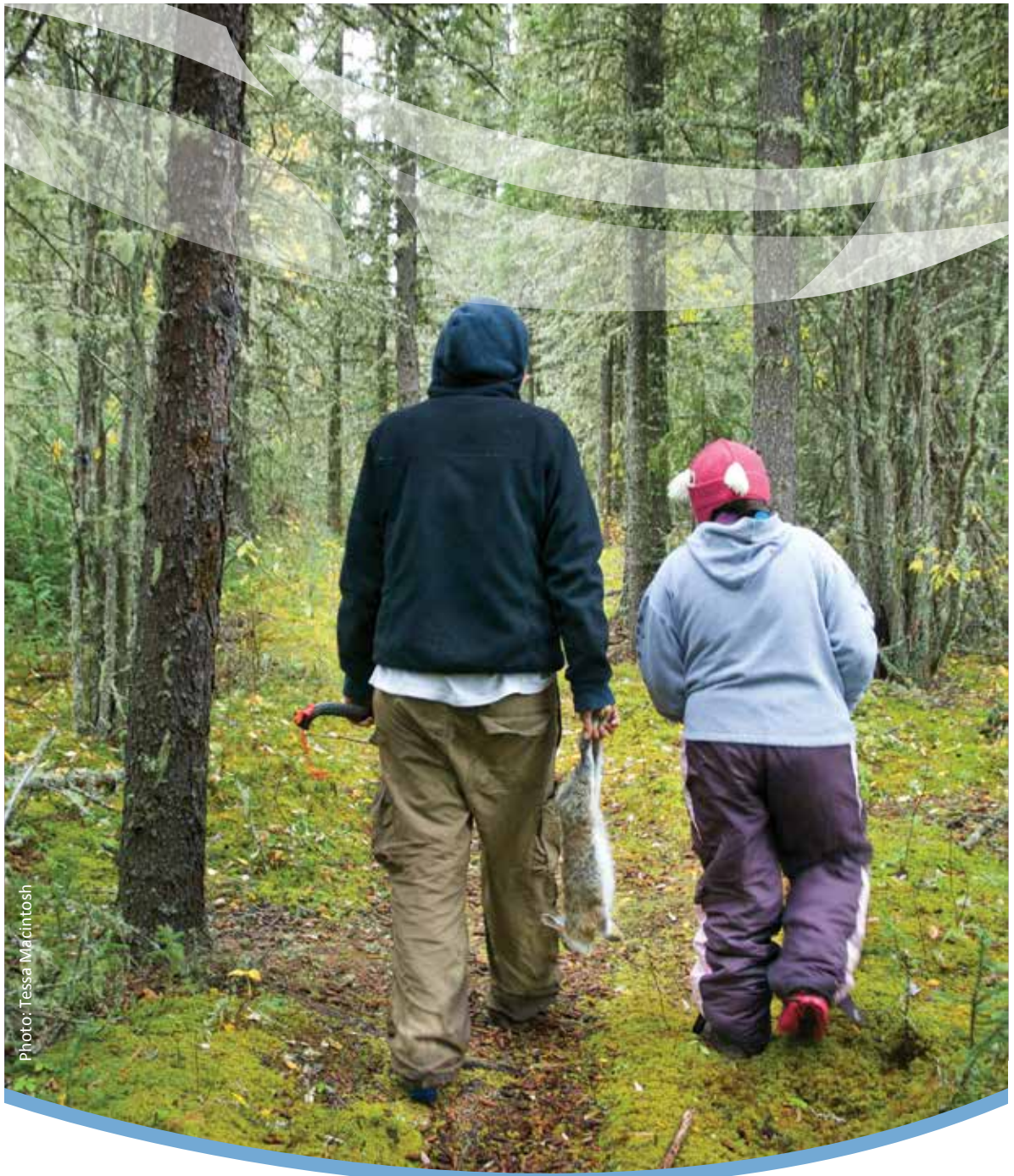


Photo: Tessa Macintosh

Strategic and Financial Planning

WHAT IS STRATEGIC PLANNING?

Strategic planning is an organization's process of defining what it wants to do and how this will be accomplished. For this to happen, a clear mission, vision, goals and objectives are needed.

A strategic planning process will address the following questions:

- Where are we?
- What resources do we have to work with?
- Where do we want to be? (*What is our Vision?*)
- How do we get there? (*Strategic Plan*)
- How will we evaluate our plan?

Long-term strategic planning is important because it helps you to identify:

- Who you are as an organization
- Your purpose
- Your mission, vision, goals and objectives (if these have not yet been determined)

An objective is a clear, specific statement indicating what will be accomplished.

Objectives should be **SMART**:

Specific – the outcome or end result is very clear to everyone

Measurable – you can tell if you have achieved your objective because you can count it or see it

Attainable – while achieving the outcome may be a challenge, it is possible with the current resources

Relevant – the objective is in line with the direction provided by community and supports the DEA/DEC plans

Time-bound – all objectives must be achieved in a particular time period, such as the end of the first quarter, or by a specific date, such as March 31.

Strategic planning is best done with the guidance of an experienced facilitator. The role of the DEA/DEC member is to contribute their knowledge and experience to the planning process. The process should also include input from the DEA/DEC, school staff, students, parents and community members.

What are the benefits of good strategic planning?

The benefits of strategic planning can be referred to the Seven C's:

1. Consensus – you have agreement on key issues and you have plans to address them.
2. Commitment to implementing the strategies.
3. Capability - skill building as you work through the process.
4. Communication of priorities –to the Minister, the parents, staff and community.
5. Cooperation among those charged with achieving strategic objectives.
6. Control of strategic initiatives; make the future happen.

And the first six “Cs” will contribute to:

7. Council performance improvement.

Who should participate in strategic planning?

The process should include input from the DEA/DEC members, DEA/DEC staff, school staff, students, parents and community members.

WHAT IS FINANCIAL PLANNING?

FUNDING

ECE assigns school funding using a school funding formula. The formula is based mainly on:

- Student enrolment
- Community location (Northern Cost Index)

The funding formula is part of an overall framework, or plan, called the School Funding Framework. The objectives of the School Funding Framework are:

- Adequacy – enough resources
- Equity – fair distribution
- Efficiency – best use of resources in order to meet the needs of students
- Flexibility – to decide how best to provide programming for JK-12 students

The funding formula can be adjusted each year for:

- Enrolment
- Average salaries and benefits

Funding is divided into the following categories:

- Administration
- General Schools
- Inclusive Schooling
- Aboriginal Languages and Culture-Based Education
- Infrastructure

There are two Ministerial Directives which restrict how money is spent in specific areas. These are:

- Inclusive Schooling (NWT Ministerial Directive on Inclusive Schooling 2016)
- Aboriginal Language and Culture-based Education (Aboriginal Language and Culture-based Education Departmental Directive 2004)

BUDGET DEVELOPMENT

The funding formula is not a budget.

A DEA/DEC's budget must be developed based on the educational needs of its students and within the funding provided by ECE and other revenue resources. The DEA/DEC will ensure that the budget:

- Reflects the DEA/DEC's vision
- Is responsive to the needs of the community
- Supports the goals of the DEA/DEC's multi-year strategic plan
- Complies with the FAM, GNWT legislation, Regulations, Directives, and DEA/DEC policies

The fiscal year for the DEA/DEC is July 1 to June 30, except in the Tłıchǫ where the fiscal year is April 1 to March 31. A financial plan, or budget, is developed each year by the DEA/DEC and submitted to the Minister for approval.

The process of budget development is one of the most important tasks that a DEA/DEC completes. Budget development includes consulting with staff and others in the community to provide advice on program priorities and potential budget choices. It is also a public process. DEA/DECs must be able to demonstrate to their communities that they are accountable for making the best decisions possible for students in their schools.

Throughout the year, the DEA/DEC works with its Principal/Superintendent to monitor the current year's budget and make adjustments to remain on target and follow their plan.

New Financial Administration Act

Under the new *Financial Administration Act (FAA)*, there is a requirement for an overall Planning and Accountability Framework for departments and public agencies. New requirements include tabling of the Ministerial approved Education Authorities' budgets in the Legislative Assembly.

The Framework also requires that amendments to the budgets be submitted to the Minister and to be tabled.

Education Authorities will be required to have its audited financial statements tabled in the Legislative Assembly.

Tabled Documents:

- Operating budget (within the Operating Plan)
- Audited Financial Statements (within the Annual Report)
- Amendments to the budget*

**The FAA states that amendments to the operating budget of a public agency that result in a change of 20% of either total operating expenditures or total revenue require submission to the responsible Minister for tabling in the Legislative Assembly at the earliest opportunity.*

Once every five years a review of the mandate and operations will be required.

A mandate and operations review includes the following activities:

- An assessment of operations compared to legislation and overall mandate;
- An assessment of the effectiveness of the entity, performance of measures and expected results; and
- A plan to address any identified discrepancies between mandate and operations.

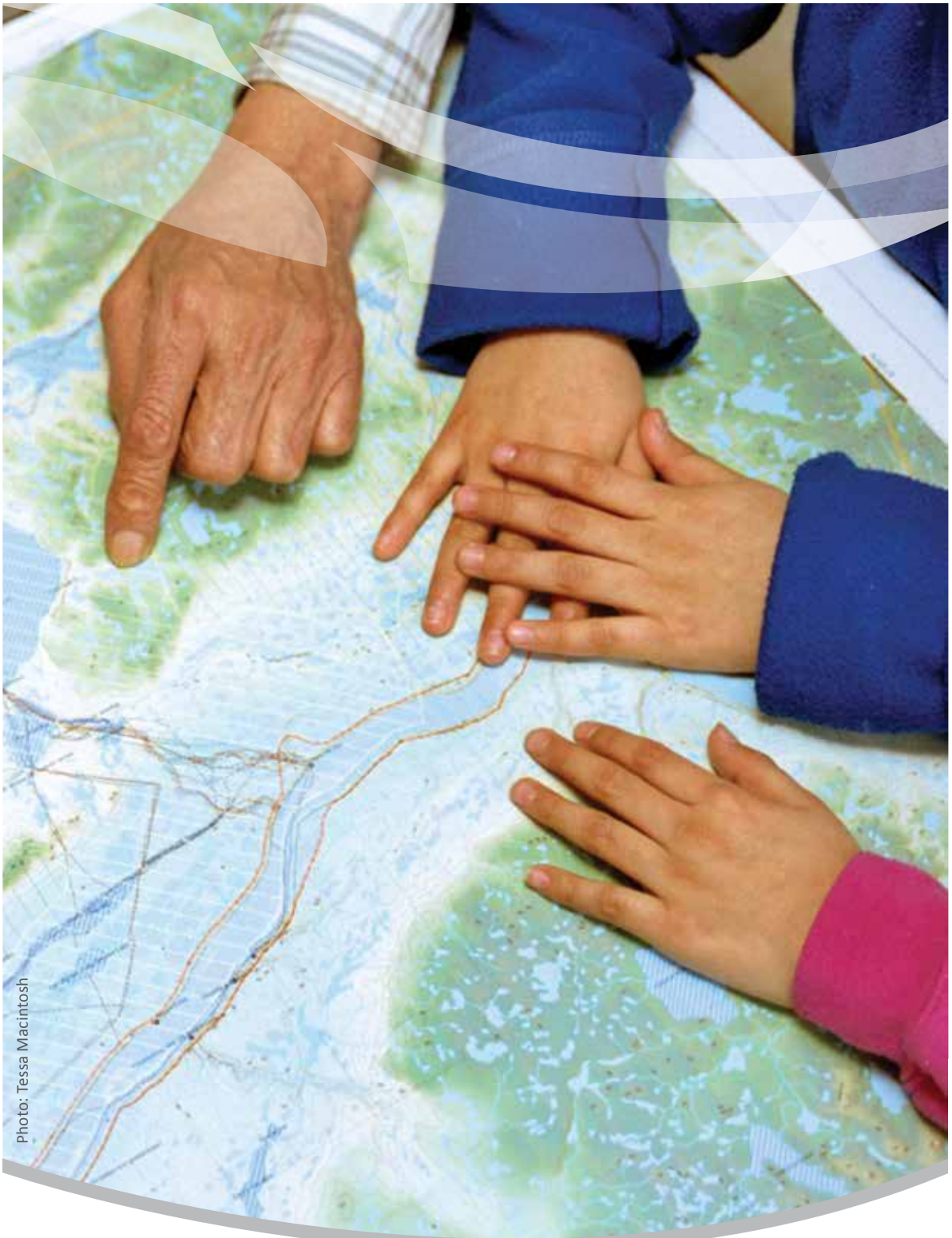


Photo: Tessa Macintosh

Policy

WHAT IS A POLICY?

A policy is an organization’s commitment to follow a course of action, or plan, in order to achieve its goals and objectives.

A policy guides and determines decisions and actions.

The DEAs and DEC’s **set** policy and the administrators (Principals and Superintendents) **implement** policy. However, the administrators should be part of the process when setting and reviewing policy. Their experience and knowledge about school operations are valuable resources.

SETTING AND IMPLEMENTING A POLICY

What does it mean to set policy?

GOVERNANCE	The DEA or DEC:
	1) Makes policy based on:
	a. Legal requirements
	b. Ministerial direction
	c. ECE guidelines
d. The needs of the school(s)	
2) Directs the Superintendent/Principal to carry out policy	
3) Monitors implementation and outcome of policy	
4) Reviews policy on a regular basis	

What does it mean to *implement* policy?

ADMINISTRATION	The Superintendent and Principals:
	1) Carry out policy
	2) Direct individual staff in their duties
	3) Monitor staff performance
	4) Report to the DEA/DEC

Policy affects the whole organization. The DEA/DEC should ask the administrator to report on the effectiveness of the current policy and make recommendations for improving it if necessary.

WHICH POLICIES ARE DEAs AND DECs REQUIRED TO DEVELOP?

Under the *Education Act* Regulations:

- **Academic Year and School Attendance Regulations** – Section 5 (1) states:
“Every District Education Authority and Commission scolaire francophone division shall, through policy, provide for the encouragement and enforcement of regular and punctual attendance at schools in the area within its jurisdiction.”
Section 5 (2) lists the policy requirements.
- **The Transportation of Students Regulations** – Section 1 states:
“An education body shall consider the following factors when making a policy regarding the transportation of students:
 - a) The distance students must travel to attend school;*
 - b) Any safety concerns that exist regarding the students;*
 - c) The climate in the education district; and*
 - d) The age and health of students.”*
- **Safe Schools Regulations** – Section 2 (4) states:
“A Safe Schools Plan must include policies and guidelines with respect to:
 - a) the reporting, by students, parents, guardians and other persons, of incidents of bullying;*
 - b) the documentation, by the school and the education body, of incidents of bullying; and*
 - c) a timely and appropriate response by the school and the education body to incidents of bullying.”*

Under ECE Directives:

- **The Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students** states:
“An education body is responsible for developing a records management policy that ensures compliance with this directive and that prescribes methods for the disposal of records in their jurisdiction and procedures for recording the date of destruction of a record.”
- **Educating All Our Children: Departmental Directive on Student Assessment, Evaluation and Reporting (SAER)** states:
*“Education bodies are responsible to develop and implement a written policy for student assessment, evaluation and reporting for their jurisdiction, which is consistent with the directive statement and principles of the **Departmental Directive on Student Assessment, Evaluation and Reporting** and in keeping with the **Principles for Fair Student Assessment Practices for Education in Canada**.”*
- **Preparing for Tomorrow – Departmental Directive: Community Senior Secondary Schooling** states:
“Each Board shall develop its own policies and procedures to implement, monitor and evaluate senior secondary programming, consistent with the statements contained in this policy.”



Photo: Tessa MacIntosh

Appendix

APPENDIX A – DISTRICT EDUCATION AUTHORITY/DIVISIONAL EDUCATION COUNCIL CODE OF CONDUCT

AS A MEMBER:

- I accept the trust that has been given to me by my community and **I will work to serve** the students, schools and communities of the district/division to the best of my abilities.
- I will make every effort to **be prepared** for, attend and actively participate in all scheduled meetings of the DEA and/or the DEC.
- I accept the **responsibility** to see that funds designated for education are spent wisely, economically and in the best interest of the schools and the children.
- I **acknowledge** that resources belonging to the GNWT, schools, the DEA or the DEC are for official use only.
- I will **disclose any conflict of interest** (any situation in which you or a member of your immediate family will gain financially from a decision made by the DEA/DEC).
- I will **respectfully listen** to the views and ideas of other DEA/DEC members, parents, school staff and community members, and I will strive to fairly represent the needs of the community.
- I understand that, as a member of the DEA/DEC, I have a voice and I have the right to share my views during meetings. I will respect that, **publicly, the DEA/DEC speaks with one voice.**
- I will accept and support majority decisions of the DEA/DEC. I will **not publicly disagree** with the outcome of a decision made by the DEA or DEC.
- I will **only discuss the confidential business of the DEA or DEC inside of meetings.**
- I will be positive and helpful in meetings and I will **not make negative remarks about other members** or interfere with the successful completion of business. I do have the right and responsibility to put forward honest and respectful criticism.
- I will **show respect for all other members**, both in meetings of the DEA/DEC and in the community.
- As an elected member of the community, **I accept the trust placed in me by the community and I conduct myself in an ethical and professional manner.**

Name: _____

Signature: _____

Date: _____

APPENDIX B – EDUCATION REGULATIONS

Links to each of these Regulations can be found on the Department of Justice website: <https://www.justice.gov.nt.ca/en/legislation/#gn-filebrowse-0:/e/education/>

- Academic Year and School Attendance Regulations
- Aklavik Education District and Aklavik Education Authority Regulations
- Beaufort-Delta Education Division and Beaufort-Delta Divisional Education Council Regulations
- Behchokò Education District and Behchokò District Education Authority Regulations
- Colville Lake Education District and Colville Lake District Education Authority Regulations
- Commission scolaire francophone de Division Regulations
- Conduct of Business Regulations
- Consultation Register Regulations
- Dehcho Education Division and Dehcho Divisional Education Council Regulations
- Délı̄ne Education District and Délı̄ne District Education Authority Regulations
- Fort McPherson Education District and Fort McPherson District Education Authority Regulations
- Dettah Education District and Dettah District Education Authority Regulations
- Education Appeal Regulations
- Education Staff Regulations
- Fort Liard Education District and Fort Liard District Education Authority Regulations
- Fort Providence Education District and Fort Providence District Education Authority Regulations
- Fort Resolution Education District and Fort Resolution District Education Authority Regulations
- Fort Simpson Education District and Fort Simpson District Education Authority Regulations
- Fort Smith Education District and Fort Smith District Education Authority Regulations
- French First Language Education Regulations
- Funding Regulations
- Gamètì Education District and Gamètì District Education Authority Regulations
- Hay River Education District and Hay River District Education Authority Regulations
- Home Schooling Regulations
- Inuvik Education District and Inuvik District Education Authority Regulations
- Jean Marie River Education District and Jean Marie River District Education Authority Regulations

- K'ásho Got'iné District and K'ásho Got'iné District Education Authority Regulations
- K'atl'Odeeché First Nations Education District and K'atl'Odeeché First Nations District Education Authority Regulations
- Kakisa Lake District and Kakisa Lake District Education Authority Regulations
- Łutsel K'e Education District and Łutsel K'e District Education Authority Regulations
- Ndilq̄ Education District and Ndilq̄ District Education Authority Regulations
- Nahanni Butte Education District and Nahanni Butte District Education Authority Regulations
- Norman Wells Education District and Norman Wells District Education Authority Regulations
- Paulatuk Education District and Paulatuk District Education Authority Regulations
- Petition Regulations
- Principal Certification Regulations
- Private School Regulations
- Public Denominational Education Body Petition Regulations
- Sachs Harbour Education District and Sachs Harbour District Education Authority Regulations
- Sahtu Education Division and Sahtu Divisional Education Council Regulations
- South Slave Education Division and South Slave Divisional Education Council Regulations
- Student Record Regulations
- T̄hchq̄ Education Division Regulations
- Transportation of Student Regulations
- Trout Lake Education District and Trout Lake District Education Authority Regulations
- Tsiigehtchic Education District and Tsiigehtchic District Education Authority Regulations
- Tuktoyaktuk Education District and Tuktoyaktuk District Education Authority Regulations
- Tulita Education District and Tulita District Education Authority Regulations
- Ulukhaktok Education District and Ukuhaktok Education Authority Regulations
- Wekweètì Education District and Wekweètì District Education Authority Regulations
- Whatì Education District and Whatì District Education Authority Regulations
- Wrigley Education District and Wrigley District Education Authority Regulations
- Yellowknife Education District No. 1 and Yellowknife District Education Authority Regulations
- Yellowknife Education District No. 2 and Yellowknife Public Denominational District Education Authority Regulations

APPENDIX C – SAMPLE LETTER FROM DEAs TO PARENTS/GUARDIANS

Dear Parents and Guardians,

Elected members of the District Education Authority (DEA) are reaching out to everyone in the school community to remind each of us of the important role shared by parents and guardians, school staff and ourselves. Our shared role is to support each other in providing a positive and successful learning experience for the children and youth of our community.

We are the role models for our children and it is to their benefit when they observe healthy relationships amongst the adults in their lives. Healthy relationships are built by respectfully focusing on shared goals and values. We encourage you to take a stand for all relationships within our school community to be free of bullying, intimidation or abuse.

There are times when parents and educators will have different ideas about a child's education. Here are a few ways in which we can build bridges with educators when we have a difference of opinion:

1. Give it some time and space to ensure we are calmly approaching the problem. It is important to separate the issue from personal feelings and to remember that we share a common goal – a quality educational experience for every student!
2. Place ourselves in the shoes of the teacher or Principal and try to understand his or her perspective. The teachers and Principals are experts in education and we are experts on our children. Together, we can provide the best possible education for our children.
3. Take time to look at the whole picture. What types of other things are going on in our lives and in the lives of our children that could be contributing to the issue? Talking to the teacher or Principal may help us to better understand the big picture – there is more than one piece to a puzzle.

Differences in values and opinions can be bridged by respecting each other and by being willing to work together. We can accomplish great things for our children when everyone in our educational community works together in a respectful and healthy way.

Thank you for your support towards a positive, successful and healthy school experience for all.

Sincerely,

Your District Education Authority

APPENDIX D – MEETING AGENDA TEMPLATE

AGENDA

(name of DEA/DEC)

Date

ITEMS

Note: fill in agenda items as appropriate.

1.0 CALL TO ORDER

2.0 APPROVAL OF AGENDA

3.0 ADOPTION OF MINUTES OF PREVIOUS MEETING

4.0 DELEGATIONS

5.0 SUPERINTENDENT'S (or PRINCIPAL'S) REPORT

6.0 COMMITTEE REPORTS

7.0 OLD BUSINESS

8.0 NEW BUSINESS

9.0 INFORMATION ITEMS

10.0 ADJOURNMENT

APPENDIX E – MEETING MINUTES TEMPLATE

MINUTES

(name of DEA/DEC)

DATE

Present:

Regrets:

Recorder:

Note: fill in minutes / meeting details as appropriate.

1.0 CALL TO ORDER

- Chairperson called the meeting to order at (time) on (date).

2.0 APPROVAL OF AGENDA

- Chairperson requested motion to approve the agenda.
- MOTION CARRIED UNANIMOUSLY

3.0 ADOPTION OF MINUTES OF PREVIOUS MEETING

- Chairperson called for a motion to adopt the minutes of the previous meeting.
- MOTION CARRIED UNANIMOUSLY

4.0 DELEGATIONS

- Chairperson called for presentations.

5.0 SUPERINTENDENT'S (or PRINCIPAL'S) REPORT

- Chairperson called for Superintendent's / Principal's report.
- Superintendent / Principal moved that the report be accepted for information.

6.0 COMMITTEE REPORTS

- Chairperson called for Committee reports.
- Committee chair moved that the report be accepted for information.

7.0 OLD BUSINESS

- Chairperson called for old business that needed to be discussed.

8.0 NEW BUSINESS

- Chairperson asked if there are agenda items for the next meeting.

9.0 INFORMATION ITEMS

- Chairperson informs members that the following information items were available.

10.0 ADJOURNMENT

- Chairperson adjourned the meeting at (time) on (date).

APPENDIX F – COMMITTEE TERMS OF REFERENCE

<i>(Name of Committee)</i>
Composition (Members who are on this committee) <ul style="list-style-type: none">•••
Term of Office (Length of time members will serve on this committee) <ul style="list-style-type: none">•
Quorum (Number of members required for quorum) <ul style="list-style-type: none">•
Chairperson (Name of member who will serve as Chairperson) <ul style="list-style-type: none">•
Responsibilities of the Committee (List all that apply – this may be updated at any committee meeting) <ul style="list-style-type: none">•••
Meetings (Schedule of meetings)
Accountability <ul style="list-style-type: none">• This committee is accountable to the education body under which it functions.• The committee makes recommendations to the DEA/DEC.• The committee must seek approval from the DEA/DEC prior to acting.

APPENDIX G – ACRONYMS USED IN THIS HANDBOOK

ATIPP	Access to Information and Protection of Privacy
DEA	District Education Authority
DEC	Divisional Education Council
ECE	(Department of) Education, Culture and Employment
FAA	Financial Administration Act
FAM	Financial Administration Manual
GNWT	Government of the Northwest Territories
LRO	Local Receiving Officer
NWT	Northwest Territories
NWTTA	Northwest Territories Teachers' Association
TCSA	Tł̨cho Community Services Agency
YCS	Yellowknife Catholic Schools
YK1	Yellowknife Education District No. 1



If you would like this information in another official language, call us.

English

Si vous voulez ces informations dans une autre langue officielle, contactez-nous.

French

Kīspin ki nitawih̄tīn ē nīhīyawih̄k ōma ācimōwin, tipwāsīnān.

Cree

Tłjchq yatı k'ęę. Dı wegodı newq dè, gots'ō gonede.

Tłjchq

ʔerih̄t'is Dēne Sų́nė yatı t'a huts'elkēr xa beyáyatı theʔą ʔat'e, nuwe ts'ēn yóftı.

Chipewyan

Edı gondı dehgáh got'je zhatié k'ęę edat'éh enahddhę nıde naxets'ę edahfı.

South Slavey

K'áhshó got'jne xadā k'é hederı ʔedjht'é yerıniwę níde dúle.

North Slavey

Jii gwandak izhii ginjik vat'atr'ijahch'uu zhit yinothan jı', diits'at ginokhii.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.

Inuvialuktun

Ċ'bdĀ ĀĀ'bbΔĊ ΛĀLJΔĀĊ ΔĀbĀĊĊ'bbĀĀĀĀ, ΔĊ'ĀĀ'ĀĊ Δ'bbĀĀ'Ā'bbĀĀĀĀ.

Inuktitut

Hapkua titiqqat pijumagupkit Inuinnaqtun, uvaptinnut hivajarlutit.

Inuinnaqtun

Aboriginal Languages Secretariat: 867-767-9346 ext. 71037

Francophone Affairs Secretariat: 867-767-9343

