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 Nunavut Iliniaqtuliqiniikkut Maligaaq La Loi sur l'éducation du Nunavut



NUNAVUT EDUCATION ACT 2008

A Reference Guide For

The Commission scolaire francophone
 and School Principals

French Minority Language



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 Iliniaqtuliqiyikkut
 Department of Education
 Ministère de l'Éducation



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INTRODUCTION

Why was this guide developed?

The *Education Act* is the guide to the design, administration, and operation of our education system. Commission scolaire francophone du Nunavut (CSFN) members and school principals play key roles in that system. This guide is intended as an easy-to-read companion to the *Education Act* to assist you in your work.

A question and answer format is used to provide an overview of the parts of the Act. The focus is on those issues of particular importance to CSFN members and the principal. After the parts are described, a quick overview of the main duties of the CSFN and principal is provided.

This version of the guide has been prepared to reflect the provisions specific to French minority language education that flow from section 23 of the *Canadian Charter of Rights and Freedoms*. References throughout the Guide reflect the unique role of the CSFN that flows from the Charter rights.

This guide does not replace the *Education Act*. It does not cover every detail and should not be taken as the final authority on specific questions or interpretations. The Act should still be consulted when precise wording and direction is required.

What is the main focus of the Education Act 2008?

The introduction to the *Education Act* declares that the Nunavut education system is to:

- Focus on students, their intellectual development and their physical, emotional, social, intellectual and spiritual well-being;
- Promote a high quality education for the development of confident, responsible and capable individuals who can contribute to Nunavut society;
- Support life-long learning and opportunities for continued personal development, post-secondary education, training and employment;
- Affirm that all children can learn, that the process is individual and that diverse learning needs and abilities should be supported through inclusive education;
- Recognize the relationship among learning, language and culture and support a bilingual education to contribute to the preservation, use and promotion of Inuit language and culture;
- Recognize that communities should be significantly involved in education to reflect local needs and values, that parents have a special responsibility, and that Elders can make important contributions;
- Affirm the rights of Inuit under the *Constitution Act, 1982* and the minority language rights of the francophone linguistic community;

- Support the effective implementation of the Nunavut Land Claims Agreement and its focus on Inuit self-reliance, Inuit cultural and social well-being, and Inuit goals and its commitment to involving Inuit and reflecting Inuit goals when developing education policies, programs, services and curriculum.



THE *EDUCATION ACT* AND THE EDUCATION SYSTEM

FUNDAMENTAL PRINCIPLES

(Part 1 of the Education Act)

What are the key principles on which the education system is based?

It is the duty of all to ensure that Inuit societal values and the principles and concepts of *Inuit Qaujimajatuqangit* are used and fostered by the education system. *Inuit Qaujimajatuqangit* is identified in the Act as:

- *Inuuqatigiitsiarniq* – respecting others, relationships and caring for people;
- *Tunnganarniq* – fostering good spirit by being open, welcoming and inclusive;
- *Pijitsirniq* – serving and providing for family or community or both;
- *Aajiiqatigiinniq* – decision making through discussion and consensus;
- *Pilimmaksarniq* or *Pijariuqsarniq* – development of skills through practice, effort, and action;
- *Piliriqatigiinniq* or *Ikajuqtigiinniq* – working together for a common cause;
- *Qanuqtuurniq* – being innovative and resourceful; and
- *Avatittinnik Kamatsiarniq* – respect and care for the land, animals, and the environment.

Who has the right to attend school?

The right to attend school is for all those who meet the following criteria:

- Must be five years of age on December 31 of that school year or less than 21 years of age on that day; or
- A Canadian citizen or the child of a Canadian citizen or an individual who is lawfully admitted to Canada or the child of an individual who is lawfully admitted;

There are special limitations and provisions in the Act for those in custody at a corrections centre. They cannot access an education program in a school but may have access in the place in Nunavut where they are in custody.

Access to an education program in a regular classroom is not given to a student under suspension, expelled from school, or as determined by the principal under certain circumstances detailed in the Act. Those persons are entitled to be considered for an alternate placement as described in the section on inclusive education.

NOTE: For information on who has the right to French minority language instruction, refer to the section of this guide that deals with French minority language rights.

SCHOOL PROGRAM

(Part 3 of the Education Act)

This section deals with the following questions:

What is the school program?

What is a local program?

Who supplies and approves teaching and learning materials?

What are school program plans?

Who develops the school program plan?

What is the CSFN's role regarding the school program?

What is the principal's role regarding the school program?

What is the school team?

How does a home schooling program work?

Who is responsible for early childhood education?

Who is responsible for adult education?

What is the school program?

The school program includes:

- The education program which is what students are to study and learn in grades kindergarten to 12. It is established by the CSFN and approved by the Minister and is often called the curriculum;
- Local programs put in place by the CSFN which modify or add to the education program, and
- Other activities, programs and services which the principal, in consultation with the CSFN, determines are necessary to support students.

The school program is to be based on Inuit societal values and the principles and concepts of *Inuit Qaujimagatuqangit*. The delivery of the program in schools is to be based on those same values and principles. The teaching and learning materials used in the school program must be approved by the Minister.

The school program is to promote fluency in the French language and support understanding of Nunavut and Inuit culture. It also is to include at least 20 minutes of physical exercise every day in grades kindergarten to nine.

What is a local program?

Local programs are put in place to address local community needs and interests. They are established by the CSFN and can be of two types:



- additional courses that are to be offered along with the regular program;
- courses that modify or replace the regular curriculum.

Local programs must be based on Inuit societal values and the principles and concepts of *Inuit Qaujimajatuqangit*. They require the approval of the Minister before they can be offered.

Who supplies and approves teaching and learning materials?

The CSFN is responsible for providing students with textbooks and other learning materials to support the school program including any local program. It is also responsible for library, audio-visual and other resource materials required. The CSFN receives funding for these items from government based on the CSFN's approved budget.

The teaching and learning materials used in the school program, including any local program, must be approved by the Minister.

What are school program plans?

The school program plan is an operational plan for each school and covers the school year. The plan describes how the educational program will be delivered to the students and other things necessary for the operation of the school.

The plan is based on *Inuit Qaujimajatuqangit*, particularly the principles of *Pijitsirniq* and *Aajiiqatigiinni*. The format and required content are in the regulations but includes items such as:

- how the educational program will be delivered, including courses and schedules;
- local programs and other activities, programs and services to be available;
- program and student assessment activities;
- teachers and other staff required;
- major activities and events planned;
- other elements as required by the regulations.

Who develops the school program plan?

The school program plan is developed by the school principal under the direction of the CSFN. In developing the plan, the principal consults with the school staff and the community. The principal is responsible to ensure that the plan is followed.

The plan is submitted to the CSFN and the Director General no later than March 31 of the year preceding the school year it concerns. If necessary during the year, the principal can make changes or additions to the plan. That is done in consultation with the CSFN and the changes must be submitted to the Director General. The Director General is responsible for submitting the plan and any changes or additions to the Minister.

What is the CSFN's role regarding the school program?

The CSFN, working with the principal, monitors, evaluates and directs the delivery of the school program. The CSFN is to ensure that the school program, including any local program, is based on Inuit societal values, the principles and concepts of *Inuit Qaujimaqatugit*, and francophone culture.

The CSFN is responsible for providing students with textbooks and other learning materials to support the school program. It is also responsible for library, audio-visual and other resource materials required.

The CSFN may establish local programs for the use of one or more schools. The CSFN provides direction, as necessary, to the principal regarding other activities, programs and services necessary to support students.

The CSFN supports the principal in developing ways to involve parents and promote community involvement in the school program.

The CSFN may provide early childhood education programs to promote Inuit language fluency and adult education programs to meet local needs.

What is the principal's role regarding the school program?

The principal has the main responsibility to ensure the program is taught following the standards and directions provided by the Minister to the CSFN.

The principal works with the school staff to evaluate the program in the school. Formal reports must be done twice each year to the CSFN and Director General on the effectiveness of the school program. The Director General submits the reports to the Minister.

The school team, which the principal directs, is responsible for determining the promotion of students from grade to grade. In doing this work, the team follows directions from the Director General.

The principal shall develop and provide other activities and programs for students in addition to the regular program. This shall be done in consultation with the CSFN and, where appropriate or required, in consultation with the community. It might include things like clubs, land programs, heritage fairs or breakfast programs.

In consultation with the CSFN, the principal shall develop ways to involve parents and the community in the school program. That might include parent awareness nights, classroom visitation and clubs or sports involving parents.

The principal is to work with community organizations to get the best out of school programs and support students entering and leaving school. That might include involving the Association des francophones du Nunavut, the Hunters and Trappers' Association, Nunavut Arctic College or local youth centres and groups.



What is the school team?

Each school has a school team appointed by the principal. Its members include the principal or vice-principal, a student support teacher, an *Ilinniarvimmi Inuusiliriji* (school community counselor), a classroom teacher, and any other staff the principal considers appropriate.

The principal directs the work of the school team to carry out the duties specified by the Act and regulations. Particularly significant duties include tasks related to promotion of students, inclusive education and student discipline.

How does a home schooling program work?

A parent may provide their child with a home schooling program under the supervision of the CSFN. The student must be registered with the local school and meet the school age requirements.

The CSFN shall evaluate, provide support (including funding) and supervise the home schooling program. Supervision shall be based on Inuit societal values and the principles of *Inuit Qaujimajatuqangit*. The principal assists the CSFN with these responsibilities.

A home schooling program is subject to regulations under the *Education Act*. That includes any regarding funding for education costs for the student program.

Who is responsible for early childhood education?

The CSFN is to provide an early childhood program that promotes fluency in the French language and knowledge of francophone culture. Fluency means comfort using the language and speaking and writing it well. The program must be based on Inuit societal values and the principles of *Inuit Qaujimajatuqangit*.

The program does not have to be offered to all children. For instance, it might be limited by the CSFN to students who require French language support to speak the language better. The CSFN establishes entrance requirements and participation is optional.

The CSFN may, at its option, provide an early childhood education program focusing on more than fluency in language.

Who is responsible for adult education?

The main responsibility for adult education is with organizations such as Nunavut Arctic College. However, the CSFN may chose to provide adult education programs based on local need. These programs are to be based on Inuit societal values, the principles of *Inuit Qaujimajatuqangit* and francophone culture.

Before delivering any adult education program, the CSFN must inform an organization already providing adult education. That organization may attend meetings to discuss the proposed program and provide advice to the CSFN.

LANGUAGE OF INSTRUCTION

(Part 4 of the Education Act)

This part of the *Education Act* on language of instruction does not apply to French minority language education and the instruction program provided by the Commission scolaire francophone. It describes for District Education Authorities (DEAs) issues such as:

- What bilingual education is,
- The role of the DEA regarding bilingual education,
- The role of the Minister regarding bilingual education,
- What the *Inuit Language Protection Act* says about education.

For the CSFN, information on the requirements for minority language instruction are in the section of this guide that deals with French minority language rights.



REGISTRATION AND ATTENDANCE

(Part 5 of the Education Act)

This section deals with the following questions:

Who is required to register and attend school?

Can other persons be registered?

When is school attendance not required?

What is a registration and attendance policy?

What is the CSFN's role regarding the registration and attendance policy?

What is the principal's role regarding the registration and attendance policy?

Who is required to register and attend school?

Every child who is between six and 18 years of age must be registered and attend school until they graduate from grade 12. The child is considered to be six or 18 if that age is reached by December 31 of the school year.

A child who reaches age five by December 31 may also be registered and attend school at the parent's choice. A student who is 18 or older and has not graduated may attend school until graduation or the age of 21 is reached.

The right to attend school applies to any child in Nunavut who is:

- a Canadian citizen or the child of a Canadian citizen, or
- an individual who is lawfully admitted to Canada or the child of an individual who is lawfully admitted.

The right to attend school does not apply to children in custody at a corrections centre.

It is the duty of the parent, principal and school team to promote good school attendance for all students. The Minister works in cooperation with the CSFN to establish programs to encourage student attendance.

NOTE: For information on who has the right to French minority language instruction, refer to the section of this Guide that deals with French minority language rights.

Can any other persons be registered?

The CSFN may choose to allow some other individuals to enroll in its schools. That could be a person 21 years of age or older, or one who resides in another education district. In those cases the CSFN:

- can impose terms and conditions;

- must, if the person 21 or over, advise a representative of any organization already providing adult education in the community. That representative may attend a meeting to discuss the matter and may provide advice.

When is school attendance not required?

It is the duty of the student to attend school regularly and be on time. A student is not required to attend school for the following reasons:

- for health or other unavoidable reasons reported to the principal;
- while participating in traditional activities on the land or other learning experiences away from the community for less than a school term;
- 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;
- while participating in spiritual or religious observance;
- when suspended or expelled;
- while participating in a home schooling program;
- while living at an outpost camp;
- when excused by the principal because of a death or illness in the family or to participate in a significant event;
- for reason outlined in the section on inclusive education;
- when working, if a learning plan has been developed by the principal and approved by the CSFN subject to the regulations.

When a student returns after a long absence including more than a term, the school team makes a plan to help the student settle back in smoothly.

What is a registration and attendance policy?

A registration and attendance policy concerns children who are required to be in school and promotes their attendance. The policy is designed to:

- encourage parents to register their children and assist them to attend school every day when they should;
- encourage students to be regular and on time in school attendance;
- establish procedures to deal with parents who do not register their children and students who do not attend;



- provide for programs to promote attendance and counseling for students who do not attend regularly;
- involve Elders and others in the community in supporting school attendance.

The policy is to be developed and implemented based on Inuit societal values and the principles and concepts of *Inuit Qaujimagatuqangit*.

What is the CSFN's role regarding the registration and attendance policy?

The CSFN is required to develop a registration and attendance policy for its schools based on the Act and regulations. The policy should reflect the advice of parents, students, school staff, Elders and community members.

As soon as it is adopted the policy is to be sent to the Minister. The Minister may require amendments in order to ensure it is consistent with the Act and regulations.

The CSFN regularly reports to the community on attendance in its schools.

What is the principal's role regarding the registration and attendance policy?

The principal assists the CSFN to develop the policy. The principal and the school team have a primary responsibility to implement the policy and promote registration and good attendance.

The principal provides the CSFN with a monthly report on attendance in the school, consistent with the regulations.

The principal ensures that the school team makes a plan to help the student settle back in smoothly when a student returns after a long absence.

INCLUSIVE EDUCATION

(Part 6 of the Education Act)

Part 6 of the *Education Act* deals with inclusive education. This subject is addressed in more detail in the document *Inuglugijaittuq: Foundations for Inclusive Education*, produced by the Department of Education.

This section deals with the following questions:

What is inclusive education?

What adjustments or supports should be offered?

What is the school team?

What is an individual student support plan?

How is the need for adjustments or supports identified?

Can a student be excluded from the regular classroom?

What process is used if there is dispute regarding inclusive education?

What is the role of the CSFN in inclusive education?

What is the role of the principal in inclusive education?

What is inclusive education?

Inclusive education means that the school should provide a welcoming and supportive environment for all children. It is based on the principle that all children can learn and that learning is an individual process.

Children have a variety of learning needs and abilities which need to be supported by inclusive education. This includes not only students experiencing difficulties, but also those who are not challenged enough by the education program.

A student is entitled to adjustments or supports to meet his or her learning needs or to achieve appropriate curriculum outcomes.

What adjustments or supports should be offered?

A child is entitled to adjustments and supports that are reasonable and practical.

In considering this, the educational needs of other students must also be considered.

Determining the specific supports required for a student may be easy for some and complicated for others. Teachers identify students who need adjustments or supports. If the adjustment and support are not significant, the teacher should provide them. If they are significant, the teacher requests that the school team develop an individual student support plan.



What is a school team?

The school team appointed by the principal assists with implementation of inclusive education in the school. Its members include the principal or vice-principal, a student support teacher, an *Ilinniarvimmi Inuusiliriji*, a classroom teacher and any other staff the principal considers appropriate. The principal directs the work of the school team.

What is an individual student support plan?

When a student requires significant adjustments to the school program or supports, the school team develops a plan which describes the student's needs and what will be done to address those needs.

The *Education Act* sets out details of a process to ensure that the needs and rights of students and parents are considered and addressed. The Act and specific materials provided by the Department of Education on inclusive education should be consulted for the details. What follows will direct you to the sections of the Act that are relevant to various issues.

How is the need for adjustments or supports identified?

It is the duty of a teacher to identify students who require adjustments or supports in order to meet the student's learning needs or to achieve appropriate curriculum outcomes. If it appears that the adjustments or supports required are significant, the teacher requests that the school team review the matter. The regulations describe different types of supports that may be available.

Sections 43-44 of the Act describe the process the school team follows to identify the adjustments and supports a student requires. Included is information on:

- how a teacher requests a review by the school team;
- how a parent can request a review by the school team;
- development of individual student support plans and consultation required;
- parent participation in developing individual student support plans;
- student participation in the process;
- what to do if the plan is rejected;
- implementation and alteration of the individual student support plan;
- the authority of the Minister to give direction regarding the implementation of individual student support plans.

The CSFN is responsible for ensuring that the school team or qualified person conducts an annual assessment of each student who has an individual student support plan.

Sections 47 of the Act describe the responsibility of the school team and Director General regarding the use of specialized assessments. These may be required to ensure the right adjustments and supports for the student and to measure progress on the individual student support plan.

Section 48 of the Act sets out the requirement to notify the parent or adult student (age 19 or older) of various decisions made regarding inclusive education.

Can a student be excluded from the regular classroom?

Section 45 of the Act concerns situations which may result in a student being excluded from the regular classroom. The principal, subject to any direction from the Director General, may exclude a student:

- for certain health or safety reasons;
- because the student's needs cannot be met in the regular setting;
- in certain limited situations if the student's presence would unduly interfere with the delivery of the education program to other students.

The principal must exclude a student from the school if the Chief Medical Officer of Health advises the principal that the student has a communicable disease that is a danger to other students and staff.

If a student is excluded from the regular setting, the principal will consider an alternative placement in the school, the community or elsewhere. This is done in consultation with the school team, parent and adult student. If an alternate placement is done the school team is to develop an individual student support plan.

What process is used if there is dispute regarding inclusive education?

Sections 49-51 describe what to do if there is a dispute about inclusive education. Two processes are described.

- As the first step, mediation by the CSFN may be requested.
 - A request comes from a parent, adult student, or principal.
 - The request must be in writing.
 - When received it must be acted on quickly.
 - The CSFN reviews the matter with the parties involved and community or resource people that may assist.
 - If the CSFN is unable to resolve the issue it notifies the parties in writing.
- When mediation is not successful, review by a special review board can be the next step.



- A written request to the CSFN is made by one of the parties involved.
- The written request must be made within 30 days after the notice by the CSFN that it is unable to resolve the issue.
- The CSFN then appoints a review board to hear the dispute.
- The board members are obtained from a list supplied by the Minister.
- They give the parties an opportunity to be heard and decide what, if anything, can be done to settle the matter.
- The board gives written notice of its decision, which is final.

What is the role of the CSFN in inclusive education?

Inclusive education is important to meeting the needs of all students. The CSFN should work with its principals to get a full understanding of how inclusive education works and what the current issues are in its schools.

The CSFN has the responsibility for supporting, providing learning materials, and funding inclusive education in its schools. Specialized staff and capital equipment needs are acquired through special funding requests to the Department.

The CSFN is to ensure that an assessment is carried out each school year on each student who is on an individual student support plan. This is to measure progress and make recommendation on any adjustments required to the plan.

The CSFN is responsible for mediating disputes between parents and the school team on inclusive education issues. If the mediation is not successful and a proper request for further review is received, the CSFN is to establish a special review board.

The CSFN and all others involved are to base their inclusive education decisions on Inuit societal values and the principles and concepts of *Inuit Qaujimajatuqangit*.

What is the role of the principal in inclusive education?

The principal is a key member of the school team which has a major responsibility in regard to inclusive education. The team implements inclusive education in the school to ensure the needs and abilities of all students are addressed.

The school team is called into action when a teacher or parent believes significant supports or adjustments may be required by a student. The team is responsible for developing individual student support plans and involving parents.

The principal, as described in the Act, determines when students should be excluded from the classroom. This also carries a responsibility to determine if an alternate placement is required and make that happen.

STUDENT AND PARENT PARTICIPATION

(Part 7 of the Education Act)

This section deals with the following questions.

What are students' responsibilities regarding school?

What are parents' responsibilities regarding the school?

What is the Inuuqatigiitsiarniq policy?

What happens when a student needs to be suspended or expelled?

What supports are provided to students who are suspended or expelled?

What is the role of the CSFN regarding student participation?

What is the role of the principal regarding student participation?

What are students' responsibilities regarding school attendance and participation?

Students are to attend school regularly and on time. They are to be active learners and help maintain a welcoming, safe and positive school environment. They should:

- pursue personal learning goals;
- support the *Inuuqatigiitsiarniq* policy;
- observe the school rules;
- learn about and practice *Inuit Qaujimaqatuqangit*;
- support healthy relationships and community values;
- cooperate with other students and school staff;
- respect the rights and needs of others;
- keep the school grounds clean and safe.

Adult students 19 years or older also have a responsibility to be directly involved in decisions that affect their education and their health and safety in school.

What are parents' responsibilities regarding the school?

Parents are to be involved in decisions that affect their children's education and that contribute to health and safety in the school. That includes:

- supporting and encouraging their children to learn;
- ensuring their children come to school ready to learn;
- supporting their children's teachers;
- contributing to a welcoming, positive and safe school environment;



- encouraging their children to support the *Inuuqatigiitsiarniq* policy;
- encouraging their children to learn about and practice *Inuit Qaujimaqatuqangit*.

Parents may observe their children during instruction after making prior arrangements with the principal. In some instances the principal may specifically request the parent observe their child. In other instances the principal may not allow such observation if it is not in the best interest of the student, other students, the parent or teacher.

What is the Inuuqatigiitsiarniq policy?

The *Inuuqatigiitsiarniq* policy developed by the CSFN is about respecting others and relationships in the school. The goal of the policy is to ensure a positive, safe and supporting school environment. In general terms, as outlined in section 58, the policy addresses:

- positive student conduct and how it should be supported and managed;
- student responsibility for their own behaviours;
- involvement of Elders and the community;
- requirements regarding student suspension.

The CSFN is responsible for developing programs that support the *Inuuqatigiitsiarniq* policy. These are to:

- promote a welcoming, positive and safe school environment that supports education;
- develop students who are responsible for their own behaviour and are respectful of others and property.

In support of the policy, the principal may make rules specific to his or her school. The rules must be approved by the CSFN.

It is important to note that the Act does not allow the use of corporal punishment, such as hitting, to discipline a student.

The policy and supporting programs are developed using *Inuit Qaujimaqatuqangit*, particularly the principles of *Inuuqatigiitsiarniq* and *Piliriqatigiinni*. The policy and descriptions of programs are submitted to the Minister. The Minister may request amendments to ensure the policy is consistent with the Act and regulations.

What happens when a student needs to be suspended or expelled?

Despite the use of the *Inuuqatigiitsiarniq* policy and supporting programs, it may be necessary to discipline a student through suspension or expulsion. That involves the removal of the student from the classroom for a period of time as outlined in sections 62-73 of the Act.

Suspension or expulsion of a student may be done by the principal or the CSFN for conduct by a student that:

- harms the physical or mental well-being of other students or school staff,
- is a seriously harmful influence on other students or school staff, or
- are grounds for suspension under the *Inuuqatigiitsiarniq* policy.

Principal: The principal may suspend a student for not more than five school days. Written notice is given immediately to the student and parent. Conditions may be set that allow the student to earn a return to school before the suspension is up.

CSFN: Suspensions by the CSFN involve more serious situations and are for a longer period of time. The maximum suspension the CSFN can impose is 20 school days. That would include any suspension time already imposed by the principal. Written notice is given immediately to the student and parent. The CSFN may set conditions that allow the student to earn a return to school before the suspension period is up.

The CSFN may impose the suspension with or without the recommendation of the principal. However, it should always consult with the principal, the parent of the student, and the student, if the student is 19 or older. If the CSFN believes a suspension of five days or less is appropriate, they should refer the case back to the principal.

Location: Suspensions are usually served in the school, but not in the student's regular classroom. The principal may order that the suspension be outside the school, after considering the *Inuuqatigiitsiarniq* policy, and if:

- it would not be best for the safety of that student or others,
- it is not appropriate to have the student in school,
- there is no space available for the student, or
- there is no person to supervise the student.

Expulsion: In certain very serious cases, the CSFN may expel a student from school. This is similar to suspension but always involves a removal from the school and is usually for a significant period of time. The CSFN should consider the expulsion option using its *Inuuqatigiitsiarniq* policy as a guide.

A student who is expelled can not attend another school in a different district unless both the CSFN and the DEA involved agree.

A suspension or expulsion may be appealed. The appeal process is set out in the regulations.

What supports are provided to students who are suspended or expelled?

The principal ensures that the school team prepares and puts in place a plan for every student who is suspended or expelled. The plan identifies how the student can change the behaviours



that led to the suspension or expulsion. It may also provide learning activities if those will help the student. The principal also ensures that counseling is made available to the student.

If the student has been suspended more than once, the plan will identify actions that will assist the student become a productive part of the school community again. It may also provide for a long-term follow-up to be provided by school staff or outside agencies.

What is the role of the CSFN regarding student participation?

The CSFN develops and adopts the *Inuuqatigiitsiarniq* policy for its schools consistent with the regulations. The policy is to ensure a positive, safe and supporting school environment. The CSFN also develops programs to support the policy.

The policy and supporting programs are developed using *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq* and *Piliriqatigiinniq*. They are submitted to the Minister who may request amendments to ensure the policy is consistent with the Act and regulations.

As outlined in sections 63 and 65, the CSFN may suspend or expel a student. Suspension can be for up to 20 school days. The CSFN carries out this responsibility consistent with *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq*, *Tunnganarniq* and *Piliriqatigiinniq*.

What is the role of the principal regarding student participation?

The principal assists the CSFN to develop the *Inuuqatigiitsiarniq* policy and supporting programs. The principal leads the implementation in the school consistent with *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq* and *Piliriqatigiinniq*.

The principal has overall responsibility for discipline in the school and may, with the approval of the CSFN, make rules for the school. The principal and teachers make sure students understand the *Inuuqatigiitsiarniq* policy and the school rules. The principal provides the CSFN with reports on student behaviour in the school.

As outlined in section 62, a principal may suspend a student for up to five school days. Longer suspensions or expulsion are the responsibility of the CSFN. The principal ensures assistance plans and counseling are available for students who are suspended or expelled. The principal carries out this responsibility consistent with *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq*, *Tunnganarniq* and *Piliriqatigiinniq*.

The principal keeps the parents and community informed of events and activities in the school. The principal assists parents who wish to observe their child during instruction, unless that might not be in the best interests of the student or others.

ASSESSMENT OF STUDENTS

(Part 8 of the Education Act)

Part 8 of the *Education Act* deals with assessment of students. This subject is addressed in more detail in the document *Ilitaunnikuliriniq: Foundations of Dynamic Assessment*, produced by the Department of Education.

This section deals with the following questions:

What is student assessment?

What type of assessment is there?

What is the role of the principal regarding assessment?

What is student assessment?

Assessment of students is the actions taken to determine what students have learned and how well they have learned it. Some assessments involve written tests that require students to answer questions and write explanations. Other assessments require students make something, perform a task or otherwise demonstrate a skill.

Assessment results are used by teachers, administrators, students, and their parents. It shows both the progress of the student and the results of the work done by both students and teachers.

The assessment of students must be culturally appropriate. That is, it should be fair to children raised in Nunavut. We should not expect students will have knowledge or skills specific to other cultures or locations.

A parent has the responsibility to stay informed about their child's progress in school. A parent can request a meeting to discuss their child's progress, behaviour in school, or attendance. A principal can request a meeting with the parent to discuss the same issues.

What type of assessment is there?

The Minister establishes Nunavut-wide assessments. These are to find out how well students across the Territory can read and write in the languages they study. They are also to test skills in mathematics. This involves using numbers and applying that skill to both academic and everyday situations.

Teachers are to assess the students they teach on a regular basis. At least three times a year they are to inform the student and the student's parent of how well the student is doing on the school program, behaviour in the school and attendance. This is done using report cards and other documents.



What is the role of the principal regarding assessment?

The principal supervises the Nunavut-wide assessment program established by the Minister.

The principal ensures that students in the school are assessed regularly and fairly using culturally appropriate means and that parents receive reports on their child's progress.

A principal can request a meeting with a child's parent to discuss their child's progress, behaviour in school or attendance. Parents are responsible for attending such meetings if requested.

RECORDS RELATING TO STUDENTS

(Part 9 of the Education Act)

This section deals with the following questions:

What records must be kept about students?

Who has access to the records?

What is the role of the principal regarding student records?

What records must be kept about students?

Student records which show how well students are doing on the school program, their behaviour and attendance must be kept. Many of the details regarding records that must be kept are described in the regulations. The general contents of the records include:

- all information involved in making decisions about the education of a student that is collected by school staff or the CSFN;
- records of decisions made about the student;
- other information required by the regulations.

Who has access to student records?

A parent can look at and copy the student record of their child. An adult student 19 years old or older can also examine the record. A principal may decide to allow a younger student to look at their record.

A parent or student may request a correction to the student record if they feel it is wrong. If the correction is not made, the parent or student may give a written statement that they disagree with the record. The regulations set out a process to resolve this dispute.

What is the role of the principal regarding student records?

The principal ensures that teachers keep accurate records on student progress, behaviour and attendance. The principal ensures that a record is maintained for each student registered in the school.

The principal assists parents and students who seek access to the student record and works with them to resolve any disputes that arise about the record.



SCHOOL CALENDAR

(Part 10 of the Education Act)

This section deals with the following questions:

What is the school calendar?

What is the role of the CSFN regarding the school calendar?

What is the role of the principal regarding the school calendar?

What is the school calendar?

The school calendar sets when schools are open. The calendar includes information on:

- the days students are to be in school;
- the days the school is open for teachers, but not students, and their purpose;
- holidays and other days the school is not open;
- the instructional hours, which may differ depending on day of the week, time of year and grade level;
- other matters required by the regulations.

The school calendar shows how the minimum number of hours of instruction required by the regulations will be met in each school.

What is the role of the CSFN regarding the school calendar?

Before the beginning of the school year, the CSFN establishes the calendar for each school in its jurisdiction. In preparing the calendar, it consults with the principal, school staff and the community and considers local cultural practices and the regulations. The CSFN is guided by the principles of *Inuit Qaujimajatuqangit*, particularly *Pijitsimiq* and *Aajiqatigiinni*, in this work.

Unplanned school closing due to weather or for other reasons may result in lost instructional hours. If the CSFN determines that too many hours have been lost they consult with the Minister and the community regarding options for making up lost instructional time.

A copy of each school's calendar is provided to the Minister. The Minister may require changes to be consistent with the Act and regulations.

What is the role of the principal regarding the school calendar?

The principal assists the CSFN in developing the school calendar. The principal is responsible for ensuring the calendar is followed in the school.

SCHOOL STAFF

(Part 11 of the Education Act)

Part 11 of the *Education Act* deals with employment issues regarding all the school staff and is very detailed. This guide provides an overview of some key points. The Act itself and appropriate Department of Education staff should be consulted for details.

This section deals with the following questions:

Who are the education and school staff?

What is the school team?

How are teachers hired?

What are a teacher's duties?

*What is the *Ilinniarvimmi Inuusiliriji*?*

*What is the *Innaq Inuksiutiliriji*?*

What are other important educational staff in schools?

How are principals appointed?

What are the principal's duties?

What is the role of the CSFN regarding school staff?

Who are the education and school staff?

The education staff in the school includes the principal, vice-principal, teachers, student support workers, *Ilinniarvimmi Inuusilirijiit* (school community counselors), *Innait Inuksiutilirijiit* (Elders), teaching assistants and teacher trainees.

The school staff includes all the education staff plus the secretarial, custodial, and other individuals hired to assist with the delivery of the school program. Individuals hired by the CSFN to assist in the administration of the CSFN are not part of the education or school staff.

In addition to its teachers, each school shall have at least one principal, at least one student support teacher, and at least one *Ilinniarvimmi Inuusiliriji*.

What is the school team?

Each school has a school team appointed by the principal. Its members include the principal or vice-principal, a student support teacher, an *Ilinniarvimmi Inuusiliriji*, a classroom teacher and any other staff the principal considers appropriate.

The principal directs the work of the school team to carry out the duties specified by the Act and regulations. Particularly significant duties include tasks related to promotion of students, inclusive education and student discipline.



How are teachers hired?

Sections 91-94 describe teachers' employment. The Director General establishes a hiring panel to employ teachers for a school. The CSFN has the right to appoint at least one member of each hiring panel established for a school under its jurisdiction.

To be employed as a teacher, the person must hold a teacher's certificate. Once hired, a teacher may be dismissed without cause during the initial two-year period after starting to work as a teacher. Without cause means that no specific reason is required. The dismissal is done by the Director General.

A teacher may be terminated if the number of teachers required by the CSFN is decreased. However, before doing so the Director General informs the Minister. The Minister then determines if there is another suitable position the teacher.

A teacher may resign by giving notice at least 60 days before the last instructional day the teacher is scheduled to work in the school year. The resignation takes effect on the last day of the school year.

What are a teacher's duties?

A teacher has many responsibilities outlined in the parts on school program and inclusive education and as described in sections 98-99.

- Teachers work with students by:
 - teaching in a manner that promotes physical, emotional, social, intellectual, and spiritual development and encourages learning,
 - teaching in a manner consistent with Inuit societal values and *Inuit Qaujimagatuqangit*
 - promoting fluency in the French language and knowledge of francophone culture,
 - encouraging development of self esteem and respect for the cultural, spiritual and religious values of others;
- They develop their own teaching skills and knowledge by engagement in professional development activities;
- They work as part of the educational team by:
 - providing assistance and support to the principal and other educational staff,
 - providing reports and records as required by the Director General and principal,
 - performing other duties and tasks described in the Act or regulations or assigned by the principal.

What is the Ilinniarvimmi Inuusiliriji?

The *Ilinniarvimmi Inuusiliriji* is the school community counselor. At least one is required in each school. They provide important personal guidance and counseling services to students.

These services are designed to:

- promote a positive attitude to education and good attendance,
- support personal well-being and a healthy lifestyle,
- promote activities focused on study skills, family planning, suicide prevention, self-esteem and conflict resolution, and
- support parents on these issues and in carrying out their responsibilities under the Act.

What is the Innaq Inuksiutiliriji?

Innait Inuksiutilirijiit are Elders in the school. They play an important role in maintaining and supporting Inuit societal values, *Inuit Qaujimagatuqangit* and Inuit cultural identity.

An individual may be employed as an *Innaq Inuksiutiliriji* if the CSFN believes the individual has the skills, knowledge and abilities required and meets the criteria in the regulations. On the recommendation of the CSFN, the Minister will provide the Elder employed as an *Innaq Inuksiutiliriji* a certificate regarding the area of expertise.

How are principals appointed?

The Director General is responsible for the process to select and appoint principals. This is done under the general oversight of the CSFN.

To be appointed a principal, the individual must have both a teacher's certificate and a certificate of eligibility as a principal. An individual who does not hold the principal's certificate may be employed if the individual outlines plans to obtain it and the Director General approves.

Term: A principal is appointed for a term of up to three years. The principal may be appointed to additional terms of up to three years if a satisfactory performance appraisal is received.

Performance review: The CSFN ensures that the overall performance of the principal and vice-principal is reviewed in each of the years of a new appointment and in the final year of each reappointment. The review is done by the Director General.

Dismissal: Once appointed, a principal may be dismissed without cause during the initial two-year period. If the person had previously been a principal for two years at another school in Nunavut, the period shall only be one year. Without cause means that no specific reason is required. Dismissal of a principal is done by the Director General.



What are the principal's duties?

The principal is a teacher who manages the school and is responsible for its organization, administration and operation. The principal carries out these responsibilities in accordance with Inuit societal values, the principles and concepts of *Inuit Qaujimajatuqangit*. The principal is to monitor, evaluate, and report to the Director General and CSFN on the use of *Inuit Qaujimajatuqangit* by school staff.

The principal follows the directions of both the CSFN and the Director General. The Director General and CSFN should strive not to give conflicting directions to the principal. In all cases of conflicting direction, the Director General's role is to ensure consistency with the Act and regulations.

The principal has many specific duties which are identified in previous sections of the Act. Sections 114-117 in this part describe the general duties of the principal regarding:

- ensuring the school program is taught following the standards and directions provided by the Minister through the Director General;
- ensuring that the students in the school are assessed regularly and fairly using culturally appropriate means and that parents receive reports on their child's progress;
- ensuring the school operates in accordance with Inuit societal values, the principles and concepts of *Inuit Qaujimajatuqangit*;
- conducting formal evaluation of the school program and the use of *Inuit Qaujimajatuqangit* and providing reports to the CSFN;
- the safety of students, staff and other on school grounds;
- assignment of duties to school staff and providing direction to school staff;
- regular evaluation of school staff.

The principal is responsible for conducting the election for the student representative to the CSFN as described in section 134.

Section 141 describes the principal's duty to follow the direction of the CSFN to ensure school facilities and equipment are maintained and in good condition.

What is the role of the CSFN regarding school staff?

Teachers: The CSFN has the right to appoint at least one member to participate on each teacher hiring panel established for a school under its jurisdiction.

Innait Inuksiutilirijiit: The CSFN is responsible to identify individuals with the skills, knowledge and abilities for these positions in their schools. They recommend these persons to the Minister to receive a certificate of their expertise.

Principals: The CSFN provides oversight to the Director General who is responsible for the process to hire the principal.

The CSFN provides direction to the principal. Direction should be written and from the CSFN, not individual members. They should not conflict with the Act, regulations or directions from the Director General authorized by the Act. For instance, the Director General can give directions related to teaching standards, the delivery of the education program, the promotion of students and teacher professional development. The CSFN has the primary authority to give directions to principals on all other topics, unless its direction conflicts with the Act or regulations.

The CSFN ensures the Director General assesses the performance of each principal and vice-principal. That is done in every year during the initial appointment and in the final year of each reappointment period.



ADMINISTRATION

(Part 12 of the Education Act)

Part 12 of the *Education Act* deals with administration issues regarding the role of the Minister and CSFN. This guide provides an overview of some key points. The Act itself and appropriate Department of Education staff should be consulted for details.

This section deals with the following questions:

What is the role of the Minister?

What are the duties of the CSFN?

How can the CSFN request a dialogue with the Minister?

What happens if a CSFN has problems?

What is the role of the Minister?

The Minister is responsible for implementing and overseeing the *Education Act*. That carries a number of specific responsibilities including the following:

- Ensuring the CSFN and schools are provided with the resources necessary to carry out their responsibilities under the Act and regulations;
- Complying with the Nunavut Land Claims Agreement and in doing so:
 - providing Inuit an opportunity to participate in the design and delivery of social and cultural policies, programs, and services,
 - reflecting Inuit goals and objectives when the Government of Nunavut puts in place social and cultural policies, programs and services;
- Ensuring that the education program is of the highest quality possible;
- Establishing teacher education programs;
- Carrying out *Inuit Qaujimajatuqangit* duties under the Act including:
 - establishing a committee of Elders to monitor, evaluate and report on the use of *Inuit Qaujimajatuqangit* in the education system.
- Ensuring that the student-educator ratio for each education district is lower than the most recently published national student-educator ratio;
- Establishing the diplomas and certificates that may be granted to students and the requirements for each;
- Assign additional duties and responsibilities to the CSFN through the regulations;
- Preparing an annual report on the education system for tabling in the Legislative Assembly.

In carrying out these duties, the Minister may give directions. Directions given by the Minister under the Act and regulations are always given in writing. Before giving them, the Minister is to consult.

The Minister may authorize employees in the Department of Education to use any power or perform most duties of the Minister under the Act. Directions are usually only given by the Minister. The Minister may delegate the power to give directions regarding student promotion, exclusion from class, and teacher professional development. The Minister may also delegate the power to give directions to the Director General, as long as that does not conflict with directions from the CSFN or infringe on their power.

What are the duties of the CSFN?

The CSFN is responsible for providing public education in its jurisdiction. As described in sections 137-148 of the Act, that involves a number of specific responsibilities including the following:

- Working with all those interested in the education system to achieve excellence and quality in education, support students and contribute to life-long learning;
- Carrying out its *Inuit Qaujimajatuqangit* duties under the Act including supporting the use of *Inuit Qaujimajatuqangit* in its school;
- Conducting its business and administering its schools using good management principles including:
 - Keeping full and accurate records,
 - Considering comments and recommendations provided by students, student representatives, parents, and school staff,
 - Establishing committees for *Inuuqatigiitsiarniq*, attendance, finance and human resources;
- Providing direction to the principal to ensure school facilities are properly maintained, in good condition and accessible for use including:
 - Making the schools available for use by community organizations and for community events when they are not needed for school purposes;
 - Ensuring the appropriate people and organizations in the community know how to access and use school facilities;
 - Ensuring the property is well maintained and, if owned by the CSFN, is insured to the reasonable extent;
- Provide an annual report, as required under section 96 of the *Financial Administration Act*, including information on the administration and operation of the CSFN and its schools and the use of *Inuit Qaujimajatuqangit*. The annual report shall be made public.



CSFN members need to be familiar with the staff and operation of schools. The CSFN needs to develop a school visitation plan so that members can visit schools from time to time to observe. CSFN members who need to be present during the school day without a school staff member must have had a criminal reference check done and filed with the Minister. When children are present it is best for CSFN members to be accompanied by a school staff member.

How can the CSFN request a dialogue with the Minister?

The CSFN may request a structured dialogue with the Minister to discuss issues of concern. A structured dialogue is a formal discussion carried out in face-to-face meetings, telephone conferences or written correspondence. It can be requested regarding:

- any decision of the Minister that involves the CSFN or any of the schools under its jurisdiction, or
- any direction of the Minister under the Act given to the CSFN, Director General or any education staff in any of the schools under its jurisdiction.

A structured dialogue usually takes place after the Minister has made a decision or given direction and when the CSFN has concerns. The Minister may agree to enter into a structured dialogue with a CSFN about a proposed direction or decision before it is made.

The Minister provides an explanation of the decision or direction. The CSFN may then provide comments to the Minister on the issue and may offer suggestions regarding the decision or direction. This can include alternatives to the decision or direction made by the Minister.

The Minister considers the response and suggestions from the CSFN and then provides a response to the CSFN. The request for structured dialogue does not stop the Minister's decision or direction. However, the Minister takes the CSFN's suggestions into consideration and this may have an impact on the direction or decision.

What happens if a CSFN has problems?

If serious issues arise with the CSFN the Minister may take direct action. This may arise when the Minister believes the CSFN is not adequately exercising its powers, performing its duties or fulfilling its responsibilities under the Act or regulations. The Minister may then do any of the following:

- appoint an individual to investigate the situation and report to the Minister;
- request reports from the CSFN;
- give directions to the CSFN regarding the school program.

If, after taking the actions listed above, the problem still exists, the Minister makes a recommendation to Executive Council. The Minister may consider recommending that the CSFN members be dismissed. In that case the Minister must first consult with the DEA Coalition to see if the dismissal can be avoided.

If the Executive Council believes the CSFN is not adequately exercising its powers, performing its duties or fulfilling its responsibilities under the Act or regulations, it may appoint an interim trustee. The order appointing the trustee will either:

- suspend any or all powers, duties and responsibilities of the CSFN for a specified period, or
- dismiss all the members of the CSFN.

The Minister communicates any actions taken to the CSFN and the community. That communication describes the reasons for the action taken and the time it will last. It sets out the powers, duties and responsibilities of the trustee. It also describes the actions to be taken to address the situation that caused the problem in the first place. Sections 151-154 of the Act outline the authority and powers of a trustee in more detail.



FRENCH MINORITY LANGUAGE RIGHTS (Part 13 of the Education Act)

This section deals with the following questions:

What is the purpose of this part of the Act?

Who has the right to French minority language education?

How may French minority language instruction be accessed?

What is the CSFN?

What are the powers, duties and responsibilities of the CSFN?

What is a CSFN Advisory Committee?

What is the role of the Director General?

What is the purpose of this part of the Act?

Part 13 of the Act describes provisions specific to French minority language education in Nunavut that flow from section 23 of the *Canadian Charter of Rights and Freedoms*. Part 13 of the Act is the final authority if there are conflicts with any other parts of this Act regarding language of instruction for those having the right to French language instruction.

Changes have been made throughout this version of the guide to reflect the unique role of the CSFN that flows from the Charter rights. In this part of the guide the references to the CSFN apply only to the CSFN and not to DEAs. In all other areas, the CSFN and the DEA share the same rights and responsibilities.

Who has the right to French minority language education?

The right to minority language education flows from section 23 of the *Canadian Charter of Rights and Freedoms* which, as it applies to Nunavut, states that:

Canadian citizens:

- whose first language learned and still understood is that of the French linguistic minority population of Nunavut, or
- who have received their primary school instruction in Canada in French and reside in Nunavut,

have the right to have their children receive primary and secondary school instruction in that language in Nunavut.

Section 23 further states that citizens of Canada who have a child who has received or is receiving primary or secondary school instruction in French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language.

Section 23 states that the right to receive instruction in French applies wherever in Nunavut the number of children is sufficient to warrant the provision out of public funds. Further, where the numbers warrant, it includes the right to receive that instruction in a facility provided out of public funds.

How may French minority language instruction be accessed?

There are two separate issues regarding access to French language instruction – when it can be accessed and where the instruction takes place. The Act provides a mechanism for the right to be exercised in any community in Nunavut, where numbers warrant. That works as follows:

Parents with the right to have their children receive French language instruction may petition the Minister or CSFN to provide that instruction through the CSFN.

- The Minister has the duty to ensure that, if the number of children of rights holders is sufficient to warrant French language instruction, it is available out of public funds.
- When the numbers are small this is in a classroom in a school under the jurisdiction of a DEA.
- The French language instruction itself is carried out under the authority of the CSFN.

Parents whose children are receiving French minority language instruction in a classroom in a school under the jurisdiction of a DEA can petition for their own school to be established under the CSFN.

- The Minister has the duty to ensure that, if the number of children of rights holders so warrants, the children receive the instruction required in French language education facilities out of public funds.
- When the numbers warrant, actions would be taken to establish a French language school under the jurisdiction of the CSFN.

The petition required in either case can be presented by parents directly to the Minister or through the CSFN. The CSFN will always be asked to make a recommendation to the Minister. The Minister makes the final decision.

The Minister may decide that French minority language instruction can no longer be provided in a community if the number of students is too small. When considering such a decision, the Minister is to seek the recommendation of the CSFN. The Minister makes the final decision taking into consideration the duty to provide French language instruction where numbers warrant it out of public funds.

What is the CSFN?

The CSFN is the body established under the *Education Act* to be responsible for public education in the French language throughout Nunavut for those who have the right to that education. It has the same authority and duties as a DEA, plus additional responsibilities that flow from the Charter right to minority language education.



The CSFN is a corporation with five or more elected members, as provided by regulation. Members are elected for three year terms and choose a chairperson and vice-chairperson from among their members. Elections are conducted under the *Local Authorities Elections Act*.

Only those with the right to French language education, known as rights holders in Nunavut, are eligible to be a member of the CSFN and to vote in elections for CSFN members.

Part 12 of the Act contains the following provisions for DEAs that also apply to the CSFN:

- The CSFN may appoint Elders to attend meetings of the CSFN and committees. Elders may participate in the meeting but do not have a vote. Elders are paid to attend meetings and their expenses are covered.
- The CSFN has a student representative for each school with grades 10, 11 or 12. This representative is elected by the students and must be registered in one of those grades. The student attends CSFN meetings and may attend committee meetings but does not have a vote. Students are paid to attend meetings and their expenses are covered.

What are the powers, duties and responsibilities of the CSFN?

The CSFN has the powers of a DEA identified in the Act and regulations and works to support students, contribute to life-long learning and achieve excellence and quality in education. It is to conduct its business and administer its schools using good management principles.

It has specific powers related to providing French language instruction and promoting francophone culture identified in this part of the Act. Those powers include the following:

- **Education program:** The CSFN establishes the education program (curriculum) and any local programs required for French minority language education. The education program is submitted by the CSFN to the Minister for approval.
- **Language of instruction:** The intent of the program in schools and classes under the jurisdiction of the CSFN is to promote fluency in the French language. Part 4 of the Act on language of instruction does not apply to the education program of the CSFN.
- **Teaching standards:** The CSFN gives direction to the education staff regarding the delivery of education within its schools and classes. The Minister establishes the related teaching standards and communicates those to the CSFN. This also applies to student promotion directions.
- **Early childhood program:** The CSFN is to provide an early childhood education program that promotes fluency in French and knowledge of francophone culture.
- **Reports on French language education:** The CSFN is to keep the residents of Nunavut informed about public education under its jurisdiction.

The CSFN also has the same duties and powers regarding registration and attendance, inclusive education, student and parent participation and assessment of students as a DEA does.

The CSFN can employ individuals to assist in the administration of the CSFN and with their early childhood education and adult programs. Such persons are not part of the education or school staff and not members of the public service.

What is a CSFN Advisory Committee?

The CSFN may provide French language instruction in a school under the jurisdiction of a DEA. If it does, it establishes an advisory committee in that district. The advisory committee gives advice and communicates with the DEA and the CSFN regarding the students in the French language program.

The advisory committee is composed of at least three members, as determined by the CSFN. The members choose a chairperson and vice-chairperson. Only those with the right to French language education and residing in the education district are eligible to be a member of the advisory committee.

Subject to the regulations, one or more members of the advisory committee are selected by the CSFN to sit as voting members of the DEA. The selection is done in consultation with the advisory committee.

What is the role of the Director General?

The CSFN employs a Director General to act as chief executive officer and administer its affairs. The Director General is a member of the public service.

The CSFN acts as the hiring body for the Director General and directly oversees and controls the conduct and work of the individual.

The Director General follows the direction of the CSFN and has the duties assigned by the Act and regulations plus any other powers assigned by the CSFN.

Staffing: Under the Act, the Director General takes on a number of the duties of the Minister and Deputy Minister with regard to school staff. These are noted in this Guide under the part dealing with School Staff and highlights are given here.

- The Director General is delegated duties of the Minister and Deputy Minister regarding hiring, dismissal and termination of teachers and principals in schools and classrooms administered by the CSFN. This does not include the appeals function or the determination of a possible alternate placement for a teacher to be terminated due to decreased requirements. School staff are part of the territorial public service.
- Under the general direction of the CSFN, the Director General oversees and controls the work of teachers, principals and vice-principals employed by the CSFN.
- The Director General is also delegated the duties of the Minister and Deputy Minister regarding employment, oversight and control of non-instructional staff of the CSFN. This does not include the appeals function. These employees are part of the territorial public service.



French language: The Director General ensures that teachers, principals, and vice-principals employed by the CSFN promote fluency in the French language.

Inclusive education: When the school team determines that specialized assessments or services are required for a student, and the Director General agrees, they are to be provided. The Director General receives recommendations from the principal on alternative placements for students and shall consider such placements.

Reports: The Director General receives proposed school program plans from the principal. The principal provides reports twice each year on the effectiveness of the implementation of the program in the school to the Director General. The Director General provides copies of all these to the CSFN and the Minister.

FINANCIAL MATTERS

(Part 14 of the Education Act)

This section deals with the following questions:

What is the financial year for the CSFN?

What is an operating budget?

How is the operating budget funded?

What are the CSFN's responsibilities for the funds it receives?

What is the financial year for the CSFN?

The financial year for the CSFN is usually the same as the school year. That is from July 1 to June 30. Subject to the regulations, the CSFN may adopt the financial year used by government. That is from April 1 to March 31.

What is an operating budget?

The CSFN's operating budget concerns the funds used to carry out the CSFN's functions under the Act and regulations. The CSFN proposes an operating budget for the year to the Minister. It will include details on the funding required for:

- Supplies for schools including textbooks, books and materials for the library and other teaching resources;
- Regular maintenance of the school, other than repairs;
- Regular maintenance of vehicles, other than repairs.

The CSFN does not budget for the following which are the responsibility of the Department:

- Salaries, benefits and other expenses related to school staff,
- Repairs to school facilities and vehicles;
- Utilities for the school;
- Insurance, except on property owned directly by the CSFN;
- Capital expenditures for equipment and buildings.

When it prepares its operating budget, the CSFN is to consider what capital expenditures are necessary for equipment and buildings for school use. They advise the Minister of these needs when the operating budget is submitted. The principal develops plans for equipment, maintenance and replacement to assist this process and provides it to the Director General.



How is the operating budget funded?

The Executive Council determines the funding available to the CSFN for its operating budget. They base that on recommendations from the Minister. The Minister's recommendations take into consideration long-range planning done with the assistance of the DEA Coalition.

The CSFN's operating budget is reviewed by the Minister and must be approved under the *Financial Administration Act*. When the final funds are determined by government, the Minister provides them to the CSFN in grants and contributions.

What are the CSFN's responsibilities for the funds it receives?

The funds provided to the CSFN are used to carry out its responsibilities under the Act and regulations. Funds provided without a specific designation or purpose can be allocated or re-allocated by the CSFN in the manner it decides is appropriate. Funds provided by government for a specific purpose must be used for that purpose.

The CSFN holds its funds in a bank and uses them in accordance with the regulations. The Minister may give the CSFN direction regarding financial management.

The accounts of the CSFN are audited every year. In addition, the Minister may require the auditor to do additional examinations or reports related to financial or other matters.

DEA COALITION

(Part 15 of the Education Act)

This section deals with the following questions:

What is the role of the DEA Coalition?

How is the DEA Coalition funded?

How can the DEA Coalition request a structured dialogue with the Minister?

What is the role of the DEA Coalition?

The DEA Coalition is a society established to represent the interests of DEAs and work on their collective behalf. It has an executive made up of seven DEA representatives elected by the chairpersons or representatives of all the DEAs in Nunavut.

The Minister ensures that the DEA Coalition:

- Has a representative on each hiring panel for senior regional staff of the department;
- Is given the opportunity to review the funding process for DEAs and provide recommendations on the process to the Minister;
- Meets with Department staff annually to assist the Minister in long-term planning for the public education system.

How is the DEA Coalition funded?

The Minister provides funds determined in consultation with the DEA Coalition for:

- Two staff positions including the cost of office space, furnishings, equipment and supplies;
- Travel and accommodation costs for meetings with staff of the Department necessary to assist in the long-range planning activity;
- The annual meeting of the members of the DEA Coalition, including travel and accommodation for one representative from DEAs that have a member on the Coalition.

The Minister may request the DEA Coalition provide a report to account for its use of the funds provided.

How can the DEA Coalition request a structured dialogue with the Minister?

Section 149 of the Act outlines how the DEA Coalition may request a structured dialogue with the Minister to discuss issues of concern. A structured dialogue is a formal discussion carried out in face-to-face meetings, telephone conference calls or written correspondence. It can be requested regarding:



- any decision of the Minister that involves one or more DEAs or any of the schools under their jurisdiction;
- any direction of the Minister under the Act given to one or more DEAs or to the principal or any other education staff in any of the schools in Nunavut.

A structured dialogue usually takes place after the Minister has made a decision or given direction, and when the DEA Coalition has concerns. The Minister may agree to enter into a structured dialogue with the DEA Coalition about a proposed direction or decision before it is made.

The Minister provides an explanation of the decision or direction. The DEA Coalition may then provide comments to the Minister on the issue and may offer suggestions regarding the decision or direction. This can include alternatives to the decision or direction made by the Minister.

The Minister considers the response and suggestions from the DEA Coalition and then provides a response. The request for structured dialogue does not stop the Minister's decision or direction. However, the Minister takes the DEA Coalition's suggestions into consideration and this may have an impact on the direction or decision.

MISCELLANEOUS

(Part 16 of the Education Act)

Part 16 deals with some issues not covered in this guide such as ratepayer established schools and private schools. However, it does cover two issues of interest to the CSFN.

This section deals with the following questions:

What fees can be charged in schools?

How should disturbances on school property be handled?

What fees can be charged in schools?

A fee may not be charged for learning materials required for the education program and provided to students. The CSFN may approve fees for learning materials not required for the school program.

A tuition fee may be charged to a student attending school who would otherwise be required to attend school in another district as described in section 32.

Subject to the Act and regulations, the CSFN may charge tuition fees to students not entitled to attend school under section 2 of the Act. These are students the CSFN decides to let attend school even though they do not meet the age or citizenship requirements of the Act. That might be students older than 21 or temporary residents in the country.

Note that the CSFN cannot charge tuition to a student who continues to be enrolled in school but is 21 years of age or older. In other words, no tuition is charged if the student was registered in school in the preceding year and was not required to pay tuition. The CSFN shall explore other ways to fund the student's education.

Tuition may not be charged to a student involved in home schooling.

The CSFN may charge a fee for early childhood or adult education programs it offers under sections 17 and 18 of the Act.

How should disturbances on school property be handled?

A teacher may exclude from the school premises any individual who creates or attempts to create a disturbance while the premises are being used for school purposes. If the person refuses to leave or returns, the teacher is to contact the RCMP. The teacher shall always notify the principal of these actions.



KEY DUTIES

This section provides a brief overview of the key duties of the CSFN, Director General and principal. Details will be found in the individual sections of this guide.

CSFN

French Minority Language Instruction

The CSFN has specific powers related to providing French language instruction and promoting francophone culture identified in this part of the Act. Those powers include the following:

- **Education program:** The CSFN establishes the education program (curriculum) and any local programs required for French minority language education. The education program is submitted by the CSFN to the Minister for approval.
- **Language of instruction:** The intent of the program in schools and classes under the jurisdiction of the CSFN is to promote fluency in the French language. Part 4 of the Act on language of instruction does not apply to the education program of the CSFN.
- **Teaching standards:** The CSFN gives direction to the education staff regarding the delivery of education within its schools and classes. The Minister establishes the related teaching standards and communicates those to the CSFN. This also applies to student promotion directions.
- **Early childhood program:** The CSFN is to provide an early childhood education program that promotes fluency in French and knowledge of francophone culture.
- **Reports on French language education:** The CSFN is to keep the residents of Nunavut informed about public education under its jurisdiction.

The CSFN also has the same duties and powers regarding registration and attendance, inclusive education, student and parent participation and assessment of students as any DEA.

The CSFN can employ individuals to assist in the administration of the CSFN and with their early childhood education and adult programs. Such persons are not part of the education or school staff and not members of the public service.

School Program

The CSFN, working with the principal, monitors, evaluates and directs the delivery of the school program. The CSFN is to ensure that the school program, including any local program, is based on Inuit societal values, the principles and concepts of *Inuit Qaujimajatuqangit*.

The CSFN is responsible for providing students with textbooks and other learning materials to support the school program. It is also responsible for library, audio-visual and other resource materials required.

The CSFN may establish local programs for the use of one or more schools. The CSFN provides direction, as necessary, to the principal regarding other activities, programs and services necessary to support students.

The CSFN supports the principal to develop ways to involve parents and promote community involvement in the school program.

The CSFN may provide early childhood education programs to promote Inuit language fluency and adult education programs to meet local needs.

The CSFN evaluates, supervises and provides support for children being home schooled.

Registration and Attendance

The CSFN is required to develop a registration and attendance policy for its schools based on the Act and regulations. The policy should reflect the advice of parents, students, school staff, Elders and community members.

As soon as it is adopted the policy is to be sent to the Minister. The Minister may require amendments in order to ensure it is consistent with the Act and regulations.

The CSFN regularly reports to the community on attendance in its schools.

Inclusive Education

Inclusive education is important to meeting the needs of all students. The CSFN should work with its principals to get a full understanding of how inclusive education works and what the current issues are in its schools.

The CSFN has the responsibility for supporting, providing learning materials and funding inclusive education in its schools. Specialized staff and capital equipment needs are acquired through special funding requests to the Department.

The CSFN is to ensure that an assessment is carried out each school year on each student who is on an individual student support plan. This is to measure progress and make recommendation on any adjustments required to the plan.

The CSFN is responsible for mediating disputes between parents and the school team on inclusive education issues. If the mediation is not successful and a proper request for further review is received, the CSFN is to establish as special review board.

The CSFN and all others involved are to base their inclusive education decisions on Inuit societal values and the principles and concepts of *Inuit Qaujimajatuqangit*.



Student Participation

The CSFN develops and adopts the *Inuuqatigiitsiarniq* policy for its schools consistent with the regulations. The policy is to ensure a positive, safe and supporting school environment. The CSFN also develops programs to support the policy.

The policy and supporting programs are developed using *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq* and *Piliriqatigiinni*. They are submitted to the Minister who may request amendments to ensure the policy is consistent with the Act and regulations.

As outlined in sections 63 and 65, the CSFN may suspend or expel a student. Suspension can be for up to 20 school days. The CSFN carries out this responsibility consistent with *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq*, *Tunnganarniq* and *Piliriqatigiinni*.

School Calendar

Before the beginning of the school year the CSFN establishes the calendar for each school in its jurisdiction. In preparing the calendar, it consults with the principal, school staff and the community and considers local cultural practices and the regulations. The CSFN is guided by the principles of *Inuit Qaujimajatuqangit*, particularly *Pijitsirniq* and *Aajiiqatigiinni*, in this work.

Unplanned school closing due to weather or for other reasons may result in lost instructional hours. If the CSFN determines that too many hours have been lost they consult with the Minister and the community regarding options for making up lost instructional time.

A copy of each school's calendar is provided to the Minister. The Minister may require changes to be consistent with the Act and regulations.

School Staff

Teachers: The CSFN has the right to appoint at least one member to participate on each teacher hiring panel established for a school under its jurisdiction.

Innait Inuksiutilirijit: The CSFN is responsible to identify individuals with the skills, knowledge and abilities for these positions in their schools. They recommend these persons to the Minister to receive a certificate of their expertise.

Principals: The CSFN provides oversight to the Director General who is responsible for the process to hire principals.

The CSFN provides direction to the principal. Direction should be written and from the CSFN, not individual members. They should not conflict with the Act, regulations or directions from the Director General authorized by the Act. For instance, the Director General can give directions related to teaching standards, the delivery of the education program, the promotion of students and teacher professional development. The CSFN has the primary authority to

give directions to principals on all other topics, unless its direction conflicts with the Act or regulations.

The CSFN ensures the Director General assesses the performance of each principal and vice-principal. That is done in every year during the initial appointment and in the final year of each reappointment period.

Responsibilities for Funds

The funds provided to the CSFN are used to carry out its responsibilities under the Act and regulations. Funds provided without a specific designation or purpose can be allocated or re-allocated by the CSFN in the manner it decides is appropriate. Funds provided by government for a specific purpose must be used for that purpose.

The CSFN holds its funds in a bank and uses them in accordance with the regulations. The Minister may give the CSFN direction regarding financial management.

The accounts of the CSFN are audited every year. In addition, the Minister may require the auditor to do additional examinations or reports related to financial or other matters.

General Duties of the CSFN

The CSFN is responsible for providing public education in its jurisdiction. As described in sections 137-148 of the Act, that involves a number of specific responsibilities including the following:

- Working with all those interested in the education system to achieve excellence and quality in education, support students and contribute to life-long learning;
- Carrying out its *Inuit Qaujimajatuqangit* duties under the Act including supporting the use of *Inuit Qaujimajatuqangit* in its school;
- Conducting its business and administering its schools using good management principles including:
 - Keeping full and accurate records,
 - Considering comments and recommendations provided by students, student representatives, parents and school staff,
 - Establishing committees for *Inuuqatigiitsiarniq*, attendance, finance and human resources;
- Providing direction to the principal to ensure school facilities are properly maintained, in good condition and accessible for use including:
 - Making the schools available for use by community organizations and for community events when they are not needed for school purposes,



- Ensuring the appropriate people and organizations in the community know how to access and use school facilities,
- Ensuring the property is well maintained and, if owned by the CSFN, is insured to the reasonable extent;
- Provide an annual report, as required under section 96 of the Financial Administration Act, including information on the administration and operation of the CSFN and its schools and the carrying out of IQ duties. The annual report shall be made public.

CSFN members need to be familiar with the staff and operation of schools. The CSFN needs to develop a school visitation plan so that members can visit schools from time to time to observe. CSFN members who need to be present during the school day without a school staff member must have had a criminal reference check done and filed with the Minister. When children are present it is best for CSFN members to be accompanied by a school staff member.

Director General

What is the role of the Director General?

The CSFN employs a Director General to act as chief executive officer and administer its affairs. The Director General is a member of the public service.

The CSFN acts as the hiring body for the Director General and directly oversees and controls the conduct and work of the individual.

The Director General follows the direction of the CSFN and has the duties assigned by the Act and regulations plus any other powers assigned by the CSFN.

Staffing: Under the Act, the Director General takes on a number of the duties of the Minister and Deputy Minister with regard to school staff. These are noted in this guide under the part dealing with school staff and highlights are given here.

- The Director General is delegated duties of the Minister and Deputy Minister regarding hiring, dismissal and termination of teachers and principals in schools and classrooms administered by the CSFN. This does not include the appeals function or the determination of a possible alternate placement for a teacher to be terminated due to decreased requirements. School staff are part of the territorial public service.
- Under the general direction of the CSFN, the Director General oversees and controls the work of teachers, principals, and vice-principals employed by the CSFN.
- The Director General is also delegated the duties of the Minister and Deputy Minister regarding employment, oversight and control of non-instructional staff of the CSFN. This does not include the appeals function. These employees are part of the territorial public service.

French language: The Director General ensures that teachers, principals and vice-principals employed by the CSFN promote fluency in the French language in its schools and classrooms.

Inclusive education: When the school team determines that specialized assessments or services are required for a student, and the Director General agrees, they are to be provided. The Director General receives recommendations from the principal on alternative placements for students and shall consider such placements.

Reports: The Director General receives proposed school program plans from the principal. The principal provides reports twice each year on the effectiveness of the implementation of the program in the school to the Director General. The Director General provides copies of all these to the CSFN and the Minister.



Principals

School Program

The principal has the main responsibility to ensure the program is taught following the standards and directions provided by the Minister to the CSFN.

The principal works with the school staff to evaluate the program in the school. Formal reports must be done twice each year for the CSFN and Director General on the effectiveness of the school program. The Director General submits the reports to the Minister.

The school team which the principal directs, is responsible for determining the promotion of students from grade to grade. In doing this work, the team follows directions from the Director General.

The principal shall develop and provide other activities and programs for students in addition to the regular program. This shall be done in consultation with the CSFN and, where appropriate or required, in consultation with the community. It might include things like clubs, land programs, heritage fairs or breakfast programs.

In consultation with the CSFN, the principal shall develop ways to involve parents and the community in the school program. That might include parent awareness nights, classroom visitation and clubs or sports involving parents.

The principal is to work with community organizations to get the best out of school programs and support students entering and leaving school. That might include involving the Association des francophones du Nunavut, the Hunters and Trappers' Association, Nunavut Arctic College or local youth centers and groups.

Registration and Attendance Policy

The principal assists the CSFN to develop the policy. The principal and the school team have a primary responsibility to implement the policy and promote registration and good attendance.

The principal provides the CSFN with a monthly report on attendance in the school, consistent with the regulations.

The principal ensures that the school team makes a plan to help the student settle back in smoothly when a student returns after a long absence.

Inclusive Education

The principal is a key member of the school team which has a major responsibility in regard to inclusive education. The team implements inclusive education in the school to ensure the needs and abilities of all students are addressed.

The school team is called into action when a teacher or parent believes significant supports or adjustments may be required by a student. The team is responsible for developing individual student support plans and involving parents.

The principal, as described in the Act, determines when students should be excluded from the classroom. This also carries a responsibility to determine if an alternate placement is required and make that happen.

Student Participation

The principal assists the CSFN in developing the *Inuuqatigiitsiarniq* policy and supporting programs. The principal leads the implementation in the school consistent with *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq* and *Piliriqatigiinniq*.

The principal has overall responsibility for discipline in the school and may, with the approval of the CSFN, make rules for the school. The principal and teachers make sure students understand the *Inuuqatigiitsiarniq* policy and the school rules. The principal provides the CSFN with reports on student behaviour in the school.

As outlined in section 62, a principal may suspend a student for up to five school days. Longer suspensions or expulsion are the responsibility of the CSFN. The principal ensures assistance plans and counseling are available for students who are suspended or expelled. The principal carries out this responsibility consistent with *Inuit Qaujimajatuqangit*, particularly the principles of *Inuuqatigiitsiarniq*, *Tunnganarniq* and *Piliriqatigiinniq*.

The principal keeps the parents and community informed of events and activities in the school. The principal assists parents who wish to observe their child during instruction, unless that might not be in the best interests of the student or others.

Student Assessment

The principal supervises the Nunavut-wide assessment program established by the Minister.

The principal ensures that the students in the school are assessed regularly and fairly using culturally appropriate means and that parents receive reports on their child's progress.

A principal can request a meeting with a child's parent to discuss their child's progress, behaviour in school or attendance. Parents are responsible for attending such meetings if requested.

Student Records

The principal ensures that teachers keep accurate records on student progress, behaviour and attendance. The principal ensures that a record is maintained for each student registered in the school.

The principal assists parents and students who seek access to the student record and works with them to resolve any disputes that arise about the record.



School Calendar

The principal assists the CSFN in developing the school calendar. The principal is responsible for ensuring the calendar is followed in the school.

General Duties of the Principal

The principal is a teacher who manages the school and is responsible for its organization, administration and operation. The principal carries out these responsibilities in accordance with Inuit societal values, the principles and concepts of *Inuit Qaujimajatuqangit*. The principal is to monitor, evaluate, and report to the Director General and CSFN on the use of *Inuit Qaujimajatuqangit* by school staff.

The principal follows the directions of both the CSFN and the Director General. The Director General and CSFN should strive not to give conflicting directions to the principal. In all cases of conflicting direction, the Director General's role is to ensure consistency with the Act and regulations.

The principal has many specific duties which are identified in previous sections of the Act. Sections 114-117 in this part describe the general duties of the principal. The principal must:

- ensuring the school program is taught following the standards and directions provided by the Minister through the Director General;
- ensuring that the students in the school are assessed regularly and fairly using culturally appropriate means and that parents receive reports on their child's progress;
- ensuring the school operates in accordance with Inuit societal values, the principles and concepts of *Inuit Qaujimajatuqangit*;
- conducting formal evaluation of the school program and the use of *Inuit Qaujimajatuqangit* and providing reports to the CSFN;
- the safety of students, staff and other on school grounds;
- assignment of duties to school staff and providing direction to school staff;
- regular evaluation of school staff.

The principal is responsible for conducting the election of the student representative to the CSFN as described in section 134.

Section 141 describes the principal's duty to follow the direction of the CSFN to ensure school facilities and equipment are maintained and in good condition.

WHERE TO GO FOR MORE INFORMATION

Publications

Education Act, Department of Education

Education Act Regulations, Department of Education

Inuit Qaujimagatuqangit: Education Framework for Nunavut Curriculum, Department of Education

Inuglugijaittuq: Foundation for Inclusive Education, Department of Education

Ilitaunnikuliriniq: Foundations of Dynamic Assessment, Department of Education

Contacts

Executive Director, Kitikmeot School Operations
P.O. Box 287
Kugluktuk, NU
X0B 0E0
(867) 982 7421

Executive Director, Kivalliq School Operations
P.O. Box 90
Baker Lake, NU
X0C 0A0
(867) 793 2803

Executive Director, Qikiqtani School Operations
P.O. Box 429
Pond Inlet, NU
X0A 0S0
(867) 899 7335

Assistant Deputy Minister, Curriculum and School Services
Department of Education
Government of Nunavut
P.O. Box 1000, Station 980
Iqaluit, NU
X0A 0H0
(867) 975 5601

Director General
Commission scolaire francophone
P.O. 11008
Iqaluit, NU
X0A 0H0
(867) 975 2408

