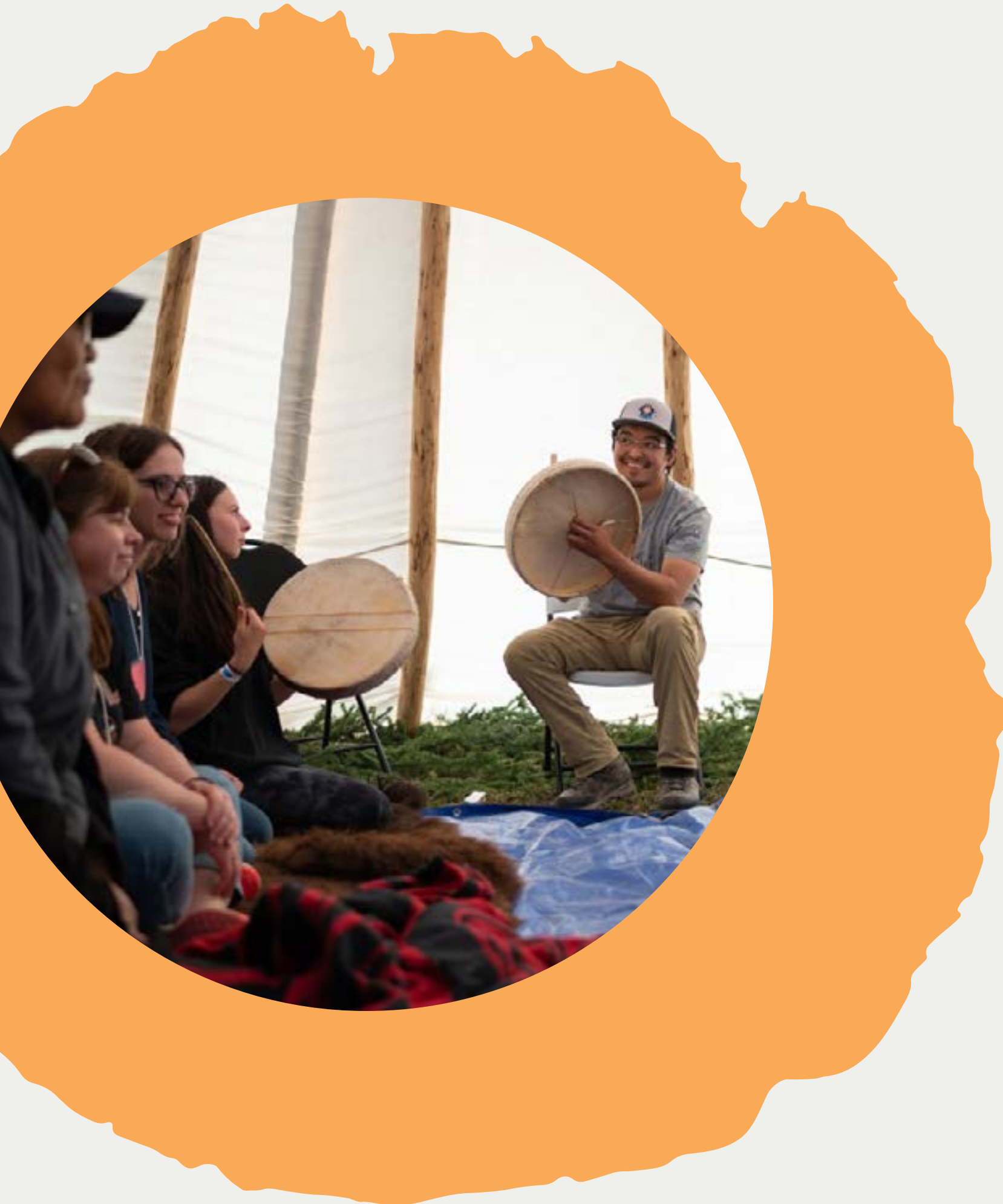




Guide for Community Committees



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Welcome and We are Happy to See You

Nakhwanyàa'in geenjit shòh ìidilii
(Gwich'in)

Nèkhwètr'ènoh'ay hàjit shò tr'inlay
(Hän)

Dàye yésóots'enindhän, dàkhwäts'enè'in yū
(Northern Tutchone)

Dákwänī'j yū shāw ghànīddhän
(Southern Tutchone)

Nohts'eneh'jj tsin'jj choh ts'eninthän
(Upper Tanana)

Yak'ê ixhwsatìní
(Tlingit)

Dahgáts'enehtān yéh gutie
(Kaska)

Dahts'eneh'jh sùkùsen
(Tagish)

Welcome to your new role as a Community Committee member!

On behalf of the First Nation School Board ("FNSB"), we appreciate that you have made this commitment to the learners of your community. Through this role, you will help to ensure that education outcomes are positive for your learners.

What is a Community Committee?

The FNSB recognizes the importance of having family and community members directly involved in the management and operation of FNSB schools in their community. Considering this, the FNSB is establishing Community Committees under Community Committee Agreements between the local Yukon First Nation(s) and the FNSB.

Each Community Committee Agreement identifies specific duties and authorities of the FNSB that are shared with the Community Committee. For example, a Community Committee's duties may include co-creating the school plan, providing locally developed materials including language courses, and establishing policies for the management and operation of the school. Over time, a Community Committee's duties and authority is expected to evolve, as its experience and expertise grows and to meet the unique circumstances of its students, school, and community.

Community Committee Agreements also addresses the operation of the Community Committee including the number, qualifications, and terms of its members and the process for their appointment or election.

In addition to the establishment of a Community Committee, a Parental Advisory Committee could also be formed under the Education Act. Parental Advisory Committees are established through the initiative of parents or guardians to provide community-based input for the Community Committee and FNSB, as appropriate, to consider.

How did the FNSB get established?

Under the provisions of the Education Act, the Minister of Education and the Chiefs Committee on Education entered into The Agreement Respecting Education and the Establishment of a First Nation School Board in Yukon, which was signed in June 2021. The objective of The Agreement Respecting Education and the Establishment of a First Nation School Board in Yukon was for Yukon First Nations to garner more control and authority for Education in the territory

A copy of this agreement can be found at <https://yukon.ca/sites/yukon.ca/files/edusigned-copy-agreement-respecting-education-establishment-first-nation-school-board-yukon-2021.pdf>

The Importance of Community in Education

The FNSB acknowledges that learners must be supported by their families and community. This is reflected within our organizational structure where the learner stands at the very core, symbolizing the focal point of our collective efforts. Surrounding the learner, is a series of wrap-around rings, each representing different entities, collaboratively providing mutual support.

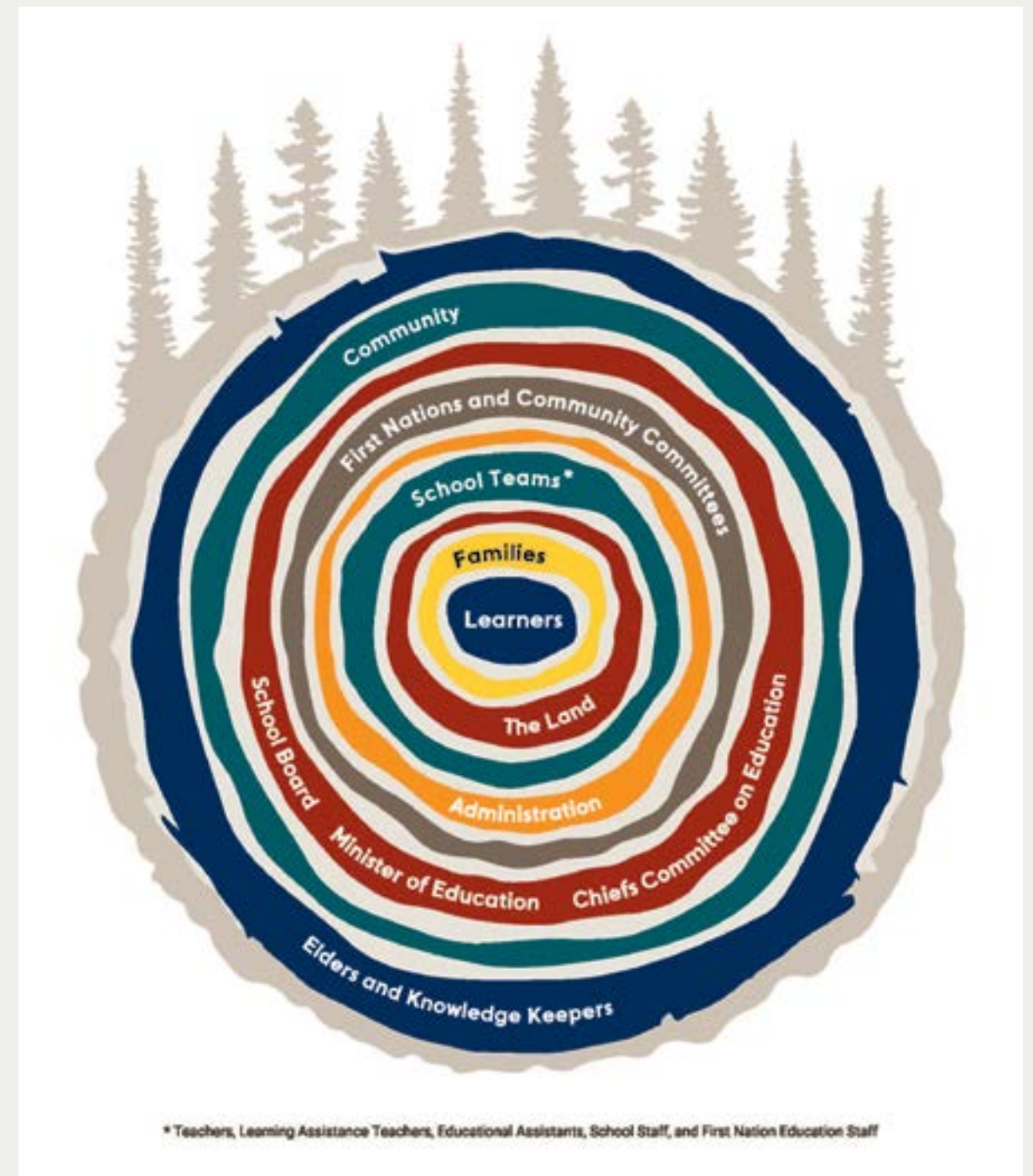
At the outermost layer we find Elders, Knowledge Keepers, and the community, representing the pillars of wisdom and guidance. They encompass the learner and the entire educational ecosystem, shielding and preserving it through their vast knowledge and experience. They are instrumental in shaping a nurturing environment where learners can flourish and grow.

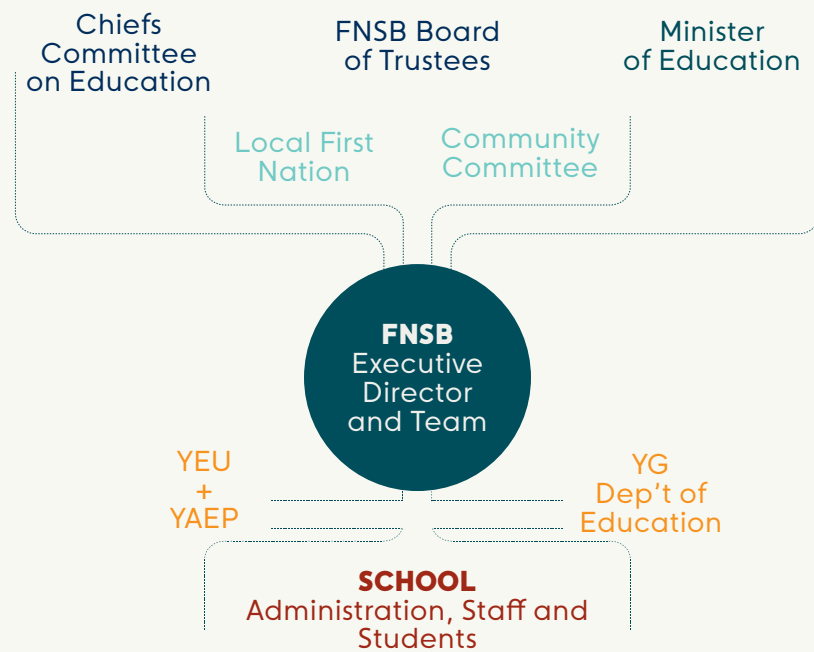
Each ring in this interconnected structure carries unique responsibilities and jurisdiction, and it is essential to recognize that no single ring holds more significance or power than the other. They are all integral components of a holistic approach to education, working in harmony to provide the best possible support for the learners' journey.

Inspired by the image of a tree in a forest, the FNSB's organizational model reflects our connection to the land—the ultimate teacher. Just as a tree relies on its roots to draw nourishment from the earth, we draw wisdom and inspiration from our rich cultural heritage and the land. The tree's branches reaching towards the sky mirror our aspirations for learners to achieve their fullest potential, guided and supported by the collective strength and wisdom of the entire community.

By embracing this inclusive and interconnected structure, the FNSB not only acknowledges the importance of the community but also underscores our commitment to creating an educational ecosystem that honours our traditions, embraces diversity, and fosters a deep connection to the land and our culture. Together, we cultivate an environment where learners can thrive, blossom, and become empowered individuals who contribute positively to their communities and the world.

Figure 1. FNSB organizational chart





Responsibilities for Management and Operation of FNSB Schools

Role of the Community Committee

A core goal of the FNSB is to create opportunities for active involvement of First Nations, parents, families, and communities in the operation and management of the schools within their community. In alignment with this goal, the FNSB is fully committed to working with the First Nations that have schools operated and managed by the FNSB in their traditional territory. Establishing a community-based committee formalizes this commitment and facilitates community engagement in an effective and efficient way. These committees will play a crucial role in making important decisions, providing recommendations, and outlining policy direction for the FNSB concerning the administration, management, and operation of their local school(s).

The FNSB has certain duties and authorities under The Agreement Respecting Education and the Establishment of a First Nation School Board in Yukon and the Education Act relating to the administration, management, and operation of FNSB-run schools. Under a Community Committee Agreement, the FNSB may share some of these authorities and duties with a Community Committee. The exercise of such authorities and duties may be subject to conditions set out in the Community Committee Agreement.

To effectively carry out its duties and exercise its authorities, a Community Committee will establish relationships and collaborate with various partners including the Trustees, Yukon First Nations, school administrators, and FNSB staff. By actively engaging with these partners, the Community Committees can ensure decisions made regarding the schools are inclusive, culturally responsive, and aligned with the specific needs and aspirations of the respective communities. See Table 1 below for an overview of the key organizations that a Community Committee may interact with.

***Note:** School staff are Yukon government employees and members of the Yukon Association of Education Professionals union. All staff management activity for these positions cannot contravene Yukon government policies and must be carried out by the Executive Director of FNSB.

Overview of key partners with each Community Committee:

School Administration

The Principal, Vice Principal, and Administrative Assistant(s), together with their Community Committee, will need to develop strong, working relationships. It is important that the Community Committees understand the realities within the school and that the school administration understand the priorities of the Community Committee. The Community Committee Agreement provides that school administrators will co-develop crucial, governing aspects of the school, such as school plans and budgets. The Executive Director of the FNSB will always be the supervisor of school administrators however, the committees may choose to provide input to the Executive Director of the FNSB for aspects of management and operation of the school. It is anticipated that Principals will be standing attendees of committee meetings.

FNSB

The main point of contact between Community Committees and the FNSB will be the **Community Committees Advisor**. Provide administrative and technical support to the committees. At times, committees may also interact with other members of the FNSB. **Trustees.** Exercise FNSB duties and authorities for FNSB schools and advise the FNSB Executive Director on school operations within her control. **Executive Director.** Act as the FNSB's organizational leader and responsible for staffing at FNSB schools. Working directly with Yukon government, she directs FNSB staff for the operations and management of FNSB schools. **FNSB Director.** Lead cultural and language programming resources for the FNSB schools. Maintain connections with YFN partners. **Director of Communications.** Ensures clear and collaborative communications with the community, FNSB school, Yukon First Nations and media. Support First Nations and committees on communications protocols and other memoranda of agreement. **Finance.** FNSB's finance team will support Community Committees in their budget management exercises.

Local First Nations

The Community Committee Agreement is bilateral between the local First Nations and the FNSB with respect to a FNSB school. The First Nations can choose to amend and evolve the terms of this agreement, as needed, with the informed advice of the committee. On behalf of the Yukon First Nation, the First Nations Education Department is a critical partner in the committee's work. Regular communication and a working relationship with the Education Director will be necessary for the committee's success. The committee should regularly seek guidance and input from local Elders and Knowledge Keepers.

Community (parents, caregivers, families, citizens)

A school is a crucial element of any community and serves a bigger role for all community members than just a place of education for enrolled learners. The committees are the main channel for community engagement and committees must make efforts to ensure it is representing the needs and priorities of the community. The committees' meetings should provide public space for any local citizen to raise and consider the needs and priorities of the school.

Yukon First Nation Education

Directorate (YFNED) The YFNED was established by the Chiefs Committee on Education ("CCOE") to provide the capacity needed to address long-standing concerns about unacceptable outcomes for First Nation students. The YFNED provides capacity, systems, and resources, as well as learner supports. Community Committees and FNSB schools may seek to partner or build upon existing efforts made by YFNED.

First Nations Education Commission ("FNEC")

The FNEC is comprised of the Education Directors of the Yukon First Nations. It offers technical support, advice, and recommendations to Yukon First Nations concerning education matters pertaining to their citizens and communities. These matters encompass early childhood education, primary and secondary education, as well as employment training.

Community Committee Duties

The duties undertaken and performed by a Community Committee will vary depending on the terms of the Community Committee Agreement. Once signed, these agreements are living documents, intended to be responsive and agile to address the specific needs and circumstances of its school community.

It may be appropriate for a Community Committee to adopt an incremental approach where it assumes more duties and powers over time as it develops experience and expertise. This approach would allow the Community Committee to progress at a pace aligned with the community's capacity and preparedness, ensuring a smooth and effective transition towards fulfilling their roles and obligations.

The legislated authorities Community Committees could share with the FNSB through these agreements include (summarized from section 116 of the **Education Act**):

- Co-creation and approval of school plans
- Co-creation and approval of school policies
- Guidance on localized policies for dispute resolution that the school and FNSB will follow
- Supporting the FNSB with staff selection, management and Principal evaluation (subject to the act and any applicable collective agreement)
- Authorize (together with the FNSB and the Minister) use of textbooks, instructional materials, apparatus and equipment, locally-developed courses and First Nation language programming
- Co-management and approval of the school's budget and property management
- Joint evaluation of the school's operations
- Co-creation of school branding i.e., logo or seal
- Co-develop and maintain policies for extra-curricular activities and field trips
- Support and influence the creation of professional development for teachers and administrators
- Request school team evaluation

***Note:** The FNSB maintains legal liability for certain matters relating to the operation of the FNSB schools and their management and administration. Decisions made for schools must consider these legal requirements and those that rest with Yukon government (i.e., labour relations, staffing), and those which must adhere to legally binding agreements (i.e., the Yukon Association of Education Professionals union agreement).



If identified in the agreement, the Community Committee will share these authorities/responsibilities and help direct the FNSB's work for their school(s) in these areas. If the committee is not interested in specific authorities, the responsibility remains with the FNSB.

***Note:** This is not the only way these shared duties and authorities could be implemented or exercised. Each Community Committee Agreement could identify different processes or approaches.

Exact processes of how Community Committees will guide the work and direct policy for the FNSB's operation and administration of their schools will be dependent on individual Community Committee Agreements. To assist and inform individual development of these processes, examples for each potential duty is outlined here.

Role in School Staffing

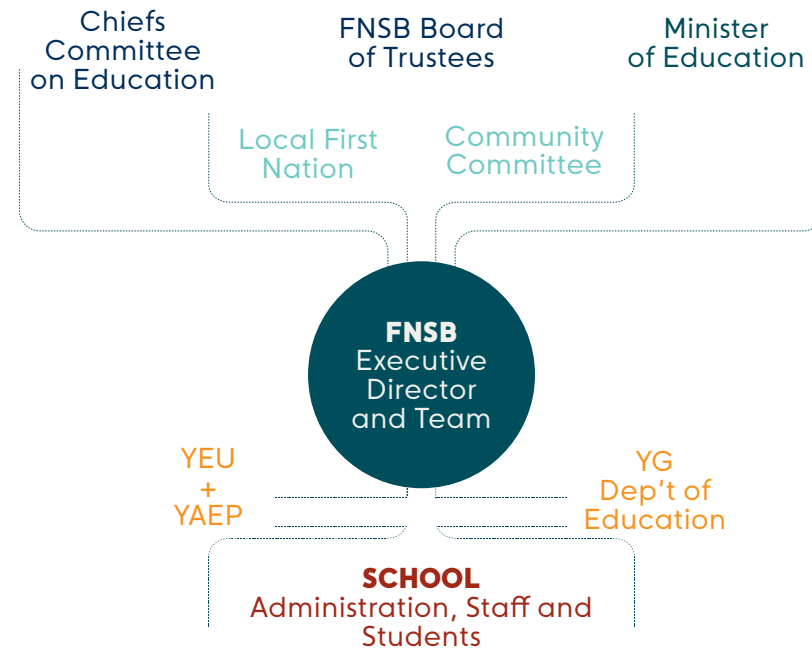
In some Community Committee Agreements, the local First Nation may have identified that it would like the Community Committee to play a role in school staffing. This refers to involvement in the hiring of Principals, Teachers, or other school staff.

While each Community Committee has the authority to establish its unique approach to fulfilling this responsibility, it must operate within certain parameters:

- any process must be consistent with rules and guidelines set the Yukon Association of Education Professionals Union ("YAEP"); and
- the FNSB schools' staff are Yukon government employees.

Community Committees have the flexibility to determine their level of involvement in the hiring process, allowing them to tailor their participation according to local cultural considerations. For instance, committee members can take part in various aspects, such as serving on the hiring panel, contributing to the design of job postings, collaborating on the creation of selection criteria that reflect cultural values, and formulating interview questions with cultural sensitivity in mind.

This involvement may extend to participating in interviews that take place in settings of cultural importance, assessing candidates post-interview, and collectively making decisions on hiring while being mindful of cultural nuances and traditions. This approach ensures that the staffing process aligns with local cultural needs, such as advertising in culturally appropriate locations and conducting interviews at places of cultural significance.



Responsibilities for Management and Operation of FNSB Schools



School Growth Plans are mandatory for all Yukon schools. This is an annual plan prepared for each school by the school administration in collaboration with school staff, the School Council or Community Committee, the school board and the local Yukon First Nation.

It contains the goals and educational priorities for the school. Principals will be tasked with ensuring Community Committees are equal contributors. Some schools have other plans on top of the School Growth Plan, for example, in Yukon some schools have a plan for getting students on the land, so that by the time students graduate they have had camps on all the key places in their traditional territory. Other schools may have a language plan or a community outreach plan or a plan addressing any other area that is of interest to them.

Co-Creation and Approval of School Plans (School Growth Plans and any other school plans)

Recognizing the value of community input in shaping school plans, there flexibility in how this collaborative process can unfold. It may involve the Principal engaging with the Community Committee on an annual basis or more frequently as needed. Together, they can explore various approaches to establish priorities and develop school plans, adapting their methods to suit the unique needs and dynamics of their community.

This open-ended approach ensures that school plans are enriched by the collective wisdom and diverse

perspectives of the community and local Yukon First Nation. Following this collaborative effort, the Community Committee can take the opportunity to co-create, review, adjust, or refine school plans as they see fit, and if necessary, approve it through a resolution. The Principal can then proceed with implementing the plan and reporting back to the committee on their actions taken. By maintaining flexibility, this process remains responsive to the evolving requirements of the community and the educational goals of the school.

School Calendar

On a regular basis, be it annually or more frequently as required, the Principal can engage with the Community Committee to discuss the school calendar. In this collaborative process, the Community Committee has the opportunity to contribute vital insights regarding local and culturally significant events that should be integrated into the school calendar. They may also offer guidance on the scheduling of school dates, allowing for adjustments as necessary.

Additionally, the Community Committee can consider reviewing and, if deemed appropriate, making modifications to the school calendar through a resolution. This approach grants flexibility in how the school calendar is developed and refined, ensuring that it aligns with the community's needs and respects its cultural events and priorities.

Role in School Staff Performance Management

Aligned with the Community Committee Agreement, Community Committees may play a pivotal role in staff performance management. If this role is taken on, Community Committees are afforded the flexibility to chart their own course in fulfilling their duties. Here are some potential avenues for them to consider:

Policy Development and FN Partner Engagement

In situations where concerns arise, Community Committees can take a proactive stance by exploring policy development. They might also consider collaborative efforts with First Nation partners to address these concerns on a broader scale. It's important to note that such cases may

warrant a review by the Yukon government.

Staff Evaluation

Community Committees can explore the option of initiating staff evaluations. This can involve directing the Executive Director of FNSB to work with the Principal to assess specific staff members or instructing the Executive Director of the FNSB to evaluate the Principal. To ensure a comprehensive assessment, the Community Committee should provide a clear description of their concerns and any supporting evidence. Following this, given restrictions of the YAEP, the Executive Director (with the Principal) will have to assume responsibility for conducting investigations into the concern. To maintain the confidentiality of human resource-related matters, such as staff issues, disciplinary measures, and

performance evaluations, this must be treated with utmost sensitivity and confidentiality.

Disciplinary Matters and Performance Management

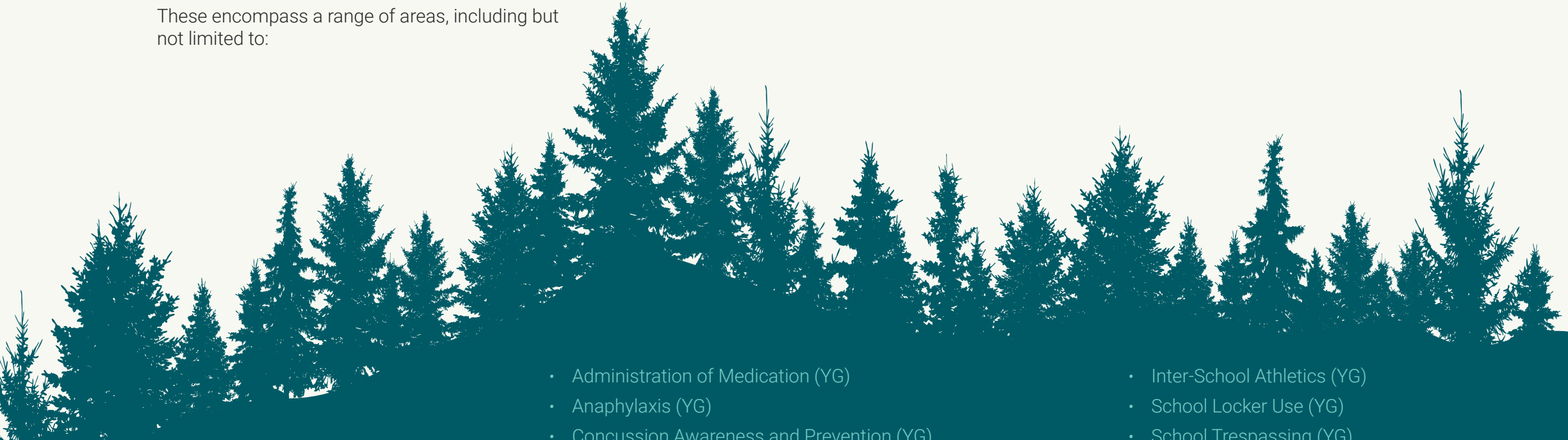
Community Committees are encouraged to play an advisory role in shaping the approach to disciplinary matters. For example, they may consider recommending that the initial step in addressing an issue involves a dialogue between the staff member and an Elder. In this context, it is essential for the FNSB to ensure that such an approach aligns with the support of the YAEP. If there is alignment and agreement on this approach, it can be integrated into the broader performance management process.

Policies Established by Community Committees

Underlining the significance of active involvement and the capacity to infuse cultural perspectives, Community Committees have the pivotal role of revising current policies and identifying new ones as necessary to govern the school's operations and management. Additionally, Community Committees are empowered to establish policies that facilitate and steer their own functioning.

Furthermore, it is essential to note that the Department of Education and FNSB have established several overarching policies that are applicable across all schools. However, these policies can be subject to review and adaptation to better suit the distinct needs and cultural contexts of each school.

These encompass a range of areas, including but not limited to:

- 
- School Nutrition (YG)
 - Safe and Caring Schools (YG)
 - School Sale of Home Foods (YG)
 - Sexual Orientation and Gender Identity Policy (YG)
 - Student Protection (YG)
 - Substance Free Schools (YG)
 - Tobacco and Vapour-Free Schools (YG)
 - Use of Traditional Medicine (YG)
 - Violence Threat Risk Assessment (YG)
 - Administration of Medication (YG)
 - Anaphylaxis (YG)
 - Concussion Awareness and Prevention (YG)
 - Soccer Goal Safety (YG)
 - Request for Leave to Accompany Students to Non-Sanctioned Events (YG)
 - Student Records (YG)
 - Agencies within the Schools (YG)
 - Off-Site Learning (YG)
 - School Growth (YG)
 - French Language (YG)
 - Volunteers in Schools (YG)
 - After-school childcare (YG)
 - Corporate Sponsorship and Donation (YG)
 - Early Kindergarten (YG)
 - Inter-School Athletics (YG)
 - School Locker Use (YG)
 - School Trespassing (YG)
 - Valedictorian Policy (YG)
 - Video Surveillance (YG)
 - Transportation on School Busses Policy (YG)
 - Transportation in Personal Vehicles Policy (YG)
 - Transportation in YG Vehicles Policy (YG)

Key policies that a Community Committee may create or evaluate include:

- School Rules
- Student Suspension
- Student Attendance Policy
- Dispute Resolution Policy

In order to initiate the policy review or development

process, it is suggested that the Community Committee consider making a decision through a resolution. Upon the completion of this resolution, the Community Committee may opt to complete the Policy Review and/or Development Form, as outlined in Appendix A, for further consideration. This form can be shared with the Executive Director or their designated representative for initial review. The FNSB will then evaluate the form and determine whether, when, and how the policy should be developed, with the outcome promptly communicated back to the Community Committee. If the proposal is approved, the FNSB can also specify expectations regarding timing.

Following a policy review and/or development, the FNSB is encouraged to provide periodic updates to the Community Committee. In parallel, the Community Committee is encouraged to foster engagement within the community, involving parents, students, and other key stakeholders as they see fit. Similarly, the Principal is encouraged to engage with staff on these matters. Any feedback collected during these engagements can be shared with the FNSB for potential integration.

It's important to note that the process outlined below provides a general overview, and the Community Committee retains the flexibility to engage with community members or the local Yukon First Nation at various stages. Moreover, the Community Committee and the FNSB are encouraged to engage more frequently than indicated below, recognizing the evolving nature of policies and the need for ongoing collaboration.

On the next page is a proposed approach. Community Committee identifies the need for either:

1

- a. a new policy to be developed, or
- b. an existing policy to be updated. The policy development form is filled out by one or more committee members.

The Community Committee puts forward the

2

recommendation to create or update a policy. This recommendation is shared with the Executive Director of the FNSB (or their delegate), as well as the Principal of the school.

The Executive Director of the FNSB, or their delegate,

3

reviews the form and makes one of the following decisions:

- a. Approve and identify a preferred timing.
- b. Request an opportunity to gather more information from the committee
- c. Reject with reasons.

The decision is communicated from the FNSB to the Community Committee and the Principal.

4

The FNSB meets with the Community Committee

5

to understand the intention of the policy and to hear committee member views on community concerns.

The FNSB conducts analysis and creates a policy to share

6

with the Community Committee and Principal.

The Community Committee reviews the policy and provides

7

feedback to FNSB.

FNSB addresses Community Committee feedback.

8

Community Committee community engagement on the draft policy. FNSB

9

addresses community input.

Final policy is approved by the FNSB.

10

Curricular and Extra-curricular Field Trips



Community Committees are encouraged to offer guidance on the field trip calendar and how to ensure that field trips are conducted in a culturally relevant manner. For example, Community Committees can provide advice and recommendations to the school regarding local First Nations' traditional seasons.

In relevant instances, the Principal should actively seek feedback from the Community Committee on various aspects, including:

- Whether the inclusion of an Elder or knowledge holder is advisable for the trip.
- Whether permissions are required for visits to sacred locations or the collection of traditional knowledge.
- How to ensure that the field trip aligns with cultural practices, such as respecting the land, following proper harvesting procedures, and processing fish in accordance with cultural norms.

Additionally, it is essential for the Principal to seek approval for the field trip from the Executive Director of the FNSB, or their authorized representative. If a Community Committee wishes to assume full authority and provide ultimate approval for field trips, they would need to secure their own insurance coverage. This approach ensures a collaborative and culturally respectful approach to field trip planning, with due consideration of local traditions and perspectives.

Locally Developed Courses of Study, Educational Programs, Yukon First Nation Language Integration

Community Committees were intentionally crafted to facilitate the seamless infusion of culture into the very fabric of the community school. This pivotal role is notably achieved through three core components: the development and integration of locally developed courses of study, the innovative design of educational programs, and the inclusion of the Yukon First Nation language.

By assuming responsibilities within these key areas, the Community Committee becomes an empowering force, offering invaluable guidance, direction, and recommendations that actively shape the integration of locally-developed materials within the school. The Committee acts as a conduit, channelling the collective wisdom and aspirations of the community while authentically reflecting the community's unique cultural, historical, and social contexts.

Through their active involvement, the Committee ensures that the educational experience resonates with the core values and specific needs of the community. This, in turn, fosters a learning environment that not only enriches academic growth but also serves to meet the unique needs of the learners while forging a profound connection to the land and language, nurturing the cultural identity of all involved.

While each Community Committee may determine how to do this in a unique way, below are some suggested approaches to initiate and advance work. The Community Committee may:

- Identify the need for locally developed curriculum, educational programs, or Yukon First Nation language integration into the community school (new or existing courses, programs, or resources);
- Identify availability of local resources (i.e. textbooks, stories or books, language programs);
- Prioritize what courses or educational programs need to be integrated; and,
- Prioritize courses for translation into a Yukon First Nation language.

The FNSB may take on the development of local curriculum or educational programs. If a Community Committee would like to request this, they can fill out the Form in Appendix B and submit it to the FNSB.

The FNSB will then decide to:

- d. Approve and identify a preferred timing.
- e. Request an opportunity to gather more information from the committee
- f. Reject with reasons.

The decision will then be communicated to the Community Committee and the Principal. Once any curriculum is developed, the FNSB is then responsible for seeking final approval from the Department of Education who liaises with Government of British Columbia.

Authorizing Use of Textbooks, Instructional Materials, Apparatus, Equipment

The Community Committee, as part of its role, can actively assist by identifying valuable resources and recommending their utilization to the FNSB for the purpose of cultural development. Subsequently, the FNSB assumes the responsibility of seeking Ministerial approval for the inclusion of these resources within the school.



Reporting to the FNSB

With respect to reporting, each Community Committee will:

- provide copies of its resolutions, decisions and minutes to the FNSB; and
- convene an annual community meeting with respect to its the operation and management of the School.

In addition to the duties listed above, Community Committees can also make recommendations to the FNSB on a variety of topics including, but not limited to:

- school capital, operations, and maintenance budget requirements;
- updates to school infrastructure; and
- staffing needs.

Community Committee Structure

Eligibility and the process of appointment/ election of members to a Community Committee will be outlined in the Community Committee Agreement.

The terms of office for membership will be outlined in the Community Committee Agreement. In specific circumstances, a member may be removed from the Community Committee. Reasons for removal may include, but are not limited to lack of attendance, confidentiality breaches, conflicts of interest that are not declared, disruptive behaviour, as well as legal or ethical violations.

Whether or not a committee has a chairperson and what duties they may hold will be outlined in the Community Committee Agreement.

Secretariat Support

The FNSB can provide or support secretariat services to each Community Committee. This can include but is not limited to:

- meeting coordination;
- meeting minutes and resolutions;
- honoraria;
- budget and bank account; and
- policy advice.

Confidentiality

Community Representatives must adhere to strict confidentiality guidelines, safeguarding all sensitive information discussed or obtained during their tenure on the Community Committee. It is of utmost importance that they refrain from disclosing any such information to unauthorized individuals or parties. This commitment to confidentiality ensures that the privacy and trust of community members, students, and stakeholders are respected, fostering an environment of openness and effective collaboration within the committee. Potential legal implications and consequences could be associated with any breach of confidentiality.

Conflict of Interest

A conflict of interest arises when personal interests or relationships influence or compromise objectivity and decision-making while serving on the Community Committee.

To navigate potential conflicts, it is crucial to be proactive and transparent in disclosing any relevant affiliations or interests that could impact your role. When faced with a conflict, it is best to recuse yourself from discussions or decisions directly involving the matter in question. This must be documented within the Meeting Minutes.

By diligently managing conflicts of interest, we uphold the trust placed in us by the community and ensure that our actions align with the committee's mission of fostering an inclusive and equitable educational environment.

Meetings and Quorum

Community Committee meetings requirements will be outlined in the Community Committee Agreement. These meetings, when possible, should occur within the community that the school is located. Options must be made available for committee members to participate by electronic means.

While each Community Committee Agreement will specify quorum, a general guideline is that more than one half of all members must be present. Furthermore, no less than three members can be considered quorum.

Interacting with Media

As committee members, your interactions with the media are vital in effectively conveying the values and objectives of the Community Committee. Each Yukon First Nation signatory to a Community Committee Agreement, or the Community Committee directly (if delegated by the YFNs) will work with the Director of Communications within the FNSB to develop a Memorandum of Understanding regarding the process for communications.

Resources

Reports, Legislation and Agreements you may want to read

- The Agreement Respecting Education and the Establishment of a First Nation School Board
- Letter of Agreement – Collaboration under the Agreement Respecting Education and the Establishment of a First Nation School Board in Yukon
- FNSB Strategic Plan
- Yukon Education Act
- YEU Collective Agreement
- YAEP Collective Agreement
- Together Today for our Children Tomorrow
- Kwiya Report
- Your respective Community Committee Agreement

Appendix A. Template/Example of a Request for Policy Review and/or Policy Development

School Name	
Resolution No.	[number of Community Committee resolution]
Date of Request	[date this is being submitted to the FNSB]
Policy Name	[name of existing policy or topic for new policy]
Issue(s)	[describe the issue that the policy needs to address]
Rationale for Request	[outline the reasons why this policy needs to be developed]
Timing	[help the FNSB understand the urgency of the request]

Submitted by: [insert name, email address, phone number]

Appendix B. Template/Example of a Request for Locally Developed Curriculum, Integration of Educational Programs, Translation to Indigenous Languages

Title of Request	[insert name of project]
Name of Requestee	[insert name of staff making request]
Date Submitted	yyyy-mm-dd
Reason for Request	[why is this request being made]
Learning Objectives	[what learning (academic or cultural) or developmental objectives will be achieved]
Cultural Considerations	[Local knowledge holder or elder connection. Who can develop the curriculum? Does a knowledge holder need to give consent? How can an Elder be paired with another YFN Citizen to support knowledge transfer?]
Partnership Opportunities	[Is there an opportunity to partner with the local YFN government? Are there any other relevant partnerships?]
Recommended Age	
Timing for Approval	[indicate urgency of timing for approval]



First Nation
School Board