

MODULE 2 INTRODUCTION TO LAWS AND POLICIES/PROGRAMS

MODULE 1 TRAINING AT 2012 AGM



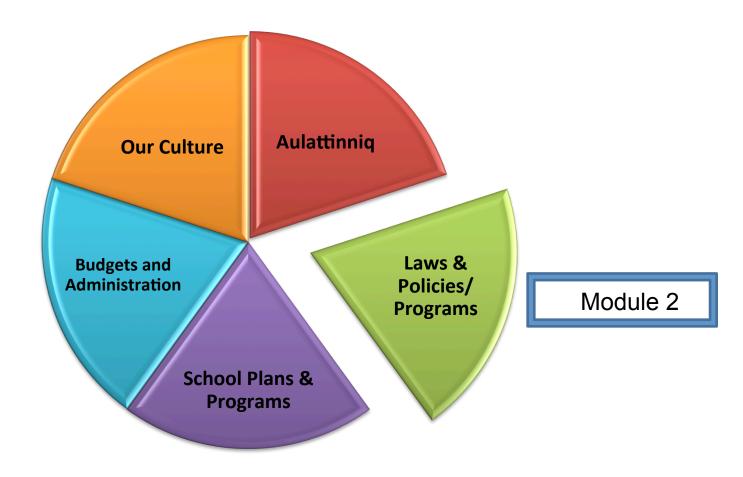
DEA TRAINING MODULES





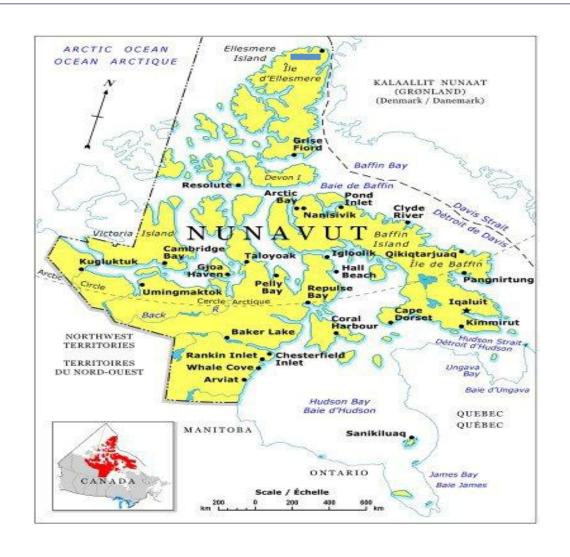
LAWS, POLICIES & PROGRAMS





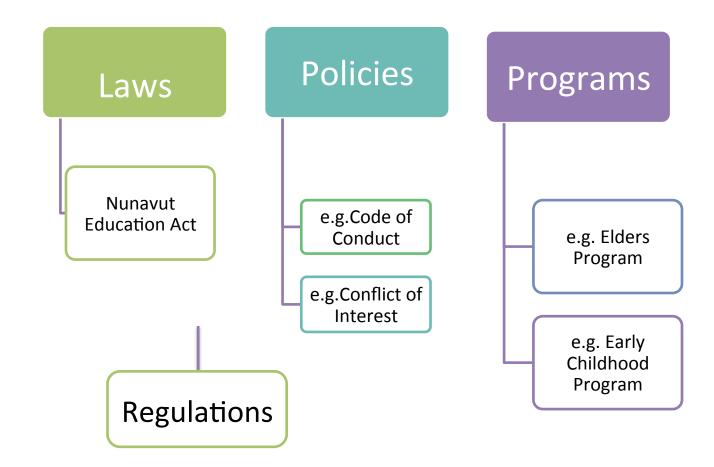
DEAS ACROSS NUNAVUT





LAWS AND POLICIES











USING THE EDUCATION ACT



DEAs refer to the Education Act when they have questions on:

- •Who is responsible for what? (role of parents, teachers, principals, the Minister etc.)
- Standards in education.
- •Administration of DEA finances.
- •Reporting requirements.
- the school calendar
- •The education program in your community (e.g. the school program plan, bilingual education, inclusive education).
- •Administration of the school.

Tip: When in doubt about a decision, check the Education Act first.

USING THE EDUCATION ACT





REGULATIONS



Regulation: A process of carrying out, monitoring and enforcing the rules established by legislation

Nunavut Education Act

Regulations

Inuuqatigiitsiarniq Policy and Discipline Regulations

Administration and Finance Regulations

LAWS AND POLICIES



Nunavut
Education Act

Inuit Language Protection Act

REGULATED POLICIES



Inuuqatigiitsiarniq
Policy and
Discipline
Regulations

DEA POLICIES



DEA Policies Code of Conduct

Conflict of Interest

Bussing

School Closure and Safety

Media Policy

School Facility Use

Complaints Policy and Procedure

YOUR EXPERIENCE



What has been the experience of your DEA in implementing the Inuuqatigiitsiarniq Policy?

DEA Programs

- A school program
 consists of the delivery
 of the education
 program. A DEA can
 create programs.
- Local programs may consist of courses offered in addition to, or instead of, existing courses.
- Modifications can also be made to reflect the local dialect or culture

DEA Programs – Education Program Responsibilities

- Early Childhood Education
- Elders Program
- Breakfast Programs

What do you have in your community?

DEA Program Funding

- DEAs can apply for additional funding
- Proposal & reporting

What have you applied for?

Other Factors

- DEA Bylaws
 - honoraria, signing authority,
 Rules of Order, selecting DEA
 Chair & Vice Chair,

- School Visitation Plans (Ed Act S. 139)
- Hiring of Principal & Vice
 Principal (Ed Act S. 107

List of DEA Policies & Bylaws Received February 18, 2013

- Must Have:
- Inuuqatigiitsiarniq Policy (Ed Act s. 58) *In Force*
- Registration and Attendance Policy (Ed Act s. 37) Not in Force
- Should Have:
- Policy on Enrolment of others (Ed Act s. 32)

By-laws, decisions, and other requirements

- School Visitation Plans (Ed Act s. 139)
- Requirements to establish a DEA panel for Principal & Vice Principal Appointments (Ed Act s. 107)
- LOI Model Choice (Ed Act s. 24 (4))
- Establish School Calender (Ed Act s.84)
- Provide notification concerning DEA suspensions & expulsions (Ed Act s. 63) (11) and 65 (3)
- Requirement to provide an ECE Program (Ed Act s. 17
- Requirement to write an annual report (Ed Act s. 146)
- Establish a By-law to authorize two members with signing authority (Finace and Admin Reg's s. 6 (2)

- Establish a by-law on DEA honoraria
 (Finace & Admin Regs s. 2 (3)
- Establish a by-law on the DEA rules of order (Conduct of Business Regs s. (2 (1) (a)
- Establish a by-law on the procedures for making decisions (conduct of Business Regs s. 2 (1) (b)
- Establish a by-law on the method of selecting the DEA chair and Vice Chair (Conduct of Business Regs s. 2 (1) ©
- Establish a bylaw on the order of business for a meeting of the DEA (Conduct of Business Regs s. 2 (1) (d)
- Establish a Code of Conduct for its members (old Edu Act s. 96 (3) carried forward by the Transition Reg (2012-2014 s.28

ADVOCACY



- A key role of the DEA is to <u>advocate for change in</u> education.
- Advocacy is a process started by the DEA aimed at changing aspects of the education system including changing policies and laws.
- Advocacy can include issuing press releases or doing TV and radio interviews, speaking at public events or conferences, publishing research or lobbying your MLA or Minister of Education.
- It is very important to collect information about the problem before advocating for change.

ADVOCATING FOR CHANGE



- 1. Identify the problem.
- 2. Gather information about the problem
- 3. Summarize what the information tells you.
- 4. Identify who you send information to or who you should meet with.
- 5. Present your arguments for change
- 6. Follow-up

AULATTINNIQ - TAIMA



